Apprenticeship
Curriculum Standard

Child Development
Practitioner

Levels 1 & 2

620C

2017

Please Note: This Standard has been revised to reflect the visual identity of Skilled Trades Ontario (STO) which replaced the Ontario College of Trades on January 1, 2022. The content of this Standard may refer to the former organization; however, all trade specific information or content remains relevant and accurate based on the original date of publishing.

Please refer to STO's website: **skilledtradesontario.ca** for the most accurate and up to date information. For information about BOSTA and its regulations, please visit ***Building Opportunities in the Skilled Trades Act, 2021* (BOSTA).**

Any updates to this publication are available on-line; to download this document in PDF format, please follow the link: Skilled Trades Ontario.ca.

Maintained with transfer to Skilled Trades Ontario 2017 (V100)

Child Development Practitioner

A Pathway to becoming a Registered Early Childhood Educator in Ontario

LEGEND

Skilled Trades Ontario	STO
Ministry of Labour, Immigration, Training and Skills Development	MLITSD
College of Early Childhood Educators	CECE
Child Development Practitioner	CDP
Registered Early Childhood Educator	RECE

Phase #1: Registration

Submit Application for Apprenticeship Training through the on-line portal or to local Service Delivery Office

> For on-line portal, please follow instructions for registration. You will need to create a *My Ontario* account to access online services.

Training agreement signed and registered by both apprentice and sponsor

Phase #2: Apprenticeship

Access your Apprenticeship Training Standard Logbook**
skilledtradesontario.ca/about-trades/trades-information

> ** This is the official record of your training progress. You are responsible for keeping it up-to-date.

Complete in-school training

Complete the 750 hours of in-class training as set out in the Curriculum Training Standard established by STO at an Ontario College of Arts and Technology approved by MLITSD.

Complete on-the-job training

Complete the competencies set out in the Apprenticeship Training Standard Logbook established by STO; benchmark to become competent is 5280 hours

Phase #3: STO/MLITSD Certification

Review and finalize your logbook with your sponsor

> Your Apprenticeship Training Standard Logbook details completion requirements.
>
> Submit the following:
> - completed Apprenticeship Training Standard Logbook with signatures
> - proof of hours

Submit proof of apprenticeship completion via email, in-person or digital portal

Certificate of Apprenticeship is issued

Phase #4: ECE Bridging

Complete additional course and practical requirements and obtain an Early Childhood Education (ECE) Diploma

> ***Note****: Diploma requirements vary depending on the Ontario College of Applied Arts and Technology program; in general, bridging should be done at the same College where in-school apprenticeship training was completed.*

Join the College of Early Childhood Educators (CECE)
(provided all other membership requirements are met; for more information visit: https://www.college-ece.ca/)

> ***Note:*** *Becoming a member of the CECE is required to become an RECE. Individuals may work in the field without being an RECE, but may be limited in the work they may perform and cannot hold themselves out as, nor use the titles RECE or ECE.*

Version: 27-10-2023

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Preface

This new curriculum standard for the Child Development Practitioner (CDP) trade program is based upon the on-the-job performance objectives, located in the industry-approved training standard.

The curriculum is organized into 2 levels of training. The Reportable Subjects Summary chart (located on page 6) summarizes the training hours for each reportable subject.

The curriculum identifies the learning that takes place in-school. The in-school program focuses primarily on the theoretical knowledge and the essential skills required to support the performance objectives of the Apprenticeship Training Standards.

Employers/Sponsors are expected to extend the apprentice's knowledge and skills through practical training on a work site. Regular evaluations of the apprentice's knowledge and skills are conducted throughout training to verify that all apprentices have achieved the learning outcomes identified in the curriculum standard.

It is not the intent of the in-school curriculum to perfect on-the-job skills. The practical portion of the in-school program is used to reinforce theoretical knowledge. Skill training is provided on the job.

Please refer to Skilled Trades Ontario website (www.skilledtradesontario.ca) for the most accurate and up-to-date information about Skilled Trades Ontario. For information on *Building Opportunities in the Skilled Trades Act, 2021 (BOSTA)*) and its regulations*,* please visit Building Opportunities in the Skilled Trades Act, 2021, S.O. 2021, c. 28 - Bill 288 (ontario.ca)

Pre-requisites
In order to advance to Level 2 of the apprenticeship program, an individual must have completed all of the units outlined in Level 1.

Hours Disclaimer (if applicable)
It is agreed that Training Delivery Agents (TDAs) may need to make slight adjustments (with cause) according to particular apprentice needs and may deviate from the unit sequencing and the prescribed practical and theoretical hours shown within the standard. However, all TDAs will comply with the hours at the reportable subject level.

Personal and Safety Equipment: Personal protective equipment is at the discretion of the TDA who must conform to Ontario Provincial Health and Safety Regulations.

Introduction

Child Development Practitioner (CDP) plan and implement age-appropriate programs for children that facilitate physical, social, emotional and cognitive growth. Apprentices work in a variety of areas, including in childcare centres/facilities, the preschool sections of hospitals and schools, and Ontario Early Years Centres (OEYCs).

The Child Development Practitioner (CDP) Apprenticeship Program Curriculum Standard identifies the outcomes that the learner is expected to achieve while off the shop and "in-school". The document provides a standard of theoretical knowledge and practical application to complement the on-the-job experiences of Apprentices.

This Standard embodies current philosophies and practices in the early childhood education sector and recognizes Ministry of Education requirements and other relevant legislation and policies. These concepts guided the development of this document and reflect the vocational goals in Ontario Early Years Framework 2013[1] including the continuum of learning concept based the following four foundations; belonging, engagement, communication and wellbeing.

The reportable subjects were developed in consultation with the Colleges of Applied Arts and Technology and sector representatives and are harmonized with the Ministry of Advanced Education and Skills Development, Early Childhood Education Program Standard (diploma program)[2].

Curriculum Breakdown

The curriculum is organized into two levels of training divided into 23 Reportable Subjects. The Reportable Subjects summary chart is on page 6.

The curriculum focuses on the theoretical knowledge and its application required to support the performance objectives within the Apprenticeship Training Standard (ATS). Apprentices, therefore, are expected to complete the learning associated with these objectives by applying the prescribed in- school knowledge to the required practical experiences in the work setting.

The curriculum identifies the learning that takes place off-the-job. The in-school program focuses primarily on the theoretical knowledge and the essential skills required to support the performance objectives contained in the Apprenticeship Training Standards for Child Development Practitioner.

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[1] Ontario Early Years Framework 2013 http://www.edu.gov.on.ca/childcare/OntarioEarlyYear.pdf
[2] Early Childhood Education Program – Ministry of Advanced Education and Skills Development December 2012

Employers/Sponsors are expected to extend their Apprentice's knowledge and skills through practical training on the work site. Regular evaluations of the Apprentice's knowledge and skills are conducted throughout training to ensure that all Apprentices have achieved the learning outcomes identified in the curriculum standard. It is not the intent of the in-school curriculum to perfect on-the-job skills. The practical portion of the in-school program is used to reinforce theoretical knowledge.

To ensure consistency in delivery, a time allocation has been included for each reportable subject, along with a theoretical and practical breakdown of the learning content.

While setting out content requirements as prescribed in the Acts and Regulations for the trades, the curriculum standard has been designed to give the instructor every reasonable opportunity for flexibility and innovation in curriculum development, lesson planning and delivery.

In all practical learning activities, the Apprentices will abide by all applicable regulations and policies relating to practice and safety.

Upon successful completion of all reportable subjects Apprentices will have achieved the elements of the Child Development Practitioner Apprenticeship In-School Curriculum Standard.

Pre-requisites & Co-requisites
This curriculum outlines the pre-requisites and co-requisites for each reportable subject. An individual cannot advance to a specific reportable subject unless they have met the co-requisite or pre-requisite requirements for that reportable subject. All Placement courses are Co-Requisite with their 'partner' theory course.

