

**GRANDE PRAIRIE REGIONAL COLLEGE
EARLY CHILDHOOD DEVELOPMENT DEPARTMENT
CD2130**

PERSPECTIVES AND OPTIONS IN CHILD CARE

Semester: Winter **Instructor:** Jane Howes

HOURS: 30 **Office:** 1:30 –4:30p.m.

CREDITS: 2 **PHONE:** 539 2046

DATES: January 12–February 25 **E-MAIL:** jhowes@gprc.ab.ca

OFFICE HOURS: Tuesdays 1:30 - 4:30 p.m.

CLASS TIMES: Mon.1:30-3:50 and Thurs. 1:00-3:20

LOCATION: Portable C

COURSE DESCRIPTION:

This course includes an exploration of historical influences on contemporary programme models and on current attitudes towards day care services. The focus of this course is day care legislation and policy at provincial and national levels and current issues, which influence these. Students will explore the different types of childcare options and subsidy available to families. Developmentally appropriate practices and program options for school age children are examined.

PREREQUISITES: Successful completion of first year or consent of department.

REQUIRED TEXTS: A good quality (preferably Canadian) dictionary

CLASS FORMAT:

Classes will be comprised of lectures, independent and small group tasks, class discussion, and professional development activities.

ATTENDANCE REQUIREMENTS:

Attendance in this course is important as a significant amount of the course content is covered through in-class tasks and discussions. Students are encouraged to regularly attend classes. **Note: Absences from over 8 hours of the course will result in a 0 for attendance & participation.**

COURSE OBJECTIVES:

- 1.The learner will describe historical influences on contemporary early childhood programmes and current attitudes towards day care services.
- 2.The learner will be familiar with legislation and policy involved in meeting standards in operating a day care center and out of school programs.
- 3.The learner will be familiar with different types of childcare options, and governing models for non-profit and private centers.
4. The learner will become familiar with legislation , funding philosophy and characteristics of Out of School Care programmes.
5. The learner will articulate a personal philosophy of early childhood based on theories and ideas examined in their studies.

GRADING POLICIES:

Grande Prairie Regional College uses the following grading system:

A+ 4 Excellent

A 4 Excellent

A- 3.7 First Class

B+ 3.3 First Class

B 3.0 Good

B- 2.7 Good

C+ 2.3 Satisfactory

C 2.0 Satisfactory

C- 1.7 Satisfactory

D+ 1.3 Poor

D 1.0 Minimal Pass

F 0.0 Failure

1. Assignments are worth 90% of the student's total grade.

#1 legislation 20%

#2 Professional Associations and Lobbying 20%

#3 child care option scenarios 20%

#4 philosophy statement. (in class) 10%

#5 Out of school care (planning - in class) 20%

Attendance & participation 10%.

Total 100%

2. Due Dates:

Due dates are specified in the course schedule. All assignments must be submitted no later than 4:30 p.m. on the Friday of the week the assignment is due.

Assignments will be docked 1% for each day they are late. Assignments will receive a grade of 0% if not received by 4:30 p.m. on the 14th day after the due date.

Note: An instructor – student contract is available for the student who is unable to meet the due date. This contract must be negotiated with the instructor prior to the due date.

3. Assignment Standards:

The student is required to be familiar with and actively apply the guidelines for assignments as outlined in the ECD Department student manual. The instructor has the right to require typewritten submissions completed on a word processor equipped with a spell check.

CLASS CONDUCT:

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and of the instructor to engage in appropriate adult behaviour that positively supports learning. This includes, but is not limited to, treating others with dignity and being punctual. The student must be familiar with the ECD Department student manual, and student's rights and responsibilities found in the college calendar.

COURSE SCHEDULE:

The following course schedule is tentative and subject to revision:

DATE TOPIC

January 12 Historical
Influences on day
care.

January 14 Historical
Influences on day

care.

January 19 Legislation.

