



Pre-employment Early Childhood Educator Training

A CLB 5/6 Module with Online Assessment Tasks



This module includes:

- ✓ Module plan
- ✓ List of resources
- ✓ Ideas for skill-using tasks
- ✓ CLB 5 and CLB 6 Assessment Tasks
- ✓ Answer Keys
- ✓ Links to Online Assessment Tasks (Google Forms)

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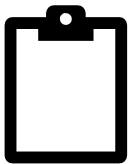
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TIES appreciates any feedback on these modules to guide future development. If you test this module in your class, please consider filling out [this brief survey](#).

	Listening (CLB 5/6)	Speaking (CLB 5/6)	Reading (CLB 5/6)	Writing (CLB 5/6)
Real-World Task Goals	<p>Understanding information about child-care training programs in Canada.</p> <p>Understanding the requirements for getting into the Early Childhood Educator types of employment</p>	<p>Sharing information about enrolment requirements for child-care training programs.</p> <p>Sharing information about requirements for getting into the child-care sector.</p>	<p>Understanding texts on government website related to requirements for training programs and the sector.</p>	<p>Sharing information about child-care training program and sector requirements</p>
Context/ Background Information	<p>Students should learn about:</p> <ul style="list-style-type: none"> The importance of certifications in applying for employment 			
CLB Competency Areas and Features	<p>CLB 5</p> <p>Getting Things Done Understand the gist and some details in moderately complex communication intended to influence or persuade. *Language is concrete with limited number of idioms</p> <p>Comprehending Information Understand descriptive or narrative monologues or presentations related to personally relevant topics or situations.</p>	<p>CLB 5</p> <p>Interacting with Others Participate in basic social conversations for everyday purposes. *Tasks require connected discourse</p> <p>Sharing Information Ask for and give information related to routine daily activities in one-on-one interactions. * Context is moderately demanding</p>	<p>CLB 5</p> <p>Interacting with Others Understand moderately complex personal social messages related to a familiar context. *Continuous texts are moderately complex & may include narrative, descriptive & some literary genres</p> <p>Comprehending Information</p>	<p>CLB 5</p> <p>Interacting with Others Convey personal messages in short, informal correspondence for a range of everyday purposes. *Message is about 1 paragraph related to everyday experience</p> <p>Sharing Information Write a paragraph to relate a familiar sequence of events.</p>

	*Monologues and presentations can be up to 5 minutes		Understand moderately complex descriptive texts on familiar topics. *Length of continuous text is up to 1 page.	*Provides accurate descriptions *Provides adequate explanations
	Listening (CLB 5/6)	Speaking (CLB 5/6)	Reading (CLB 5/6)	Writing (CLB 5/6)
	<p>CLB 6</p> <p>Getting Things Done Understand moderately complex communication intended to influence or persuade. * Language is generally concrete with some abstract elements with a range of common vocabulary & idioms</p> <p>Comprehending Information Understand descriptive or narrative monologues or presentations on generally familiar and relative topics. * Monologues and presentations can be up to 10 minutes</p>	<p>CLB 6</p> <p>Interacting with Others Participate in routine social conversations for some everyday purposes. *Tasks require connected discourse</p> <p>Sharing Information Ask for and give information in some detail; express opinions, feeling, obligation ability and certainty one-on-one and in small group discussions or meetings. * Context is moderately demanding</p>	<p>CLB 6</p> <p>Interacting with Others Understand moderately complex social messages related to a personal experience or a familiar context.</p> <p>Comprehending Information Understand moderately complex descriptive or narrative texts on familiar topics. *Length of continuous text is up to 2 pages.</p>	<p>CLB 6</p> <p>Interacting with Others Convey personal messages in short, formal and informal correspondence for an expanding range of everyday social purposes. * Message is 1 or 2 paragraphs</p> <p>Sharing Information Write 1 or 2 connected paragraphs to relate a familiar sequence of events, detailed descriptions or simple procedures. *Addresses the purpose of the task *Provides accurate descriptions</p>

	Listening (CLB 5/6)	Speaking (CLB 5/6)	Reading (CLB 5/6)	Writing (CLB 5/6)
Language Focus	<p>Pragmatics: Registering formality in tone and mood conveyed by specific technical words & phrases; recognition formal vs informal conventions and norms of politeness around email writing; & recognition of technical vocabulary relating to theme</p> <p>Grammar: Present perfect (Have you every been convicted of a criminal offence; subordinate relative clauses with ‘who’; the passive voice (It is regulated by the Childcare Act.); & imperatives (Observe their play time and documents what they’ve done.</p> <p>Vocabulary: Vocabulary targets related to working in the childcare industry, and which pertains to the early childhood educator training course (E.g., conduct, requirements, Criminal Code, development/developmental, cognitive, etc.). See Vocabulary section in Module.</p>			
Language and Learning Strategies	<p>Recognizing and registering formal and informal parts of speech</p> <p>Listening for gist vs. detail (as it relates to new target language: vocabular & grammatical)</p>	<p>Comprehension strategies to check listeners’ understanding</p> <p>Learning to infer and predict meaning</p> <p>Maintaining strategies for self-correction</p> <p>Confirmation strategies, to make sure questions get addressed</p>	<p>Skimming and scanning techniques to locate specific parts of text</p> <p>Highlighting text to identify markers and relevant answer sections</p> <p>Recognizing various text formats:</p> <ul style="list-style-type: none"> • Website • Email 	<p>Pre-writing strategies:</p> <ul style="list-style-type: none"> • Venn Diagrams • Mind mapping • Charts • Brainstorming <p>Post-writing strategies:</p> <ul style="list-style-type: none"> • Editing • Spelling • Capitalization • Spacing • Punctuation • Parts of speech • Vocabular appropriateness • Clarity of expressed ideas

	Listening (CLB 5/6)	Speaking (CLB 5/6)	Reading (CLB 5/6)	Writing (CLB 5/6)
Assessment Task	Listen to an information session on requirements for working in the child-care industry in Canada and answer comprehension questions.	Tell a friend, who has just come into Canada and wants to get into the Child Care industry, asks you what the job requirements and qualifications are. You have a conversation (with an instructor/not a role-play) and share information on the topic.	Read an email from a friend that has forwarded some information from a website about the Child Care Orientation Course and answer comprehension questions.	Write an email explaining the requirements for working in the Child Care industry.

Instructor Resources

1. Government of Alberta (with links to providers types of child care)_
<https://open.alberta.ca/publications/early-childhood-educators-certification-guide>
2. Government of Alberta (Info page with links)_
<https://www.alberta.ca/child-care-staff-certification.aspx#jumplinks-1>
3. Certification Guide for Early Childhood Educators
<https://open.alberta.ca/dataset/ed0e3162-0431-441d-a16c-61090c65adb0/resource/8b205060-1c74-423e-8d67-31a9543058ec/download/cs-certification-guide-for-early-childhood-educators.pdf>
4. Alberta Orientation Course for Child Care Staff_
<https://childcare.basecorp.com/media/pdf/2018SessionOverviewsAndLearningObjectives.pdf?v=2021-01-27>
5. Child Care Staff Certification Guide
<https://open.alberta.ca/dataset/5837df5e-0abd-4a77-ae21-466b38a786ec/resource/f7dbcda2-0755-4aa1-bbf0-13fabbfd4d51/download/child-care-staff-certification-guide-2018.pdf>
6. Home Childcare Provider_
<https://www.youtube.com/watch?v=ZWeY7fy2iyM> (good for initial discussion)
7. Early Childhood Education in Canada (International Students) (gives info about requirements)
<https://www.youtube.com/watch?v=HnpPpciUCzk>
8. Childcare Training – A Day in the Life_
https://www.youtube.com/watch?v=HS9Ec4_PcU0
9. Early Childhood Certification Application
<https://applychildcarecertification.alberta.ca/>
10. Harvard University – Centre on the Developing Child: Includes video resources & a Resource Library
 - <https://developingchild.harvard.edu/guide/what-is-early-childhood-development-a-guide-to-the-science/>

- <https://developingchild.harvard.edu/resources/three-core-concepts-in-early-development/>
11. Britannica Online Encyclopedia: (many topics on child development)
 - <https://www.britannica.com/search?query=child+development>
 - <https://www.britannica.com/video/219276/Curious-learners-milestones-brain-development-cognitive-growth>
 12. Early Childhood Training and Technical Assistance System – an American program with video resources and questions.

<https://childcareta.acf.hhs.gov/infant-toddler-resource-guide/supporting-videos>
 13. Ted Talk – What is the Most Important Influence on Child Development

<https://www.youtube.com/watch?v=gIZ8PkLMMUo>

Grammar Materials

14. **Present Perfect** to convey experiences:
 - <https://www.allthingsgrammar.com/present-perfect-simple.html>
 - <https://www.teach-this.com/grammar-activities-worksheets/present-perfect> (some activities are free and some require membership)
 - <https://www.teach-this.com/images/resources/how-things-have-changed.pdf>
 - https://www.youtube.com/watch?v=o1_0Gz4uRKo&t=103s
 - <https://ellii.com/lessons/fun-grammar-lessons/2529-present-perfect> (paid subscription)
 - <https://www.youtube.com/watch?v=553eel1Dvho> (ESL Library video)
15. Subordinate **Relative Clauses** to show connection and relationship between ideas:
 - <https://ellii.com/lessons/basic-grammar-sentences/1552-she-is-a-person-who-helps-sick-animals> (with 'who')
 - <https://www.teach-this.com/grammar-activities-worksheets/relative-clauses-pronouns> (all relative clauses)
 - <https://www.allthingsgrammar.com/relative-clauses.html> (all relative clauses)
 - <https://www.youtube.com/watch?v=bpYTihB4bqc>
16. **Passive Voice** to comprehend the relationship between sentential clauses & differentiate between homophonic parts of speech (For example: It is updated (v) and meets the requirements. Vs. It's an updated (adj) version.)
 - <https://www.teach-this.com/grammar-activities-worksheets/passive> (some are free)
 - <https://www.youtube.com/watch?v=PaXNVF7W2Aw>

- <https://www.youtube.com/watch?v=nkAygAM1q4>
- <https://ellii.com/lessons/grammar-stories/1635-passive-voice-stories>
(a story) (requires subscription)
- <https://ellii.com/lessons/basic-grammar-sentences/1550-who-was-it-produced-by>
(requires subscription)

Review:

17. Imperatives

- <https://www.teach-this.com/images/resources/imperatives-interactive-worksheet.pdf>

**Differentiate the
difference between
'effect' & 'affect' in
expressing causality.**

Warm-up Activity

Discussion Questions: The Child Care Industry

1. What experience do you have working with children?
2. What do childcare workers have to do on a day-to-day basis? Discuss with a partner or in groups which of the following must be done. Why? Why not?
 - a) Cook meals
 - b) Clean and change diapers
 - c) Take care of basic needs
 - d) Teach proper behaviour
 - e) Play and entertain
 - f) Teach to read and count
3. What do you know about the childcare industry in Canada?
 - a) Can anyone work in licenced daycares and kindergartens?
 - b) What qualifications do you need to get into the industry?
 - c) Are your qualifications from back home acceptable?
4. Have you ever heard of children hurt by childcare workers? What do you know?
5. What are some good and bad ways to interact with children?
6. Share your ideas about the following:
 - a) What do you do if the child will not stop asking questions?
 - b) What do you do if the child keeps crying and asking for his or her parents?
 - c) What do you do if the children continue to not understand what you are trying to teach them?
 - d) What do you do when the children don't pay attention or want to do the activity that you are doing?