Field Placement Requirements
Apprentices are required to complete 6 field placements. They must ensure that these field placements occur in a variety of settings. Field placement should co-relate to the age grouping as specified in the curriculum:

Foundations of Early Learning:
> This placement occurs in a Ministry of Education approved program (such as Child care, Ontario Early Years, Kindergarten, Parent and Family Literacy Centres). Licensed school age programs do not qualify for this placement.

Pre-school Learning Environment I and II:
> This placement occurs in a Ministry of Education approved program for children ages 2.5 to 6 years old (such as Child care, Ontario Early Years, Kindergarten, Parent and Family Literacy Centres).

School-age Learning Environment:
> This placement occurs in a Ministry of Education approved program for children ages 6 to 12 years old. School age children are those in grade1 and up, until the age of 12 (such as licensed school age programs).

Infant and Toddler Learning Environment:
> This placement occurs in a Ministry of Education approved program for children ages 0 to 30 months (such as licensed infant and toddler programs). Ontario Early Years programs that are geared towards infant and toddler participants are acceptable.

Advanced Placement:
> This placement occurs in a Ministry of Education approved program (such as Child care, Ontario Early Years, Kindergarten, Parent and Family Literacy Centres). Licensed school aged programs do not qualify for this placement.

Evaluation and Assessment

Within each reportable subject, percentages of the final grade for that particular subject have been assigned to theory testing, application exercises, and a final assessment. These percentages have been based on the relative weighting of theoretical and practical learning that occurs within the reportable subject itself.

Cross Reference with Vocational Learning Outcomes – Early Childhood Education

The reportable subjects for Child Development Practitioner have been harmonized with the vocational learning outcomes for the Early Childhood Education program standards. This information is included in the Supplemental Resource Guide mentioned below.

Reference Materials

A Supplemental Resource Guide will be posted to skilledtradesontario.ca

Further Education

Child Development Practitioner Apprenticeship program graduates recognize that ongoing professional development is essential. There are opportunities for graduates to pursue further educational and professional qualifications. Graduates of the Child Development Practitioner Apprenticeship Certificate Program may complete additional credits to earn an Early Childhood Education (ECE) diploma. A diagram charting the progression from Child Development Practitioner to Registered Early Childhood Educator is included at the beginning of this document.

Reportable Subjects Summary

Unit #	Reportable Subject / Unit of Instruction	Hours Total	Hours Theory	Hours Practical	Funded Hours
3060	Health, Safety and Nutrition	42	30	12	42
3061	Child Development I	42	30	12	42
3062	Creative Expression	42	30	12	42
3063	Foundations of Early Learning Environment	42	30	12	42
3064	Foundations of Early Learning Environment Placement	42	0	42	9
3065	Child Development II	42	30	12	42
3066	Preschool Learning Environment I	42	30	12	42
3067	Preschool Learning Environment I Placement	72	0	72	9
3068	School Age Learning Environment	42	27	15	42
3069	School Age Learning Environment Placement	39	0	39	9
3070	Child Protection	30	21	9	30
3071	Inclusive Practice and Advocacy	42	30	12	42
3072	Interpersonal Communication	42	27	15	42
3073	Infant and Toddler Learning Environment	42	30	12	42
3074	Infant and Toddler Learning Environment Placement	54	0	54	9
3075	Philosophies and Education Models for Early Childhood Development	42	30	12	42
3076	Preschool Learning Environment II	42	27	15	42
3077	Preschool Learning Environment II Placement	78	0	78	6
3078	Child, Family, and Community	42	27	15	42
3079	Legislation and Social Policy in Early Learning Administration	42	30	12	42
3080	Child Development III: Inclusion of Children with Exceptionalities	42	30	12	42
3081	Professional Practice	42	27	15	42
3082	Advanced Placement	96	0	96	6
Total		**1083**	**486**	**597**	**750**

Level 1

Reportable Subject Summary – Level 1

Number	Reportable Subjects	Hours Total	Hours Theory	Hours Practical
3060	Health, Safety and Nutrition	42	30	12
3061	Child Development	42	30	12
3062	Creative Expression	42	30	12
3063	Foundations of Early Learning Environment	42	30	12
3064	Foundations of Early Learning Environment Placement	42	0	42
3065	Child Development II	42	30	12
3066	Preschool Learning Environment I	42	30	12
3067	Preschool Learning Environment I Placement	72	0	72
3068	School Age Learning Environment	42	27	15
3069	School Age Learning Environment Placement	39	0	39
3070	Child Protection	30	21	9
3071	Inclusive Practice and Advocacy	42	30	12
	Total	**519**	**258**	**273**

Number:	S3060		
Title:	**Health, Safety and Nutrition**		
Duration:	Total Hours: 42	Theory: 30	Practical: 12
Prerequisites:	None		
Co-requisites	None		

General Learning Outcomes

Upon successful completion, the Apprentice is able to support a healthy and safe environment.

Learning Outcomes and Content

3060.1   Describe current health, safety and nutrition legislations, regulations and recommended best practices.
- Identify current legislation, regulations and best practices.
- Describe the Practitioner's responsibilities to support children's physical, nutritional and health needs.
- Assess health and safety risk factors in early learning environments.
- Identify indicators of possible child abuse and neglect.
- Explain measures for corrective action.
- Examine diverse views on health and nutritional practices.
- Describe inclusive practices that are respectful to children and families.

3060.2   Describe strategies required to maintain safe indoor and outdoor environments.
- Explain the Practitioner's professional responsibilities in maintaining a safe environment.
- Identify best practices and requirements to maintain safe environments.
- Describe monitoring techniques to ensure ongoing safety.

3060.3   Describe strategies required to maintain safe playgrounds.
- Explain the relationship between playground safety and developmental appropriateness.
- Describe safe, accessible and developmentally appropriate playground designs.
- Identify best practices and requirements to maintain safe playgrounds.
- Describe monitoring techniques to ensure ongoing safety at playgrounds.

3060.4   Explain the Practitioner's role in monitoring children's health.
- Identify characteristics of health and wellness such as common illnesses, allergies, dietary needs, medical conditions.
- Identify environmental stressors that may affect children's health.
- Identify procedures for the administration, storage and safe handling of medication.
- Describe preventative measures and procedures such as immunization, sanitary practices, environmental and/or chemical exposure.
- Describe control measures to reduce the transmission of communicable diseases.
- Describe procedures to respond to emergencies.
- Demonstrate the effective use of universal precautions.

3060.5   Explain the Practitioner's role in supporting healthy living.
- Describe the role of the Practitioner in modeling healthy practices.
- Describe the role of free play in healthy child development.
- Explain the health benefits related to outdoor play and nature.
- Identify learning opportunities in natural settings that foster an appreciation for the environment.

3060.6   Examine the relationship between health and nutrition.
- Identify the relationship between nutrition and well-being.
- Demonstrate sensitivity to diverse health and nutritional practices.
- Examine proper hygiene practices that minimize illness.
- Examine food content, packaging, and consumer facts in relation to health and nutrition.
- Examine the characteristics of inclusive positive eating environments that reflect a relaxed atmosphere and pro-social role modeling.
- Apply legislative requirements and recommendations of Canada's Food Guide.

Instructional/Delivery Strategies:
Class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
35%	40%	25%

Number:	S3061
Title:	**Child Development I**
Duration:	Total Hours: 42 Theory: 30 Practical: 12
Prerequisites:	None
Co-requisites	None

General Learning Outcomes

Upon successful completion, the Apprentice is able to compare the principles of development from conception to early childhood and apply observation, assessment and screening techniques.

Learning Outcomes and Content

3061.1   Describe the principles of human growth and development.
- Identify the principles of human growth and development.
- Interpret how the principles have influenced the Practitioner's personal development and that of the children.
- Describe the process of socialization.
- Identify the factors that develop resiliency.
- Explain the impact of relationships on development.

3061.2   Explain how genetic, cultural and environmental factors affect development.
- Describe the influences and effect of heredity and environment on development.
- Discuss the impact of individual culture and family on development.
- Compare theories of nature versus nurture.

3061.3   Compare theories of development.
- Define major terms and concepts employed by each theory of child development;
- Explain theories of child development such as: cognitive development, information processing, ecological systems, social constructivism, attachment theory and multiple intelligence theory.