January 21 Legislation

January 26 Legislation

January 28 Professional

Associations

Lobbying

February 2 Professional

Associations

Lobbying

February 4 Professional

Associations

Lobbying

February 9 Types of

Programmes

February 11 Governing

Models

February 23 Philosophy/Out of

School Care

February 25 Out of School

Care

Note:

- Readings and assignment dates will be set throughout the course.
- Assignment dates will be discussed in class so that the assignment dates dovetail into other courses students are enrolled in.

ASSIGNMENT: ONE

Daycare Legislation

Prepare questions regarding the Alberta government's licensing requirements. A day care director and a government day care consultant will be visiting the class. Questions will be addressed to these guests regarding the significance of these requirements in providing quality care and the dynamics involved in meeting these licensing stipulations in northern communities.

1. Prepare the questions in advance so that the day care director can review them.
2. Identify at least 4 government regulations and ask the director to describe how those regulations impact the quality of care at their centre. Find out the answers to the following: Does the legislation do what it was intended to do? What are some of the challenges that the director has faced in meeting that particular requirement?
3. Using the information that you have gathered from the discussion with the director and course readings and your own observations and experiences as a caregiver, discuss your

own feelings about how these 4 regulations impact on the quality of care for young children. Compare your views with those of others and give reasons, which explain why you agree or disagree.

4. Write down responses from the visiting day care director and Government consultant .
Students will sign up to review

- Staff: child ratios –
- Supervision –
- Discipline –
- Program meets Developmental Needs –
- Staff Qualifications –
- First Aid –

Write down concerns or comments from the discussion regarding the four pieces of legislation you have chosen to write on.

Outline any difficulties discussed during class that may arise for administrators meeting the requirements you researched as well as the other areas discussed.

State whether the legislation, which was discussed, is beneficial or lacking with regard to providing quality care for young children

5. Submit your response to your instructor

Assignment #1

Name _____

Perspectives and Options in Child Care

Legislation:

Points

Explanation and discussion of questions.

#1 Researched questions

#1	10
#2	10
#3	10
#4	10

#2 Participation in group discussion	10
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#3 Content of written summary	40
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#4 Professionalism (Grammar, spelling, organization of ideas)	10
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Total points:	100
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Late : points removed	_____
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Points received	_____
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ASSIGNMENT TWO

This assignment's focus is assisting you in becoming more familiar on a local, provincial and federal level with organizations that advocate for professionals early childhood educators and issues surrounding the care of young children in Alberta as well as nationally.

Part A

- ***Research 5 sites from the resource list below.***
- These listings are on the CD2130 WEBCTsite:
 1. Canadian Child Care Federation, offers an extensive array of credible, quality resources related to children and families including links to partner sites.
<http://cfc-efc.ca/>
 2. Childcare Resource and Research Unit, a part of the Centre for Urban and community Studies at the University of Toronto, focuses on early childhood care and education research and policy. Its site includes:
 - a research section with contains information about new research findings and news about on-going research, policy section that contains provincial and federal Canadian and international policy developments, and links to print materials relevant to child care policy
 - a resources section that contains print and web resources and links to useful child care, social and research web sites.
<http://www.childcarecanada.org/>
 3. Canadian Association for Young Children (CAYC) is a national association specifically concerned with the well-being of children aged birth through nine, at home, preschool or school. It exists to provide a Canadian voice on critical issues related to the quality of life of young children and their families. <http://www.cayc.ca>
 4. The Promising Practices Network on Children, Families and Communities website highlights programs and practices that will, according to credible research, improve outcomes for children, youth and families. The information is organized around three areas: Proven and Promising Programs, Research in Brief, and Strengthening Service Delivery. <http://www.promisingpractices.net>
 5. The Centre for Families, Work and Well-Being is an interdisciplinary education and research centre operating from the University of Guelph. Resources available include Compendium 2001, a data resource identifying trends in Canadian families, the labour

force, child and elder care, and public opinion. <http://www.worklifecanada.ca/>

6.The National Children's Alliance is a group of more than two dozen national organizations with an interest in the well-being of children and youth. <http://www.nationalchildrensalliance.com>

