

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: SCHOOL AGE CARE AND PROGRAMMING

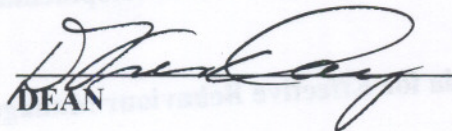
CODE NO: ED 270-2 **SEMESTER:** FOUR

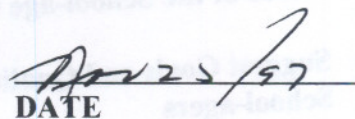
PROGRAM: EARLY CHILDHOOD EDUCATION

AUTHOR: BEV BROWNING

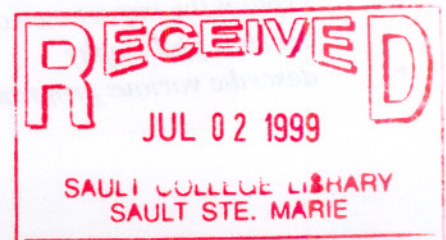
DATE: JAN 1998 **PREVIOUS OUTLINE DATED:** JAN 1997

APPROVED:


DEAN


DATE

**** Note:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.



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ED 270 School-Age Care & Programming

Total Credits: 2

Prerequisites: None

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

A: LEARNING OUTCOMES:

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

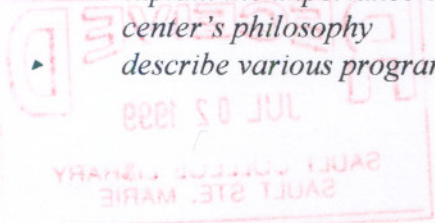
- 1. Describe Key Elements in the Processes of Program Planning for School Age Care (SAC)**
- 2. Detail the Social, Emotional, Physical and Cognitive Developmental Norms and Needs of the School-age Child**
- 3. Suggest Goals and Quality Criteria for Effective Behaviour Management with School-agers**
- 4. Outline a Developmental Perspective on School Age Self-development and the Implications for SAC Practice**
- 5. Tie Curriculum Plans to the Acquired Knowledge Base of Issues and Trends for SAC**

B: ELEMENTS OF THE PERFORMANCE

- 1. Describe Key Elements in the Processes of Program Planning for SAC**

Potential Elements of the Performance:

- ▶ *outline the essential characteristics of SAC*
- ▶ *explain the importance of a program philosophy and suggest potential directions for a center's philosophy*
- ▶ *describe various program formats which can be used to ensure that SAC goals are met*



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- ▶ *propose methods for arranging the physical environment in ways that reflect the program's philosophy and goals*
- ▶ *define and describe basic supervision systems for use in SAC*
- ▶ *outline an accident-prevention response time line relevant to SAC practice*
- ▶ *apply aspects of the Day Nurseries Act and other policies to SAC*

2. Detail the Social, Emotional, Physical and Cognitive Developmental Norms and Needs of the School-age Child.

Potential Elements of the Performance:

- ▶ *discuss the application and limitations of developmental theory in SAC*
- ▶ *delineate the difference between stage development and individual development*
- ▶ *describe how children use relationships to grow and how growth comes about through experiences in positive relationships*
- ▶ *outline the physical changes in body growth & proportion, and in strength & endurance and determine the implications for support in programming*
- ▶ *assess the importance of friendships and friendship skills for the healthy development of school-agers*

3. Outline a Developmental Perspective on School-age Self-development and the Implications for Sac Practice.

Potential Elements of the Performance:

- ▶ *explain key issues in self-development for school-agers, with emphasis on independence, responsibility and respecting oneself and others*
- ▶ *define self-concept and self-esteem as they relate to SAC*
- ▶ *detail the building blocks of self-esteem and the implications for SAC practice*

4. Suggest Goals and Quality Criteria for Effective Behaviour Management with School-agers

Potential Elements of the Performance:

- ▶ *describe the basic concepts which serve as a foundation for effective behaviour management in SAC*
- ▶ *determine the communication skills & methods needed for particular use with school-agers in order to be an effective SAC worker*
- ▶ *assess when to use specific behaviour management tools with school-age children*
- ▶ *outline the criteria for evaluating the effectiveness of behaviour management interventions*

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5. **Tie Curriculum Plans to One's Acquired Knowledge Base of Issues and Trends for SAC**