3061.4   Describe the continuum of development.
- Identify the periods of development: prenatal to adulthood.
- Describe major milestones from infancy to early childhood development such as attachment behaviours, language, and vocabulary.
- Discuss brain development and its impact on all other developmental domains.

- Explain the development of self-awareness, self-concept, gender-identity, and self- esteem.
- Examine current research findings related to all developmental domains.

3061.5   Apply skills of observation and documentation.
- Describe types of observations.
- List characteristics of quality observations.
- Describe characteristics of narrative observations and sampling techniques.
- Identify the impact of observation skills in guiding practice.
- Differentiate between factual observation and inference.
- Prepare running and anecdotal records.

3061.6   Apply skills of assessment and screening.
- Identify types of assessment and screening tools.
- Differentiate between assessment and screening.
- Describe characteristics of portfolios and media techniques.
- Employ assessment and screening tools.

Instructional/Delivery Strategies:
Class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
35%	40%	25%

Number:	S3062		
Title:	**Creative Expression**		
Duration:	Total Hours: 42	Theory: 30	Practical: 12
Prerequisites:	None		
Co-requisites	None		

General Learning Outcomes

Upon successful completion, the Apprentice is able to identify, plan, implement and evaluate creative expression experiences.

Learning Outcomes and Content

3062.1　　Explain the theories of creative expression.
- Examine personal experiences with creative expression.
- Identify the significance of creative expression to inform practice.
- Explain creative expression theories.
- Differentiate between child-directed and adult-directed creative expression experiences.
- Distinguish between products and processes.
- Describe elements of an environment that promote and validate children's choices of creative expression.

3062.2　　Examine creative expression experiences within a developmental framework.
- Identify developmental sequences of creative expression and artistic development such as, music, & movement, and drama.
- Identify open-ended opportunities for children to manipulate materials, explore music and movement, create symbols and engage in visual expression and dramatic play.
- Describe developmental sequences in children's creative expression.

3062.3　　Plan, design, facilitate and evaluate developmentally appropriate creative experiences.
- Plan creative experiences based on considerations such as theory, observations of children, space, materials, resources, culture, society, and family.
- Design and facilitate planned and spontaneous creative experiences (music & movement, visual arts, drama).
- Evaluate creative expression experiences by observing and recording children's learning.

Instructional/Delivery Strategies:
Class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
35%	40%	25%

Number:	S3063		
Title:	**Foundations of Early Learning Environments**		
Duration:	Total Hours: 42	Theory: 30	Practical: 12
Prerequisites:	None		
Co-requisites	Foundations of Early Learning Environments Placement (S3064)		

General Learning Outcomes

Upon successful completion, the Apprentice is able to assess environments that incorporate best practices that support early learning.

Learning Outcomes and Content

3063.1   Describe the elements of an early learning environment.
- Define the environmental factors including physical design and social dynamics.
- Describe the role of play in learning and development.
- Explain the role of social policy, regulation and legislation in environments that support learning.
- Examine how values and beliefs influence the environment.
- Identify a variety of early learning settings.

3063.2   Explain the impact of social and physical environment on healthy child development and learning.
- Examine physical environment such as natural environment, physical design and organization:
  o Explain the use of space, furniture and materials; arrangement of materials, equipment and play centres to support learning (indirect guidance).
- Examine social environment such as child guidance, self-regulation, resiliency and autonomy:
  o Describe positive guidance strategies to child/adult interactions and teaching styles.
  o Describe the impact of positive guidance strategies on the child/adult relationship
- Examine how time is used for the purpose of routines, schedules and transitions.

3063.3   Examine the role of play and inquiry in learning and development.
- Identify the principles of play and inquiry based learning.
- Define the stages of play and inquiry.
- Explain the importance of play and inquiry in child development.
- Identify learning and developmental opportunities that can occur through play.
- Define the role of the Child Development Practitioner in supporting play and inquiry.
- Define the characteristics of child-initiated and teacher-initiated learning.
- Examine strategies that support learning through inquiry and play based experiences.

3063.4   Develop play opportunities and learning experiences.
- Document children's play and inquiry using a variety of observational techniques.
- Describe children's strengths, needs and interests.
- Assess a child's level of play and inquiry.
- Design learning experiences based on observation.

3063.5   Explain concepts of reflective practice.
- Describe theories of reflective practice such as Kolb's learning cycle and Gibb's reflective cycle using case studies and workplace situations.
- Provide examples of application to practice.

Instructional/Delivery Strategies:
Class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
35%	40%	25%

Number:	S3064
Title:	**Foundations of Early Learning Environments Placement**
Duration:	Total Hours: 42 Theory: 0 Practical: 42
Prerequisites:	None
Co-requisites	Foundations of Early Learning Environments (S3063)

General Learning Outcomes

Upon successful completion, the Apprentice is able to respond to children's needs and support play and inquiry based early learning in a placement environment.

Learning Outcomes and Content

3064.1   Maintain a healthy and safe environment.
- Practice health and safety preventative strategies.
- Demonstrate knowledge of emergency procedures and practices.

3064.2   Assess the effects of routines, schedules and the environment on children.
- Identify routines, schedules and transitions in the environment.
- Observe and document children's responses to routines, schedules and transitions.
- Examine the impact of the physical and social environment on children's play, temperament and self-regulatory behaviours.

3064.3   Demonstrate behaviour consistent with the role of a Child Development Practitioner.
- Demonstrate acceptance and respect in all interactions with children, families, colleagues and community partners.
- Model respectful relationships that are inclusive of all and incorporate trust and confidentiality.
- Apply responsive and developmentally appropriate positive guidance strategies and techniques.
- Actively practice collaboration, active listening and problem solving with children, families, colleagues and community partners.
- Follow the requirements set out in applicable legislation, regulation, placement, specific policies, procedures and other applicable guidelines.

3064.4   Prepare learning experiences based on observation and children's needs and interests.
- Observe children's development and play interests.
- Identify play and learning opportunities
- Document development and play interests.
- Facilitate play opportunities and learning experiences.
- Adapt interactions to meet children's interests and abilities.

Instructional/Delivery Strategies:
Class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Reference Materials:
Field placement evaluations and attendance forms.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
35%	40%	25%

Number:	S3065
Title:	**Child Development II**
Duration:	Total Hours: 42 Theory: 30 Practical: 12
Prerequisites:	Child Development I (S3061)
Co-requisites	None

General Learning Outcomes

Upon successful completion, the Apprentice is able to compare the principles of development from middle childhood up to adolescence and apply observation, assessment and screening techniques.

Learning Outcomes and Content

3065.1   Describe the continuum of development from middle childhood to adolescence.
- Physical development.
- Cognitive and neurological development.
- Social Emotional Development:
  - Moral Development.
  - Self-awareness, self-image, self-confidence.
- Explain the effect of heredity, environmental factors, social relationships, cultural expectations i.e. health, influence of peers, parenting styles, media, socio-economic status, early experience.

3065.2   Compare theories in child development that pertain to children in middle childhood and adolescence.
- Relate developmental theories to specific domains.
- Relate documented children's behaviour to developmental concepts and theories.
- Explain how developmental theories inform best practice.

3065.3   Explain how research informs practice.
- Compare research on middle childhood to adolescence such as:
  - General / Overall health;
  - Group size;
  - Rural versus Urban;
  - Brain research;
  - Resiliency;
  - "Goodness" of fit.
- Compile observational, health and contextual data.
- Describe the validity and reliability of selected observation methodologies.

3065.4   Prepare pedagogical documentation.
- Describe observation and documentation practices.
- Identify tools and technologies to record observational information.
- Identify the elements of developmental profiles and portfolios.
- Apply principles of interpretation to observational data.

Instructional/Delivery Strategies:
Class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
35%	40%	25%

Number:	S3066
Title:	**Preschool Learning Environment I**
Duration:	Total Hours: 42 Theory: 30 Practical: 12
Prerequisites:	Foundations of Early Learning Environment (S3063)
	Foundations of Early Learning Environment Placement (S3064)
Co-requisites	Preschool Learning Environment Placement (S3067)

General Learning Outcomes

Upon successful completion, the Apprentice is able to meet the interests and needs of preschool children by facilitating play and inquiry based learning experiences that foster all areas of development.