7.The Professional Resource Centre for Childcare provides an adult environment where educators, caregivers, and parents can assess educational toys and early childhood resources for children aged birth to twelve, as well as adult resources and services. <http://home.worldchat.com/~prc/>

8.Growing Healthy Canadians: A Guide for Positive Child Development talks about transitions and contributors in a guide to promote the well-being of children and youth. <http://www.growinghealthykids.com>

9.Vanier Institute of the Family/ Institute Vanier de la Famille advocates on behalf of Canadian families. The Institute believes that families are the key building block of society and the context in which individuals function and grow. The website contains many publications and resources on family issues. <http://www.vifamily.ca>

10. National Anti-Poverty Organization (NAPO) is an advocacy organization of low income Canadians and others concerned about poverty issues. The site includes new releases, statistics and publications.<http://www.napo-onap.ca>

11. Canadian Centre for Policy Alternatives (CCPA) supports and initiates research on issues related to social and economic justice. The site includes news releases, research and other publications. <http://www.policyalternatives.ca>

12.Canadian Policy Research Network (CPRN) is a non-profit organization whose mission is "to create and lead public debate on social and economic issues important to the well-being of Canadians." The bilingual site has links to networks on Family, Work and Health. <http://www.cprn.com>

13. Canadian Council on Social Development (CCSD) is a non-profit organization promoting social and economic security for Canadians by conducting research and providing information. <http://www.ccsd.ca>

14.National Council of Women in Canada (NCWC) is dedicated to improving the lives of women, families and communities. The site describes recent policy initiatives in areas

such as family life, housing and employment. <http://www.ncwc.ca/>

15. Aboriginal Child Care Society (ACCS) is a nonprofit organization whose mission is "to support BC First Nation communities in the creation and development of quality, community-based Aboriginal child care services which promote child growth and development, in an environment respectful of culture, history and language." The ACCS is involved in advocacy, research and development, and capacity building initiatives. <http://www.acc-society.bc.ca>

16 Partners in Practice is a mentoring project for early childhood practitioners. The website includes in-depth information about mentorship and offers an opportunity to participate in an online mentoring relationship. <http://www.partnersinpractice.org>

17. Canadian Coalition for the Rights of Children is a collective voice for Canadian organizations and youth concerned with the rights of children as outlined in the United Nations Convention on the Rights of the Child and the World Summit for Children Declaration. <http://www.rightsofchildren.ca/>

18 Canadian Health Network, is a national, bilingual Internet-based health information service funded by Health Canada. It provides access to a huge number of Internet based health resources. There is an area devoted specifically to the health of children. <http://www.canadian-health-network.ca/>

19. Voices for Children is a non-profit, Ontario-based, organization founded by Dr. Paul Steinhauer to connect citizens around issues of healthy child development and supportive, family-friendly policies and programs. The site offers a number of resources, including a monthly HealthyDevelopments Bulletin. <http://www.voices4children.org/>

20 Centres of Excellence for Children's Well-Being is a federal government initiative designed to effectively disseminate advanced knowledge on key issues of children's health to policy-makers and practitioners. Five virtual Centres of Excellence have been created around the following topics: child welfare, communities, early childhood development, special needs and youth engagement. <http://www.hc-sc.gc.ca/hppb/childhood-youth/centres/index2.html>

21 Canadian Social Research Links (CSRL) has thousands of links to relevant resources, including many in the area of early childhood development. This site is fun to visit even when you aren't looking for anything--check out the virtual tour of CSRL's spacious resource centre and staff lounge. <http://www.canadiansocialresearch.net/ecd.htm>

22 National organization committed to promoting the protection and well-being of children, especially those in our society who are particularly vulnerable. Social services agencies, university researchers and faculties, and provincial and territorial ministries of child and family services are among its member organizations. <http://cwlc.non-profit-ca.net>

