School-Age Care Profile

An Addendum to the
Occupational Standards for Early Childhood Educators

**Child Care
Human Resources
Sector Council**

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SCHOOL-AGE CARE PROFILE

INTRODUCTION

Why create occupational profiles for infant and school-age child care?

Two addendums have been developed to accompany the *Occupational Standards for Early Childhood Educators*: the *Infant Care Profile* and the *School-Age Care Profile*. While the core knowledge required for ECEs remains the same, these addendums recognize that ECEs require specific skills and knowledge to work with these age groups. In both cases, the addendums are meant to accompany and enhance the base Occupational Standards for ECEs, not replace them.

About the School Age Profile

The *School-Age Care Profile* is intended to apply to Early Childhood Educators working primarily with children who are of school age in the jurisdiction in which they reside (for example: 4 years to 12 years of age). The profile focuses exclusively on:

- those subtasks identified in the *Occupational Standards for Early Childhood Educators* that have been enhanced with additional school age specific knowledge, skills and abilities; and

- new subtasks specific to school age care that were not captured in the 2010 Occupational Standards for ECEs. It is important to remember that the profiles are an addendum to the ECE Standards and do not replace them. This means that the 2010 standards still describe knowledge, skills and abilities required by an ECE providing school age care.

ECEs providing school age care work closely with families and schools to create a continuum of learning and development, engaging and empowering children as they become more autonomous. ECEs facilitate the children's development as they take more control over their activities and decisions, explore peer relationships, and learn how to resolve their own problems and conflicts. ECEs model and promote appropriate social relationships, language, and behaviour and may detect and address bullying. As children are using technology at increasingly younger ages, ECEs working with school age children need to keep up to date with the technology to assist children in using this technology safely for the purpose of furthering their interests and education. For all of these reasons, ECEs working with this age group require specific knowledge, skills and abilities to adapt to working with these children.

The profile subtasks also contain Contextual Rating Information. These ratings provide information on how important the subtask is, how frequently the subtask is performed and how long it takes for a new ECE working with school age children to be able to carry out the task competently. Educators use this information to assist in the design of training programs. These ratings were provided and validated by ECEs providing school age care. The rating scales used for this assessment are:

Importance:

Important: low risk to the operation if not performed correctly, e.g., minimal risk to children's well-being, minimal disruption to centre's operations

Very important: moderate risk to the operation if not performed correctly, e.g., some risk to children's well-being, could incur fines

Extremely important: high risk to the operation if not performed correctly, e.g., risk to children's well-being, parents may withdraw children from centre

Critical: severe risk to the operation if not performed correctly, e.g., children's lives at risk, centre could have license revoked, organization held liable, administrator could lose job

Frequency:

Constantly: often, several times a day

Regularly: on a scheduled basis, informally or formally, once a day, once a week

Occasionally: several times a week

As needed: when required

Rarely: seldom, once every couple months, once a year

Time to perform proficiently: Number of months or years it generally takes a new School Age Care Educator, who has graduating from an ECE program, to perform the subtask without supervision, e.g. 2 weeks

About the Task Chart

In the Task Chart you will be able to see, at a glance, which subtasks are enhanced or have been added to the ECE NOS. In the small box below each subtask, the abbreviations "SAC" is used to indicate School Age Care and "IC" is used to indicate Infant Care. When SAC or IC appears under a subtask it indicates that the subtask has been enhanced and included in the *School-Age Care* or *Infant Care Profile*. A subtask can be enhanced for both age groups and will have both the IC and SAC abbreviation below it. The designation IC specific or SAC specific indicates a new subtask that applies only to ECEs working with that specific age group.

Each profile contains only the subtasks that have been enhanced and revised context statements where needed. The enhanced IC or SAC subtasks contain the content of the ECE standards, but has been modified to incorporate the knowledge, skills and abilities that are specific to working with the infant or school age group.

A Note About the Child Care Human Resources Sector Council (CCHRSC)

The Child Care Human Resources Sector Council (CCHRSC) operated from 2003 – 2013. The only pan-Canadian organization dedicated to moving forward on human resources (HR) issues in Canada's early childhood education and care sector, the CCHRSC brought together national partners and other sector representatives to help develop a confident, knowledgeable, skilled, and respected workforce valued for its contribution to early childhood education and care. The CCHRSC's goals were to:

• Build and share knowledge to advance HR and labour market issues;

• Create tools to promote good HR management practices;

• Foster the development of a skilled workforce;

• Provide leadership and coordination on HR issues; and

• Engage sector stakeholders to ensure a comprehensive, coordinated and responsive approach.

Although the CCHRSC dissolved in 2013 following changes to HRSDC's Sector Council Program, including the elimination of core funding to all councils, the organization contributed much to the sector throughout its ten year history. From developing more collaborative ways of working together to conducting major research studies and creating tools including *Occupational Standards for Early Childhood Educators, Occupational Standards for Child Care Administrators*, and the *Infant* and *School-Age Profiles*, the CCHRSC leaves an extensive legacy of resources that can be used for years to come. Visit www.ccsc-cssge.ca to access the many tools and resources created over the years.

SECTION A
CHILD DEVELOPMENT, LEARNING AND CARE

Task A.1	**Facilitate the development and behavior of children**

Context Statement:

Early Childhood Educators facilitate daily experiences that support and promote each child's physical, language, emotional, cognitive, social and creative development and behaviour using applicable observation tools while respecting inclusion principles and diversity issues.

The following sub-tasks of Task A.1 have been enhanced and are detailed on pages 4 – 19:

A.1.2: Facilitate Cognitive Development of School-age Children

A.1.3: Facilitate Language Development of School-age Children

A.1.4: Facilitate Social Development of School-age Children

A.1.5: Facilitate Acceptance of Diversity by School-age Children

A.1.6: Facilitate Emotional Development of School-age Children

A.1.7: Facilitate Creative Development of School-age Children

A.1.8: Facilitate Physical Development of School-age Children

A.1.9: Facilitate Development of Social and Civic Responsibility in School-age Children

A.1.10: Prevent Bullying by School-age Children

A.1.11: Address Bullying by School-age Children

Sub-Task A.1.2

FACILITATE COGNITIVE DEVELOPMENT OF SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) cognitive development related to age of the children;	a) assess and interpret developmental stage of children;
2) different types of intelligence (e.g., emotional, social, verbal and physical intelligence);	b) observe children's play and interactions;
3) learning styles (e.g., kinesthetic, spatial, linguistic, musical, naturalist, logical);	c) interpret observations;
4) program and quality standards regarding observation techniques and cognitive development;	d) identify strategies to promote cognitive development, considering age and level of development (e.g., for 5 to 8 year olds, activities with several steps or directions; for 9 to 12 year olds, higher-level conversations such as activity debriefing and open-ended discussions);
5) communication skills to obtain information about the child;	e) gather information about the child's cognitive development from team members, family, teachers and other relevant individuals;
6) resource people in the environment and/or community (e.g., colleagues, custodial engineers, teachers and other members of school team, professional associations, developmental specialists, parents, students);	f) apply the strategies found in individualized education plans for children with special cognitive needs (e.g., follow the appropriate process to help an autistic child understand rules);
7) resource materials.	g) facilitate cognitive development by encouraging children to contribute to activity planning and leadership, rules development, decision-making and conflict resolution.