Qualifications:

The schooling and experience necessary to qualify/ be considered for a job

Vocabulary

The key vocabulary used in this module are summarized in the chart below:

Instructors should pre-teach this vocabulary before the students participate in the Jigsaw Activity.

Abandoning	Criminal Code	Kinaesthetic	Physical
Abuse	Development	Luring	Pornography
Bachelor's Degree	Early Learning Childcare Act	Milestones	Post-secondary
Behaviour/behavioural	Equivalent	Motor (skills)	Promote
Capacity	Infanticide	Objective	Sensory perceptual
Cognitive	Influence	Observation	Social-emotional
Component	Intentional/intentionality	Offence	Transcripts
Corrupting	Intrinsically motivated	Official	Wrongdoing

Resources:

1. Online Cambridge Dictionary: <https://dictionary.cambridge.org/dictionary/english/>
2. Pintrest
 - <https://www.pinterest.ca/pin/85075880451192035/> (intellectual development)
 - <https://www.pinterest.ca/pin/235031674291462072/> (physical development)
 - <https://www.pinterest.ca/pin/174373816811555364/> (milestones in all target areas)
 - <https://www.pinterest.ca/pin/636837203562953068/> (milestones by age)
3. What is a neural pathway? (can be adapted for a lower level).
<https://www.youtube.com/watch?v=7Z20a3qeE3E>
4. Neuroplasticity_
<https://www.youtube.com/watch?v=ELpfYCZa87g>
5. Types of Crime Part 1 (child abuser, drug trafficking, kidnapping).
<https://www.youtube.com/watch?v=6kAORjrE2ug>
6. Types of Crime Part 2 (murder, rape).
<https://www.youtube.com/watch?v=pB2h-DDTNyg>
7. Law and Crime Vocabulary (includes: hostage, abduction and kidnapping).
<https://www.youtube.com/watch?v=QLVTmDTRLqk>

Grammar

Students should learn/review and practice:

1. **Present Perfect** to convey experiences.
 - I have not had any post-secondary education.
 - He has taken the training course.
 - She hasn't had any experience working with young children.
2. **Subordinate Relative Clauses** to show connection and relationship between ideas.
 - The prefrontal cortex, which is responsible for skills like planning, prioritization, and impulse control.
 - Staff who have not yet received certification cannot be left alone to supervise children.
 - But to get your Level 1 ECE (Early Childhood Educator) certificate, which is what you'll need, all you'll have to do is fill in an application.
3. **Passive Voice** to comprehend the relationship between sentential clauses & differentiate between homophonic parts of speech (For example: It is updated (v) and meets the requirements. Vs. It's an updated (adj) version.)
 - It is continually updated and meets the requirement as a Level 1 ECE.
 - They must be sent by the school.
 - Qualifications must be provided.
4. **Imperatives** to show direction in giving instructions about learning objectives.
 - Explain the importance of observing children and documenting observations of child behaviour
 - Describe ways that child care professionals can be prepared to engage in intentional observations in child care settings
 - Understand the difference between observations and inferences

Jigsaw Listening/Reading Activity

Neural connections	Adverse	Irresistible	Spontaneity
Synaptic density	Prefrontal cortex	Empathy	Tremendous
Reaches a peak	Prioritization	Cause and effect	Sexual orientation
Babble	Impulse	Gravitate toward	impact

In this activity:

1. This activity may be used as a skill-using task.
2. Instructors can choose to implement this activity as a listening or reading one (or both if students are kinaesthetic learners).
3. Instructors assign each student to be Student A, B, or C.
4. Students will either watch the videos or read the texts, (see Appendix A for all transcripts) with other students of the same letter or alone, and record the information in the space given and then share those details with other students assigned different reading or listening texts.
5. Use vocabulary list above to scaffold this activity so as to insure maximum comprehension and formulation.

After assigning students a text to read, allow time for questions and practice of vocabulary. Students can use the box on the bottom of the page to write down any notes or new vocabulary.

Once students understand their text, arrange the students to meet with other letters (if a student is A, they meet with B and C). The students will take turns explaining the information they learned in the videos or transcripts to their group. The students should practice using their individual voices and express the ideas in the texts without copying the texts word for word. Instructors can use their discretion to assign the order in which students will take turns sharing this information and recording it into their charts.

When all the students complete their task, the instructor could bring all groups back as a whole class to share their understanding and ideas in a class discussion.

Instructors can extend this activity into a writing one, wherein students then practice writing paragraphs or emails to convey all of the information using proper sentences and target grammar.

See the next page for the student handouts which are composed of instructions and space for recording the information.

Jigsaw Activity Answer Key:

Questions and Answers to # 1:

1. What do neural connections allow babies to do? (It allows them to recognize faces, emotions and voices.)
2. What helps support cognitive development? (Pretend play helps support cognitive development.)
3. What kind of play helps with literacy skills? (Listening to stories and retelling them in their own ways, playing with blocks, matching, sorting, classifying all help build literacy skills.)
4. Why do negative experiences affect leaning and development? (Because the brain may see it as a threat and start producing chemical reactions in the brain that would affect heart rate, blood pressure, metabolism and focus.)
5. What does the prefrontal cortex do and how long does it develop for? (It helps with planning, prioritizing and controlling impulses, and it continues to develop until mid-to late-20s.)

Questions and Answers to #2:

1. How do we know that having fun is important? (It is irresistible.)
2. How do young children express that they are having fun? (They show it by grasping, shaking & kicking.)
3. What kind of toys support social and emotional learning? (Toys that involve cause and effect support this learning.)
4. What is an important milestone for toddlers? Give an example. (An important milestone is when they learn to pretend, as when they try on adult shoes.)
5. What kind of activities are good ways for older children to play? (Joining cooperative and competitive games, doing dance, art, music, drama, and sports are all the different ways older children may have fun.)

Questions and Answers to # 3:

1. Why is social and emotional health important? (Because it is vital to our mental health.)
2. What are some ways young children express their emotions? (They do it through pouting, crying, laughing and screaming.)
3. What happens when children start school? (They join the world./This period is one when a lot of social and emotional growth happens.)
4. What kind of changes does puberty bring? (It brings physical and emotional changes, as well as a new understanding of self.)
5. What skills are necessary when developing a personal identity? (Self-awareness, empathy and ethical decision-making skills are necessary when developing a personal identity.)

JIGSAW Listening: STUDENT A – Cognitive Development

<https://www.britannica.com/search?query=child+development>



Instructions:

1. Use the link to watch a video called Explore Milestones in Human Brains.
2. Use the space below to record vocabulary and take notes.
3. Answer the questions.
4. Write short answers or complete sentences.
5. Share your notes with your groupmates.
6. Listen to your groupmates sharing their notes.
7. Record all the information in the chart.

Vocabulary and Notes	Questions
	1. What do neural connections allow babies to do? 2. What helps support cognitive development? 3. What kind of play helps with literacy skills? 4. Why do negative experiences affect learning and development? 5. What does the prefrontal cortex do and how long does it develop for?

	Title	Gist-What is it about?	Details-Give more information.
1.			
2.			

JIGSAW Listening: STUDENT B – Learning through Play

<https://www.britannica.com/video/220636/Raising-curious-learners-power-of-play>



Instructions:

1. Use the link to watch a video called Explore Milestones in Human Brains.
2. Use the space below to record vocabulary and take notes.
3. Answer the questions.
4. Write short answers or complete sentences.
5. Share your notes with your groupmates.
6. Listen to your groupmates sharing their notes.
7. Record all the information in the chart.

Vocabulary and Notes	Questions
	1. How do we know that having fun is important? 2. How do young children express that they are having fun? 3. What kind of toys support social and emotional learning? 4. What is an important milestone for toddlers? Give an example. 5. What kind of activities are good ways for older children to play?

	Title	Gist-What is it about?	Details-Give more information.
1.			
2.			

JIGSAW Listening: STUDENT C – Social and Emotional Learning

<https://www.britannica.com/video/220042/curious-learners-social-emotional-learning>



Instructions:

1. Use the link to watch a video called Explore Milestones in Human Brains.
2. Use the space below to record vocabulary and take notes.
3. Answer the questions.
4. Write short answers or complete sentences.
5. Share your notes with your groupmates.
6. Listen to your groupmates sharing their notes.
7. Record the information in the chart.

Vocabulary and Notes	Questions
	<ol style="list-style-type: none"> 1. Why is social and emotional health important? 2. What are some ways young children express their emotions? 3. What happens when children start school? 4. What kind of changes does puberty bring? 5. What skills are necessary when developing a personal identity?

	Title	Gist-What is it about?	Details-Give more information.
1.			
2.			

Reading Activity – IV. The Science of Early Childhood Development

<https://developingchild.harvard.edu/resources/inbrief-science-of-ecd/>

Instructions:

1. Read the text.
2. Answer the short-answer questions.

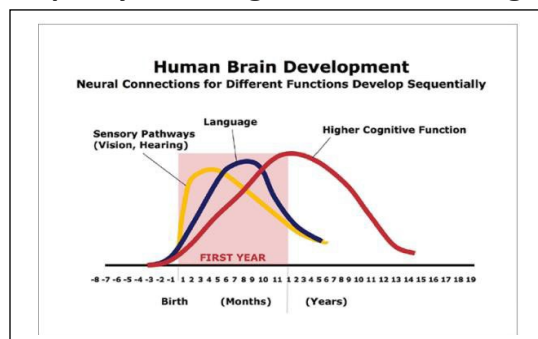
1. Brains are built over time, from the bottom up.

The basic architecture (structure) of the brain is constructed through an ongoing process that begins before birth and continues into adulthood. Early experiences affect the quality of that architecture by establishing either a sturdy (strong) or a fragile (delicate or weak) foundation for all of the learning, health and behavior that follow. In the first few years of life, more than 1 million new neural connections are formed every second. After this period of fast expansion, connections are reduced through a process called pruning (cutting down), so that brain circuits become more efficient. Sensory pathways like those for basic vision and hearing are the first to develop, followed by early language skills and higher cognitive functions. Connections expand and prune in a specific order, with later, more complex brain circuits built upon earlier, simpler circuits.