Learning Outcomes and Content

3066.1   Describe the continuum of development for preschool children.
- Identify the periods of development for preschool children.
- Describe major milestones for preschool children.
- Observe children's cognitive, physical, communicative, social, emotional processes as the children respond to their environment.

3066.2   Summarize the value of play and inquiry in learning environments.
- Examine theories of play, inquiry and learning i.e. identify the elements of emergent curriculum.
- Explain how theories drive interactions with preschool children.
- Review the role of the environment in enhancing play.
- Review the role of the Practitioner in facilitating play.

3066.3   Demonstrate techniques that promote the development of self-esteem and pro-social behaviour.
- Identify elements of the social environment.
- Explain strategies that enhance positive social environments.
- Describe positive child guidance techniques that promote the development of self- regulation.
- Apply conflict resolution strategies.

3066.4   Describe how the early learning environment supports preschool children's development in all domains.
- Explain how learning experiences promote development in multiple domains including;
  - Use of materials and equipment;
  - Use and allocation of time i.e. impact of routines, schedules and transitions on child's behaviour;
  - Use of space;
  - Skills required for child initiated learning experiences;
  - Relationship between child and natural environment;
  - Problem solving skills.

3066.5   Plan learning experiences that support preschool children's development in all domains.
- Document children's play and inquiry using a variety of observational techniques.
- Describe children's strengths, needs and interests
- Assess a child's level of play and inquiry
- Design inclusive learning experiences based on observation
- Adapt learning experiences based on children's responses, needs of family and community

Instructional/Delivery Strategies:
Class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
35%	40%	25%

Number:	S3067
Title:	**Preschool Learning Environment I Placement**
Duration:	Total Hours: 72 Theory: 0 Practical: 72
Prerequisites:	Foundations of Early Learning Environment (S3063)
	Foundations of Early Learning Environment Placement (S3064)
Co-requisites	Preschool Learning Environment (S3066)

General Learning Outcomes

Upon successful completion, the Apprentice is able to design learning experiences to support play and inquiry for preschool aged children within developmental domains in a placement environment.

Learning Outcomes and Content

3067.1   Assess the effects of routines, schedules and the environment on children.
- Identify routines, schedules and transitions in the environment.
- Observe and document children's responses to routines, schedules and transitions.
- Examine the impact of the physical and social environment on the children's play, temperament and self-regulatory behaviours.

3067.2   Demonstrate behaviour consistent with the role of a Child Development Practitioner
- Maintain a healthy and safe environment.
- Demonstrate acceptance and respect in all interactions with children, families, colleagues and community partners.
- Model inclusive respectful relationships.
- Maintain trust and confidentiality.
- Apply responsive and developmentally appropriate guidance techniques.
- Actively practice collaboration, active listening and problem solving with children, families, colleagues and community partners.
- Follow the requirements set out in applicable legislation, regulation, placement specific policies and procedures and other applicable guidelines.

3067.3   Facilitate interactions that promote self-esteem and pro-social behaviour.
- Model techniques that encourage children to expand their ideas such as open-ended and divergent questions, active listening.
- Sustain conversations that encourage self-expression.
- Facilitate conflict resolution and problem-solving strategies.

3067.4   Implement learning experiences for groups of children based on observation and children's needs and interests.
- Assess children's needs and interests.
- Plan inclusive play opportunities and learning experiences that:
  - Focus on math language, physical knowledge and problem solving;
  - Foster development of self-esteem and pro-social behaviours;
  - Foster children's independence by allowing choice.
- Plan learning experiences that promote the relationship between the child and then natural environment.
- Use techniques that consider:
  - Space;
  - Skills required for child initiated learning experiences;
  - Materials and equipment;
  - Allocation of time i.e. impact of routines, schedules and transitions on child's behaviour.

3067.5   Evaluate the effectiveness of the facilitated play and learning experiences.

- Determine needed modifications and extensions
- Set personal learning goals

Instructional/Delivery Strategies:
Class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Reference Materials:
Field placement evaluations and attendance forms.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
35%	40%	25%

Number:	S3068
Title:	**School Age Learning Environment**
Duration:	Total Hours: 42 Theory: 27 Practical: 15
Prerequisites:	Foundations of Early Learning Environment (S3063)
	Foundations of Early Learning Environment Placement (S3064)
	Child Development I (S3061)
	Child Development II (S3065)
Co-requisites	School Age Learning Environment Placement (S3069)

General Learning Outcomes

Upon successful completion, the Apprentice is able to apply principles of emergent practice that meet the interests and needs of school aged children.

Learning Outcomes and Content

3068.1   Evaluate a variety of programs available for school age children.
- Describe the context for the existence of programs within community and school based agencies.
- Compare different programs such as:
  - Recreational, cultural, religious, academic, child care programs;
  - Non-profit and for-profit models;
  - Community based and school based models.

3068.2   Describe the continuum of development for school aged children.
- Identify the periods of development for school aged children.
- Describe the major milestones for school aged children.

3068.3   Assess how the environment supports school aged children's development in all domains.
- Define basic design principles of a school-age learning environment such as:
  - Use of materials and equipment;
  - Use and allocation of time i.e. impact of routines, schedules and transitions on child's behaviour;
  - Use of space;
  - Health, safety and nutrition;
  - Skills required for child initiated learning experiences;
  - Relationship between child and natural environment;
  - Problem solving skills.
- Examine the role of the Child Development Practitioner as a member of an interdisciplinary team

3068.4   Demonstrate positive guidance techniques that promote the development of self-esteem and pro-social behaviour.
- Identify elements of the social environment.
- Explain strategies that enhance positive social environments including: self-esteem, self- concept, anti-bullying and leadership skills.
- Describe positive child guidance techniques that promote the development of self- regulation.
- Apply conflict resolution strategies.

3068.5   Apply principles of emergent practice to support school aged development.
- Identify children's strengths, needs and interests.
- Identify play based learning experiences suitable for school-age children including:
  o Physical, math, science, creative, music, drama, cooking, technology.
- Design inclusive play-based learning experiences by:
  o Identifying mechanisms to encourage self-directed learning i.e. webbing;
  o Engaging children in the process of planning their own learning experiences;
  o Encouraging quiet, independent experiences;
  o Using a variety of resources.
- Adapt learning experiences based on children's responses, needs of family and community.

Instructional/Delivery Strategies:
Class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
25%	45%	25%

Number:	S3069
Title:	**School Age Learning Environment Placement**
Duration:	Total Hours: 39 Theory: 0 Practical: 39
Prerequisites:	Foundations of Early Learning Environment (S3063)
	Foundations of Early Learning Environment Placement (S3064)
	Child Development I (S3061)
	Child Development II (S3065)
Co-requisites	School Age Learning Environment (S3068)

General Learning Outcomes

Upon successful completion, the Apprentice is able to apply principles of emergent practice that meet the interests and needs of school aged children.

Learning Outcomes and Content

3069.1   Demonstrate practices to maintain a healthy and safe environment.
- Conduct safety checks of indoor and outdoor environments.
- Assess routines and schedules.
- Demonstrate scanning and positioning skills.
- Explain emergency procedures.

3069.2   Demonstrate a variety of communication, guidance and problem-solving strategies.
- Model active listening, acceptance and respect
- Apply positive guidance strategies based on situation.
- Modify interactions to ensure an inclusive approach.

3069.3   Implement cognitive, physical and social/emotional learning experiences based on children's strengths, needs and interests.
- Record children's behaviour within a developmental framework.
- Develop goals and learning objectives based on observed behaviour.
- Design the learning experience based on inclusive practices.
- Facilitate learning experiences.

3069.4   Evaluate the effectiveness of the learning experiences.
- Assess the effectiveness of the learning experiences.
- Adapt learning experiences based on children's responses in order to meet objectives.
- Determine plans for modifications.