23 Government Child Care Web Sites

- British Columbia Ministry of Social Development and Economic Security <http://www.sdes.gov.bc.ca/programs/childcar.htm>
- Alberta Children's Services <http://www.child.gov.ab.ca>
- Saskatchewan Social Services <http://www.gov.sk.ca/socserv/services/famyouth/Childdaycare/choosing.html>
- Manitoba Family Services <http://www.gov.mb.ca/fs>
- Ontario Ministry of Community and Social Services Child Care Programs <http://www.gov.on.ca/CSS/>
- Québec Ministère de la Famille et de l'Enfance <http://www.famille-enfance.gouv.qc.ca>
- Nova Scotia Department of Community Services <http://www.gov.ns.ca/coms>
- New Brunswick Family and Community Social Services <http://www.gnb.ca/Fcs-sfc/Index.htm>
- Government of Newfoundland and Labrador Department of Health and Community Services <http://www.gov.nf.ca/health>
- Northwest Territories Department of Education, Culture and Employment <http://siksik.learnnet.nt.ca>

Research 5 sites from:

Alberta Children's Services <http://www.child.gov.ab.ca>

The Alberta Children's Services site includes:

[Child Care & Day Care Staff Qualifications](#)

[Early Childhood Development - SureSteps](#)

[Family and Community Support Services](#)

[Family Violence Prevention](#)

[Fetal Alcohol Spectrum Disorder](#)

[First Nations Agencies](#)

[Foster Care](#)

[Protection of Children Involved in Prostitution \(PChIP\)](#)

[From Pregnancy to Parenting](#)

News release speeches

Becoming a parent – Ages and stages, Safety, Parenting day to day, Getting Help,

Challenging Issues

[Regional Authorities](#)

Part B:

Individually or as a group share the information with the rest of the group . This can be done in a variety of ways:

- Skit where you are sharing with someone about information that you have found.
- Brochure
- Poster
- Slide show (power point)
- Collage that can include pictures, concepts , words.
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Consider the following questions as you organize your material:

- What did you learn about the issue you worked on?
- How can this information be useful to you in your work with young children, parents, colleagues and other community groups you may collaborate with ?
- What did you learn about advocacy (power, players and process)?

Assignment #2

Name _____

Professional Associations and Interests Groups:

Points

Assignment Two Marking Criteria:

CRITERIA	A+ 100- 90 %	A to A- 89- 80 %	B+ to B- 79- 70	C+ to C- 69 -60	D+ to F 59-50 & 49-0
Quality of Research	Research is thorough, accurate and up-to-date; key ideas have been identified and researched; a wide variety of resources have been sought out and used.	Research is thorough, accurate and usually up-to-date; key ideas are identified and researched; a wide variety of resources have been sought out and used.	Research is thorough and accurate; key ideas have been identified and researched; a variety of resources have been sought out and used.	Key ideas have been identified and researched; a variety of resources have been sought out and used.	Some key ideas have been identified and researched; some resources have been sought out and used.
Quality of chosen media	Key ideas and information are included relevant, extremely attractive free of spelling and grammar errors	Key ideas and information are included relevant, attractive usually free of spelling and grammar errors			
Quality of Presentation	Presenter understands	Presenter understands	Presenter understands	Presenter understands	Presenter understands

	and can articulate terms, conditions and other relevant information. Presenter is well prepared with information presented in an extremely “audience friendly” manner; avoids reading directly from notes; can answer questions with ease; key ideas and information are included.	and can articulate terms, conditions and other relevant information; Presenter is well prepared with information presented in an “audience friendly” manner; strives to avoid reading directly from notes; can answer questions; key ideas and information are included.	and can articulate terms, conditions and other relevant information; Presenter is prepared with information presented in an “audience friendly” manner; tends to read directly from notes; can answer questions; most key ideas and information are included.	and can articulate most terms, conditions and other relevant information; presenter is prepared with information to present to the audience; tends to read directly from notes; can answer questions; major key ideas and information are included	and can articulate some terms, conditions and other relevant information; presenter is prepared with information to present to the audience; tends to read directly from notes; can answer some questions.
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ASSIGNMENT: THREE

The purpose of this assignment is to provide you with the knowledge required to help young families find the child care option that best meets their needs and the needs of their child(ren).