2. The interactive influences of genes and experience shape the developing brain.

Scientists now know a major ingredient in this developmental process is the “serve and return” relationship between children and their parents and other caregivers in the family or community. Young children naturally interact through babbling, facial expressions, and gestures, and adults respond with the same kind of vocalizing and gesturing back at them. In the absence of such responses—or if the responses are unreliable or inappropriate—the brain’s architecture does not form as expected, which can lead to problems in learning and behavior.

3. The brain’s capacity for change decreases with age.



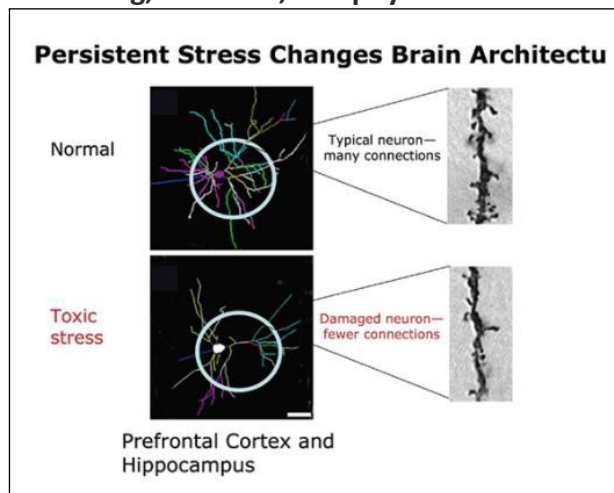
The brain is most flexible, or “plastic,” early in life to accommodate a wide range of environments and interactions, but as the maturing brain becomes more specialized to

assume more complex functions, it is less capable of reorganizing and adapting to new or unexpected challenges. For example, by the first year, the parts of the brain that differentiate sound are becoming specialized to the language the baby has experienced; at the same time, the brain is already starting to lose the ability to recognize different sounds found in other languages. Although the “windows” for language learning and other skills remain open, these brain circuits(connections) become more difficult to change over time. Early plasticity means it’s easier and more effective to influence a baby’s developing brain architecture than to rewire (reconnect) parts of its circuitry in the adult years.

4. Cognitive, emotional, and social capacities are interconnected throughout life.

The brain is a highly interrelated organ, and its multiple functions operate (work) in a richly coordinated (cooperative) fashion (way). Emotional well-being and social competence provide a strong foundation for emerging cognitive abilities, and together they are the building blocks that make up the foundation of human development. The emotional and physical health, social skills, and cognitive-language capacities that emerge in the early years are all important for success in school and later in the workplace and community.

5. Toxic stress damages developing brain architecture, which can lead to lifelong problems in learning, behavior, and physical and mental health.



Scientists now know that chronic, never ending stress in early childhood, caused by extreme poverty, abuse, or severe maternal depression, for example, can be toxic to the developing brain. While positive stress (moderate, short-lived physiological responses to uncomfortable experiences) is an important and necessary aspect of healthy development, toxic stress is the strong, unrelieved activation of the body’s stress management system. In the absence of the protection of adult support, toxic stress becomes built into the body by processes that shape the architecture of the developing brain.

Short-answer Questions:

1. What do early experiences affect?
2. What is the difference between pruning and expanding brain connections?
3. Describe the serve and return relationship.
4. What happens when adults respond to children's interactions inappropriately?
5. What is brain plasticity?
6. What factors help make sure we succeed in school, work and community?
7. What is toxic stress?
8. How does toxic stress affect brain architecture?

Answer Key: 1) the architecture of the brain; 2)expanding=growth; pruning=breaking of connections; 3)it is the appropriateness of the way adults respond to children's interactions; 4) It can lead to learning or behavioural problems; 5) It is the brains ability to make new connections; 6)physical, emotional, social, cognitive and language capabilities; 7) It is constant and persistent negative stress; 8)it affects the architecture of the developing brain.

Writing Activity – II. Working in the Child Care Industry

Instructions:

1. Read the information in the ads.
2. Record the information in the chart.
3. Give details as needed.

Early Learning Childcare Educator

Coded Minds Canada - Calgary, AB

\$16.00 - \$24.62 an hour - Full-time, Part-time, Temporary, Contract

Qualifications: Minimum - Level 1 Early Childhood Educator Certificate, First Aid, and Criminal Record Check.

You do not need any experience specific to Science or Technology, just a curiosity towards wanting to learn.

Contract length: 10 months

Expected Start Date: 2021-08-23

Job Types: Full-time, Part-time, Contract

Salary: \$16.00-\$24.62 per hour

Benefits:

- Company events
- Paid time off

Schedule:

- Monday to Friday

Child Care Worker

Glenmore Daycare - Calgary, AB

\$15 - \$19 an hour - Full-time, Part-time, Permanent

Job description

We are looking for a Childcare staff to join our team. We are a brand-new daycare in SE Calgary. We offer a fun and professional work environment and a lot of potential for advancement. Interest candidates should demonstrate the following

What You'll Bring to the Job

- Leadership skills in building, training, coaching, and mentoring your team to provide excellent service.
- Leadership skills to manage, evaluate and continually provide recognition to Educators.
- The ability to work with and implement childcare frameworks and budgets.
- The ability to adhere to, and surpass, all licensing regulations, health regulations, policies and procedures and licensing standards.

What You'll Need for This Job

- A Child Care development worker or Supervisor certification
- Leadership experience in a Child Care program.
- Current first aid CPR level-c or childcare first aid and WHMIS certification (these are assets to have).
- Strong written and verbal communication skills.
- Flexibility and openness to new methods, opportunities and techniques.

Childcare Educator

Little Treasures - Airdrie, AB

Job Type / Category

Shift hours are Monday to Friday between our operating hours of 6am to 6pm. Full time position.

Required Education, Skills and Qualifications

- Child Care Certification
- Valid First Aide
- Criminal Record Clearance and Vulnerable Sector Search
- Food Safety Course
- Child care experience preferred
- Licensing knowledge preferred

Job Type: Full-time

Benefits:

- Dental care
- Extended health care
- Life insurance

Schedule:

- Monday to Friday

Company	Job type/Position	Salary/Rate	Qualifications

Ideas for Skill-Using Tasks



Listening:

Instructors can use the video resources in the [Instructor Resources](#) to create comprehension question. The activities could turn into reading tasks, by providing students with transcripts. The activities could also be converted into writing tasks by having students take notes, write paragraphs, letters and emails.



Speaking:

- Students can describe and discuss childcare issues in their countries of origin. They could share information on the childcare industry and job qualifications for the sector.
- Instructors could have students watch videos related to scandals, or do research on topic regarding child endangerment around the globe and share their findings with the class (each student can be assigned a different region of the globe to research).



Reading:

Instructors can use the posters, [See Instructor Resources](#), to do a gallery walk activity, wherein the posters relating to the various aspect of development and hung up (This could be done virtually by setting up breakout rooms & disseminating different posters to different groups.) and students walk about collecting information.

- Set a time limit to increase productivity and reduce chatter.
- ✓ Instructors can use resource #14 in [Instructor Resources](#) to work on student's understanding of the importance of documentation and observation.



Writing:


Students can write paragraphs, letters and emails to shared ideas and information on the different topics on child development, requirements working in the industry, as well as the details of the Early Childhood Educator training course.

Tips for Using Assessment Tasks

1. In this Module Plan, you will find the paper version of the Assessment Tasks. However, there are links to CLB 5 and CLB 6 Online Assessment Tasks (Google forms) for each skill.
2. For each Google Form assessment, you have a choice of **View** or **Make a Copy**. You must have a Google account to make copies of the assessments. To use it with your students, choose Make a Copy. Once you do so:
 - You can edit the copy. For example, you can change the header image.
 - You can view results of the assessments after students complete them.
3. The **Assessment Tasks for Receptive Skills** (Listening and Reading) are meant for the student to fill in after listening to audio or reading text.
 - You will need to send the Google Form to your students' Gmail accounts in order for them to complete the assessment.
 - The Forms have a built-in answer key. When you view "Responses" in your copy of the Google Form, you can see your students' answers and scores in the Individual Results of the Form.
 - You can send the results of the assessment to the student by clicking on "Release Score" at the top of the Individual Results. Before sending, you can add Individual Feedback at the bottom of the assessment to say whether they achieved the CLB level or not.
 - The student will receive an email and can view the form with their score and the feedback. If you want students to save it in portfolios, students can click on Print in their browser but choose "Save as PDF".
4. The Assessment Tasks for **Productive Skills** (Writing and Speaking) are "rubrics" meant to be filled in by the instructor, not the student.
 - Once you make a copy of the Form, you will need to "Send" the form to your own Gmail account.
 - You will then fill in the form for each individual student. Be sure the form does not have "Limit to 1 Response" checked under Requires Sign In or you will not be able to complete the form for multiple students.
 - You will find the completed rubric for each student in your copy of the Form (in Responses, under Individual). You can create a copy to send each student by clicking on "Print" then saving the document as a pdf or google doc.

CLB 5 Assessment Tasks

CLB 5 Listening Assessment: Child Care Industry Requirements

TASK	Child Care Industry Requirements
COMPETENCIES	Getting Things Done Comprehending Information
CRITERIA FOR SUCCESS	You must get 16 out of 23 to achieve CLB 5 on this task.
INSTRUCTIONS	Students listen to the audio and answer multiple-choice, true and false and short-answer questions.
ONLINE ASSESSMENTS 	CLB 5 Google Form Assessment: View Make a copy Audio File: HERE *Note: the audio file is already embedded into the Form.

CLB 5 Listening Assessment: Audio Transcript

In Alberta, the Early Learning and Child Care Act requires people who work in licensed child-care programs to have provincial certification. This applies to both facility-based programs such as daycares, & out-of-school-care programs and preschools, and home-based programs such as family day home providers, operating under a licensed agency. Certification is how the provincial government reviews the education and abilities of child-care staff. They do this to make sure that everyone who comes in contact with children follows the same standards. In this presentation, I will briefly talk about the educational requirements you need and the conduct and self-reporting requirements you need to provide before you can become a certified early childhood educator.

The Alberta government has legislative authority to certify child care staff under the Early Learning and Child Care Act and Early Learning and Child Care Regulation. Staff working in licensed child care programs must be certified within six months of being hired. Staff who have not yet received certification cannot be left alone to supervise children.

Now I am going to move on to levels of certification:

There are three levels of certification: 1) Level - 1 Early Childhood Educator. This is a 3-credit course in early learning and child care (ELCC) or equivalent; 2) Level 2- Early Childhood Educator. And this is a 1-year ELCC Certificate or equivalent; & 3) Level 3 - Early Childhood Educator. This one is a 2-year ELCC Diploma or equivalent.

