

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** School Age Child Care and Programming

**CODE NO. :** ED 270   **SEMESTER:** Four

**PROGRAM:** Early Childhood Education

**AUTHOR:** Andrea Welz   [andrea.welz@saultcollege.ca](mailto:andrea.welz@saultcollege.ca)

**DATE:** Sept. 2016   **PREVIOUS OUTLINE DATED:** Sept 2015

**APPROVED:**   "Angelique Lemay"   June/16

\_\_\_\_\_

**DEAN**

**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):**

**HOURS/WEEK:** 2

**Copyright ©2016 The Sault College of Applied Arts & Technology**  
*Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.*  
*For additional information, please contact Angelique Lemay, Dean  
School of Community Services, Interdisciplinary Studies & Faculty Enrichment  
(705) 759-2554, Ext. 2737*

:

## I. COURSE DESCRIPTION:

With the knowledge of child development and teaching methods as a foundation, the student will learn how to develop curriculum and establish programs aimed at meeting the particular needs of the school-aged child. Students will recognize the importance of a wide range of experiences and activities for children in this age group and will learn how to capitalize on their interests and abilities. Emphasis is placed on how to balance the freedom of choice within the context of group decision-making.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. ***Describe the essential characteristics of school-age programs***

*Reflection of \*VLO # 7*

Potential Elements of the Performance:

- explain the need for school-age programs
- identify various types and settings of school-age programs
- list the roles and responsibilities of the educator
- link aspects of the Child Care and Early Learning Act and other policies to school-age programs

2. ***Demonstrate a thorough understanding of child development for this population*** *Reflection of \*VLO #1, 3*

Potential Elements of the Performance:

- relate various theories of development to school-age children
- observe and identify the learning of school-age children and groups along a continuum of development and in relation to learning expectations and holistic development
- distinguish the difference between kindergarten and school-age development
- identify the variations that occur in children's development and interests

3. ***Plan school-age program environments*** *(Reflection of \*VLO #2, 5*

Potential Elements of the Performance:

- list quality indicators and other factors that make indoor and outdoor environments inviting, inclusive, and developmentally appropriate
- plan healthy and safe indoor and outdoor environments and programming in accordance with current legislation
- identify obstacles in planning school-age program environments and the strategies to overcome these obstacles

4. **Describe key elements in the processes of program planning for school-age program** Reflection of \*VLO #1, 2

Potential Elements of the Performance:

- use appropriate strategies to identify and interpret children's abilities, interests, and skills
- explain the role of play in school-age programs
- identify various curriculum models and approaches and determine the appropriateness for application to curriculum and program development
- outline techniques to help build skills appropriate for school-age children
- provide tangible examples of activities and resources appropriate for use in school-age programming
- identify strategies to involve children and their families in program planning

5. **Suggest goals and quality criteria for effective guidance techniques and communication strategies with school-age children** Reflection of \*VLO #4

Potential Elements of the Performance:

- identify methods to establish genuine, respectful interactions with school-age children
- describe the basic concepts which serve as a foundation for effective positive guidance techniques in school-age programs
- describe effective communication skills and methods specific to working with school-age children

6. **Act in a professional manner** (Reflection of \*VLO #6 and Essential Employability Skills #1, 5 and 6)

Potential Elements of the Performance:

- use self-reflection and self-evaluation skills in an ongoing manner
- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- communicate clearly, concisely, and effectively in written, spoken, and visual form
- apply an accepted standard of writing, grammar, spelling and format to all submitted documents
- take responsibility for one's own actions, decisions, and consequences
- comply with ECE Confidentiality Policy, ECE Program Manual, the Sault College Student Code of Conduct, and CECE Code of Ethics and Standards of Practice
- document and report observations in a professional manner

\* VLO - Ministry of Training, Colleges and Universities, (2012). ECE Program Standards Vocational Learning Outcomes. Retrieved from <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/humserv/eerchedu.pdf>

### **III. TOPICS:**

These topics are provided as a guideline and not as an exhaustive list. Some topics will overlap and may not be presented in the order that they are listed. Students are expected to do the required readings prior to class, bring materials with them and be prepared to discuss the identified topic/issue.

- School-Age Care In Canada
- The Educators in School-Age Programs
- School-Age Children - Growth and Development
- Creating Indoor and Outdoor Environments
- Developing and Building Community
- Effective Guidance Techniques and Communication Strategies for Use with School-age Children

#### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

##### **TEXTS**

1. Bisback, K. and Kopf-Johnson, L., (2010). *An Introduction to School-Age Care in Canada*. Toronto: Pearson Education Canada.(will be used in Semester 4)

##### **MATERIALS**

1. Field Practice Requirements – please refer to the Sault College website [www.saultcollege.ca](http://www.saultcollege.ca) for details. Go to Programs and Courses – Community Services – ECE – Clinical and Field Placement
2. Name Tag
3. Folder with prongs and pockets

**ON-LINE DOCUMENTS** Only portions will be used. These will be discussed in class and will be posted on LMS. Other on-line resources may be added to this list.

- Best Start Expert Panel. (2007). *Early Learning for Every Child Today: A Framework for Ontario early childhood settings*. Available online: <http://www.edu.gov.on.ca/childcare/oelf/>  
OR  
Ontario Ministry of Education. (2014). *Excerpts from 'ELECT'*. Available on-line: <http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>
- Ontario Ministry of Education. (2015). *Ontario Regulation 137/15 Child Care and Early Years Act, 2014*. Retrieved 2015, from e-Laws: <http://www.ontario.ca/laws/regulation/r15137#top>

**V. EVALUATION PROCESS/GRADING SYSTEM:**

**CONTENT INTEGRATION 10%**

*A number of in-class learning experiences will be offered. These experiences are designed to engage you in your learning. You will be expected to come to class prepared to discuss readings and present ideas and information. At times post-class reflections will be requested. These learning opportunities will also help you to develop professional skills required for the ECE field.*

**READING RESPONSES 15%**

*You will provide reflections about your assigned readings using the LMS dropbox system.*

**QUIZZES 10%**

*Short quizzes at the end of each module will be completed on LMS during designated non-class time periods.*

**ASSIGNMENTS 65%**

**1. School-Age Program Visits and Assignments (3 parts) 50%**

*You will visit a local school-age program to complete various assignments 3 times over the course of the semester. Times and dates will be discussed in class.*

**2. School-Age Activities 15%**

*You will present and share developmentally appropriate school-age activities and resource ideas.*

*Notes about Assignments*

- You are more than welcome to hand in assignments before the due date. Assignments are to be submitted at the beginning of class. Please check with the professor regarding the steps that should be taken if assignment submissions are late. There are deductions and final submissions dates which will be discussed in class; these are also posted on LMS.
- All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Academic Dishonesty posted on the Student Portal.
- You are responsible for retaining a file of all drafts and returned assignments. You should keep your computer file of assignments until the end of semester.

**The following semester grades will be assigned to students:**

<b><u>Grade</u></b>	<b><u>Definition</u></b>	<b><u>Grade Point Equivalent</u></b>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

A **minimum of an overall 2.0 Grade Point Average** must be maintained to receive a diploma from Sault College.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

**VI. SPECIAL NOTES:**

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

ECE Program Guide:

Students are expected to be familiar with and adhere to the policies and practices outlined in the *Early Childhood Education: A Guide to your Program* booklet. This information will be reviewed at the beginning of the semester and will be posted on LMS.

Communication:

The College considers **LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, and records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located in LMS and on the portal form part of this course outline. Students are expected to adhere to these expectations; therefore they must review the addendum and be familiar with these expectations.