3069.5   Develop personal learning goals.
- Document:
  - Personal interactions with children;
  - Planning and facilitation style in self and others.
- Identify the impact of adult and child interactions as a tool for professional growth.
- Demonstrate ability to receive personal feedback and modify behaviour.
- Set personal learning goals.

Instructional/Delivery Strategies:
Class discussions, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Reference Materials:
Field placement evaluations and attendance forms.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
35%	40%	25%

Number:	S3070		
Title:	**Child Protection**		
Duration:	Total Hours: 30	Theory: 21	Practical: 9
Prerequisites:	Health, Safety & Nutrition (S3060)		
	Child Development I (S3061)		
	Child Development II (S3065)		
Co-requisites	None		

General Learning Outcomes

Upon successful completion, the Apprentice is able to follow legislative procedures, guidelines and best practices in relation to understanding and responding to child abuse and neglect as well as preventing and protecting children at risk.

Learning Outcomes and Content

3070.1   Describe pertinent legislations, regulations and guidelines.
- Define abuse and neglect terminology.
- Define the Convention on the Rights of the Child.
- Identify current legislation, regulations and guidelines.
- Describe the Practitioner's responsibilities in relation to legislation and public policies such as reasonable grounds, duty to report, ongoing duty to report, ethical obligations, documentation, confidentiality, objectivity, and liability.

3070.2   Examine risk factors, documentation and reporting requirements.
- Identify types, associated behaviour indicators and signs of abuse and neglect.
- Identify risk factors.
- Examine diverse views on safety and discipline considering historical, sociological, ethno-cultural and religious beliefs.
- Describe the documentation process.
- Describe the reporting process.

3070.3   Examine the role of the Practitioner in recognition and prevention.
- Describe the roles and responsibilities of the Practitioner in recognizing and preventing child abuse and neglect.
- Identify individual biases when confronting controversial issues in child abuse and neglect.
- Describe preventative measures

- Analyze case studies to determine the development of best practices.
- Identify resources to support providers and families.
- Explain the strategies for working in collaboration with an inter-disciplinary team in response to issues of abuse and neglect.

Instructional/Delivery Strategies:
Class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments and student seminars.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
30%	30%	40%

Number:	S3071
Title:	**Inclusive Practice and Advocacy**
Duration:	Total Hours: 42 Theory: 30 Practical: 12
Prerequisites:	None
Co-requisites	None

General Learning Outcomes

Upon successful completion, the Apprentice is able to create and advocate for an inclusive learning environment within the context of family, culture and society.

Learning Outcomes and Content

3071.1   Examine the effect of values, beliefs and attitudes on inclusion.
- Define inclusion.
- Examine personal value system.
    o Identify how styles of parenting effect practice i.e. authoritative, authoritarian, passive
- Identify personal bias.
- Compare personal viewpoints from professional perspectives.

3071.2   Identify the Child Development Practitioner's roles and responsibilities.
- Examine current legislation and social policy related to diverse needs within a social context.
- Recognize the influence of environmental factors such as culture, economics, immigration and family on society.
- Identify the Child Development Practitioner's responsibilities to support the diverse needs of children.

3071.3   Apply practices that create an inclusive environment.
- Describe the characteristics of an inclusive environment.
- Act in a manner consistent with the principles of diversity, equity and inclusion.
- Identify methods to meet the specific needs of individual children and families.
- Design inclusive programs.

3071.4   Examine the role of the Practitioner in advocating for children and families.
- Define advocacy.
- Examine the role of the Practitioner in advocating for children and families.
- Define advocacy strategies.
- Identify resources from community, government or professional organizations.
- Apply and evaluate advocacy strategies.

Instructional/Delivery Strategies:
Class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments and student seminars

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
35%	40%	25%

Level 2

Reportable Subject Summary-Level 2

Number	Reportable Subjects	Hours Total	Hours Theory	Hours Practical
3072	Interpersonal Communication	42	27	15
3073	Infant and Toddler Learning Environment	42	30	12
3074	Infant and Toddler Learning Environment Placement	54	0	54
3075	Philosophies and Education Models for Early Childhood Development	42	30	12
3076	Preschool Learning Environment II	42	27	15
3077	Preschool Learning Environment II Placement	78	0	78
3078	Child, Family, and Community	42	27	15
3079	Legislation and Social Policy in Early Learning Administration	42	30	12
3080	Child Development III: Inclusion of Children with Exceptionalities	42	30	12
3081	Professional Practice	42	27	15
3082	Advanced Placement	96	0	96
	Total	**564**	**228**	**336**

Number:	S3072		
Title:	**Interpersonal Communication**		
Duration:	Total Hours: 42	Theory: 27	Practical: 15
Prerequisites:	None		
Co-requisites:	None		

General Learning Outcomes

Upon successful completion, the Apprentice is able to practise effective communication and positive guidance strategies.

Learning Outcomes and Content

3072.1   Describe effective interpersonal communication.
- Describe the key components of the communication processes.
- Describe internal and external influences on communication.
- Describe communication types:
  - Verbal and Non-Verbal;
  - Assertive, aggressive, passive;
  - Intonation, cadence, volume, pace, context.
- Explain models and theories of communication.

3072.2   Describe adult to adult communication techniques and strategies.
- Active Listening;
- I-messages;
- Group Problem Solving;
- Conflict Resolution;
- Leadership styles;
- Alternate communication tools and technologies.

3072.3   Describe adult to child communication techniques and strategies.
- Direct Guidance Strategies
  - Active Listening;
  - Conflict Resolution;
  - Encouragement versus Praise;
  - Redirection;
  - Logical and Natural Consequences;
  - Reasonable Limits.

- Indirect Guidance Strategies
  - Environmental Design;
  - Age appropriate learning materials;
  - Scheduling;
  - Transitions.
- Leadership styles;
- Alternate communication tools and technologies.

3072.4   Examine the use of technology in interpersonal communication.
- Describe types of electronic communication.
- Discuss the ethics, roles and responsibilities of the Practitioner.

3072.5   Explain the importance of perception in interpersonal communication.
- Identify the elements of perception.
- Describe how perception influences communication i.e. Examine personal values, beliefs, and attitudes.

3072.6   Explain the importance of adapting communication based on the audience or the message.
- Understand how effective communication impacts practice including the ability to interact with:
  - Children;
  - Interdisciplinary team;
  - Families;
  - Community;
  - Stakeholders.

3072.7   Apply effective communication strategies.
- Assess individual communication style and skills.
- Devise action plan for improvement.
- Implement action plan into practice.
- Revise action plan and set new goals.

Instructional/Delivery Strategies:
Presentations, class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
35%	40%	25%

Number:	S3073
Title:	**Infant and Toddler Learning Environment**
Duration:	Total Hours: 42 Theory: 30 Practical: 12
Prerequisites:	Foundations of Early Learning Environment (S3063)
	Foundations of Early Learning Environment Placement (S3064)
	Child Development I (S3061)
Co-requisites:	Infant and Toddler Learning Environment Placement (S3074)

General Learning Outcomes

Upon successful completion, the Apprentice is able to interpret the principles of emergent practice to meet the interests and needs of infants and toddlers.

Learning Outcomes and Content

3073.1   Describe health and safety practices for infants and toddlers.
- Define applicable legislation, regulation, policies and procedures and other applicable guidelines.
- Describe hygiene and safety practices.
- Describe child supervision strategies.

3073.2   Describe the continuum of development of infants and toddlers.
- Differentiate developmental theories in relation to infants and toddlers.
- Relate developmental theories to play based learning strategies.

3073.3   Examine characteristics of the various classifications of attachment.
- Define attachment classifications within the child/adult relationship:
    o Describe characteristics of healthy and unhealthy attachment;
    o Express the impact of the relationship between the Child Development Practitioner and the primary caregiver.
- Examine strategies that support secure attachment relationships.
- Examine the impact of primary care-giving, under a "goodness of fit" model on attachment relationships.
- Identify resources that support secure attachment relationships.