Conduct Requirements:

Conduct requirements are set by the Minister of Children's Services and are based on the Early Learning Child Care Act. According to these requirements, ECE applicants and certified ECEs or Early Childhood Educators, must not have had any convictions within 10 years preceding their application, as in the case of ECE applicants, and at any time during the period of certification for certified ECEs. Criminal wrongdoings that relate to children are offences such as: child pornography; looking for or considering looking for sexual services from a child; corrupting a child; abandoning a child and failing to provide the necessities of life; also luring a child; and/or infanticide – or the killing of a child.

Self-Reporting Conduct Requirements:

Self-Reporting conduct requirements are necessary to complete if an applicant has a reportable occurrence (investigation, charge, court hearing, trial, or conviction) related to the offences I stated before. In this case, the applicant will be notified by letter and asked to submit a completed Self-Disclosure Form to the Certification Office. Then a fulsome review will be completed by the Certification Office to determine the impact on the applicant's eligibility for certification and notify the individual accordingly.



CLB 5 Listening Assessment: Child Care Industry Requirements

Name: _____ Date: _____

TASK	Child Care Industry Requirements
COMPETENCIES	Getting Things Done Comprehending Information
CRITERIA FOR SUCCESS	You must get 16 out of 23 to achieve CLB 5 on this task.
INSTRUCTIONS	Listen to the audio and answer the questions.

1. What is this listening about? (1 point)
 - a) It's about the Child Care Industry.
 - b) It's about getting into the Child Care Industry.
 - c) It's about child care certifications.
 - d) It's about conduct requirements.
2. What is the purpose of this listening text? (1 point)
 - a) The purpose is to give details about conduct requirements.
 - b) The purpose is to give information about self-reporting conduct requirements.
 - c) The purpose is to inform listeners about what they need to do and provide before they can enter the child care sector.
 - d) The purpose is to inform listeners about the different levels of certifications there are.
3. Which of the following programs are facility-based programs? Check all that apply. (3 points)
 - a) Day homes
 - b) Daycares
 - c) Preschools
 - d) After-school care
 - e) Babysitters
4. Why does the government want child care staff certified? Check all that apply. (3 points)
 - a) The government must make sure that the educators are experienced.
 - b) The government wants all child care staff certified because then they will know the level of education and abilities of the child care staff.
 - c) The government wants workers to be certified so as to work in the child-care industry safely.
 - d) The government wants child care staff to be certified because they have the authority to do so.
 - e) The government wants child care staff to follow the same standards.

5. Which of the following are true and which are false? (4 points)
- a) People who work in licenced child care programs must receive their certifications at least six months before they get hired. **True False**
 - b) The Alberta government uses laws like the Early Learning Child Care Act to make laws about what happens in the child care sector in Canada. **True False**
 - c) Employees working in licenced child care programs who do not have certifications can work with children without supervision. **True False**
 - d) Employees working in licenced child care programs who do not have certifications cannot work with children without supervision. **True False**
6. How many levels of certification for working in the child care sector are there? _____(1 point)
7. What does ELCC stand for? (1 point)
- a) Early Learner Childcare Certification
 - b) Early Learning and Child Care
 - c) Early Learning Childcare Curriculum
8. Which of the following is false? (1 point)
- a) The Level 1 certificate is a six-months program.
 - b) The Level 2 certificate is a 1-year ELCC program.
 - c) The Level 3 certificate is a 2 -year ELCC program.
9. What are conduct requirements? (1 point)
- a) These requirements have to do with how Early Childhood Educators behave while at work.
 - b) These requirements are set by the Minister of Children’s Services.
 - c) These requirements ask ECE applicants and certified ECEs to provide proof that no charge or conviction against them exist during this 10-year period.
10. Which of the following is true of self-reporting conduct requirements? Circle all that apply. (2 points)
- a) The self-reporting conduct requirements have to be completed if the applicant has been convicted of a criminal offence over 10 years before their application.
 - b) The applicant will be informed that they have to complete the self-reporting conduct requirements by mail.
 - c) The applicant will have to fill out the Self-Reporting Conduct Requirements Form.
 - d) The applicant will have to send their form to the Certification office.
11. Name 2 offences that relate to children that are described in the conduct requirements. (2 points)

12. What happens if an ECE applicant has been convicted of an offence within 8 years and wishes to work with children? (3 points)

Score: /23


Did you achieve CLB 5 on this task?

- Not Yet
- Yes

Answer Key CLB 5 Listening Assessment: Child Care Industry Requirements

1. B
2. C
3. B; C; & D
4. B; D; & E
5. A) TRUE; B) TRUE; C) FALSE; & D) TRUE
6. There are 3 levels of certification.
7. B
8. A
9. C
10. B & D
11. Answers may vary. (child pornography; looking for or considering looking for sexual services from a child; corrupting a child; abandoning a child and failing to provide the necessities of life; luring a child; and/or infanticide – killing a child)
12. Answers may vary. (The certification office will notify the applicant, do a full review and then notify the applicant about their eligibility.)

CLB 5 Speaking Assessment Task

TASK	Getting into the Child Care Industry: The Requirements
COMPETENCIES	Interacting with Others Sharing Information
CRITERIA FOR SUCCESS	Students must get “yes” on the Holistic Criteria and 5 out of 7 Analytic Criteria to achieve CLB 5 on this task.
INSTRUCTIONS	<p>Students will carry out a conversation with the instructor on the topics covered in the Early Childhood Educator training course</p> <ul style="list-style-type: none"> • The instructors will ask student 2-3 questions in the prompt card below. The one with the asterisks is required. • Students must share information on the child care industry requirements. • Students must give detailed information on 3 of the topics in the Role-play card. • Students must carry the conversation for 2-3 minutes.
ONLINE ASSESSMENTS 	<p>CLB 5 Google Form Rubric: View Make a copy</p> <p>*Note: the instructor will fill in the rubric after the student completes the assessment.</p>

Prompt for Questions to Ask Student in Role Play:

1. What are some of the requirements for getting into the child care industry?
2. Are there any conduct requirements? If so, what are they?
3. What are the requirements for the 3 level of certification?
4. What is the Child Care Orientation course?
5. Who offers the Child Care Orientation course? And what is its fee?
6. What are 3 topics covered in the orientation course? *

CLB 5 Speaking Task Card: Getting into the Child Care Industry: The Requirements









Competencies: Interacting with Others & Sharing Information

Instructions:

Imagine! A friend coming into Canada and wanting to get into the child care industry asks you what the job requirements and qualifications are for getting into the industry. Your friend has a high school diploma and has no formal child care training. You have a conversation (with your instructor) about the requirements for getting into the child care industry in Canada. Tell your friend what certification she would need to get a job in child care. Share information on 3 topics that the Child Care Orientation course teaches. Use the ideas below:

Topics covered:

 <p>Physical Development</p>	 <p>Cognitive Development</p>
 <p>Creative Development</p>	 <p>Learning through Play</p>
 <p>Language development</p>	 <p>Social-emotional development</p>



CLB 5 Speaking Assessment:

Getting into the Child Care Industry: The Requirements

Competencies: Interacting with Others & Sharing Information

Name: _____ Date: _____

Criteria for success: You must get “yes” on holistic (*) and 5 out of 7 on analytic criteria.

How did you do?

Holistic Criteria	Student Check (✓)	Not Yet	Yes
You completed the requirements of the task.			
Analytic Criteria		Not Yet	Yes
You spoke clearly and with good fluency.			
Your pronunciation, stress and intonation were mostly accurate.			
You made answered the instructor’s questions mostly correctly.			
You gave enough details.			
You used the grammatical structures you learned in this unit mostly accurately.			
You used the topic vocabulary & expressions mostly correctly.			
You opened, maintained and closed the conversation.			

Comments:

You did this well:	Next time, try:
--------------------	-----------------

Did you achieve CLB 5 on this task?

Not Yet

Yes

**CLB 5 Speaking Assessment:***Competencies: Interacting with Others & Sharing Information*

Name: _____ Date: _____

Criteria for success: You must get “yes” on holistic (*) and 5 out of 7 on analytic criteria.**How did you do?**

Holistic Criteria	Student Check (✓)	Not Yet	Yes
You completed the requirements of the task.			
Analytic Criteria		Not Yet	Yes
You spoke clearly and with good fluency.			
Your pronunciation, stress and intonation were mostly accurate.			
You made answered the instructor’s questions mostly correctly.			
You gave enough details.			
You used the grammatical structures you learned in this unit mostly accurately.			
You used the topic vocabulary & expressions mostly correctly.			
You opened, maintained and closed the conversation.			


Comments:

You did this well:	Next time, try:
--------------------	-----------------





Did you achieve CLB 5 on this task?

- Not Yet
 Yes

CLB 5 Reading Assessment Task

TASK	Early Childhood Educator Training
COMPETENCIES	Interacting with Others Comprehending Information
CRITERIA FOR SUCCESS	You must get 15 out of 21 to achieve CLB 5 on this task.
INSTRUCTIONS	Students read an email and answer the multiple-choice, true and false and short-answer comprehension questions.
ONLINE ASSESSMENTS 	CLB 5 Google Form Assessment: View Make a copy

CLB 5 Reading Assessment Text: Early Childhood Educator Training

	  
From:	taiguangli@gmail.com
To:	meiling@hotmail.com
Subject:	I got some info for you!

Hello Mei,

I am so happy to hear that you've finally received your Canadian Permanent Resident card! You have told me before about how excited you are about going back to work. And thank you for reaching out and asking me for some details. I am always happy to help you, my friend. I know how hard it can be getting back into the labour force, especially in a new country. Unfortunately, the Canadian government has many requirements, now a days, for anyone trying to get into the Child Care industry. So, what I found was that there are three levels of certifications that you'd need to take depending on which capacity you'd want to work in. There are also conduct and self-reporting requirements. But to get your Level 1 ECE (Early Childhood Educator) certificate, which is what you'll need, all you'll have to do is fill in an application and there is an online program you can take called Child Care Orientation Course. This course has eighteen sessions. I have copied the information about 4 of them. I think these are the most interesting! Please see below:

Session 5: Intentionally Observing Children

Intentionally observing children is an essential component of providing quality child care. Knowing how to observe and document observations properly will also help to prevent/manage behavioural problems and improve understanding of each child's own strengths and capacities.

Learning Objectives:

- Explain the importance of observing children and documenting observations of child behaviour
- Describe ways that child care professionals can be prepared to engage in intentional observations in child care settings
- Understand the difference between observations and inferences
- Examine the effects of culture, experiences, traditions, personal history, and biases when recording and interpreting children's behaviours

Session 6: Physical Development

Physical development is the first of five areas of children's development this course will review (physical, cognitive, creative, social and emotional development). This session examines some of the factors that may influence physical growth and motor development in children from birth to 12 years of age. Knowing how physical development can be positively influenced will help to plan ways of promoting physical development in child care settings.