Contextual Information – Task Ratings:

- Importance: *very important*
- Frequency: *ongoing*
- Time to perform proficiently: *3 to 12 months*

Sub-Task A.1.3

FACILITATE LANGUAGE DEVELOPMENT OF SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) language development for second language learners;	a) observe and interpret children's language development during play and interactions;
2) language development milestones and theories according to developmental stages and ages (e.g., Piaget, Vygotsky);	b) communicate with children (e.g., non-verbal techniques, home language(s), group discussions);
3) developmental practices for promoting and supporting language development;	c) determine language(s) spoken in the home;
4) resource people in the environment and/or community (e.g., colleagues, custodial engineers, teachers and other members of school team, professional associations, developmental specialists, parents, students);	d) determine children's language abilities according to ages and stages of development;
	e) identify factors affecting language capacity (e.g., environmental, intellectual, cultural, physiological);
5) resource materials (e.g., educational games, songbooks);	f) identify beliefs and practices that affect language use and development;
6) learning styles (e.g., kinesthetic, spatial, linguistic, musical, naturalist, logical);	g) implement strategies to facilitate language use and development, in collaboration with specialists and parents (e.g., teamwork, debriefing, problem-solving, joke telling, open-ended discussions, word play, theatrical improvisation);
7) different types of intelligence (e.g., emotional, social, verbal and physical intelligence);	h) implement specific strategies for individual children with language difficulties, on the advice of teachers, specialists and parents (e.g., reformulation, modelling, rhyming, use of visuals).
8) program and quality standards regarding observation techniques and language development;	
9) cultural diversity theories and approaches.	

Contextual Information – Task Ratings:

- Importance: *very important*
- Frequency: *ongoing*
- Time to perform proficiently: *1 to 12 months, or higher if the population includes children learning a second language*

Sub-Task A.1.4

FACILITATE SOCIAL DEVELOPMENT OF SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*

ECEs know:

1) child social development theories (e.g., Piaget, Vygotsky, Goleman);

2) learning styles (e.g., kinesthetic, spatial, linguistic, musical, naturalist, logical);

3) different types of intelligence (e.g., emotional, social, verbal and physical intelligence);

4) cultural approaches to socialization;

5) theories of group dynamics (e.g., social roles);

6) program and quality standards regarding observation techniques and social development;

7) typical social behaviours relating to developmental disorders (e.g., autism, hyperactivity, autism spectrum disorders);

8) children's families and extended support networks, if applicable;

9) resource people in the environment and/or community (e.g., colleagues, custodial engineers, teachers and other members of school team, professional associations, developmental specialists, parents, students);

10) resource materials (e.g., rules and instructions for games and activities);

11) forms of aggression in children (e.g., physical, verbal and indirect) relative to their stages of development;

12) strategies to reduce children's aggressive behaviours and to assist with self-regulation;

13) shared space guidelines, if applicable.

ECEs are able to:

a) model appropriate social interactions;

b) observe:

- children's interactions with peers, family members and other adults individually and in groups;
- children's arrivals and/or departures;
- children's stages of social development;
- children's interactions with their environment;
- children's communication skills and body language;
- children's peer group entry skills;
- how children manage stress, conflicts and their emotions;
- how children manage transition times in the program;
- aggressive behaviours to identify catalysts, aggressors and victims;

c) engage or interact with children, as needed (e.g., ask how school was today)

d) identify factors that may impact the social behaviour of each child (e.g., mood and physical condition, nutrition, transitions, challenges with academic performance, onset of puberty, teasing by peers, cultural diversity, environment);

e) create a harmonious environment for children's social development, for example:

- set clear expectations;
- arrange the environment according to interest;
- balance group time and individual time;

- provide responsive supervision of the group;

- engage the group in interesting and challenging activities;

- allow for choices of activities;

f) provide opportunities for problem-solving, teamwork and participative management;

g) facilitate children's entry skills;

h) encourage and support children in their interactions with their peers (e.g., conflict resolution, cooperative exchanges);

i) facilitate children's awareness of the needs of others;

j) encourage and support children's friendships;

k) distinguish between rough and tumble play and aggressive behaviours;

l) facilitate children's relationships in the community (e.g., linkages to outreach programs, volunteerism, visits to community, guest speakers).

Contextual Information – Task Ratings:

- Importance: *extremely important*

- Frequency: *ongoing*

- Time to perform proficiently: *1 to 12 months*

Sub-Task A.1.5

FACILITATE ACCEPTANCE OF DIVERSITY BY SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) different socio-economic and cultural realities of the children;	a) model a positive attitude towards diversity (e.g., family, cultural, special needs);
2) immigrant adjustment process;	b) provide an environment that reflects the make-up of the group (e.g., decorations, food, room set-up, aesthetics);
3) concepts of discrimination, prejudice, homophobia, racism, etc.;	c) provide an environment where children feel comfortable and safe disclosing personal issues (e.g., sexual orientation, mental health, racial discrimination);
4) impact of family (e.g., parenting styles, family composition and dynamics) and community experiences on children's acceptance of diversity;	d) integrate materials and activities that reflect diversity into programming and environment;
5) impact of media and the Internet on children's acceptance of diversity;	e) check and validate perceptions (e.g., why a child does not look an adult in the eye);
6) shared space guidelines, if applicable.	f) promote positive attitudes towards differences (e.g., body sizes and shapes, differing abilities, ethnicity);
	g) adapt communication style to each child (e.g., use vocabulary and body language that the child can understand);
	h) challenge stereotypes about differences (e.g., race, religion, ethnicity, sexual orientation, socio-economic status, skills, physical appearance) expressed by children, other adults and media;
	i) promote discussion to encourage children to develop critical awareness.

Contextual Information – Task Ratings:

- Importance: *extremely important*
- Frequency: *ongoing*
- Time to perform proficiently: *1 to 12 months*

Sub–Task A.1.6

FACILITATE EMOTIONAL DEVELOPMENT OF SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*

Required core knowledge

ECEs know:

1) child development theories (e.g., Piaget, Vygotsky, Goleman);

2) varieties of child temperaments (e.g., easy, difficult, slow to warm up);

3) attachment theories (e.g., Brolly, Bowlby);

4) developmental theories on self-regulation skills (e.g., Bandura);

5) learning styles (e.g., kinesthetic, spatial, linguistic, musical, naturalist, logical);

6) different types of intelligence, (e.g., emotional, social, verbal and physical intelligence);

7) program and quality standards regarding observation techniques and emotional development;

8) planning processes and theories;

9) resource people in the environment and/or community (e.g., colleagues, custodial engineers, teachers and other members of school team, professional associations, developmental specialists, parents, students);

10) resource materials;

11) strategies to address the development of positive self-esteem and self-identity;

12) effects of change, stress and transition on emotional development and behaviour.

Required skills and abilities

ECEs are able to:

a) observe children's:
   - interactions at arrivals and/or departures;
   - interactions with family members;
   - interactions with other children and adults;

b) assess and interpret children's emotional development, for example:
   - how they relate to others;
   - their self-esteem and autonomy, self-concept and self-identity;
   - their increased needs during specific periods of time (e.g., parental separation, divorce, death, transitions between schools, transitions between foster care homes, hormonal changes);
   - their degree of acceptance or refusal of their changing body at puberty;
   - their problem-solving strategies;
   - how they manage stress and conflict;
   - how they are affected by transition times;
   - how they interact in their environment;
   - if they display developmentally-appropriate empathy;
   - their self-regulation skills;
   - their skills in communicating their emotions;

c) assist children to be aware of their emotions and the emotions of others;

d) encourage children to appropriately express and label feelings:

- guide children to express their feelings and assert themselves in socially acceptable and positive ways;

e) value and reinforce appropriate behaviour (e.g., implement positive behaviour guidance);

f) implement strategies to support the development of positive self-esteem and self-identity (e.g., active listening, specific and positive feedback, focus on strengths);

g) facilitate children's participation in conflict resolution;

h) encourage the use of positive self-regulatory strategies (e.g., calming techniques, remove themselves from the situation).

