



## ***Course Description/Rationale***

This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behavior and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.

## ***Overall Curriculum Expectations***

### **Research and Inquiry Skills**

- explore topics related to early childhood education, and formulate questions to guide their research;
- create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- assess, record, analyse, and synthesize information gathered through research and inquiry;
- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

### **Growth and Development**

- demonstrate an understanding of patterns of social, emotional, cognitive, linguistic, and physical development in infants and children from birth to six years of age;
- demonstrate an understanding of a variety of influential theories about child development;
- demonstrate an understanding of how developmentally appropriate environments and experiences promote healthy development in children.

### **Employment Opportunities and Requirements**

- describe post-secondary destinations, workplaces, and professional development opportunities in early childhood education;
- explain the legal and social workplace expectations for employment in early childhood education in Ontario;
- demonstrate an understanding of the essential skills, personal qualities, and work habits necessary for success in early childhood education.

### **Interacting with Children**

- demonstrate an understanding of a variety of theories and strategies related to child behavior, and effectively use a range of strategies and skills when working with children from birth to six years of age;
- demonstrate an understanding of the elements of developmentally appropriate programs and environments for children from birth to six years of age;
- apply and evaluate their knowledge of child development through practical experiences with children.

### **Addressing Social Challenges**

- demonstrate an understanding of a variety of issues and challenges that early childhood educators encounter;
- demonstrate an understanding of factors that contribute to neglect and physical, sexual, and emotional abuse, and of the roles of early childhood educators in dealing with these issues;
- demonstrate an understanding of how a variety of social and cultural factors affect young children.

## ***Course Content***

<b>Unit</b>	<b>Length</b>
<b>1. Growth and Development</b>	31 hours
<b>2. Employment Opportunities</b>	17 hours
<b>3. Interacting with Children</b>	31 hours
<b>4. Addressing Social Challenges</b>	31 hours
<b>Total</b>	110 hours

# ***Unit Descriptions***

## **Unit 1 – Growth and Development**

Students demonstrate an understanding of the multifaceted nature of and the various influences on child development. They research and role-play various child development theories and evaluate their relevance. Students identify and describe environments that offer positive conditions for child development. Students visit a primary class or similar situation and report on its learning environment and application of child-development theory. They then create an activity that applies a child development theory and on a return visit the children perform the activity. Students then evaluate and report on the experience.

## **Unit 2 – Employment Opportunities**

Students research and report on careers and work opportunities related to child-care in their community. Students will explain the legal and social workplace expectations for working in early childhood education in Ontario. As well, students will demonstrate an understanding of the skills, qualities, and work habits for successful employment in the area of childcare.

## **Unit 3 – Interacting with Children**

Students demonstrate an understanding of the communication skills and strategies necessary for effective communication with and concerning children. Students identify a variety of social and cultural differences in child behavior and analyse and evaluate practices and techniques used to shape children's behavior. Students explore global influences on children and families. They use electronic technologies to communicate with children and those who live and work with children in other countries, to compare situations and lifestyles. They compare conflict-management strategies and evaluate their effectiveness in various circumstances. In the culminating performance task, students research and write a report on the child-rearing discipline technique practised locally as well as globally. Students develop their personal and social responsibilities and their respect and understanding of the cultural heritage and pluralism of today's society.

## **Unit 4 – Addressing Social Challenges**

Students explore and evaluate society's expectations of and support for parents, care-givers, and people who work with children. They demonstrate an understanding of issues and challenges that concern parents, care-givers, and others who interact with children in society. Students explore in depth the issues of child poverty and violence.

# ***Teaching/Learning Strategies***

This course is organized into an eight-week series of lessons and activities that will be presented to students in remote northern communities via the internet. The eight weeks will be used for course consolidation, review, and the final examination. The teacher and students will communicate over the internet while mentors in the classrooms will assume the role of liaison between the teacher and student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include

- computer-assisted instruction;
- survey (in face-to-face classroom);
- independent study;
- reading;
- on-line inquiry;
- brainstorming;
- independent research project;
- reflection;
- concept mapping;
- graphic applications;
- multimedia applications;
- internet technologies;
- case study;
- media production;
- interviewing;
- media analysis;
- media presentation;
- visual/graphic organizers.

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics, checklists, and exemplars.

# Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 47).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/ Understanding	-identify major milestones in the social, emotional, cognitive, physical, and linguistic development of children; -outline the theories about child development.	13
	Thinking	-formulate effective questions to guide their research and inquiry; -locate job opportunities available in the area of childcare/early childhood education in the community.	19
	Communication	-use terms relating to early childhood education correctly; -clearly communicate the results of their inquiries on post-secondary education programs in the field of early childhood education.	19
	Application	-demonstrate the effective use of communication skills and strategies recommended for ECEs; -demonstrate the ability to plan nutritious snacks and meals for young children.	19
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Final Examination (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
<b>TOTAL</b>			<b>100</b>

# ***Assessment/Evaluation Strategies***

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative and summative within the course and within each unit.

Assessment information is obtained through a variety of means, including the following:

- Quizzes/Tests
- Researching
- Creation of a Venn Diagram
- Reflective response to articles
- Vocabulary building related to course content
- Comprehension exercises
- Completion of charts
- Conversation with mentors and instructor on progress
- Self-evaluation on progress for weekly check-ins

Evidence of student achievement is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work
- Conversations with students to determine their comprehension of topics
- Final Exam
- Special Project (culminating activity)

## ***Resources***

Cunningham, M., Tryssenaar, L., & Meriorg, E. (2003). *Parenting in Canada: Human growth and development*. Toronto: Thomson Nelson.

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto, ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2007). *Ontario First Nation, Métis, and Inuit Education Policy Framework*. Retrieved from <http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf>

Ontario Ministry of Education. (2016). *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*. Retrieved from <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Ontario Ministry of Education. (2013). *The Ontario curriculum grades 11 and 12: Social Sciences and Humanities*. Toronto, ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2013) *Ontario Educational Resource Bank*. Retrieved from <http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

Santrok, J., Mackenzie-Rivers, A., Malcomson, T., Leung, K.H. (2011). *Life-Span Development, 4<sup>th</sup> Edition*. Toronto, ON: McGraw-Hill Ryerson.

The Vanier Institute of the Family. (2017). Retrieved from <http://www.vanierinstitute.ca/>

## ***Program Planning***

This course is offered to Indigenous students living in isolated northern Ontario communities *which do* not have access to regular high school facilities, equipment or teachers associated with secondary education. This course uses the internet for instruction, demonstration, and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required. Students may also receive support from various programs at KIHS, including the First Nation Student Success Program, and the Special Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.