3073.4   Explain caregiving practices that support and encourage exploration and foster trust and attachment.
- Examine the effects of routines, schedules, transitions and the environment on children's behaviour, temperament and self-regulatory behaviours.
- Describe caregiving skills involved in feeding, toileting, diapering, and sleep routines.
- Describe strategies to respond to children's individual needs.

3073.5   Explain strategies that support learning and development with infant and toddlers.
- Describe how all 5 developmental domains affect child initiated experiences:
  o Language acquisition;
  o Problem-solving (social and cognitive).
- Demonstrate developmentally appropriate and sensitive infant and toddler guidance techniques.
- Examine various strategies, approaches and techniques that support learning and development:
  o Practitioner's animation;
  o Offering choice;
  o Use of sign language, music, texture.

3073.6   Apply child development principles and theories to play-based, emergent and individualized learning experiences.
- Identify experiences, both spontaneous and planned, that foster learning.
- Describe daily schedules and routines that meet the needs of infants and toddlers, minimize transitions and that model individualized care.
- Describe environments that are reflective of the diverse skills, strengths, needs and interests of infants and toddlers.
- Create play experiences based on continuous documented observation.

3073.7   Assess how various play experiences support learning and development.
- Identify strategies to adapt the learning experience based on observation, documentation and reflection.

Instructional/Delivery Strategies:
Presentations, class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
35%	40%	25%

Number:	S3074
Title:	**Infant and Toddler Learning Environment Placement**
Duration:	Total Hours: 54 Theory: 0 Practical: 54
Prerequisites:	Foundations of Early Learning Environment (S3063)
	Foundations of Early Learning Environment Placement (S3064)
	Child Development I (S3061)
Co-requisites:	Infant and Toddler Learning Environment (S3073)

General Learning Outcomes

Upon successful completion, the Apprentice is able to apply principles of emergent practice that meet the interests and needs of infants and toddlers.

Learning Outcomes and Content

3074.1   Apply practices that maintain a healthy and safe environment.
- Follow the requirements set out in applicable legislation, regulation, placement specific policies and procedures and other applicable guidelines.
- Maintain hygienic environments.
- Conduct safety checks of indoor and outdoor environments.
- Assess routines and schedules.
- Demonstrate scanning and positioning skills.

3074.2   Employ caregiving practices that support and encourage exploration and foster trust and attachment.
- Examine the effects of routines, schedules, transitions and the environment on children's behaviour, temperament and self-regulatory behaviours.
- Apply caregiving skills involved in feeding, toileting, diapering, and sleep routines.
- Create a schedule that models individualized care within the context of a group setting.
- Examine the impact of primary care-giving, under a "goodness of fit" model on attachment relationships.
- Respond to cues of infants and toddlers in a consistent and sensitive manner.
- Apply developmentally appropriate infant and toddler guidance techniques.
  - o Redirect behaviour by setting developmentally appropriate limits;
  - o Offer authentic choices.

3074.3   Demonstrate foundational design principles for an infant and toddler early learning environment.
- Assess floor plans for the learning environment.
- Select developmentally appropriate play and learning equipment.
- Create play and learning experiences that enhance development in all developmental domains.
- Demonstrate developmentally appropriate pedagogical intentions and interventions.

3074.4   Evaluate learning environment to ensure that it is developmentally appropriate and emergent.
- Observe children's strengths, needs, and interests.
- Assess the children's responses to the physical environment.
- Assess children's interactions with peers, adults and materials.
- Adapt learning environment to reflect the responses and developmental strengths and needs.

3074.5   Develop personal learning goals in relation to responsive care-giving in the infant and toddler years.
- Document responses to other children, teaching styles, and the learning environment.
- Examine the impact of caregiving and routines on the overall development of the child.
- Identify the impact of adult and child interactions as a tool for professional growth.
- Demonstrate ability to receive personal feedback and modify behaviour.
- Set personal learning goals.

Instructional/Delivery Strategies:
Presentations, class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Reference Materials:
Field placement evaluations and attendance forms.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
35%	40%	25%

Number:	S3075
Title:	**Philosophies and Education Models for Early Childhood Development**
Duration:	Total Hours: 42 Theory: 30 Practical: 12
Prerequisites:	Foundations of Early Learning Environment (S3063)
Co-requisites:	None

General Learning Outcomes

Upon successful completion, the Apprentice is able to understand how historical philosophies and models of learning and development impact personal philosophy and practice.

Learning Outcomes and Content

3075.1   Examine the influences of historical philosophies on models of education
- Identify historical philosophies of learning
- Identify various models of education i.e. Waldorf, Montessori, Reggio, Anti-Bias, Nature Schools, Kindergarten
- Assess the interconnection between philosophies and models of education

3075.2   Examine how local and global events and issues impact early childhood education.
- Identify current events and issues.
- Debate the impact of assumptions versus realities on practice.

3075.3   Apply philosophies and models of education to professional practice.
- Explain how personal philosophies are impacted by historical philosophies and models
- Compare personal philosophies with historical philosophies and models of education.
- Explain how the application of personal philosophy of education guides practice.
- Prepare a personal philosophy of education statement based on current best practice.
- Demonstrate the application of personal philosophy of education into practice.
- Assess congruency between personal philosophy and practice.

Instructional/Delivery Strategies:
Class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
35%	40%	25%

Number:	S3076
Title:	**Preschool Learning Environment II**
Duration:	Total Hours: 42 Theory: 27 Practical: 15
Prerequisites:	Foundations of Early Learning Environment (S3063)
	Foundations of Early Learning Environment Placement (S3064)
	Preschool Learning Environment I (S3066)
	Preschool Learning Environment I Placement (S3067)
	Child Development I (S3061)
Co-requisites:	Preschool Learning Environment II Placement (S3077)

General Learning Outcomes

Upon successful completion the Apprentice is able to apply fundamentals of early learning curriculum design to develop inclusive play based learning experiences.

Learning Outcomes and Content

3076.1   Describe the theoretical principles of inclusive play-based emergent learning experiences.
- Review the components of promoting and maintaining a healthy and safe environment.
- Describe the principles of play based, emergent curriculum.
- Identify how design principles impact the early learning environment:
  - o   Role of the Child Development Practitioner;
  - o   Role of the environment.
- Identify various facilitation techniques.
- Determine observation techniques and tools to identify learning needs and interests within a variety of different contexts.
- Explain the application of various developmental checklists and tools.

3076.2   Demonstrate ability to write learning goals and objectives for all developmental domains.
- Define the rationale and process for developing learning goals and objectives.
- Differentiate between goals and objectives.
- Describe the different applications of goals and objectives.
- Describe the steps for developing goals and objectives for:
  - o   Individual children;
  - o   Groups of children.
- Practise writing goals and objectives.

3076.3   Design play and inquiry based learning experiences.
- Apply a variety of observation and documentation techniques.
- Analyze observations to determine learning goals and objectives for both individual children and groups.
- Select methodologies to achieve learning goals and objectives such as:
  o Adult led versus child led;
  o Team teaching;
  o Cooperative learning strategies;
  o Spontaneous learning opportunities (recognizing teachable moments).
- Select materials and resources.
- Create a responsive play-based learning experience.

3076.4   Implement learning experiences, for both individual and groups of children, in all developmental domains.
- Apply various facilitation techniques :
  o Open-ended versus closed-ended ;
  o Use a variety of communication techniques with children;
  o Developmentally appropriate guidance techniques.

3076.5   Adapt learning experiences based on observation, documentation and reflection.
- Analyze and plan for the observed behaviours of children:
  o Use a variety of observational techniques;
  o Use a variety of documentation procedures;
  o Select a screening tool;
  o Utilize a validated screening tool that encompasses to all domains of development;
  o Incorporate observation and documentation into curriculum planning.
- Set developmentally appropriate limits to ensure the health and safety of the children.
- Demonstrate the use of a variety of facilitation and positive guidance techniques that meet the needs of the individual child and group.
- Evaluate the effectiveness of play and learning experiences in the preschool environment.
- Adapt routines, schedules, transitions, and the environment to meet the needs of the individual child and the group.
- Evaluate the effective of learning goals for the individual child and the group.
- Adapt and extend learning goals in response to the children's play learning experiences.