- A. Read the scenarios on the following pages.
- B. Choose two of the five to work on.
- C. In paragraph form (mini-essay):

-describe the childcare option that would best suit the scenario

-describe the advantages and disadvantages of this option

-justify your choice.

- D. Think about this situation occurring in your own community. What would you recommend to the parents? In a separate paragraph, outline and justify your recommendations.

E. Scenarios for Assignment Three

Scenario One:

Karen and David have 2 children, Claire (2 years) and Lindsey (5 years). They live on a small acreage about 5 kms. from Town A (population 10,000). David is a biologist who works half-time for the government. His office is in neighbouring Town B, one hour's drive east. He manages to fill in most of the other half with contract work, usually in Town A. Karen also works 2-3 days/week in Town C about a 45 minute drive to the west. Each of these 3 towns has regulated child care options. The daycare in Town A offers the least expensive option but, in the past, Karen was reluctant to leave the children there because it would mean a long drive from work if one of the children got sick or hurt. She wanted the children close to her. Consequently, on her work days, Karen takes the children with her to Town C. Lindsey starts kindergarten in Town A this coming September. Karen is not sure how to cope with the child care arrangements because Lindsey will be in kindergarten for half days. Paying "drop-in" daycare is very expensive. Karen would like to find employment in Town A but nothing has worked out yet. What do you recommend?

Scenario Two

Karly is a young mother. She lives with her daughter (16 months) and her mother in a small Alberta town. Her mother has 2 part-time jobs in retail stores in town. Since her daughter was born, Karly has stayed home to care for her, taking advantage of community programmes such as Mom's Time Out and the Indoor Playground. In late July, Karly found out that she was accepted to the Business Administration Diploma programme at the community college which is located 30 minutes from their home. When Karly went to enroll her child at the college daycare centre, she was told that their toddler programme was full. There is no regulated child care in Karly's home town. What can she do?

Scenario Three:

Ralph, Marta and their 2 children, Evan (7 years) and Kyle (3 years) live on a farm in North Central Alberta. They raise sheep. Ralph and Marta had planned to home school their children and with the schedule of farm chores and work, that has worked out for them - until now. Recently they've had some financial setbacks and they've found that they need another source of income so the family can stay on the farm. With her accounting skills, Marta easily found a full-time job in town (about 20 minutes away). Ralph also found part-time work, driving school bus. This has meant big changes for them. Evan is now registered in the Grade 2 class at the local elementary school. Besides enjoying the prestige of driving to and from school each day with his dad, Evan is adjusting well to his new school. Finding appropriate care for Kyle has been a bit more challenging. Their family's work schedule is rather unusual, plus there's the worry that, with Kyle at home, he might get hurt when Ralph is working with the animals or machinery. Besides that, Marta has just found out from a clinic in the city that Kyle is having some developmental difficulties, particularly with language learning. Marta plans to spend time with Kyle in the evenings but she thinks that Kyle also needs to be with other children and in a programme where he can get the skilled attention and support that he needs. What should they do?

Scenario Four:

John and Linda have had their first child, Sandra, at the unlicensed family day home for 22 years and have been happy with the care. The caregiver has her ECD diploma and was licensed before the government changed the licensing requirements. Sandra is really attached to the caregiver. She has one close neighborhood friend who also attends this family day home.

Linda is expecting their second child in 2 months. They are hoping that another space will open up at this day home, but it looks doubtful. The caregiver says she doesn't expect another opening for at least a year. Of course, there is the possibility that a spot could open unexpectedly. Linda is only eligible for 3 months maternity leave. While their combined income does not allow them to receive any subsidy, John and Linda are working on a very tight budget. What would you recommend?

