

MODULE CMH2050: DAY CARE 1

Level: Intermediate

Theme: Skills for Caring

Prerequisite: None

Module Description: Students investigate the roles and responsibilities of a child care worker, and develop communication and observation skills. Students also develop skills to assist in the physical, social, emotional and intellectual development of children from birth to age six.

Module Parameters: No specialized equipment or facilities.

Note: If students successfully complete Day Care 1 and Day Care 2, two practicum modules and are 16 years of age, they are eligible for a Level I Orientation Qualification Certificate providing the objectives of the *Self-Study Orientation Course for Day Care Centre Staff*★ have been met. This is the minimum qualification required for day care employees in Alberta. Students should be aware that a security check will be required for employment in a day care.

For certification, students must complete a practicum module from Career Transitions in a Day Care centre, under the supervision of a staff member with a minimum Level II Day Care Centre Staff Provincial Qualification Certificate.

Supporting Module: CMH1050 Child Development

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">describe the roles and responsibilities of a child care worker	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none">completion of the tasks and roles assignment (Learning Record PM1-7).† <i>Assessment Tool</i> <i>CMH2050-1: Day Care Assessment Tool</i> <i>Standard</i> <i>Performance rating of 2 on the rating scale</i>	5
<ul style="list-style-type: none">identify aspects of safety that must be considered in a day care setting	<ul style="list-style-type: none">completion of an observation sheet and/or checklist that identifies safe practices in a day care setting. <i>Assessment Tool</i> <i>CMH2050-1: Day Care Assessment Tool</i> <i>Standard</i> <i>Performance rating of 2 on the rating scale</i>	5

★ *Self-Study Orientation Course for Day Care Staff*, available from Alberta Family and Social Services Day Care Programs, Seventh Street Plaza, 10030 – 107 Street, Edmonton, Alberta, T5J 3E4.

† Exercises and learning records are found in the *Self-Study Orientation Course for Day Care Staff*.

MODULE CMH2050: DAY CARE 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate communication and observation skills necessary for effective child care • identify strategies to promote physical, emotional, social, intellectual and creative development of a child • describe developmentally appropriate experiences, materials and activities that promote language development 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • demonstrating techniques for active listening by completing PM2-6 and Learning Records PM2-11, PM2-12.† <p><i>Assessment Tool</i> <i>CMH2050–1: Day Care Assessment Tool</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale</i></p>	20
	<ul style="list-style-type: none"> • completion of observation assignments (PM3-8, and Learning Records 3-13/14 and 3-15) to demonstrate understanding of “observable behaviour” and “thoughtful inference.”† <p><i>Assessment Tool</i> <i>CMH2050–1: Day Care Assessment Tool</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale</i></p>	20
	<ul style="list-style-type: none"> • completion of Learning Records PM4-13/14, PM5-11/12, PM5-14, PM7-15/16/17 or equivalent observation assignment to demonstrate an understanding of the stages of development and tasks associated with physical, emotional, social, intellectual and creative growth.† <p><i>Assessment Tool</i> <i>CMH2050–1: Day Care Assessment Tool</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale</i></p>	30
<ul style="list-style-type: none"> • completion of PM6-10 and Learning Record PM6-11 and PM6-13 indicating responses that promote language development.† <p><i>Assessment Tool</i> <i>CMH2050–1: Day Care Assessment Tool</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale</i></p>	10	

MODULE CMH2050: DAY CARE 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe personal competencies in relation to professional day care standards • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • completion of a personal self-evaluation that includes: <ul style="list-style-type: none"> – assessment of present competencies – analysis of competency levels needed to be successful – action plan for improving competencies. <p><i>Assessment Tool</i> <i>CMHPAP: Personal Action Plan</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Orientation</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the roles and responsibilities of a child care worker • define the term primary staff member—a term used by Alberta Family and Social Services. 	<p>Session I of <i>Self-Study Orientation Course For Day Care Staff</i>.</p> <p>Guest speaker (day-care director) Field trip to a day-care centre.</p>

MODULE CMH2050: DAY CARE 1 (continued)

Concept	Specific Learner Expectations	Notes
Management	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • research the dynamics of communication: <ul style="list-style-type: none"> – how people communicate – skills for active listening – barriers to communication • explain why observing and recording behaviour is important: <ul style="list-style-type: none"> – record children’s behaviour objectively and make thoughtful inferences – identify factors that might influence observations. 	<p>Session 2 <i>Self-Study Orientation Course for Day Care Staff.</i></p> <p>Alternate strategies: Scenarios.</p> <p>Session 3 <i>Self-Study Orientation Course for Day Care Staff.</i></p> <p>Reference: <i>Studying Children: Observing and Participating.</i></p> <p>Observation at a day care.</p> <p>Discussion with day-care staff.</p>
<p>The Healthy Child</p> <ul style="list-style-type: none"> • Physical Development • Health Promotion • Safety 	<ul style="list-style-type: none"> • describe the stages of physical development and distinguish between fine and gross motor skills • identify factors that influence growth and development, including: <ul style="list-style-type: none"> – heredity – environment – opportunity – stimulation/affection – nutrition – illness and special needs – other (climate, etc.) – sex (gender) differences • describe activities that promote physical growth and development • identify some factors to consider when providing a safe environment for physical growth and development 	<p>Reference: Session 4 of <i>Self-Study Orientation Course for Day Care Staff.</i></p> <p>Observation and practice at day care.</p> <p>References: <i>Studying Children: Observing and Participating.</i></p> <p>Discussions with day-care staff.</p> <p>Videos: <i>Developing Child; First Two Years: What Lily Learned Years Three Through Five: What Lily Learned</i></p> <p>Pamphlet: <i>Good Food For Growth: Preschool Nutrition.</i></p> <p>Session 4: <i>Self-Study Orientation for Day Care Workers.</i></p> <p>Video: <i>Toddler Safety, What Lily Learned.</i></p> <p>Pamphlet: <i>Is Your Child Safe?</i></p>

MODULE CMH2050: DAY CARE 1 (continued)

Concept	Specific Learner Expectations	Notes
<ul style="list-style-type: none"> • Intellectual Development • Language/Literacy Development 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define intellectual development: <ul style="list-style-type: none"> – identify the stages of intellectual development • identify how children use materials differently at various stages of intellectual development • describe appropriate practices that would support intellectual development • describe how language develops • describe how to stimulate early literacy learning • identify caregiver strategies that would promote language development • plan and implement activities that would promote language development. 	<p>Session 5: <i>Self-Study Orientation for Day Care Workers.</i></p> <p>Videos: same as for “The Healthy Child.”</p> <p>Session 6, <i>Self-Study Orientation for Day Care Workers.</i> Video: <i>Day Care Matters: Communicating With Children.</i> Pamphlet: <i>Let’s Talk About Talking.</i></p>
<p>Social-Emotional Development</p>	<ul style="list-style-type: none"> • describe the development of trust, initiative and independence as children develop emotionally and socially: <ul style="list-style-type: none"> – self-esteem • identify guidelines for an emotionally safe environment that would encourage positive development • demonstrate and practise appropriate responses and experiences that support the emotional and social development of young children • identify and assess appropriate actions for dealing with children's strong emotions • explain how physical, social, emotional and intellectual development are interrelated. 	<p>Session 7, <i>Self-Study Orientation for Day Care Workers.</i></p> <p>Videos: Same as for “The Healthy Child.”</p> <p>Video: <i>Discipline: What Lily Learned.</i></p>
<p>Career Exploration</p>	<ul style="list-style-type: none"> • list his or her personal characteristics and skills that would be useful for a career in child care. 	