Instructional/Delivery Strategies:
Class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
35%	40%	25%

Number:	S3077
Title:	**Preschool Learning Environment II Placement**
Duration:	Total Hours: 78 Theory: 0 Practical: 78
Prerequisites:	Foundations of Early Learning Environment (S3063)
	Foundations of Early Learning Environment Placement (S3064)
	Preschool Learning Environment I (S3066)
	Preschool Learning Environment I Placement (S3067)
	Child Development I (S3061)
Co-requisites:	Preschool Learning Environment II (S3076)

General Learning Outcomes

Upon successful completion, the Apprentice is able to design, implement and evaluate learning experiences to support play and inquiry for preschool children within developmental domains in a placement environment.

Learning Outcomes and Content

3077.1   Plan play and inquiry based emergent learning experiences that are responsive to the strengths, needs and interests of the children.
- Identify children's strengths, needs, and interests:
  - o Observe children within a developmental framework using a variety of screening and assessment tools;
  - o Document children's responses to routines, schedules and transitions and analyze observations;
  - o Conduct a child's health check.
- Develop goals and objectives based on observations.
- Plan learning experiences.

3077.2   Implement learning experiences responsive to the developmental, social and cultural needs of children.
- Apply principles of emergent curriculum in implementing play and inquiry-based learning experiences considering the development of:
  - o Math, language, physical knowledge and problem solving skills;
  - o Self-esteem and pro-social behaviours;
  - o Independence;
  - o Relationships between the child and the natural environment;

- Apply indirect guidance techniques that consider a variety of factors including:
  o Skills required for child initiated learning experiences;
  o Materials and equipment;
  o Allocation of time;
  o Space.

3077.3　Facilitate child-initiated play and inquiry-based learning experiences for individuals and groups.
- Apply positive guidance techniques.
- Model techniques such as open-ended and divergent questions, active listening to encourage self-expression and allow children to expand their ideas.
- Facilitate conflict resolution and problem-solving strategies.
- Use a variety of inclusive strategies to enhance all relationships.

3077.4　Demonstrate behaviour consistent with the role of a Child Development Practitioner.
- Maintain a healthy and safe environment.
- Demonstrate knowledge of legislative and regulatory requirements.
- Create an inclusive learning environment.
- Apply strategies that build professional relationships.
- Demonstrate acceptance and respect.
- Demonstrate responsive communication.
- Maintain trust and confidentiality.
- Practice collaboration, active listening and problem solving with children, families, colleagues and community partners.

3077.5　Evaluate a preschool learning environment.
- Conduct a preschool environmental assessment using a validated and current environmental screening and assessment tool.
- Document findings; identify strengths and areas of action.
- Analyze documentation with consideration to:
  o Strategies utilized to create an inclusive environment.
  o Effectiveness of the facilitated play and learning experiences.
  o Changes to learning experience direction and content that emerged from children's interests, strengths and needs.
- Make recommendations for adaptations to the learning environment based on the environmental assessment outcomes.
- Modify the learning environment and program based on documented findings.

3077.6   Conduct a competency based self-assessment based on professional standards.
- Document personal interactions with children, families, colleagues, and community within the context of a pre-school environment.
  o Communication strategies
  o Positive guidance strategies
- Identify the impact of teaching styles and pedagogical approach on the children's development and the learning environment.
  o Planning skills
  o Observation skills
- Assess personal interactions in relation to professional standards such as:
  o Occupational standards;
  o Vocational standards;
  o *Code of Ethics and Standards of Practice*.
- Identify modifications and learning needs for personal growth.
- Create short-term and long-term goals based on personal assessment.

Instructional/Delivery Strategies:
Class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Reference Materials:
Field placement evaluations and attendance forms.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
0%	75%	25%

Number:	S3078		
Title:	**Child, Family, and Community**		
Duration:	Total Hours: 42	Theory: 27	Practical: 15
Prerequisites:	Inclusive Practice and Advocacy (S3071)		
	Interpersonal Communication (S3072)		
	Philosophies and models of Education for Early Childhood Development (S3075)		
Co-requisites:	None		

General Learning Outcomes

Upon successful completion, the Apprentice is able to employ strategies that assist children in the process of socialization in collaboration with the family and community.

Learning Outcomes and Content

3078.1 Describe the process of socialization and the impact on child development.
- Examine theories of socialization.
- Describe the function of the family.
- Examine how family profiles and dynamics can influence child development.
  o Identify a variety of family profiles.
- Identify how ethnicity, gender, race, sexuality, religion, age, and abilities may impact the socialization process.
- Describe how parenting styles and child rearing practices impact development.
- Examine the impact that social institutions, family, friends, media and the greater community have on development.
- Examine societal conditions that may increase vulnerability amongst children and families such as; mental health, poverty, language barriers, education, housing.

3078.2 Describe how personal beliefs, values and bias impact relationship building between Practitioners, families and the community.
- Identify personal beliefs, values and bias.
- Review styles of parenting.
- Describe how personal history and cultural identity impact interactions with children, families and community.

3078.3   Describe the impact of loss on families.
- Define the types of loss experienced by families such as:
  - Health or physical loss, job loss, divorce, socio-economic changes.
- Explain the influence of diversity on perceptions of loss.
- List a variety of strategies to help children and families cope with loss

3078.4   Implement strategies to support a variety of child and family needs.
- Identify a variety of prevention, treatment and community resources
- Identify practices designed to support families with the process of healing
- Evaluate specific techniques utilized to support families in need
- Develop a plan to support the identified needs of children and families.

3078.5   Explain the Practitioner's role in supporting equity, advocacy and social change for children, families and community.
- Explain the roles and responsibilities of government including social policy funding and legislation
- Identify social and learning needs
- Demonstrate how Practitioners can advocate for social change.
- Describe the process of maintaining, extending and improving services and supports.

Instructional/Delivery Strategies:
Class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
40%	35%	25%

Number:	S3079
Title:	**Legislation and Social Policy in Early Learning Administration**
Duration:	Total Hours: 42 Theory: 30 Practical: 12
Prerequisites:	Inclusive Practice and Advocacy (S3071)
	Philosophies and Models of Education for Early Childhood Development (S3075)
	Child, Family, and Community (S3078)
Co-requisites:	None

General Learning Outcomes

Upon successful completion, the Apprentice is able to understand the interconnection between legislation, social policy, funding mechanisms and administrative practices on the early learning environment.

Learning Outcomes and Content

3079.1   Describe various organizational models and structures.
- Identify legislation, regulation, licensing and other requirements for the administration and governance of an organization.
- Compare a variety of organizational models and structures including:
  - For profit versus not-for-profit;
  - Boards of education, municipalities, community organizations, neighbourhood organizations, post-secondary institutions, health institutions, corporations;
  - Missions, mandates and philosophy statements.
- Identify the roles and responsibilities for the administration of early learning environments.
- Identify leadership styles.
- Examine decision making procedures and communication protocols
- Examine the impact and interconnectedness of change on the administration of early learning environments:
  - Legislation
  - Social Policy
  - Funding
  - Organizational and Governmental mandates
- Describe the interconnection between organization, government and community.

3079.2 Explain the requirements of organizational administration.
- Define the purpose of a strategic planning.
- Describe the purpose of operational policies and procedures.
- Identify the various types of professional documentation and communications.

3079.3 Describe the function of human resource management.
- Explain the recruitment and hiring process.
- Explain the process for performance feedback and management.
- Describe the need for ongoing professional development.

3079.4 Describe the function of finance and resource management.
- Define financial budgets and budget categories
- Identify different funding and revenue sources and models
- Define the purpose of an operating budget and a capital budget.
- Describe the annual budget planning cycle including resource renewal.

3079.5 Describe quality assurance and evaluation requirements
- Explain the purposes of quality assurance.
- Identify considerations for evaluation: Congruence with ethical obligations, mission statements and mandates, *Code of Ethics and Standards of Practice*
- Describe how quality assurance is evaluated including environmental assessment, staff assessment, program assessment, organizational assessment.