Scenario Five:

Trish is the parent of an 18-month-old boy, Thomas. They live in a small Alberta city. Trish has just been hired to work in an office on the other side of town. As a low income parent, she relies on subsidy to help with the cost of child care for Thomas. There is a daycare in the same building where Trish works. When she looked in, the programme director warmly received Trish. Trish thought that this programme would be very good for Thomas as she could drop in sometimes at lunch. The director also told her that they had one Toddler space open. In order for Trish to make it to work by 8:15 a.m., she needs to catch the 7:10 bus. She needs to allow 10 minutes to get to the bus stop (likely longer in winter), meaning that she and Thomas would have to be dressed and out the door by 7 a.m. each day. Trish knows that this will be very difficult. There are 2 people in the apartment building where Trish lives who take in children but Trish isn't as comfortable with them as she was with the daycare. What do you recommend?

Assignment #3

Name _____

Child Care Scenarios:

Points

Scenario #1

Clear, concise explanation for choice

20

Choice reflects a realistic perspective

20

Scenario #2

Clear, concise explanation for choice

20

Choice reflects a realistic perspective

20

Professionalism

(grammar, spelling, organization of ideas)

20

Total points:

100

Points removed

Points received

ASSIGNMENT FOUR

Develop a concise “commitment statement” that reflects your principles regarding what you feel is important to consider when caring for children. It is your **personal statement of how you will conduct yourself towards the children , your coworkers and the children’s parents.**

Below is the BC Child Care Federation Code of Ethics .

http://www.cccf-fcsge.ca/practice/ethical%20dilemmas/cultur_en.html

The Principles of the Code

1.Child care practitioners promote the health and well-being of all children.

Child care practitioners are responsible for the children in their care. They create environments for children that are safe, secure and supportive of good health in the broadest sense. They design programs that provide children with opportunities to develop physically, socially, emotionally, morally, spiritually, cognitively and creatively. A healthy environment for children is one in which each child’s self-esteem is enhanced, play is encouraged and a warm, loving atmosphere is maintained. In following this principle, a child care practitioner:

- promotes each child’s health and well-being;
- creates and maintains safe and healthy environments for children;
- fosters all facets of children’s development in the context of the child, their family and their community;
- enhances each child’s feelings of competence, independence and self-esteem;
- refrains from in any way degrading, endangering, frightening or harming children;
- acts as an advocate on behalf of all children for public policies, programs and services that enhance their health and well-being; and
- acts promptly in situations where the well-being of the child is compromised.

2.Child care practitioners enable children to participate to their full potential in environments that are carefully planned to serve individual needs and to facilitate the child’s progress in the social, emotional, physical and cognitive areas of development.

Child care practitioners understand the sequences and patterns of child development and cultural influences on those patterns. They use this knowledge to create environments and plan programs that are responsive to the children in their care. Child care practitioners implement programs and use guidance techniques that take into account the ages of the children and individual variations in their development. In following this principle, a child care practitioner:

- considers cross-cultural variations in childrearing approaches when assessing child development;
- applies the knowledge that the stages of physical, social, emotional, moral and cognitive development of each child may be different;
- determines where each child is on the various developmental continua and uses that knowledge to create programs that allow for individual differences and preferences; and
- uses developmentally appropriate methods and materials in working with children.

3. Child care practitioners demonstrate caring for all children in all aspects of their practice.

Caring involves both love and labour. Caring is at the core of early childhood education and is reflected in the mental, emotional and physical efforts of child care practitioners in their interactions with all children. Being cared for and cared about is consistently communicated to all children. In following this principle, a child care practitioner:

- responds appropriately to each child's expressions of need;
- provides children with experiences that build trust;
- expresses warmth, appropriate affection, consideration and acceptance for children both verbally and non-verbally;
- communicates to children a genuine interest in their activities, ideas, opinions and concerns; and
- supports children as they experience different emotions and models acceptable ways of expressing emotions.