Contextual Information – Task Ratings:

- Importance: *very important*
- Frequency: *ongoing*
- Time to perform proficiently: *1 to 10 months*

Sub-Task A.1.7

FACILITATE CREATIVE DEVELOPMENT OF SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*

ECEs know:

1) value of creative expression for personal development;

2) resource people in the environment and/or community (e.g., colleagues, custodial engineers, teachers and other members of school team, parents, students, community);

3) resource materials (e.g., activity bank);

4) active learning principles (e.g., key experiences);

5) learning styles (e.g., kinesthetic, spatial, linguistic, musical, naturalist, logical);

6) different types of intelligence (e.g., emotional, social, verbal and physical intelligence);

7) multiple teaching strategies;

8) program and quality standards regarding observation techniques and creative development;

9) shared space guidelines, if applicable.

ECEs are able to:

a) model creativity, spontaneity and flexibility (e.g., identify and use teachable moments);

b) respect children's creativity;

c) involve children in the planning and follow-through of teacher-led and child-led activities;

d) encourage children to participate in all phases of the activities (e.g., search for ideas, techniques and materials, planning, clean-up) to stimulate their creativity;

e) structure the environment and activities around creative learning;

f) provide open-ended activities with a variety of stimulating materials;

g) facilitate children's problem-solving skills;

h) set up the environment to promote creative development;

i) provide a variety of activities (e.g., physical, manual, musical, logical) that enable the children to express their creativity:

- incorporate activities for self-expression that reflect diverse cultural traditions;

j) encourage children to express their ideas, (e.g., use journal writing, art projects, group discussions, music, technology, dance, theatre).

Contextual Information – Task Ratings:

- Importance: *very important*
- Frequency: *ongoing*
- Time to perform proficiently: *1 to 10 months*

Sub-Task A.1.8
FACILITATE PHYSICAL DEVELOPMENT OF SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*

Required core knowledge

ECEs know:

1) child development theories (e.g., Piaget, Vygotsky);

2) learning styles (e.g., kinesthetic, spatial, linguistic, musical, naturalist, logical);

3) different types of intelligence (e.g., emotional, social, verbal and physical intelligence);

4) each child and their individual circumstances, if applicable;

5) physical, emotional and social changes leading up to and during puberty;

6) program and quality standards regarding observation techniques and physical development;

7) resource people in the environment and/or community (e.g., colleagues, custodial engineers, teachers and other members of school team, professional associations, developmental specialists, parents, students, community);

8) resource materials (e.g., equipment, documentation);

9) shared space guidelines, if applicable.

Required skills and abilities

ECEs are able to:

a) observe and interpret:

- children's gross motor skills;

- children's fine motor skills;

- how children interact with peers;

- children's stages of sexual development (prepubescent, pubescent) and behavior concerning sexuality;

b) identify if children may have physical challenges or disabilities;

c) identify individual circumstances that could affect physical development (e.g., premature birth, fetal alcohol syndrome disorder (FASD), obesity, family's socio-economic situation);

d) implement strategies:

- set goals;

- review;

- evaluate and reflect;

e) promote healthy attitude about sexuality:

- answer questions frankly and with sensitivity;

- take into account the age and development level of the child and the group;

- respect and respond to parents' expectations for their child;

- collaborate with parents regarding discussions about sexuality, as needed, (e.g., discuss policies and reasoning behind them).

Contextual Information – Task Ratings:

- Importance: *very important*

- Frequency: *ongoing*

- Time to perform proficiently: *3 to 10 months*

Sub-Task A.1.9

FACILITATE DEVELOPMENT OF SOCIAL AND CIVIC RESPONSIBILITY IN SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) child development theories;	a) discuss individual responsibilities as members of a community;
2) each child and their individual circumstances, if applicable;	b) encourage children to demonstrate good social and civic responsibility:
3) importance of social and civic responsibility to the community, the school and the individual;	• promote children's awareness of their ability to make choices;
4) resource people in the environment and/or community (e.g., colleagues, custodial engineers, community organizations, governmental departments, Internet);	• discuss how choices affect events in their group, school, community and the world (e.g., eat foods that are healthy for their bodies and the environment, avoid packaging waste, reduce waste through recycling and composting);
5) current issues (e.g., environment, inequality, discrimination);	c) facilitate discussions around fairness, equality, social justice and negotiation;
6) organization's environmental and sustainability programs;	d) integrate the concepts of social and civic responsibility into programs and daily activities;
7) general understanding of political systems and structures (e.g., democracy, communism, socialism)	e) facilitate discussions about current events and children's observations of their community;
8) ethics of care.	f) foster connections with the community to link programming to socially responsible events and encourage children's participation (e.g., local litter clean-up afternoon, 'plant a tree' day, community/facility garden, community coat and food drives, Earth Day, support for seniors);
	g) assist children to be aware of their reactions to community and world events, (e.g., disaster relief);
	h) encourage awareness of social justice issues (e.g., the United Nations Convention on the Rights of the Child) to support children's moral development;
	i) promote environmental awareness, (e.g., participate in recycling, composting, water conservation).

Contextual Information – Task Ratings:

- Importance: *important to very important*

- Frequency: *ongoing*

- Time to perform proficiently: *1 to 10 months*

Sub-Task A.1.10

PREVENT BULLYING BY SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) each child and their individual circumstances, if possible;	a) create a shared understanding of what bullying is with all parties (e.g., colleagues, members of the school team, parents, children);
2) techniques for developing self-awareness of own social roles (e.g., reflective journaling, peer observation and feedback, audio or video recordings)	b) collaborate with teachers, members of the school team and other professionals to build strategies to prevent and address bullying;
3) the social role(s) of each child in the group (e.g., leaders, followers, observers, victims);	c) model appropriate social interactions (e.g., respect rights of others, demonstrate problem solving and conflict resolution strategies);
4) impact of family and community experiences on children's social responses to adults and peers;	d) observe children's interactions with peers to detect bullying (e.g., physical, social, verbal, sexual, cyber):
5) resource people in the environment and/or community (e.g., colleagues, custodial engineers, teachers and other members of school team, professional associations, developmental specialists, parents, students);	• recognize that bullying can be subtle and is not always observed;
6) resource materials (e.g., role-playing games);	e) identify behavioural effects of bullying that is not witnessed (e.g., child is quiet or withdrawn, demonstrating aggression, or showing signs of injury);
7) forms of aggression in children (e.g., physical, verbal and indirect) relative to developmental milestones;	f) identify strategies to prevent bullying (e.g., educate children in role of bystanders, promote positive action, encourage resilience and coping skills);
8) the definition of bullying (i.e., what bullying is);	g) create a safe environment for children to discuss bullying issues:
9) types of bullying (e.g., physical, social, verbal, sexual, cyber, subtle);	• encourage children to speak out against bullying;
10) responses for bullies, the victims of bullying and bystanders;	• inform children about where to get help (e.g., teachers, parents, peers, Kid's Help Phone);
11) bullying detection, prevention and management strategies;	• facilitate ongoing conversation about bullying (e.g., discuss appropriate reactions and actions);
12) causes of bullying (e.g., low self-esteem, bullying child is bullied themselves, social issues, family dynamics, parenting style);	h) promote positive self-esteem, empathy, critical thinking, respect and diversity to create healthy relationships.
13) school-age child-centered procedures for solving conflicts.	