Learning Objectives:

- Describe the difference between gross and fine motor abilities
- Describe different stages of physical development

- Design activities that promote physical development for children birth to 12 years
- List factors that affect a child's physical development
- Understand the concept of physical literacy
- Define sensory perceptual development, Kinaesthetic (movement), and physical growth
- Identify motor abilities and physical skills that are promoted through specific activities

Session 7: Cognitive Development

It is important for early childhood educators to understand the importance of promoting cognitive development. Early childhood educators should take every opportunity to explore ways to support children's thinking and enrich the childcare environment to promote learning.

Learning Objectives:

- Describe the stages of children's cognitive development
- Describe how children play with materials differently at various stages in their development
- Describe of how children learn through experiences with their environment
- Describe practices that support children's cognitive development and that coincide with child care activities
- Explain what and how children might learn from exploring specific toys and materials
- Describe different learning styles

Session 8: Language Development

This session focuses on how language develops in the first twelve years. A basic understanding of the principles of how language development happens in children and what children need to develop language skills will help you, as an early childhood educator, to promote children's language development.

Learning Objectives:

- Describe the basic principles of language development
- Describe the milestones of language development for children from birth to five years
- Describe appropriate ways to promote language development
- Describe resources that promote language development for children
- Plan a learning experience related to language development for a child

To get more information about all the other sessions, please visit this website:

<https://childcare.basecorp.com/about>.

Good luck to you and let me know if you have any other questions.

Warmest Wishes,
Guang-Li Tai



CLB 5 Reading Assessment: Early Childhood Educator Training

Name: _____ Date: _____

TASK	Early Childhood Educator Training
COMPETENCIES	Interacting with Others Comprehending Information
CRITERIA FOR SUCCESS	You must get 15 out of 21 to achieve CLB 5 on this task.
INSTRUCTIONS	Read an email and answer the multiple-choice, true and false and short-answer comprehension questions.

1. What kind of reading text is this? (1 point)
 - a) It's a written letter and has 6 or 7 paragraphs.
 - b) It's a typed-out email letter.
 - c) It is information from a webpage on child development.
 - d) It is an informal email to a friend.
2. What is the purpose of this text? Check all that apply. (3 points)
 - a) It is to give a link for a website.
 - b) It is to give information on what qualifications people need to get into the child care industry.
 - c) It is to provide information about a website on the child care industry in Canada.
 - d) It is to give the reader instructions about how to enter the child care industry.
 - e) It is to inform the reader about training requirements.
 - f) It is about some of the different topics the Child Care Orientation course covers.
3. What does the recipient of the email want to do? What are her plans? (1 point)
 - a) Mei wants to get back to work.
 - b) Guang-Li wants to get back to work.
 - c) Guang-Li wants to share information about a training course with Mei.
 - d) Mei plans on taking the Child Care Orientation course.
4. What kind of topics can students taking the Child Care Orientation course learn about? (1 point)
 - a) The topics will be about working in Canada in the child care industry.
 - b) They will learn about how to work well with children.
 - c) They will learn about how children learn.
 - d) The topics will be about how to change their diapers.

5. What should the recipient of the email do get more information about the course?(1 point)
- a) She should read the details in this email carefully.
 - b) She should click on the link beneath the message to go to the course website.
 - c) She should write a follow up email to her friend to ask for more information.
 - d) She should call the agency offering the course to get more information.
6. Which of the following is true and which is false? (6 points)
- a) The goal behind learning about children’s physical development is to be able to understand and describe the different ways children play. **True False**
 - b)** The course teaches about the way children develop physically, cognitively, socially, emotionally and creatively. **True False**
 - c) Early childhood educators will learn to identify activities that go well with children’s cognitive development. **True False**
 - d)** The reason why early childhood educators need to learn to observe children isto help the children understand their strengths and abilities. **True False**
 - e)** The session on language development teaches about how language develops in children so that early childhood educators could help children develop their language skills. **True False**
 - f) Early childhood educators taking this course will learn to record and document children’s progress and behaviours. **True False**
7. Which of the following is not correct in relation to session 5? (1 point)
- a) They want to teach that culture, experiences and traditions affect the way children behave.
 - b)** They want to show that there is no difference between observing and inferring.
 - c) They want to make sure that students are able to take written observations of the children’s behaviours.
8. Which of the following is not correct in relation to session 6? (1 point)
- a) Session 6 is about how children develop emotionally.
 - b) Session 6 teaches about the different stages of development.
 - c) Students will create physical activities that will positively affect children’s physical development.
9. Which of the following is not correct in relation to session 7? (1 point)
- a) The cognitive development session teaches about the way children think and give them many opportunities to learn.
 - b) Students will learn about learning through experience.
 - c) Students will teach children how to play with specific toys and materials.

10. Which of the following is is not correct in relation to session 8? (1 point)
- a) As a learner you might need to create a learning activity that would promote language development
 - b) In this session you will learn to describe the children’s cognitive development. F
 - c) This part of the course will teach about how language develops.
11. What is the purpose of observing children and writing down those observations? (2 points)
12. What is the purpose of this training course ? (2 points)

Score: /21


Did you achieve CLB 5 on this task?

- Not Yet
- Yes

ANSWER KEY CLB 5 Reading Assessment: Early Childhood Training

1. B
2. B; E; & F
3. A
4. C
5. B
6. A) FALSE; B) TRUE; C) TRUE; D) FALSE; E) TRUE; & F) TRUE
7. B
8. A
9. C
10. B
11. Answers may vary. (The purpose of observing and documenting the observations may be useful in managing behavioural problems and understanding their behaviours and abilities.)
12. Answers may vary. (The purpose is to train employees in the child care industry to be better equipped in working with children.)

CLB 5 Writing Assessment Task

TASK	Child Care Orientation Course
COMPETENCIES	Interacting with Others Sharing Information
CRITERIA FOR SUCCESS	Students must get “yes” on the Holistic Criteria and 5 out of 7 on Analytic Criteria.
INSTRUCTIONS	<p>Students will write an email in reply to an email from a friend asking about the health care system in Alberta.</p> <ul style="list-style-type: none"> • On the Assessment task sheet, there are prompts to help students remember key points about the health care system. • However, instructors may also choose to go over what the students have learned about health care during the module before writing. <p>Instructors can ask students to send a real email, fill in the Google form or fill in the paper version here.</p>
ONLINE ASSESSMENTS 	<p>CLB 5 Google Form Assessment: View Make a copy</p> <p>CLB 5 Google Form Rubric: View Make a copy</p>



CLB 5 Writing Assessment: Child Care Orientation Course

Name: _____ Date: _____

COMPETENCIES: Interacting with Others and Sharing Information

INSTRUCTIONS:

You received the following email from your friend Luna. Write a reply to the email. Write a response to Luna's email. In the email, talk about:

- 3 of the topics that the course covers
- Give reasons for why these topics are taught and why they are important
- Use the ideas on the next page

To:	readytohelp@helpful.com
From:	lunamoon@hotmail.com
Subject:	Early Childhood Educators

Hello my dear friend,

So, as you know, I finally got my PRC card and can finally work here legally. I think I told you before that I want to get into the child care sector. I have not had too much time to do research on the topic, but I did read up on the free online training course – Child Care Orientation course. I know that you have taken this course before and was wondering if you could give me some details about what's covered in the course. Any information would be super helpful!

Thanks a million!

Take care,
Luna

Ideas for your email:

	
Physical Development	Cognitive Development
	
Creative Development	Learning through Play
	
Language development	Social-emotional development

Child Name :	Observation Date :	Educator :
		The Learning Journey 
		
www.thempowerededucatoronline.com		

Documenting
Observations

CLB 5 Writing Assessment: Child Care Orientation Course

Name: _____ Date: _____

Write your email here:

From	
To	
Subject	
<div style="border-top: 1px solid black; border-bottom: 1px solid black; height: 100%;"> <!-- Multiple horizontal lines for writing --> </div>	



CLB 5 Writing Assessment: Child Care Orientation Course

Competencies: Interacting with Others & Sharing Information

Name: _____ Date: _____

Criteria for Success: "Yes" on holistic (*) criteria and 5 out of 7 analytic criteria

How did you do?

Holistic Criteria	Student Check (✓)	Not Yet	Yes
Followed instructions and completed the task.			
Analytic Criteria		Not Yet	Yes
Necessary parts of email included (address, subject, greeting, message closing & signature)			
You wrote a proper response by addressing the questions in the email.			
You wrote details as needed.			
You used vocabulary and expressions you learned in class.			
Your topic grammar was mostly accurate.			
You wrote so the reader could understand.			
Your spelling, capitalization, punctuation & spacing were mostly correct.			

You did this well:	Next time, try:
--------------------	-----------------

Did you achieve CLB 5 on this task?

- Not Yet
- Yes



CLB 5 Writing Assessment: Child Care Orientation Course

Competencies: Interacting with Others & Sharing Information

Name: _____ Date: _____

Criteria for Success: "Yes" on holistic (*) criteria and 5 out of 7 analytic criteria

How did you do?

Holistic Criteria	Student Check (✓)	Not Yet	Yes
Followed instructions and completed the task.			
Analytic Criteria		Not Yet	Yes
Necessary parts of email included (address, subject, greeting, message closing & signature)			
You wrote a proper response by addressing the questions in the email.			
You wrote details as needed.			
You used vocabulary and expressions you learned in class.			
Your topic grammar was mostly accurate.			
You wrote so the reader could understand.			
Your spelling, capitalization, punctuation & spacing were mostly correct.			

You did this well:	Next time, try:
--------------------	-----------------


Did you achieve CLB 5 on this task?

Not Yet

Yes

CLB 6 Assessment Tasks

CLB 6 Listening Assessment

TASK	Child Care Industry Requirements
COMPETENCIES	Getting Things Done Comprehending Information
CRITERIA FOR SUCCESS	Students must get 22 out of 31 to achieve CLB 6 on the task
INSTRUCTIONS	Students listen to three speakers give their opinions on health care in Alberta at a town hall and answer the comprehension questions.
ONLINE ASSESSMENTS 	CLB 6 Google Form Assessment: View Make a copy Audio File A: HERE Audio File B: HERE *Note: the audio file is already embedded into the Form.

CLB 6 Listening Assessment: Audio Transcript

Part A:

In Alberta, the Early Learning and Child Care Act requires people who work in licensed child-care programs to have provincial certification. This applies to both facility-based programs (daycare, out-of-school-care and preschool), and home-based programs (family day home providers) operating under a licensed agency. Certification is how the provincial government reviews the education and abilities of child-care staff. In this presentation, I will briefly talk about the educational requirements you need, conduct and self-reporting requirements you need to provide before you can become a certified early childhood educator.

The Alberta government has legislative authority to certify child care staff under the Early Learning and Child Care Act and Early Learning and Child Care Regulation. Staff working in licensed child care programs must be certified within six months of being hired. Staff who have not yet received certification cannot be left alone to supervise children.