4. Child care practitioners work in partnership with parents, recognizing that the parents have primary responsibility for the care of their children, valuing their commitment to their children and supporting them in meeting their responsibilities to their children.

Child care practitioners share joint interest in the children in their care while recognizing that parents have primary responsibility for child-rearing and decision-making on behalf of their children. Child care practitioners complement and support parents as they carry

out these responsibilities. Through positive, respectful and supportive relationships with parents, child care practitioners advance the well-being of children. In following this principle, a child care practitioner:

- promotes considerate relationships with the parents of the children in care;
- respects the rights of parents to transmit their values, beliefs and cultural heritage to their children;
- supports parents with knowledge, skills and resources that will enhance their ability to nurture their children;
- encourages and provides opportunities for parents to participate actively in all aspects of planning and decision-making affecting their children; and
- builds upon strengths and competencies in supporting parents in their task of nurturing children.

5. Child care practitioners work in partnership with colleagues and other service providers in the community to support the well-being of children and their families.

Child care practitioners recognize that nurturing family environments benefit children. Child care practitioners work with other helping professionals to provide a network of support for families. In following this principle, a child care practitioner:

- supports and encourages families by developing programs that meet the needs of those families being serviced;
- assists families in obtaining needed specialized services provided by other professionals; and
- advocates public policies and community services that are supportive of families.

6. Child care practitioners work in ways that enhance human dignity in trusting, caring and cooperative relationships that respect the worth and uniqueness of the individual.

Child care practitioners welcome and cherish children unconditionally. They respect the dignity of children, parents, colleagues and others with whom they interact. They demonstrate respect for diversity by valuing individuality and appreciating diverse characteristics including ideas and perspectives. In following this principle, a child care practitioner:

- communicates respect by practising and promoting anti-bias interactions;
- supports and promotes the dignity of self and others by engaging in mutually enhancing relationships;
- plans inclusive programs that communicate respect for diversity regarding ability, culture, gender, socio-economic status, sexual orientation and family composition;

and

- provides opportunities for all children to participate in childhood activities.

7. Child care practitioners pursue, on an ongoing basis the knowledge, skills and self-awareness needed to be professionally competent.

Early childhood professional practice is based on an expanding body of literature and research. Continuing education is essential. In-service skills training and self-awareness work prepare child care practitioners to fulfill their responsibilities more effectively. In following this principle, a child care practitioner:

- recognizes the need for continuous learning;
- pursues professional development opportunities;
- incorporates into practice current knowledge in the field of early childhood care and education and related disciplines;
- assesses personal and professional strengths and limitations and undertakes self-improvement;
- articulates a personal philosophy of practice and justifies practices on the basis of theoretical perspectives; and
- shares knowledge to support the development of the field.

8. Child care practitioners demonstrate integrity in all of their professional relationships.

Child care practitioners are truthful and trustworthy. They communicate honestly and openly and endeavour to be accurate and objective. Child care practitioners treat as confidential information about the children, families and colleagues with whom they work. Information may be shared with colleagues and other helping professionals as required for the care and support of the children or as required by law. Child care practitioners acknowledge real or potential conflicts of interest and act in accordance with the principles of this code of ethics. In following this principle, a child care practitioner:

- communicates with children, parents, colleagues and other professionals in an honest, straightforward manner;
- conscientiously carries out professional responsibilities and duties;
- identifies personal values and beliefs and strives to be objective;
- treats as confidential information concerning children, families and colleagues unless failure to disclose would put children at risk
- recognizes the potential for real or perceived conflict of interest and acts in accordance with the principles of the code where dual relationships with colleagues or families exist

and/or develop.

Notes

1. This code uses the term child care practitioner to refer to adults who work in the field of child care including: early childhood educators; family child care providers; family resource program personnel; resource and referral program personnel; and instructors in early childhood care and education programs in post-secondary institutions.
2. This code uses the term “parent” to refer the parent or legal guardian or the adult who assumes the parental role in the care of the child.