Contextual Information – Task Ratings:

- Importance: *critical*

- Frequency: *ongoing*

- Time to perform proficiently: *9 to 12 months*

Sub-Task A.1.11

ADDRESS BULLYING BY SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) each child and their individual circumstances, if applicable;	a) create a shared understanding of what bullying is with all parties (e.g., colleagues, members of the school team, parents, children);
2) techniques for developing self-awareness of own social roles (e.g., reflective journaling, peer observation and feedback, audio or video recordings);	b) interact effectively with bullies: • build trust; • address behaviour, not the individual; • do not use labels; • encourage more appropriate behaviour;
3) the social role(s) of each child in the group (e.g., leaders, followers, observers, victims);	c) attempt to determine reason for bullying;
4) impact of family and community experiences on children's social responses to adults and peers;	d) facilitate resolution (e.g., conduct interventions with bully or bullies, bullied child, families);
5) resource people in the environment and/or community (e.g., colleagues, custodial engineers, teachers and other members of school team, professional associations, developmental specialists, parents, students);	e) strive to eliminate negative or unsafe peer interactions (e.g., harassment);
6) resource materials;	f) intervene if children insult, threaten, scapegoat or exclude others;
7) forms of aggression in children (e.g., physical, verbal and indirect) relative to developmental milestones;	g) communicate effectively with parents regarding bullying, including: • recognition; • prevention; • management strategies.
8) the definition of bullying (i.e., what bullying is);	
9) types of bullying (e.g., physical, social, verbal, sexual, cyber, subtle);	
10) responses for bullies, the bullied and bystanders;	
11) bullying detection and management strategies;	
12) why bullying happens (e.g., low self-esteem, bullying child is bullied themselves, social issues, family dynamics, parenting style);	
13) school-age child-centered procedures for solving conflicts.	

Contextual Information – Task Ratings:

- Importance: *critical*

- Frequency: *ongoing*

- Time to perform proficiently: *9 to 12 months*

| Task A.2 | **Develop, implement and evaluate programs** |

Context Statement:

In partnership with their organizations and families, Early Childhood Educators research information to develop and implement programs that meet the developmental needs of the children within their settings, as determined by the age groups and stages of development of children with which they work. Through the use of a variety of observation methods and techniques, ECEs note the progress of each child within the various domains of child development.

The following sub-tasks of Task A.2 have been enhanced and are detailed on pages 22 – 27:

A.2.6: Develop Kindergarten Program

A.2.7: Develop School-age Program

A.2.8: Develop Multi-age Program

Sub-Task A.2.6

DEVELOP KINDERGARTEN PROGRAM

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) child development theories (e.g., Piaget, Neo-Piaget, cultural-social development, ecological systems theory);	a) engage children in the development of plans;
2) curriculum development styles (e.g., emergent curriculum, Montessori, provincial/territorial curriculum frameworks);	b) develop a program based on: • observations; • developmental needs of children; • children's individual differences (e.g., temperament, personality, special needs);
3) individual children and their families, if applicable;	• children's need for change of pace after the school day;
4) related regulations, standards of practice, quality standards and licensing requirements;	• interests and goals of individual children; • community resources;
5) organization's educational platform, values, philosophy, objectives, policies and procedures;	• length and type of program (e.g., before and after school, full days, professional development days);
6) educational project, mission, values, objectives and policies and procedures of school, school board and provincial/territorial governing body (e.g., Ministry of Education, Ministry of Health), if applicable;	• consultation with school (e.g., teachers, recreation technicians, school council) to harmonize programming of activities, field trips, projects and special events, if applicable;
7) principles of equity to support each child's full participation;	c) implement programs that are free of racism, sexism and homophobia;
8) impact of the school day on children (e.g., need for individual and active play);	d) include program elements that facilitate development of social and civic responsibility;
9) importance of documenting program planning (e.g., to articulate why planned activities are valuable and beneficial);	e) set up a physical environment that encourages children's learning and development and stimulates their curiosity;
10) shared space guidelines, if applicable.	f) set up a safe physical environment for activities;
	g) find resources and materials based on children's interests and needs;

h) use technology with children to enhance learning, if available;

i) follow continuum of development to enrich skills and abilities;

j) offer a variety of activities and allow for revisiting:

- adapt program quickly in response to children's interests, needs and abilities;

- allow time for unstructured play;

k) create an emotional bond with each child based on social and emotional needs;

l) take the suggestions of parents, parent advisory committees and school councils into consideration and obtain approval, if applicable;

m) respect and respond to parents' expectations for their child (e.g., explain rationale for policies to parents);

n) organize field trips based on philosophy of the program;

o) communicate and collaborate with other partners (e.g., school, other professionals, parents);

p) document and share program plan or make learning visible through a variety of means (e.g., planning sheets, monthly calendar, survey of children's interests, learning stories);

q) offer children the opportunity to complete homework in a quiet area with adequate supervision, if applicable.

Contextual Information – Task Ratings:

- Importance: *critical*

- Frequency: *ongoing*

- Time to perform proficiently: *6 to 9 months*

Sub-Task A.2.7

DEVELOP SCHOOL-AGE PROGRAM

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*

ECEs know:

1) child development theories (e.g., Piaget, Neo-Piaget, cultural-social development, ecological systems theory);

2) curriculum development styles (e.g., emergent curriculum, Montessori, provincial/territorial curriculum frameworks);

3) individual children and their families, if applicable;

4) related regulations, standards of practice, quality standards and licensing requirements;

5) organization's educational platform, values, philosophy, objectives, policies and procedures;

6) educational project, mission, values, objectives and policies and procedures of school, school board and provincial/territorial governing body (e.g., Ministry of Education, Ministry of Health), if applicable;

7) principles of equity to support each child's full participation;

8) impact of the school day on children (e.g., need for individual and active play);

9) importance of documenting program planning (e.g., to articulate why planned activities are valuable and beneficial)

10) shared space guidelines, if applicable.

ECEs are able to:

a) engage children in the development of plans;

b) develop a program based on:
   - observations;
   - developmental needs of children;
   - children's individual differences (e.g., temperament, personality, special needs);
   - children's need for change of pace after the school day;
   - interests and goals of individual children;
   - community resources;
   - length and type of program (e.g., before and after school, full days, professional development days);
   - consultation with school (e.g., teachers, recreation technicians, school council) to harmonize programming of activities, field trips, projects and special events, if applicable;

c) implement programs that are free of racism, sexism and homophobia;

d) include program elements that facilitate development of social and civic responsibility;

e) set up a physical environment that encourages children's learning and development and stimulates their curiosity;

f) set up a safe physical environment for activities;

g) find resources and materials based on children's interests and needs;

h) use technology with children to enhance learning, if available;

i) follow continuum of development to enrich skills and abilities;

j) offer a variety of activities and allow for revisiting:
   - adapt program quickly in response to children's interests, needs and abilities;

- allow time for unstructured play;

k) create an emotional bond with each child based on social and emotional needs;

l) take the suggestions of parents, parent advisory committees and school councils into consideration and obtain approval, if applicable;

m) respect and respond to parents' expectations for their child (e.g., explain rationale for policies to parents);

n) organize field trips based on philosophy of the program;

o) communicate and collaborate with other partners (e.g., school, other professionals, parents);

p) document and share program plan or make learning visible through a variety of means (e.g., planning sheets, monthly calendar, survey of children's interests);

q) offer children the opportunity to complete homework in a quiet area with adequate supervision;

r) respect children's transition to adolescence (e.g., encourage responsibility and leadership, provide increasing degrees of autonomy and participative management).