Potential Elements of the Performance:

- ▶ *challenge children's reasoning skills through developing concrete activities which stimulate thinking about alternatives and possibilities (divergent thinking)*
- ▶ *suggest ways for school-agers to develop moral reasoning*
- ▶ *assemble a working profile of activities designed to achieve the goals established for children in school-age care*
- ▶ *provide tangible examples of activities and resources appropriate for use in SAC*

III: TOPICS TO BE COVERED

1. Characteristics of School Age Care
2. The Effective School Age Care Worker
3. Legislation and Policies Affecting School-age Care
4. Developmental Norms and Needs of School-age Children
5. Curriculum Planning for SAC
6. Behaviour Management and Communication Strategies for Use with School-age Children

IV: REQUIRED RESOURCES/TEXTS/MATERIALS

1. *School-age care: Theory and Practice*, S. Musson, Addison-Wesley, 1994.
2. *The Survival Guide to School-Age Child Care*, B.Arns, School Age Workshop Press
3. *Day Nurseries Act*
4. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*, NAEYC, S. Bredekamp ed; 1987.

V. EVALUATION PROCESS/GRADING SYSTEM

1. **School Age Activity Profile - due Feb 4th, 1998 - 20%**
Students will prepare a resource file containing a variety of activities that can be used with school-age children. Specific criteria will be described in class. Possible topic areas will be brain-stormed and decided upon by the class as a group. Chosen examples will be duplicated for the class. ***See samples provided: 5 activities are to be submitted.***
2. **School-Age Curriculum Plan - due April 1st, 1998 - 25%**
Students will outline a curriculum plan suitable for a SAC age group attending an after-school program. Students are to complete the planning for a series of afternoon sessions to be held over a period of 6 weeks (ie. 3:30-6:00 p.m. once a week x 6 weeks). Curriculum plans will be based on planning strategies discussed in class. Specific criteria will be outlined in class.

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3. **Communication/Behaviour Management Skill Development Presentations - 15%**
Working in small groups, present to the class a role-play of a scenario involving conflict, typical of a situation with school-age children. Present *two possible approaches* which the SAC worker could choose to resolve the situation. With input from your classmates, analyze the strategies presented and determine which approach would be more effective. Presentations scheduled from weeks 13-15.

** Refer to *NAEYC Developmentally Appropriate Practice, pp62 to 78.*

4. **Tests**

Achievement of course learning outcomes will be measured by mandatory testing as follows:

Test #1 - **February 25th, 1998 - 20%**

Test #2 - **April 8th, 1998 - 20%**

** If a student is unable to write a test on the designated date, the instructor must be called prior to the start time of the test, or the student will receive zero. All assignments are *due on the dates indicated* by the instructor and/or course outline. The late policy of the ECE department will be enforced (refer to NQA Contract guidelines where applicable).

VI. SPECIAL NOTES:

▶ **Special Needs**

If you are a student with special needs (eg. Physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext 493, 717, 491 so that support services can be arranged for you.

▶ **Retention of Course Outlines**

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

▶ **Instructor's Note**

The instructor will use a specifically designed assessment tool to determine the individual group member's participation in assigned group projects. If it is deemed that a student has not fully participated in his/her share of a group assignment, that student, at the discretion of the instructor, will receive a grade which represents two full grades below the grade given for the group project. For example, the curriculum plan for a particular group warrants a grade of "A". A group member who has not fulfilled his commitment to the project would receive a "C" grade. The remaining group members would earn the "A" grade. The purpose of this provision is to ensure that students involved in this course are acting as full team members, and are implementing strategies necessary for working effectively as part of an ECE team.

VII. PRIOR LEARNING ASSESSMENT

Not yet available

RESOURCES/READINGS FOR ED 270

ADDITIONAL READINGS:

from Annual Editions: Early Childhood Education 95/96

1. #9 - Educational Implications of Developmental Transitions, p 44
2. #25- Aiming for New Outcomes, p 130

from Annual Editions: Child Growth and Development 95/96

1. #12 - Child Development and Differential School Performance, p 61
2. #16 - How Kids Learn, p 91
3. #24 - the Good the Bad and the Difference, p 146
4. #29 - the Secret World of Siblings, p178
5. #30 - Sibling Connections, p 184