Summary of codes 8 points:

1. Child care practitioners promote the health and well-being of all children.
2. Child care practitioners enable children to participate to their full potential in environments carefully planned to serve individual needs and to facilitate the child's progress in the social, emotional, physical and cognitive areas of development.
3. Child care practitioners demonstrate caring for all children in all aspects of their practice.
4. Child care practitioners work in partnership with parents, recognizing that parents have primary responsibility or the care of their children, valuing their commitment to the children and supporting them in meeting their responsibilities to their children.
5. Child care practitioners work in partnership with colleagues and other service providers in the community to support the well-being of children and their families.
6. Child care practitioners work in ways that enhance human dignity in trusting, caring and co-operative relationships that respect the worth and uniqueness of the individual.
7. Child care practitioners pursue, on an ongoing basis, the knowledge, skills and self-awareness needed to be professionally competent.
8. Child care practitioners demonstrate integrity in all of their professional relationships.

Having reviewed this code of ethics draft your personalized commitment statement. Below is a sample commitment statement from a former graduate. These statements will be posted in Spring Nursery. These statements are a physical and visual reminder of your understanding of what is important to remember as you care for children, and acknowledge and support parents and colleagues.

Commitment Statement

- 1) Provide children with play opportunities that will contribute to their development.
- 2) Respect children for who they are no matter what background or belief they may have.
- 3) Respect children by redirecting and teaching them in a safe and secure environment.
- 4) Provide children with outdoor play and a chance to get fresh air, gross motor development and an opportunity to run off energy.

- 5) Communicate with families about their children, so together we can share information that will benefit their children.

3. To enhance every child's strengths, abilities, and self-esteem by encouraging, supporting, and caring for each child in a positive and professional manner which includes providing a safe, healthy, and warm environment.
4. To acknowledge each family's uniqueness by supporting and sharing in nurturing their children.
5. To assist each family by making them feel welcomed and by encouraging them to feel a sense of belonging to the program.
6. To maintain confidentiality regarding families and co-workers and to continue to learn and grow as a professional.

Assignment #4

Name _____

Professional Commitment Statement:

Clear and thoughtful statements that
Consider the following:

children's needs
parent's needs
colleagues needs

Points

80

Professionalism
(grammar, spelling, organization of ideas)

20

Total points:

100

Points removed

Points received

ASSIGNMENT FIVE

1. Plan school age experiences:

Plan 5 experiences that reflect the developmental characteristics of school age children.

These plans should be open ended and flexible enough to interest a young 5 and an older 10 year old.

Examples might include: a field trip, a visit from someone in the community or a project that they work on over an extensive period of time.

Consider the following in your planning:

- objectives and goals of each experience
- developmental characteristics of the age group

-equipment required

-materials required

-play space required

-storage (if necessary)

-topics to talk about with children

-ideas to try.

Consider the type of projects that would be suitable for this age group.

The ideas you choose can be from books, or from accessing community recreational groups etcetera.

Example:

A popular movie that a majority of the children have seen may be the spring board for making masks, creating a play, a video skit, or creating a mural .

Connecting with a martial arts club in January to see if they will do the 'Dragon Dance ', which welcomes in the New Year.[See if they would visit the program. Example-Taoist Tai Chi Society.

Consider community resources such as:

an archery club, martial arts club, fishing club, rock climbing club, skiing club, dance groups for young people (Highland dancing, Scottish Country dancing, jazz, tap etc.).

These groups may be willing to do something with the children.

There are many resources that can be explored, if you plan on tapping into a community resource contact the group and see if they would visit a school age program or welcome the program to visit them.

Assignment #5

Name _____

Out of School Care:

Planned activities

Points

Clear concise and detailed written plans

20

Appropriateness of plans

20

Evaluations thoughtful and reflect the planned objectives.

20

Detailed comments on activity adaptations

20

Professionalism

(grammar, spelling, organization of ideas)

20

Total points:

100

Points removed

Points received