Contextual Information – Task Ratings:

- Importance: *critical*
- Frequency: *ongoing*
- Time to perform proficiently: *6 to 9 months*

Sub-Task A.2.8

DEVELOP MULTI-AGE PROGRAM

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*

ECEs know:

1) child development theories (e.g., Piaget, Neo-Piaget, cultural-social development, ecological systems theory);

2) curriculum development styles (e.g., emergent curriculum, Montessori, provincial/territorial curriculum frameworks;

3) individual children and their families, if applicable;

4) related regulations, standards of practice, quality standards and licensing requirements;

5) organization's educational platform, values, philosophy, objectives, policies and procedures;

6) educational project, mission, values, objectives and policies and procedures of school, school board and provincial/territorial governing body (e.g., Ministry of Education, Ministry of Health), if applicable;

7) principles of equity to support each child's full participation;

8) importance of documenting program planning (e.g., to articulate why planned activities are valuable and beneficial);

9) shared space guidelines, if applicable;

10) strategies to engage each child's unique strengths into the program.

ECEs are able to:

a) develop a program based on:

- observations;
- broad range of developmental needs of children;
- children's individual differences (e.g., temperament, personality, special needs);
- children's need for change of pace after the school day;
- interests and goals of individual children;
- community resources;
- length and type of program (e.g., before and after school, full days, professional development days, school break);
- consultation with school (teachers, recreation technicians, school council) to harmonize programming of activities, field trips, projects and special events, if applicable;

b) implement programs that are free of racism, sexism and homophobia;

c) include program elements that facilitate development of social and civic responsibility, if applicable;

d) set up a safe physical environment that supports each child's learning and development (e.g., identify learning areas for specific ages, provide toys appropriate to the child's development);

e) find resources and materials based on children's interests and needs;

f) program according to ages and developmental levels within the multi-age room;

g) create an emotional bond with each child based on social and emotional needs;

h) maintain ratios for multi-age groups;

i) monitor children's interactions, especially among different age groups (e.g., ensure all children are given opportunities to be both leaders and followers);

j) promote exchanges and the transmission of knowledge among children of different ages (e.g., manners, procedures, older children as leaders and monitors of activities for younger children);

k) use technology with children to enhance learning, if available;

l) consider the suggestions of parents, parent advisory committees and school councils and obtain approval, if applicable; same as above

m) respect and respond to parents' expectations for their child (e.g., explain rationale for policies to parents);

n) document and share program plan or make learning visible through a variety of means (e.g., planning sheets, monthly calendar, survey of children's interests); same as above

o) offer children the opportunity to complete homework in a quiet area with adequate supervision.

Contextual Information – Task Ratings:

- Importance: *critical*
- Frequency: *ongoing*
- Time to perform proficiently: *6 to 9 months*

Task A.3

Support the holistic development of all children

Context Statement:

Early Childhood Educators recognize, promote and support the overall learning and development of children. They work to create trusting bonds and relationships with the children.

The following sub-tasks of Task A.3 have been enhanced and are detailed on pages 30 – 33:

A.3.1: Build Meaningful Relationships with School-age Children

A.3.2: Identify and Expand Upon Learning Opportunities/Teachable Moments with School-age Children

Sub-Task A.3.1
BUILD MEANINGFUL RELATIONSHIPS WITH SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) child development theories (e.g., Piaget, Neo-Piaget, cultural-social development, ecological systems theory);	a) document observations, as required;
	b) empathize with the children;
2) attachment theories (e.g., Brolly, Bowlby);	c) be available to children (e.g., play with them, show interest in what they are doing, spend time with them, use open body language, be aware of what it going on in the room);
3) individual children's relationships with parents within their socio-cultural context, as applicable;	d) interact with children socially and emotionally (e.g., sit with small groups at snack time, share personal life stories with children);
4) effective communication skills;	e) model and engage in active listening;
5) diverse approaches.	f) model and engage in respectful communication (e.g., positive language, tone of voice, body language, position self at child's level);
	g) provide opportunities for children to experience success;
	h) respond to children's verbal and non-verbal cues;
	i) encourage children to make choices, solve problems and make decisions;
	j) provide reassurance and support;
	k) demonstrate consistency in behaviour and consequences;
	l) develop a trusting bond with each child (e.g., teach respect of self; promote attachment, feeling of security, self-awareness and feeling of belonging);
	m) establish and maintain clear and appropriate boundaries in relationships with children (e.g., emotional, physical and sexual boundaries);

n) allow the relationship with children to change as they mature, for example:

- respect their friendships;

- foster their autonomy;

- offer more freedom of choice;

- respect their communication needs;

- treat them as allies;

- reward their maturity by offering responsibilities and privileges, (e.g., assign helper tasks, give them jobs and reward them for work well done).

Contextual Information – Task Ratings:

- Importance: *extremely important*

- Frequency: *ongoing*

- Time to perform proficiently: *3 to 9 months*

Sub-Task A.3.2

IDENTIFY AND EXPAND UPON LEARNING OPPORTUNITIES/ TEACHABLE MOMENTS WITH SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) child development theories (e.g., Piaget, Neo-Piaget, cultural-social development, ecological systems theory);	a) observe children and interpret observations to plan the curriculum;
2) philosophy of the program;	b) demonstrate flexibility and spontaneity to take advantage of learning opportunities/teachable moments;
3) learning styles (e.g., kinesthetic, spatial, linguistic, musical, naturalist, logical);	c) engage in active listening with the children;
4) shared space guidelines, if applicable.	d) observe and respond to children's feelings, interests and abilities;
	e) encourage discussion and agreement on rules and decisions concerning activities to stimulate children's cognitive, emotional and social development;
	f) choose/provide materials with properties that are related to the child's explorations in the indoor and outdoor environment;
	g) plan activities that incorporate sensory abilities and motor skills, physical knowledge and skills, and cognitive and social play;
	h) use a variety of resources available within the program;
	i) sustain play by providing opportunities for repeated practice;
	j) foster child-initiated activities;
	k) encourage and support children in solving their own conflicts:
	• explore issues,
	• perceive consequences,
	• develop and evaluate solutions;
	• offer tools describing conflict-solving process (e.g., posters);

	• speak to children in private;
	l) use positive and negative experiences as opportunities to teach:
	• describe experience;
	• explain circumstances;
	• facilitate dialogue about possible choices;
	• make lessons learned transparent.

Contextual Information – Task Ratings:

- Importance: *very important to extremely important*
- Frequency: *ongoing*
- Time to perform proficiently: *3 to 6 months*

Task A.4

Meet health, safety and well-being needs

Context Statement:

Early Childhood Educators develop and maintain settings and environments that promote the health, welfare and safety of all children. They complete a variety of health and safety procedures and comply with quality standards, current laws and regulations associated with healthy and safe environments.