Levels of certification:

There are three levels of certification: 1) Level - 1 Early Childhood Educator. This is a 3-credit course in early learning and child care (ELCC) or equivalent; 2) Level 2- Early Childhood Educator. And this is a 1-year ELCC Certificate or equivalent; & 3) Level 3 - Early Childhood Educator. This one is a 2-year ELCC Diploma or equivalent.

Conduct Requirements:

Conduct requirements are set by the Minister of Children's Services and are based on the Early Learning Child Care Act. According to these requirements, ECE applicants and certified ECEs or Early Childhood Educators, must not have had any convictions within 10 years preceding their application, as in the case of ECE applicants, and at any time during the period of certification for certified ECEs. Criminal wrongdoings that relate to children are offences such as: child pornography; looking for or considering looking for sexual services from a child; corrupting a child; abandoning a child and failing to provide the necessities of life; also luring a child; and/or infanticide – or the killing of a child.

Self-Reporting Conduct Requirements:

Self-Reporting conduct requirements are necessary to complete if an applicant has a reportable occurrence (investigation, charge, court hearing, trial, or conviction) related to the offences I stated before. In this case, the applicant will be notified by letter and asked to submit a completed Self-Disclosure Form to the Certification Office. Then a fulsome review will be completed by the Certification Office to determine the impact on the applicant's eligibility for certification and notify the individual accordingly.

Part B:

I am now going to talk about the 3 levels of certifications in a bit more detail. Level 1 certification is offered by several different organizations. To get a Level 1 certificate you need to complete one of the following:

- 1) a 45-hour, three-credit post secondary course on child development (as it relates to Alberta Early Learning and Child Care (ELCC) program)
- 2) The Child Care Orientation Course – This is for child care staff who have not done post-secondary studies in early learning and child care or for high school students interested in a career in early learning and child care. This course is a non-credit course and is available online. It is continually updated and meets the requirement as a level 1 ECE. It is funded by the Alberta government and is free. So, this could be a great choice for you all!

To get your Level 2 certification you will need to complete one of the following. Either:

- 1) A 1 year early learning and child care certificate program offered by an Alberta college or university; or
- 2) Another equivalent program such as the Disability Studies diploma, or the Educational Assistant diploma. There are a number of diploma programs available that qualify as the equivalent to Level 2 ELCC.

To get your Level 3 certification, you will need to finish one of the following. Either:

- 1) A 2 year early learning and child care diploma program offered by an Alberta college or university; or
- 2) Another equivalent program such as a Bachelor of Child Studies degree, or a Bachelor of Early Childhood Curriculum Studies, or a Bachelor of Education-a 4-year degree program.

If you received related post-secondary education outside of Canada, you may be eligible for Level 2 or Level 3 certification. In this case you must provide your official transcripts and graduation certificates to the Alberta Child Care Staff Certification Office. Keep in mind that your transcripts and certificates must be official. This means they must be sent by the school in an envelope sealed by the school and sent directly to the certification office.

That is all for me and now, I will take your questions.



CLB 6 Listening Assessment: Child Care Industry Requirements

Name: _____ Date: _____

TASK	Child Care Industry Requirements
COMPETENCIES	Getting Things Done Comprehending Information
CRITERIA FOR SUCCESS	You must get 22 out of 31 to achieve CLB 6 on this task
INSTRUCTIONS	Listen to the audio and answer the questions.

Part A:

1. What is this listening about? (1 point)
 - a) It's about the Child Care Industry.
 - b) It's about getting into the Child Care Industry.
 - c) It's about child care certifications.
 - d) It's about conduct requirements.
2. What is the purpose of this listening text? (1 point)
 - a) The purpose is to give details about conduct requirements.
 - b) The purpose is to give information about self-reporting conduct requirements.
 - c) The purpose is to inform listeners about what they need to do and provide before they can enter the child care sector.
 - d) The purpose is to inform listeners about the different levels of certifications there are.
3. Which of the following programs are facility-based programs? Check all that apply. (3 points)
 - a) Day homes
 - b) Daycares
 - c) Preschools
 - d) After-school care
 - e) Babysitters
4. Why does the government want child care staff certified? Check all that apply. (3 points)
 - a) The government must make sure that the educators are experienced.
 - b) The government wants all child care staff certified because then they will know the level of education and abilities of the child care staff.
 - c) The government wants workers to be certified so as to work in the child-care industry safely.

- d) The government wants child care staff to be certified because they have the authority to do so.
 - e) The government wants child care staff to follow the same standards.
5. Which of the following are true and which are false? (4 points)
- a) People who work in licenced child care programs must receive their certifications at least six months before they get hired. **True False**
 - b) The Alberta government uses laws like the Early Learning Child Care Act to make laws about what happens in the child care sector in Canada. **True False**
 - c) Employees working in licenced child care programs who do not have certifications can work with children without supervision. **True False**
 - d) Employees working in licenced child care programs who do not have certifications cannot work with children without supervision. **True False**
6. How many levels of certification for working in the child care sector are there? (1 point)
7. What does ELCC stand for? (1 point)
- a) Early Learner Childcare Certification
 - b) Early Learning and Child Care
 - c) Early Learning Childcare Curriculum
8. Which of the following is false? (1 point)
- a) The Level 1 certificate is a six-months program.
 - b) The Level 2 certificate is a 1-year ELCC program.
 - c) The Level 3 certificate is a 2 -year ELCC program.
9. What are conduct requirements? (1 point)
- a) These requirements have to do with how Early Childhood Educators behave while at work.
 - b) These requirements are set by the Minister of Children’s Services.
 - c) These requirements ask ECE applicants and certified ECEs to provide proof that no charge or conviction against them exist during this 10-year period.

10. Which of the following is true of self-reporting conduct requirements? Circle all that apply. (2 points)

- a) The self-reporting conduct requirements have to be completed if the applicant has been convicted of a criminal offence over 10 years before their application.
- b) The applicant will be informed that they have to complete the self-reporting conduct requirements by mail.
- c) The applicant will have to fill out the Self-Reporting Conduct Requirements Form.
- d) The applicant will have to send their form to the Certification office.

11. What is a criminal wrongdoing? (1 point)

- a) It is a type of criminal act.
- b) It is a kind of action.
- c) It is an offence like corrupting or abandoning a child.
- d) The answer is only 'a'.
- e) The answer is both 'a' and 'c'.

12. What happens if an ECE applicant has been convicted of an offence within 8 years and wishes to work with children? (2 points)

Part 2:

13. Describe what an applicant interested in entering the child care sector in Canada will need to do to get their Level 1 certification. (2 points)

14. What do you need to get your level 2 certificate? (2 points)

15. What do you need to get your level 3 certificate? (2 points)

16. Which of the following is true if you received your education outside of Canada?(4 points)

- a) You must go to the Certification Office and give them your transcripts and certificates. **True False**
- b) You must provide official transcripts and graduation certificates. **True False**
- c) You must ask the school you graduated from to send the documents in a sealed envelope. **True False**
- d) You cannot open the envelopes with your official transcripts and graduation certificates. **True False**

Score: /31


Did you achieve CLB 6 on this task?

- Not Yet
- Yes

ANSWER KEY CLB 5 Listening Assessment: Child Care Industry Requirements

- 1.B
- 2.C
- 3.B; C; & D
- 4.B; D; & E
- 5.A) TRUE; B) TRUE; C) FALSE; & D) TRUE
6. There are 3 levels of certification.
- 7.B
- 8.A
- 9.C
- 10.B & D
11. E
12. Answers may vary. (They will be notified and will have to fill out the Self-Disclosure Form and send it to the Certification Office, who will then review, determine and notify the applicant of their eligibility.)
13. They will need to complete either a 45-hour, 3 credit post secondary course, or the Child Care Orientation course or another equivalent.
14. They will need to complete a 1-year ELCC program at a college or university.
15. They will need to complete a 2-year ELCC program at a college or university.
16. A) FALSE; B) TRUE; C) TRUE; & D) TRUE

CLB 6 Speaking Assessment Task

TASK	Getting into the Child Care Industry: The Requirements
COMPETENCIES	Interacting with Others Sharing Information
CRITERIA FOR SUCCESS	Students must get “yes” on the Holistic Criteria and 5 out of 7 Analytic Criteria to achieve CLB 6 on this task.
INSTRUCTIONS	Students will carry out a conversation with the instructor on the topics covered in the Early Childhood Educator training course <ul style="list-style-type: none"> • The instructors will ask student 4-5 questions in the prompt card below. The ones with the asterisks are required. • Students must share information on the child care industry requirements. • Students must give detailed information on 3 of the topics in the Role-play card. • Students must carry the conversation for 4-5 minutes.
ONLINE ASSESSMENTS 	CLB 6 Google Form Rubric: View Make a copy *Note: the instructor will fill in the rubric after the student completes the assessment.

Prompt for Questions to Ask Student in Role Play:

1. What are some of the requirements for getting into the child care industry?
2. Are there any conduct requirements? If so, what are they?
3. What are the requirements for the 3 level of certification?
4. Provide details about each level of certification.
5. What is the Child Care Orientation course? *
6. Who offers the Child Care Orientation course? And what is its fee?
7. What are 3 topics covered in the orientation course? *

CLB 6 Speaking Task Card: Getting into the Child Care Industry: The Requirements









Competencies: Interacting with Others & Sharing Information

Instructions:

Imagine! A friend coming into Canada and wanting to get into the child care industry asks you what the job requirements and qualifications are for getting into the industry. Your friend has a high school diploma and has no formal child care training. You have a conversation (with your instructor) about the requirements for getting into the child care industry in Canada. Tell your friend what certification she would need to get a job in child care. Share information on 4 topics that the Child Care Orientation course teaches. Use the ideas below:

Topics covered:

 <p>Physical Development</p>	 <p>Cognitive Development</p>
 <p>Creative Development</p>	 <p>Learning through Play</p>
 <p>Language development</p>	 <p>Social-emotional development</p>

**CLB 6 Speaking Assessment:***Competencies: Interacting with Others & Sharing Information*

Name: _____ Date: _____

Criteria for success: You must get “yes” on holistic (*) and 5 out of 7 on analytic criteria.**How did you do?**

Holistic Criteria	Student Check (✓)	Not Yet	Yes
You completed the requirements of the task.			
Analytic Criteria		Not Yet	Yes
You spoke clearly and with good fluency.			
Your pronunciation, stress and intonation were mostly accurate.			
You answered the instructor’s questions mostly correctly.			
You gave enough details.			
You used the grammatical structures you learned in this unit mostly accurately.			
You used the topic vocabulary & expressions mostly correctly.			
You opened, maintained and closed the conversation.			

Comments:

You did this well:	Next time, try:
--------------------	-----------------

Did you achieve CLB 6 on this task?

