

## Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	Social Sciences and Humanities
Ministry of Education Course Title:	Working with Infants and Young Children
Grade Level:	11
Ministry Course Code:	HPW3C

Teacher's Name: Nikki Osborne

Developed by: Angela Batsford-Mermans Date: September 2013

Revision Date: September 2022

Developed from:

Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 9 to 12, Social sciences and humanities*. Toronto ON: Queen's Printer for Ontario.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval: 

Approval Date: September 14, 2022

## **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 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.

### **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. Empowerment 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 within their home community 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 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 within their home community 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. Students explore employment communities both on reserve (i.e. the local Child Centre/Baby School) and off reserve (i.e. other day care settings).

### **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, considerations given to communication styles in their local community and Western communication styles. 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 both locally and regionally. 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 is presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual 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 and checklists.

## 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	Identify major milestones in the social, emotional, cognitive, physical, and linguistic development of children; Outline the theories about child development.	19
	Communication	Identify major milestones in the social, emotional, cognitive, physical, and linguistic development of children; Outline the theories about child development.	19

	Application	Identify major milestones in the social, emotional, cognitive, physical, and linguistic development of children; Outline the theories about child development.	19
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Exam (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 *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback (e.g., descriptive feedback on students' plans for the class celebration);
- Self-assessment (e.g., weekly self-assessment of learning, relative to specific course content as well as in contextual school, community and Land based learning);
- Peer assessment;
- Mentor observations (e.g. of specific course expectations during Land based and cultural activities as well as during course specific activities);
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding.

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work;
- Conversations with students;
- Summative unit activities;
- Culminating activity;
- Exam.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;

- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

## Resources

Canadian Council on Learning. (2007). *First Nations Holistic Lifelong Learning Model: First Nations pedagogy*. [https://firstnationspedagogy.com/CCL\\_Learning\\_Model\\_FN.pdf](https://firstnationspedagogy.com/CCL_Learning_Model_FN.pdf)

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

Government of Canada. (2017). *Aboriginal Head Start in urban and northern communities (AHSUNC)*. <https://www.canada.ca/en/public-health/services/health-promotion/childhood-adolescence/programs-initiatives/aboriginal-head-start-urban-northern-communities-ahsunc.html>

Government of Canada. (2020). Canada's food guide. <https://food-guide.canada.ca/en/>

Health Canada. (2012). *Food safety for First Nations people of Canada: A manual for healthy practices*. [http://www.gov.mb.ca/imr/ir/pdf/pubs/nhfi\\_food\\_safety\\_for\\_first\\_nations\\_people\\_of\\_canada.pdf](http://www.gov.mb.ca/imr/ir/pdf/pubs/nhfi_food_safety_for_first_nations_people_of_canada.pdf)

Ontario Ministry of Education. (n.d.). *Indigenous education strategy*. <http://www.edu.gov.on.ca/eng/aboriginal/>

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 9 to 12: Social sciences and humanities*. <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences.html>

Ontario Ministry of Education. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>

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

Tomlinson, C. (2014). *The differentiated classroom: Responding to the needs of all learners*. ASCD.

Toulouse, P.M. (2016). What matters in Indigenous education: Implementing a vision committed to holism, diversity and engagement. <https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf>

The Vanier Institute of the Family. (2017). <https://vanierinstitute.ca/>

## Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. 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 support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.