The following sub-tasks of Task A.4 have been enhanced and are detailed on pages 36 – 39:

A.4.11: Promote a Healthy Lifestyle For School-age Children

A.4.13: Actively Supervise School-age Children

Sub-Task A.4.11

PROMOTE A HEALTHY LIFESTYLE FOR SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) relaxation techniques;	a) promote and model good hygiene habits (e.g., encourage hand-washing, provide opportunities to discuss bathing or showering, invite experts such as nurses to discuss hygiene);
2) quality standards;	
3) hygiene measures;	
4) strategies for children's health;	b) promote and model a balanced lifestyle, for example:
5) child's family and personal circumstances (e.g., parental separation or divorce, family move), if applicable;	• adequate physical exercise;
	• healthy eating habits;
6) child's individual requirements (e.g., food restrictions, allergies, disease or illness);	c) promote need for adequate sleep and time for relaxation;
7) signs and symptoms of mental illness, risky behaviours, unhealthy body image.	d) promote children's physical and mental health;
	e) help children develop relaxation techniques;
	f) collaborate with other professionals and agencies to enhance health in the program;
	g) provide opportunities for outdoor activities every day;
	h) provide parents with resources that promote a healthy lifestyle;
	i) recognize signs and symptoms of childhood and pre-adolescent health problems, including mental health issues, social issues, and risky behaviours (e.g., eating disorders):
	• discuss issue with supervisor and/or parent accordingly;
	j) encourage children to think critically about media messages concerning unhealthy lifestyles (e.g., unrealistic body images, high-risk activities, cosmetic surgery, gangs, substance abuse, fast food advertising);

	k) encourage children to participate in community and governmental initiatives promoting healthy lifestyles (e.g., National Week of Sport and Physical Education, Nutrition Month); l) partner with community organizations promoting healthy lifestyles (e.g., biking organizations, associations of organic farmers) to initiate health-promoting projects and activities for the children (e.g., active transportation to school, trips to farms to pick fruits and vegetables).

Contextual Information – Task Ratings:

- Importance: *very important*
- Frequency: *ongoing*
- Time to perform proficiently: *1 to 6 months*

Sub-Task A.4.13

ACTIVELY SUPERVISE SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) supervision practices;	a) position themselves to maximize their view of areas;
2) supervision styles, (e.g., group care, indirect supervision, primary care giver model (PCGM), intermittent supervision);	b) participate in activities while maintaining an awareness of the whole group;
3) staff-child ratios;	c) scan indoor and outdoor facilities frequently to be aware of what is going on and the group dynamics;
4) safety hazards;	d) recognize when redirection and intervention are required;
5) child guidance strategies (e.g., engagement, facilitation);	e) maintain child-staff ratios;
6) quality standards and practices;	f) anticipate and communicate transitions (e.g., minimize opportunities for disruptive behavior, minimize waiting times);
7) organizational policies and procedures pertaining to multimedia technologies (e.g., cellphones, tablets, handheld gaming systems, cameras).	g) record and communicate ongoing number of children;
	h) work collaboratively with team members;
	i) create environments that do not impede supervision;
	j) engage children and facilitate play appropriately;
	k) move between supervision styles as needed (e.g., move from group care to indirect supervision when children are leaving the main play area);
	l) supervise sports and active games:
	• ensure children have shared understanding of the rules of the game and acceptable behaviour;
	• encourage healthy team spirit;
	• establish the length and intensity of the activity and frequency of breaks to take into account each child's limits;
	• ensure each child has the skills, aptitudes and equipment necessary to participate safely;

- model and facilitate conflict resolution, as necessary;

m) recognize that different age groups require different levels of privacy and time alone:

- provide time and space for each child or group of children, as appropriate;

n) ensure children's use of technology (e.g., computers, gaming, social media) remains within the bounds of policies and procedures;

o) follow procedures for observed or suspected physical, verbal or sexual harassment among school-age children:

- document incidents;

- notify appropriate person(s).

Contextual Information – Task Ratings:

- Importance: *critical*

- Frequency: *ongoing*

- Time to perform proficiently: *1 to 3 months*

Task A.5

Meet nutritional needs

Context Statement:

Early Childhood Educators may plan and provide nutritious meals and snacks and promote and demonstrate healthy eating habits for children. They may be responsible for the preparation of food and for the nutrition of children of varying ages and with various dietary needs and considerations. ECEs follow health and safety precautions and safe food-handling practices in the preparation and provision of food.

The following sub-task of Task A.5 has been enhanced and is detailed on page 42:

A.5.3: Promote Healthy Eating for School-age Children

Sub–Task A.5.3

PROMOTE HEALTHY EATING FOR SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) *Canada's Food Guide* and *Food Guide for First Nations, Inuit and Métis*;	a) show a positive attitude and take positive forms of action (e.g., show respect for the child's appetite, rhythm and tastes);
2) public health laws and regulations;	b) develop individualized and positive strategies;
3) policies of regulatory body, including licensing, school board and school (e.g., no fried foods or peanuts, free milk, 70% chocolate for fund-raising initiatives);	c) promote an environment that is conducive to healthy eating;
4) basic cooking techniques;	d) follow Canada's Food Guide and Food Guide for First Nations, Inuit and Métis;
5) nutritional value of the various types of food;	e) provide parents with information about nutritious and safe food choices;
6) quality standards and practices (e.g., use of appropriate containers for microwave ovens);	f) keep parents informed about their child's food intake and related dietary concerns;
7) eating habits and issues based on each child's age, development and culture;	g) apply health and safety principles and rules;
8) signs and symptoms of unhealthy eating habits.	h) use mealtime as an opportunity for learning about healthy eating;
	i) create a positive social and emotional atmosphere at mealtimes;
	j) incorporate dietary diversities;
	k) offer healthy food choices, (e.g., seasonal vegetables and milk for snacks).

Contextual Information –Task Ratings:

- Importance: *important to extremely important*
- Frequency: *daily*
- Time to perform proficiently: *1 to 3 months*

Task A.6

Guide children's behaviour

Context Statement:

Early Childhood Educators use a variety of behaviour guidance techniques that are proactive and appropriate to the ages and stages of development, recognizing individual competency of each child in order to positively guide behaviour.

The following sub-tasks of Task A.6 have been enhanced and are detailed on pages 44 – 53, and include:

A.6.3: Promote a Healthy Lifestyle For School-age Children

A.6.4: Facilitate Acceptance of Diversity by School-age Children

A.6.5: Facilitate Emotional Development of School-age Children

A.6.10: Facilitate Creative Development of School-age Children

A.6.11: Facilitate Physical Development of School-age Children

A.6.12: Facilitate Development of Social and Civic Responsibility in School-age Children

Sub-Task A.6.3

IMPLEMENT POSITIVE BEHAVIOUR GUIDANCE FOR SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) conflict resolution approaches;	a) build positive, trusting relationship with children and their families;
2) intervention approaches and methods (e.g., democratic interventions);	b) model positive social skills;
3) observation methods and tools;	c) use prevention strategies to minimize behavioural issues, for example:
4) group dynamics;	• observation of child and communication with teacher;
5) prevention strategies;	• physical set-up of the environment;
6) shared space guidelines, if applicable.	• activities that match children's needs and interests;
	• quiet spaces for children to retreat to or remove themselves from situation or others;
	d) recognize effects of school, peers, family, physical environment, schedules, routines and transitions on behaviour;
	e) observe and gather information from children to identify possible reasons for behaviour;
	f) recognize the dynamics of a specific group of children and how these dynamics relate to the children's behaviour;
	g) use positive language when responding to children's behaviour;
	h) act consistently and positively (e.g., follow through with expectations for individual children within the program, reinforce appropriate behaviour);
	i) implement behavioural management methods that are consistently applied by all staff and adapted for specific children's needs (e.g., follow the individualized intervention plan);
	j) identify needs of the child;

k) facilitate patterns of interactions (i.e., social dynamics of the group);

l) give clear directions (e.g., use positive tone of voice and body language);

m) establish, model, and encourage children to use conflict resolution methods;

n) give children strategies to develop emotional skills (e.g., self-control and self-regulation);

o) reinforce positive behaviour;

p) promote self-esteem;

q) foster development of children's autonomy;

r) involve the parent, teacher and other professionals in the process, as needed and if applicable, to promote change in behaviour.