3079.6 Evaluate how pertinent legislation, regulation and policy impact professional practice.
- Differentiate between legislation, regulation, policies, procedures and best practices.
- Identify the impact of legislative and regulatory bodies, funding, policy on the structure and quality of early learning environments.
- Explain how legislation is applied in different settings.
- Explain the rationale for professional self-regulation and accountability through regulatory bodies and professional associations.

Instructional/Delivery Strategies:
Class discussion, lectures, reading, multi-media resources, guest speakers, presentations, small group activities, experiential activities, written assignments, and student seminars.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
40%	35%	25%

Number:	S3080
Title:	**Child Development III: Inclusion of Children with Exceptionalities**
Duration:	Total Hours: 42 Theory: 30 Practical: 12
Prerequisites:	Child Development I (S3061)
	Child Development II (S3065)
	Inclusive Practice and Advocacy (S3071)
	Child, Family, and Community (S3078)
Co-requisites:	None

General Learning Outcomes

Upon successful completion, the Apprentice is able to meet the developmental needs of children with exceptionalities in an inclusive environment.

Learning Outcomes and Content

3080.1   Describe best practices for creating early childhood environments that are inclusive of children with exceptionalities.
• Define best practices to support the inclusion of children with exceptionalities.
• Identify relevant legislation, regulations, social policy and *Code of Ethics and Standards of Practice* related to inclusive practice.
• Explain the Practitioner`s roles and responsibilities in supporting inclusion.
• Identify the challenges of implementing inclusive practices.

3080.2   Demonstrate how the Practitioner implements a "child first" approach.
• Describe the concept of a "child first" approach.
• Define early development, critical learning periods, and teachable moments.
• Apply the concept of "child first" approach.

3080.3   Differentiate between a child's progression along the continuum of development and their achievement of developmental milestones.
• Describe how genetics and environment affect the development of children.
• Describe genetics and environmental factors that can put children at developmental risk.
• Examine the inter-relationship between genetic and environmental factors on children's development.
• Examine a variety of exceptionalities such as physical, cognitive, language/communication and social/emotional.

3080.4   Interpret the role of the Child Development Practitioner, inter-professional/inter-disciplinary team and family in the process of early identification and intervention.
- Examine the benefits of early intervention.
- Define the process of early identification and intervention.
- Differentiate between assessment and screening processes for the purpose of early identification.
- Identify relevant services, resources and referral process.
- Develop a plan to support the child and family that includes:
    o Communication strategies
    o Community resources

3080.5   Interpret current evidence based information pertaining to children with exceptionalities.
- Examine evidence based sources of information on children with exceptionalities.
- Synthesize the information researched.
- Explain how research informs practice.

3080.6   Analyze observational data with a "child first" approach.
- Select screening tools designed for identifying the specific needs of children with exceptionalities such as the Nipissing Developmental Checklist, Ages and Stages
- Apply a screening tool to a specific child.
- Interpret observational data.

3080.7   Design an inclusive early childhood learning experience to meet the specific developmental needs of an individual child.
- Select intervention strategies
- Design, implement and evaluate learning experiences
- Adapt learning environment based on recommendations of interdisciplinary team
- Modify learning experiences and positive guidance strategies based on observations of the child's responses and needs.

Instructional/Delivery Strategies:
Class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
40%	35%	25%

Number:	S3081
Title:	**Professional Practice**
Duration:	Total Hours: 42　　　Theory: 27　　　Practical: 15
Prerequisites:	All Level 1 & 2 courses except Advanced Placement (S3082)
Co-requisites:	Advanced Placement (S3082)

General Learning Outcomes

Upon successful completion the Apprentice is able to assess the congruence between performance and ethical and professional standards of practice.

Learning Outcomes and Content

3081.1　　Demonstrate ethical decision making based on the application of the *Code of Ethics and Standards of Practice*, relevant legislation, regulation and policies.
- Examine how concepts such as conflict of interest, dual relationships, professional boundaries and confidentiality impact professional practice.
- Apply conflict resolution / decision making processes in addressing ethical dilemmas.
- Describe how the *Code of Ethics and Standards of Practice* impacts decision making and conflict resolution.
- Solve ethical dilemmas.

3081.2　　Identify how personal health and well-being impacts professional practice and healthy work environments.
- Identify the physical and emotional requirements of the profession:
  - Identify elements of workplace culture;
  - Describe workplace stressors.
- Assess personal physical and mental health:
  - Identify signs and symptoms of fatigue and stress;
  - Identify available support systems.
  - Assess personal job satisfaction.
- Create a plan to achieve work life balance.

3081.3　　Demonstrate the application of reflective practice.
- Apply theories of reflective practice such as Kolb's learning cycle, Gibb's reflective cycle using case studies and workplace situations.
- Evaluate the application of reflective practice as a methodology for ongoing assessment of personal and professional growth and development.
- Assess congruence between personal philosophy of early learning and professional practice.

3081.4   Develop and maintain a personal and professional development plan in accordance with evidence-based practice.
- Create learning plan:
  - o Assess personal learning needs and develop strategies to meet educational goals including:
    - Assess communication skills in all contexts (written, verbal, non-verbal, electronic);
    - Compare roles within different learning environments and colleagues/inter-disciplinary team members.
  - o Establish learning goals (short and long term) with time frames.
- Research and use supports and resources for learning within personal and professional environments including:
  - o Professional networks and associations;
  - o Collaborate with colleagues and community members;
  - o New resources, trends and practices in the field;
  - o Identify methods to advocate for the advancement of the profession.
- Develop a professional portfolio.

Instructional/Delivery Strategies:
Class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
40%	35%	25%

Number:	S3082		
Title:	**Advanced Placement**		
Duration:	Total Hours: 96	Theory: 0	Practical: 96
Prerequisites:	All Level 1 & 2 courses		
Co-requisites:	None		

General Learning Outcomes

Upon successful completion, the Apprentice is able to act in accordance with ethical and professional standards by integrating theories and standards of practice in the design, implementation and evaluation of learning environments that meet the needs of all children.

Learning Outcomes and Content

3082.1   Assess inclusive play based learning experiences based on developmental domains and theories of child development.
- Observe children's response to routines, schedules, and the physical environment.
- Assess a variety of inclusive learning experiences for individual and large groups of children.
- Assess the effect of values, beliefs and attitudes on learning experiences.
- Identify the diverse needs related to inclusive practice

3082.2   Implement inclusive play-based learning experiences that are responsive to the strengths, needs and interests of all children.
- Develop learning goals and objectives that respect diversity, equity and inclusion.
- Design environments and play based learning experiences applying principals of inclusion in program planning considering different learning models and approaches, ratios, time, space, materials special needs, technology and assistive devices.
- Design and facilitate planned environments and learning experiences using a variety of strategies to support learning and inquiry.
- Apply positive guidance strategies.
- Facilitate emergent/spontaneous learning experiences.
- Demonstrate leadership in the planning and implementation of inclusive and play based learning strategies.

3082.3   Evaluate environment and learning experiences.
- Assess elements of learning design and the existing environment that require modification.
- Adapt environment and play-based learning experiences.
- Assess the Practitioner's performance and determine goals for improvement.

3082.4   Promote the advancement of quality in early learning environments.
- Conduct needs analysis.
- Determine methods to enhance quality in areas such as children's rights, promoting healthy environments, parent education.
- Demonstrate ability to facilitate parental engagement, work in partnership with families and community partners, network with inter-disciplinary team members.

3082.5   Demonstrate the application of reflective practice to enhance performance.
- Assess performance based on theories, *Code of Ethics and Standards of Practice* using mechanisms such as journals, checklists, consultation with team members.
- Establish and revise learning goals.
- Modify professional work plan based on needs determined in placement experience.

Instructional/Delivery Strategies:
Class discussion, lectures, reading, multi-media resources, guest speakers, small group activities, experiential activities, written assignments, and student seminars.

Reference Materials:
Field placement evaluations and attendance forms.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
0%	75%	25%

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