

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: SCHOOL AGE CARE & EDUCATION

CODE NO. : ED 2700 SEMESTER: FOUR

PROGRAM: EARLY CHILDHOOD EDUCATION

AUTHOR: BEV BROWNING

DATE: Jan 2003 PREVIOUS OUTLINE DATED: Jan 2002

APPROVED:

DEAN

DATE

TOTAL CREDITS: THREE

PREREQUISITE(S): NONE

HOURS/WEEK: 3

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For additional information, please contact, Dean

School of Health and Human Services

(705) 759-2554, Ext. 603/689

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. A web-based format will be used for some assignments and course notes.

II: LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

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

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*
- *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.

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 and proportion, and in strength and endurance, and determine the implications for support in programming*
- *assess the importance of friendships and friendship skills for the healthy development of schoolagers*

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

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

Elements of the Performance:

- *describe the basic concepts which serve as a foundation for effective behaviour management in SAC*
- *determine the communication skills and 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*

5. Tie Curriculum Plans to Acquired Knowledge Base of Issues and Trends for SAC

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, 1999.
2. *Survival Guide: School Age Child Care*; B. Arns; School Age Workshops Press
3. *Day Nurseries Act*, revised February 2001
4. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*, NAEYC, S. Bredekamp ed; 1999.

V. EVALUATION PROCESS/GRADING SYSTEM

1. School-Age Curriculum Plan = 40% of grade
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 **5 sessions** for "school age clubs" to be held over a period of 4 weeks (eg. 3:30-6:00 p.m. once a week x 5 weeks). Curriculum plans will be based on planning strategies discussed in class. Refer to the Curriculum Plan Evaluation for specific content requirements.
2. Behaviour Management Presentations =20% of grade
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* by 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. In-class Role Plays will be scheduled from weeks 13-15.
** Refer to NAEYC *Developmentally Appropriate Practice*, pp. 62 to 78
3. Tests = 30% of grade
Achievement of course learning outcomes will be measured by mandatory testing as follows:

Test #1	- 15%
Test #2	- 15%
4. Class Participation and Discussion: 10% of grade
Students will contribute to designated group work projects in class.

** 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 a "0". 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 (5% per day penalty; late assignments accepted only up to one week after due date).

V. EVALUATION PROCESS/GRADING SYSTEM:

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 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 postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

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, may receive a reduced grade. For example, if the curriculum plan for a particular group warrants a grade of "A", a group member who has not fulfilled his commitment to the project could receive a "C" grade for the project. 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 available at this time.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.