Contextual Information – Task Ratings:

- Importance: *extremely important to critical*
- Frequency: *ongoing*
- Time to perform proficiently: *12 to 18 months*

Sub-Task A.6.4

FACILITATE APPROPRIATE LANGUAGE OF SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) communication methods;	a) help children to verbalize their feelings and needs and expand their vocabulary;
2) language(s) used in the home;	b) listen actively to children's language;
3) children's language development stages.	c) recognize and reformulate children's vocabulary;
	d) recognize appropriate forms of language according to age and social development (e.g., 9 to 12 year olds' use of irony and joke-telling);
	e) provide opportunities to foster language development, for example:
	• use books from school and municipal libraries;
	• create videos, stories, comics and skits;
	f) monitor the use of inappropriate language (e.g., slang, jokes, profanity):
	• encourage more appropriate forms of expression when required;
	g) model and promote the use of language that shows respect for all (e.g., gender, sexual orientation, ethnicities, races, religions, physical and mental abilities, socio-economic status);
	h) use an appropriate linguistic model (e.g., vocabulary, syntax).

Contextual Information – Task Ratings:

- Importance: *very important*
- Frequency: *ongoing*
- Time to perform proficiently: *1 to 6 months*

Sub-Task A.6.5

FACILITATE CONFLICT RESOLUTION AMONG SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) conflict resolution methods (e.g., 6-step problem-solving method; Stop Now and Plan (SNAP));	a) interpret children's verbal and non-verbal communication:
2) communication methods;	• consider the cultural context of the children and their families;
3) culturally accepted behaviour;	b) use active listening (e.g., maintain visual contact);
4) developmental differences or specific diagnoses of children;	c) show respect for the children's emotions, expressed or suppressed;
5) intervention techniques.	• encourage children to identify and express their emotions appropriately;
	d) provide a safe space (i.e., physical space or amount of time) for the child to calm down, if needed;
	e) determine severity of the conflict or issue:
	• monitor the situation and determine if children can handle the conflict on their own or if it is time to intervene;
	f) promote children's autonomy:
	• establish and model conflict resolution methods (e.g., bring children together to discuss the issues or situation);
	• support children in the development of acceptable self-regulation skills;
	• develop children's abilities to take ownership of conflict resolution methods;
	g) complete reporting requirements (e.g., complete incident report, explain issue to parents).

Contextual Information – Task Ratings:

- Importance: *extremely important*
- Frequency: *ongoing*
- Time to perform proficiently: *6 to 18 months*

Sub–Task A.6.10

FACILITATE PROBLEM-SOLVING SKILLS WITH SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities

ECEs know:
 	
1) problem-solving techniques;
 	
2) positive behaviour guidance strategies;
 	
3) child developmental stages (e.g., cognitive, physical, emotional);
 	
4) each child's developmental level.
	ECEs are able to:
	
	a) introduce problem-solving strategies appropriate to the age group and environment;
	
	b) lead children to think and come up with their own age-appropriate solutions;
	
	c) demonstrate flexibility and creativity in order to adapt to situations;
	
	d) provide a safe environment while children work towards solutions to their problems;
	
	e) help children to understand the consequences of their decisions and actions on others and themselves;
	
	f) share decision-making between staff and children;
	
	g) encourage children to take responsibility for problems and personal challenges:
	   • guide children through the problem-solving process;
	   • ask questions to help children make appropriate decisions;
	   • respect children's responses and choices;
	   • help children articulate the problem, decisions made, and strategies used for future reference (e.g., create a social contract or a visual tool)
	   • show consistency in supportive actions (e.g., use non-verbal cue as reminders rather than verbal repetition, use physical proximity);
	
	h) acknowledge children's efforts in order to reinforce the problem-solving process;
	
	i) follow-up, for example:
	   • ask children if the solution worked;

	• ask if they would do anything differently or how they would avoid the situation; • document outcomes; • report outcomes to parents.

Contextual Information – Task Ratings:

• Importance: *very important to extremely important*

• Frequency: *ongoing*

• Time to perform proficiently: *6 to 12 months*

Sub-Task A.6.11

FACILITATE COPING SKILLS OF SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) child's social and physical environment (e.g., child surrounded by significant people, peers, family members, teachers, other significant school and community partners);	a) create a welcoming and safe environment, considering each child's maturity;
2) causes of child stress, anxiety and grief (e.g., parental separation or divorce, moves, death);	b) treat each child as unique (e.g., identify their stress or anxiety triggers);
3) signs and symptoms of child stress, anxiety and grief;	c) model appropriate responses to stress;
4) stages of grief.	d) create a significant bond with children;
	e) respect and respond to children's needs;
	f) assist children to recognize and name feelings;
	g) acknowledge and validate children's emotional response to stressors;
	h) assist children with calming and coping mechanisms;
	• allow the use of a transitional object (e.g., stuffed animal for younger children and children with special needs);
	• provide a quiet space for children to retreat to or remove themselves from situation or others
	i) welcome each new child into the environment, for example:
	• encourage the gradual integration of a new child;
	• prepare the group to receive a new child;
	• welcome and integrate the new child's family into the environment;
	j) promote collaboration among parents, children, teachers, other significant school and community partners, and the educators;
	k) recognize the stressors inherent in the school environment (e.g., performance assessment, long periods of passivity, requirement for sustained concentration);

l) provide options for managing stress:

- engage children in individual or group discussions regarding issues of stress or change (e.g., academic failure, early puberty, moving, parental divorce, death);

- encourage healthy physical stress management techniques, (e.g., breathing, yoga, martial arts, downtime, outdoor activities);

- provide materials and/or resources, (e.g., squishy balls, quiet space, reading materials);

m) demonstrate adaptability and flexibility.

Contextual Information – Task Ratings:

- Importance: *very important to extremely important*

- Frequency: *ongoing*

- Time to perform proficiently: *6 to 9 months*

Sub–Task A.6.12

EMPOWER SCHOOL-AGE CHILDREN

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) observation methods;	a) treat each child as a unique individual;
2) child development theories (e.g., Piaget, Vygotsky, Goleman);	b) provide opportunities for children to express their opinions and listen to each other;
3) research and resources related to promoting child empowerment, leadership and voice (e.g., Acti-midi, Me to We, Kielburger's organization, Children as Competent Learners);	c) identify leadership skills and qualities in each child;
4) importance of self-esteem and identity to school-age children;	d) provide children with leadership opportunities:
	• help children to plan projects and gather resources;
5) aspects of child and youth culture (e.g., use of technologies, vocabulary, clothing and music);	• involve children in planning daily activities (e.g., snacks, outdoor games, cleaning, designing physical space) and special events;
6) child and youth culture within the larger community context in which children and families live;	• share leadership tasks with children, as appropriate;
7) shared space guidelines, if applicable.	e) facilitate opportunities for community involvement (e.g., outreach activities, community festivals and events, fundraisers, neighbourhood clean-ups);
	f) provide an environment that offers choices:
	• assist children in making informed and responsible choices;
	• respect children's personal choice (e.g., choice of peer for group activities, activities);
	g) encourage children to develop new skills and interests, for example:
	• give clear directions so that children can proceed independently;
	• provide written instructions or pictograms;
	• encourage peer-learning (e.g., to learn the rules of a game);
	h) provide children with opportunities to set short-term and long-term goals;

	i) maintain appropriate emotional and physical boundaries between children and adults; j) facilitate discussions about topics of interest (e.g., current events, music): • respect cultural and familial sensitivities by redirecting some topics to back to parents (e.g., relationships between boys and girls, inappropriate touching, puberty); k) ask children for verbal or written feedback about their needs and interests.