- Not Yet
- Yes

**CLB 6 Speaking Assessment:***Competencies: Interacting with Others & Sharing Information*

Name: _____ Date: _____

Criteria for success: You must get “yes” on holistic (*) and 5 out of 7 on analytic criteria.**How did you do?**

Holistic Criteria	Student Check (✓)	Not Yet	Yes
You completed the requirements of the task.			
Analytic Criteria		Not Yet	Yes
You spoke clearly and with good fluency.			
Your pronunciation, stress and intonation were mostly accurate.			
You answered the instructor’s questions mostly correctly.			
You gave enough details.			
You used the grammatical structures you learned in this unit mostly accurately.			
You used the topic vocabulary & expressions mostly correctly.			
You opened, maintained and closed the conversation.			


Comments:

You did this well:	Next time, try:
--------------------	-----------------

Did you achieve CLB 6 on this task?

- Not Yet
 Yes

CLB 6 Reading Assessment Task

TASK	Early Childhood Educator Training
COMPETENCIES	Interacting with Others Comprehending Information
CRITERIA FOR SUCCESS	You must get 19 out of 27 to achieve CLB 6 on this task.
INSTRUCTIONS	Students read an email and answer the multiple-choice, true and false and short-answer comprehension questions.
ONLINE ASSESSMENTS 	CLB 6 Google Form Assessment: View Make a copy

CLB 6 Reading Assessment Text: Early Childhood Educator Training

		  
From:	taiguangli@gmail.com	
To:	meiling@hotmail.com	
Subject:	I got some info for you!	

Hello Mei,

I am so happy to hear that you've finally received your Canadian Permanent Resident card! You have told me before about how excited you are about going back to work. And thank you for reaching out and asking me for some details. I am always happy to help you my friend. I know how hard it can be getting back into the work force, especially in a new country. Unfortunately, the Canadian government has many requirements, now a days, for anyone trying to get into the Child Care industry. So, what I found was that there are three levels of certifications that you'd need to take depending on which capacity you'd want to work in. There are also conduct and self-reporting requirements. But to get your Level 1 ECE (Early Childhood Educator) certificate, which is what you'll need, all you'll have to do is fill in an application and there is a free, online program you can take called the Child Care Orientation course. This course has eighteen sessions. This course has eighteen sessions. I have copied the information about 7 of them. I think these are the most interesting! Please see below:

Session 5: Intentionally Observing Children

Intentionally observing children is an essential component of providing quality child care. Knowing how to observe and document observations properly will also help to prevent/manage behavioural problems and improve understanding of each child's own strengths and capacities.

Learning Objectives:

- Explain the importance of observing children and documenting observations of child behaviour
- Describe ways that child care professionals can be prepared to engage in intentional observations in child care settings
- Understand the difference between observations and inferences
- Examine the effects of culture, experiences, traditions, personal history, and biases when recording and interpreting children's behaviours

Session 6: Physical Development

Physical development is the first of five areas of children's development this course will review (physical, cognitive, creative, social and emotional development). This session examines some of the factors that may influence physical growth and motor development in children from birth to 12 years of age. Knowing how physical development can be positively influenced will help to plan ways of promoting physical development in child care settings.

Learning Objectives:

- Describe the difference between gross and fine motor abilities
- Describe different stages of physical development
- Design activities that promote physical development for children birth to 12 years
- List factors that affect a child's physical development
- Understand the concept of physical literacy
- Define sensory perceptual development, kinaesthetic (movement), and physical growth
- Identify motor abilities and physical skills that are promoted through specific activities

Session 7: Cognitive Development

It is important for early childhood educators to understand the importance of promoting cognitive development. Early childhood educators should take every opportunity to explore ways to support children's thinking and enrich the childcare environment to promote learning.

Learning Objectives:

- Describe the stages of children's cognitive development
- Describe how children play with materials differently at various stages in their development
- Describe of how children learn through experiences with their environment
- Describe practices that support children's cognitive development and that coincide with child care activities
- Explain what and how children might learn from exploring specific toys and materials
- Describe different learning style

Session 8: Language Development

This session focuses on how language develops in the first twelve years. A basic understanding of the principles of how language development happens in children and what children need to

develop language skills will help you, as an early childhood educator, to promote children's language development.

Learning Objectives:

- Describe the basic principles of language development
- Describe the milestones of language development for children from birth to five years
- Describe appropriate ways to promote language development
- Describe resources that promote language development for children
- Plan a learning experience related to language development for a child

Session 9: Social-Emotional Development

It is important for early childhood educators to focus on the importance of meeting children's social and emotional needs. Early childhood educators should take every opportunity to explore the ways that they can support children's social and emotional development to promote learning.

Learning Objectives:

- Describe the meaning of social development and emotional development
- Describe important developmental tasks which children accomplish at various stages of their social-emotional development
- Describe effective caregiving behaviours for different stages of social and emotional development
- Describe what children need for healthy social and emotional development
- Outline the responsibilities of an early childhood educator that support healthy emotional and social development
- Describe ways to express appreciation

Session 10: Creative Development

Creativity is an important aspect in a child's development as a "whole" person. As an early childhood educator, it is important that you understand various aspects of creative development and how to promote creativity in children of all ages.

Learning Objectives:

- Describe aspects of creative development
- Describe the stages that children progress through in creative expression
- Describe how children might use specific creative materials at different stages of development

- Describe elements in environments that promote creativity
- Describe safe materials and activities used in various child care interest centres to promote children's creative development
- Describe the feeling of creating
- Describe the role of the early childhood educator in promoting creativity in children
- Explain the difference between open-ended and close-ended experiences for children
- Describe open-ended questions that encourage creative responses from children
- Plan an age-appropriate experience that promotes creative development in children

Session 11: Developing Through Play

Play is a critical component of children's development. In this session, you will learn how you can provide and support play experiences that encourage children's development.

Learning Objectives:

- Describe the importance and nature of personal play experiences
- List five characteristics of children's play
- Describe the developmental stages of play
- Explain the value of play for children's physical, cognitive, creative and social-emotional development
- Describe intrinsically-motivated play

Describe examples of how an early childhood educator can support and enhance play

To get more information about all the other sessions, please visit this website:

<https://childcare.basecorp.com/about>.

Good luck to you and let me know if you have any other questions.

Warmest Wishes,
Guang-Li Tai



CLB 6 Reading Assessment: Early Childhood Educator Training

Name: _____ Date: _____

TASK	Early Childhood Educator Training
COMPETENCIES	Interacting with Others Comprehending Information
CRITERIA FOR SUCCESS	You must get 19 out of 27 to achieve CLB 6 on this task.
INSTRUCTIONS	Read the email and answer the multiple-choice, true and false and short-answer comprehension questions.

1. What kind of reading text is this? (1 point)
 - a) It a written letter and has 6 or 7 paragraphs.
 - b) It a typed-out email letter.
 - c) It is information from a webpage on child development.
 - d) It is an informal email to a friend.
2. What is the purpose of this text? Check all that apply. (3 points)
 - a) It is to give a link for a website.
 - b) It is to give information on what qualifications people need to get into the child care industry.
 - c) It is to provide information about a website on the child care industry in Canada.
 - d) It is to give the reader instructions about how to enter the child care industry.
 - e) It is to inform the reader about training requirements.
 - f) It is about some of the different topics the Child Care Orientation course covers.
3. What does the recipient of the email want to do? What are her plans? (1 point)
 - a) Mei wants to get back to work.
 - b) Guang-Li wants to get back to work.
 - c) Guang-Li wants to share information about a training course with Mei.
 - d) Mei plans on taking the Child Care Orientation course.
4. What kind of topics can students taking the Child Care Orientation course learn about? (1 point)
 - a) The topics will be about working in Canada in the child care industry.
 - b) They will learn about how to work well with children.
 - c) They will learn about how children learn.
 - d) The topics will be about how to change their diapers.

5. What should the recipient of the email do get more information about the course? (1 point)
- She should read the details in this email carefully.
 - She should click on the link beneath the message to go to the course website.
 - She should write a follow up email to her friend to ask for more information.
 - She should call the agency offering the course to get more information.
6. Which of the following is true and which are false? (6 points)
- The goal behind learning about children’s physical development is to be able to understand and describe the different ways children play. **True False**
 - The course teaches about the way children develop physically, cognitively, socially, emotionally and creatively. **True False**
 - Early childhood educators will learn to identify activities that go well with children’s cognitive development. **True False**
 - The reason why early childhood educators need to learn to observe children is to help the children understand their strengths and abilities. **True False**
 - The session on language development teaches about how language develops in children so that early childhood educators could help children develop their language skills. **True False**
 - Early childhood educators taking this course will learn to record and document children’s progress and behaviours. **True False**
7. Which of the following is not correct as it relates to session 5? (1 point)
- They want to teach that culture, experiences and traditions affect the way children behave.
 - They want to show that there is no difference between observing and inferring.
 - They want to make sure that students are able to take written observations of the children’s behaviours.
8. Which of the following is not correct as it relates to session 6? (1 point)
- Session 6 is about how children develop emotionally.
 - Session 6 teaches about the different stages of development.
 - Students will create physical activities that will positively affect children’s physical development.
9. Which of the following is not correct as it relates to session 7? (1 point)
- The cognitive development session teaches about the way children think and give them many opportunities to learn.
 - Students will learn about learning through experience.
 - Students will teach children how to play with specific toys and materials.

10. Which of the following is not true as it relates to session 8? (1 point)
- a) As a learner you might need to create a learning activity that would promote language development.
 - b) In this session you will learn to describe the children's cognitive development.
 - c) This part of the course will teach about how language develops.
11. What is the purpose of observing children and writing down those observations? (2 points)
12. What is the purpose of this training course? (2 points)
13. Why is focusing on social-emotional development important? (2 points)
14. Why is creative development an important part of childhood development? (2 points)
15. Why is learning through play an important developmental stage? (2 points)

Score: /27

Did you achieve CLB 6 on this task?

- Not Yet
- Yes

ANSWER KEY CLB 6 Reading Assessment: Early Childhood Educator Training

1.B

2.B; E; & F

3.A

4.C

5.B

6.A) FALSE; B) TRUE; C) TRUE; D) FALSE; E) TRUE; & F) TRUE

7.B

8.A

9.C

10.B

11. Answers may vary. (The purpose of observing and documenting the observations may be useful in managing behavioural problems and understanding their behaviours and abilities.)


12. Answers may vary. (The purpose is to train employees in the child care industry to be better equipped in working with children.)

