COURSE OUTLINE

ED 270

Prepared: Andrea Welz   Approved: Martha Irwin

Course Code: Title	ED 270: SCHOOL AGE CHILD CARE & PROGRAMMING
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semester/Term:	17F
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.
Total Credits:	3
Hours/Week:	2
Total Hours:	30
Vocational Learning Outcomes (VLO's): **Please refer to program web page for a complete listing of program outcomes where applicable.**	#1. Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children`s holistic development and are responsive to individual children`s and groups of childrens observed abilities, interests and ideas. #2. Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families. #3. Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children`s learning across the continuum of early childhood development. #5. Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning. #6. Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners. #7. Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments.
Essential Employability Skills (EES):	#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. #5. Use a variety of thinking skills to anticipate and solve problems.

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	#6. Locate, select, organize, and document information using appropriate technology and information systems. #8. Show respect for the diverse opinions, values, belief systems, and contributions of others. #11. Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D
Other Course Evaluation & Assessment Requirements:	Students will need all field practice requirements verified by the Field Placement Officer in order to complete course work
Evaluation Process and Grading System:	<table><tr><th>Evaluation Type</th><th>Evaluation Weight</th></tr><tr><td>Assignments</td><td>70%</td></tr><tr><td>Content Integration</td><td>10%</td></tr><tr><td>Reading Reflections</td><td>20%</td></tr></table>
Books and Required Resources:	Intro to School-Age Care in Canada by Bisback and Kopf-Johnson Publisher: Pearson Education Canada Edition: 2 ISBN: 9780132082013 Excerpts from 'ELECT' by Ontario Ministry of Education http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf Ontario Regulation 137/15 Child Care and Early Years Act, 2014 by Ontario Ministry of Education http://www.ontario.ca/laws/regulation/r15137#top
Course Outcomes and Learning Objectives:	**Course Outcome 1.** Explain the essential characteristics of school-age programs **Learning Objectives 1.** • 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

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Course Outcome 2.

Demonstrate a thorough understanding of child development for this population

Learning Objectives 2.

• 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, interests and ideas

Course Outcome 3.

Plan school-age program environments

Learning Objectives 3.

• 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

Course Outcome 4.

Explain key elements of program planning processes for school-age programs

Learning Objectives 4.

• use appropriate strategies to identify and interpret children's abilities, skills, interests and idea
• explain the role of play in school-age programs

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• 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

Course Outcome 5.

Suggest goals and quality criteria for effective guidance techniques and communication strategies with school-age children

Learning Objectives 5.

• 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

Course Outcome 6.

Act in a professional manner

Learning Objectives 6.

• use self-reflection and self-evaluation skills in an ongoing manner
• use critical thinking skills to analyze, problem solve and plan
• 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

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Date:	Wednesday, August 30, 2017
	Please refer to the course outline addendum on the Learning Management System for further information.