Contextual Information – Task Ratings:

- Importance: *very important to extremely important*

- Frequency: *ongoing*

- Time to perform proficiently: *9 to 12 months*

SECTION B
EQUIPMENT AND FACILITIES

Task B.1

Develop and maintain a safe environment

Context Statement:

Early Childhood Educators perform regular equipment and facilities inspections, monitor and perform minor maintenance activities, and follow health and safety practices to develop and maintain a safe environment for children.

B.1.5: Operate and maintain facilities

Sub-Task B.1.5

ADAPT PROGRAMMING AND EQUIPMENT TO SHARED SPACE

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*

1) other uses and users of shared space;
 	
2) resources shared by users of the space;
 	
3) policies and procedures for shared space.
	a) establish rules for sharing space (e.g., schedule, layout, use of equipment and materials) through open communication among those responsible;
	
	b) maintain good relationships with all users, for example:
	
	    • clean and tidy space for the next users before leaving;
	
	    • respect the schedule;
	
	    • follow the guidelines concerning the sharing of materials and equipment;
	
	    • speak to the appropriate person/people in case of problems
	
	c) organize the use of materials to maximize efficient use of shared space;
	
	d) follow facility's protocols regarding health, safety and emergency preparedness.

Contextual Information – Task Ratings:

- Importance: *extremely important*
- Frequency: *daily*
- Time to perform proficiently: *1 to 3 months*

Task B.3

Use digital technology

Context Statement:

Early Childhood Educators are expected to use digital technology in the programming and operations of the organization. They use digital technologies to enhance the learning activities and experiences of children, especially with school-age children who use digital technology on a daily basis. ECEs use digital technology to communicate with colleagues, families and professionals and to document children's progress. ECEs are expected to stay up to date with new technology and trends.

The extent to which childcare facilities use digital technology varies considerably according to resources available and internal policies and procedures

The following sub-task of Task B.3 has been enhanced and is detailed on pages 58 and 29:

B.3.1: Use Digital Technology

Sub–Task B.3.1
USE DIGITAL TECHNOLOGY

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) organizational values, guidelines, policies and procedures (e.g., children's access to digital technologies, use of digital cameras in the facility);	a) operate computer hardware and software;
	b) use the Internet, for example:
2) basic use of computer technologies and applications (e.g., personal computer, tablets, gaming software, social media);	• to respond and build on children's interests (e.g., to find answers to children's questions);
	• to organize activities (e.g., book outings);
3) issues related to the use of digital technologies, (e.g., privacy of information, ethical interactions with children or parents using social media, screen time versus physical activity and face to face interactions).	• for professional development;
	c) use digital technology to communicate with colleagues, parents and other resource professionals, when appropriate (e.g., email, newsletters, social media);
	d) operate other electronic devices (e.g., cameras, DVD players, CD players);
	e) access organizational information in databases or in electronic files (e.g., wait lists, files on individual children, payments), if applicable;
	f) stay up to date with current digital technologies and their uses;
	g) supervise children using digital technologies (e.g., electronic games, social media, research, projects):
	• ensure organization's guidelines are followed (e.g., amount and frequency of screen time, appropriate content);
	• help children to be safe online and protect their privacy;
	h) determine program outcomes linked to use of digital technology (e.g., collaborative webpage for older children);
	i) promote critical thinking among children with respect to content on the Internet and amount of screen time.

Contextual Information – Task Ratings:

- Importance: *very important*

- Frequency: *daily*

- Time to perform proficiently: *1 to 3 months*

SECTION C
FAMILY AND COMMUNITY RELATIONS

| Task C.5 | **Collaborate with schools** |

Context Statement:

Early Childhood Educators collaborate with schools to enhance their services. The educators and the schools share a common commitment to the well-being and development of the children in their care.

The following sub-tasks of Task C.5 have been enhanced and are detailed on pages 62 – 64:

C.5.1: Form Collaborative Partnerships with Schools

C.5.2: Communicate with Schools

Sub-Task C.5.1

FORM COLLABORATIVE PARTNERSHIPS WITH SCHOOLS

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) organization's mission, values, policies and procedures, special projects and program;	a) respect the roles of school staff and educators;
2) importance of working as a team with the school to meet children's needs;	b) develop relationships with appropriate school staff to better meet the needs of children;
3) school's vision, objectives and special projects;	c) promote the role of ECEs to school staff (e.g., purpose-based programming, observations and documentation of children's development, daily contact with families, holistic approach to children's development);
4) school's policies, code of conduct, routines, emergency procedures;	d) promote the child care program (e.g., mission, philosophy, rules and procedures, special projects);
5) school calendar (e.g., professional development days, exam periods);	e) collaborate when possible on joint activities (e.g., field trips, special events, parent advisory committee meetings, joint committees on bullying, student councils);
6) roles and responsibilities of school and staff (e.g., teachers, principal, specialists, custodian, secretary, nurse, school counsellor);	f) program activities and special projects considering school calendar, field trips and special projects;
7) intervention plans for individual children.	g) obtain approval for programming and special activities from school's governing body if required;
	h) communicate to children and parents the importance of following the school's values and code of conduct;
	i) respect school's policies and behavioural expectations, if appropriate;
	j) support school/program transition activities (e.g., attend/provide orientation for children and parents, help students get oriented to the school, liaise between the child care program and after school activities);

k) participate in professional development with schools, as applicable (e.g., conferences about complementary role in academic subjects; anti-bullying workshops);

l) recognize individuals associated with the school for their assistance/contribution (e.g., invite to events such as an open house);

m) collaborate with organization, school director, teachers, specialists and parents to discuss, plan and apply intervention plans for children with special needs, if applicable.

Contextual Information – Task Ratings:

- Importance: *very important to extremely important*
- Frequency: *ongoing*
- Time to perform proficiently: *6 to 10 months*

Sub-Task C.5.2

COMMUNICATE WITH SCHOOLS

Required core knowledge	Required skills and abilities
ECEs know:	*ECEs are able to:*
1) importance of working as a team with the school to meet children's needs;	a) exchange information with school staff, formally or informally, about:
2) effective communication strategies;	• children's daily attendance
3) school and organization's policies, procedures and communication protocols;	• activities (e.g., outings, fund-raising campaigns);
4) related standards of practice and code of conduct or code of ethics;	• events;
5) confidentiality of information policies.	• occurrences (e.g., lice outbreak, communicable disease);
	b) share all pertinent information regarding individual children and their families with the appropriate school staff, respecting confidentiality guidelines, if applicable;
	c) use agreed-upon communication tools (e.g., notebooks, sheets, journal, school);
	d) provide advice and insight when asked, if appropriate;
	e) maintain ongoing dialogue with school about behavioural expectations.

Contextual Information – Task Ratings:

- Importance: *very important to extremely important*
- Frequency: *daily*
- Time to perform proficiently: *1 to 3 months*

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