13. Answers will vary. (It's important to learn this to be able to meet these needs in developing ways of learning.)

14. Answers will vary. (It's important to learn this to be able help children develop as whole people.)

15. Answers will vary. (It's important to learn this to be able to help support positive experiences.)

CLB 6 Writing Assessment Task

TASK	Child Care Orientation Course
COMPETENCIES	Interacting with Others Sharing Information
CRITERIA FOR SUCCESS	Students must get “yes” on the Holistic Criteria and 5 out of 7 on Analytic Criteria.
INSTRUCTIONS	<p>Students will write an email in reply to an email from a friend asking for information about the Child Care Education course.</p> <ul style="list-style-type: none"> • Students must write 4 -5 details about the course. • Students must give reasons for why these topics are taught and why they are important <p>Instructors can ask students to send a real email, fill in the Google form or fill in the paper version here.</p>
ONLINE ASSESSMENTS 	<p>CLB 6 Google Form Assessment: View Make a copy</p> <p>CLB 6 Google Form Rubric: View Make a copy</p>



CLB 6 Writing Assessment: Child Care Orientation Course

Name: _____ Date: _____

COMPETENCIES: Interacting with Others and Sharing Information

INSTRUCTIONS:

You received the following email from your friend Luna. Write a reply to the email. Write a response to Luna’s email. In the email, talk about:

- 4 of the topics that the course covers
- Give reasons for why these topics are taught and why they are important
- Use the ideas on the next page

To:	readytohelp@helpful.com
From:	lunamoon@hotmail.com
Subject:	Early Childhood Educators

Hello my dear friend,

So, as you know, I finally got my PRC card and can finally work here legally. I think I told you before that I want to get into the child care sector. I have not had too much time to do research on the topic, but I did read up on the free online training course – Child Care Orientation course. I know that you have taken this course before and was wondering if you could give me some details about what’s covered in the course. Any information would be super helpful!

Thanks a million!

Take care,
Luna

Ideas for your email:



Child Name: _____ Observation Date: _____ Educator: _____

The Learning Journey

www.thempowerededucatoronline.com

Documenting
Observations



CLB 6 Writing Assessment: Child Care Orientation Course

Competencies: Interacting with Others & Sharing Information

Name: _____ Date: _____

Criteria for Success: "Yes" on holistic (*) criteria and 5 out of 7 analytic criteria

How did you do?

Holistic Criteria	Student Check (✓)	Not Yet	Yes
Followed instructions and completed the task.			
Analytic Criteria		Not Yet	Yes
Necessary parts of email included (address, subject, greeting, message closing & signature)			
You wrote a proper response by addressing the questions in the email.			
You wrote details as needed.			
You used vocabulary and expressions you learned in class.			
Your topic grammar was mostly accurate.			
You wrote so the reader could understand.			
Your spelling, capitalization, punctuation & spacing were mostly correct.			

You did this well:	Next time, try:
--------------------	-----------------

Did you achieve CLB 6 on this task?

- Not Yet
- Yes



CLB 6 Writing Assessment: Child Care Orientation Course

Competencies: Interacting with Others & Sharing Information

Name: _____ Date: _____

Criteria for Success: "Yes" on holistic (*) criteria and 5 out of 7 analytic criteria

How did you do?

Holistic Criteria	Student Check (✓)	Not Yet	Yes
Followed instructions and completed the task.			
Analytic Criteria		Not Yet	Yes
Necessary parts of email included (address, subject, greeting, message closing & signature)			
You wrote a proper response by addressing the questions in the email.			
You wrote details as needed.			
You used vocabulary and expressions you learned in class.			
Your topic grammar was mostly accurate.			
You wrote so the reader could understand.			
Your spelling, capitalization, punctuation & spacing were mostly correct.			

You did this well:	Next time, try:
--------------------	-----------------

Did you achieve CLB 6 on this task?

- Not Yet
- Yes

APPENDIX A:

Explore milestones in human brain development

Learn more about human brain development and cognitive growth.

Encyclopædia Britannica, Inc.

Article media libraries that feature this video: [child development](#), [human development](#)

TRANSCRIPT

Physical development is easy to see.

But you can't open up someone's head to examine cognitive and brain development.

Let's take a look at how children learn and think as they grow from babies to teens.

During the first year of life, 1 million neural connections are made every second. These allow infants to recognize human faces, see if a person is happy or sad, and recognize certain voices.

By age 2, children can now fully understand that the face looking back at them is their own. One of the first signs of cognitive growth is acting with intention. At first, a baby doesn't know why they kick their legs—they just do it!

But as their brains grow connections, babies can think about how and why they want to move. "Serve and return" interactions, like responding to a baby's babble or cry with words or a hug, are important to shaping a baby's brain.

The preschool years are a time of "blossoming" in the brain.

Synaptic density reaches its peak during the third year, this allows children a stronger ability to use the past to interpret the present.

Children become better at using the past to interpret the present.

This period is what we might call the golden age of playing pretend.

Pretend play helps support cognitive development and learning, and pretend play is even a stepping stone to the important adult skill of planning.

Listening to their favorite stories and retelling them on their own are ways preschoolers develop early literacy skills.

Play that involves sorting, matching, classifying, or sequencing—like with buttons or building blocks—is also important, contributing to emerging literacy and helping to strengthen hand muscles.

The sensitivity of a developing brain is evident throughout the early years. An adverse childhood experience can have an impact on learning and development.

When a situation is perceived as threatening by the brain, the body produces chemical reactions that affect heart rate, blood pressure, metabolism, and focus.

Though these reactions are meant to keep us safe, they can be physically harmful if they happen too often. Childhood adversity actually changes biological and neurological systems.

On the positive side, grade schoolers are also developing new skills of metacognition. It's important for them to learn to reflect on their own thoughts so they can practice organization and make independent choices.

Though the brain may be done growing in size by the teen years, it's not done developing and maturing.

The prefrontal cortex, which is responsible for skills like planning, prioritization, and impulse control, may not finish developing until the mid- to late-20s.

There is a heightened reward sensitivity that may cause teens to take more risks, but also motivates them to get out into the world and learn the skills they need to become successful adults.

It's why the pre-teen and teenage years are full of growth and learning.

And learn they must. These years are all about developing the frontal cortex, which controls reasoning.

Real learning isn't easy at any age. Encouraging experimentation and growth are necessary every step of the way. And remember, mistakes are okay—it's how we learn.

Discover the power of play in human development

Learn more about how play helps humans develop.

Encyclopædia Britannica, Inc.

Article media libraries that feature this video: [child development](#), [human development](#)

TRANSCRIPT

It's no secret that children and play go together. Like mac n' cheese or peanut butter and jelly, kids and play are a classic combination: you can't have one without the other. Play is fun, free, joyous, active, and creative. It's so irresistible that it must serve an important purpose. Let's explore the power of play for infants, children, teens, and adults and discover how play is foundational to human creativity, problem solving, and empathy. Even little babies know how to have fun. Infants enjoy toys like rattles that encourage grasping, shaking, and kicking—actions that develop strength and coordination and spark important neural connections in babies' brains. As babies get older they start to enjoy interactive play that supports social and emotional learning, like rolling a ball with a parent or sibling. Some of the best toys for babies involve cause and effect, such as bells that ring when shaken. By the time they're toddlers, children can experiment with cause and effect all by themselves—toddler play often involves putting objects in containers and then dumping them out again. Around age two, toddlers start to pretend by taking on familiar roles, often as a parent or teacher. This is why trying on an adult's shoes and clomping around the room is such a delightful and significant childhood milestone: your toddler is learning how to pretend. Preschool is the golden age of pretend play, and children this age expand their imaginations beyond familiar roles. They can pretend to be storybook characters, imaginary friends, or animals they've never seen in real life. Pretend play becomes a key element of preschoolers' social relationships, and the bulk of the fun often comes from deciding who gets to play which role in the game. Children's pretend play may sometimes appear gender-specific — especially around age four — when girls may gravitate toward playing as princesses and boys may prefer to play superheroes. It's important that parents and caregivers allow children the freedom to be creative in their pretend play. There are plenty of nongendered play options for young children too, such as building blocks, puzzles, or the messy sensory play with clay or sand that is incredibly popular with the preschool crowd. As school and activities become more important, there's less time for children to play. But grade-school kids still benefit from daily playtime, especially outdoor recess. Pretend play will still make an appearance, but grade schoolers may use action figures or dolls rather than act out the roles themselves. Grade-schoolers can also start joining their families and friends to play cooperative and competitive games—though they may still be learning to lose gracefully! As children get older, they still need opportunities for play. Creative, social, and physically challenging activities like dance, art, music, drama, or sports can become important outlets for expression, connection, and learning. Though preteens and teens may not be assigned “playtime,” older kids still need opportunities to play. Of course, teenager play takes a different form than that of younger kids. At this age, play may involve physical sports, digital or board games, and the creative arts. The preteen and teen years are full of self-discovery and

exploration, and these older kids may try out many different kinds of play before they find what's right for them. Playing games, messing around with art and music, and being playful with friends are opportunities for teens to take risks and try new things. Making mistakes and learning from them can help teens develop their talents, ideas, and personal identities. Play offers feelings of freedom, joy, and spontaneity that all people need, even in their adult lives—and can offer the mental health benefit of escaping from stress for even a few minutes. At every age, there is reason to play.

Find out the importance of social and emotional learning

Learn more about social and emotional learning in childhood.

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TRANSCRIPT

Let's talk about social and emotional learning, and how we grow to understand our feelings and relationships.

Social and emotional learning is key to mental health. Being a happy and productive human means being able to care for ourselves, cooperate with others, and contribute to our community.

Even before children can tell us "I love you" or share their toys with a friend, social and emotional learning is a crucial part of their development.

Babies gain a sense of security and well-being through their relationships with the people who care for them.

Even though infants and toddlers are just learning how to express emotions, laughter, pouts, tears, and screams are all evidence of little humans learning what to do with their big emotions.

Through consistent responsive care from adults, these little people will soon learn to trust that they are safe and that their feelings make sense.

Preschoolers are busy people. They are working very hard to understand and express emotions.

Their families are still their most important relationships, though they may develop preferences for a particular playmate and claim to have a new "best friend"—for the next 15 minutes anyway.

Preschoolers are still learning to work independently and cooperate with others. The best way to learn is through play. Preschoolers are constantly experimenting, making mistakes, and learning about what it means to be a human among other humans.

When children begin grade school (or primary school), they become part of a bigger world. These years are a time of tremendous social and emotional growth.

Children are developing the ability to consider other people's feelings and to collaborate with others.

During these years many children find their first true best friends, though their relationships with their families are still extremely important.

Children still need adults to teach them about managing their emotions and building good relationships. Teachers, parents, and others serve as role models and guides. As they practice seeing someone else's perspective and feeling empathy for others, kids strengthen their abilities to maintain positive social relationships.

Puberty brings on both physical changes and emotional changes. For preteens and teens, their sense of self, or identity, is often connected to an understanding of their gender, sexual identity, and sexual orientation.

Developing a personal identity requires the skills of self-awareness, empathy, and ethical decision-making. Social and emotional learning for preteens and teens requires the continuing support, understanding, and guidance of the important adults in their lives.

As they grow from babies to teens, their learning environment expands, from family to school to a broad community.

In the 21st century, social and emotional learning takes place on a planet where our decisions can create a global impact.

Learning to care about and for other people—no matter where they are in the world—can have more impact than ever before.