

NEW BUSINESS
Public Session, Tuesday, February 28, 2023

1. 2023-2026 Three-Year District Calendar Proposal

The attached proposed three-year district calendar was brought to partner groups (B.C. Principals' & Vice Principals' Association (BPVPA), Burnaby Teachers' Association (BTA), Canadian Union of Public Employees (CUPE) Local 379, and the District Student Advisory Council (DSAC)) on January 9, 2023 and was made public on January 10, 2023. It was posted on the district website and information was distributed via e-mail. An opportunity was provided for feedback from January 11 to February 10, 2023. It is now being brought forward for formal board approval. The proposed calendar aligns with other metro districts.

Recommendation:

THAT the Board of Education receive this information and approve the adoption of the Three-Year District Calendar, as presented.

2. Board/Authority Authorized (BAA) Courses

The attached proposed BAA Courses is being brought forward for formal board approval.

Recommendation:

THAT the Board of Education receive this information and approve the new Board/Authority Authorized courses.

Board Report

Date: February 28, 2023
To: Board of Education – Public Meeting
From: Roberto Bombelli, Deputy Superintendent
Subject: 2023-2026 Three-Year District Calendar Proposal

Background:

The Ministry of Education and Child Care allows school districts to plan and set their own calendars outlining days in session, vacation days, school start and end times. Districts must consult on the calendar and ensure a minimum number of hours of instruction are delivered. Districts may plan calendars for up to three years.

Introduction:

The proposed three-year district calendar was brought to the district's partner groups (B.C. Principals' & Vice Principals' Association (BPVPA), Burnaby Teachers' Association (BTA), Canadian Union of Public Employees (CUPE) Local 379, and the District Student Advisory Council (DSAC)) on January 9, 2023 and was made public on January 10, 2023. It was posted on the district website and information was distributed via district email. An opportunity was provided for feedback from January 11 to February 10, 2023. This feedback has been considered and a change to a district closure day in the 2023-2024 school year has been made. The closure day has been moved from March 15, 2024, to December 22, 2023.

The proposed three-year district calendar is now being brought forward for Board approval.

Considerations:

- The number of professional development days (6) remain the same. The 2023 – 2024 calendar will show four (4) Professional Development Days. Schools will each choose two (2) additional Professional Development days.
- Since the 2014 school year, the school district has been operating with five school closure days. The instructional time lost due to the closure days is added to the remaining days in session.
- The proposed three-year district calendar meets the number of hours of instruction required by the Ministry of Education and Child Care.
- The calendar follows our regular calendar structure, provides a consistent number of instructional days each year and is aligned with most neighbouring Metro School Districts.

The revised 2023 – 2026 calendar is attached.

Recommendation:

THAT the Board of Education receive this information and approve the adoption of the Three-Year District Calendar, as presented.

School Calendar

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





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	School Opening	Sep 5th
	Statutory Holiday / Vacation	
	National Day for Truth & Reconciliation	Sep 30th (Oct 2nd)
	Thanksgiving	Oct 9th
	Remembrance Day	Nov 11th (Nov 13th)
	Winter Vacation	Dec 25th-Jan 5th
	Schools reopen	Jan 8th
	Family Day	Feb 19th
	Spring Vacation	Mar 15th - 28th
	Good Friday	Mar 29th
	Easter Monday	Apr 1st
	Victoria Day	May 20th
	School Closure	
	Professional Development Day (6 days total)	Schools to select an additional 2 days.
	Last day of school	Jun 27th
	Administrative day	Jun 28th
	Days in session	187
	Days of instruction	180
	Pro-D days	6
	Administrative days	1

School Calendar

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





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	National Day for Truth & Reconciliation	Sep 30th
	Thanksgiving	Oct 14th
	Remembrance Day	Nov 11th
	Winter Vacation	Dec 23rd-Jan 3rd
	Schools reopen	Jan 6th
	Family Day	Feb 17th
	Spring Vacation	Mar 17th-28th
	Good Friday	Apr 18th
	Easter Monday	Apr 21st
	Victoria Day	May 19th
	School Closure	
	Professional Development Day (6 days total)	
	Schools to select an additional 2 days.	
	*These will be identified the year prior	
	Last day of school	Jun 26th
	Administrative day	Jun 27th
	Days in session	187
	Days of instruction	180
	Pro-D days	6
	Administrative days	1

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





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Board Report

Date: February 28, 2023
To: Board of Education – Public Meeting
From: Kevin Brandt, Director of Instruction
Subject: Board/Authority Authorized (BAA) Courses

Background:

The Burnaby Board of Education's 2019-2024 Strategic Plan contains the following objective under the key priority "**Thriving Students**", Goal 1 – Engage students in individualized, relevant and innovative learning opportunities:

- i) Expand program options that meet the needs and interests of our student population.

Introduction:

Board/Authority Authorized (BAA) courses are offered to students in grades 10 to 12 and require Board of Education approval prior to the school year in which the course will be offered. BAA courses may be developed by educators who would like to explore content beyond the boundaries of the Ministry of Education curriculum, respond to the local needs of schools and their communities, or provide choice and flexibility for students. Prior to BAA course approval, teachers must submit a BAA Course Framework Template that lists course title, grade level, and number of credits. The report also includes course synopsis, goals and rationale, Indigenous worldviews and perspectives, big ideas, curricular competencies and content, recommended instructional and assessment components, and learning resources.

As part of the engagement process, proposed BAA courses are first shared with department members and then department heads, if necessary. Once the school principal or designate has reviewed the BAA course and feedback has been gathered, it is forwarded to the Director of Instruction or Assistant Superintendent.

Proposed BAA Courses:

- 1) Early Childhood Education Assistant (ECEA): Care, Nurture, Wellness and Child Guidance (ECE 3230 Health, Safety and Nutrition) and;
- 2) Early Childhood Education Assistant (ECEA): Child Growth and Development (ECE 3100 Child Growth and Development I)

The proposed BAA Course Frameworks are attached.

Recommendation:

THAT the Board of Education receive this information and approve the new Board/Authority Authorized courses.



Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Burnaby School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD41
Developed by: Elizabeth Byrne and Teresa Toth	Date Developed: Nov. 15, 2022
School Name: Burnaby North Secondary School	Principal's Name: David Rawnsley/Kevin Brandt
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Early Childhood Education Assistant (ECEA): Care, Nurture, Wellness and Child Guidance (ECE 3230 Health, Safety and Nutrition)	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120 (includes 42 hour ECE 3230 Health, Safety and Nutrition course)

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis: The Early Childhood Education Assistant (ECEA): Care, Nurture, Wellness and Child Guidance course focuses on child development, the tenets of good practice, and the role and responsibilities of the educator in the safety and wellness of the child.

Rationale: The ECEA: Care, Nurture, Wellness and Child Guidance course has been developed for senior high school students who would like to learn more about child development as it relates to healthy living, safe environments, and vibrant learning communities. This course offers the theoretical underpinnings of early childhood education, as well as the practical applications of hands-on learning in a childcare setting.

This unique course is designed to develop the knowledge, skills, and understandings in students to be successful caregivers in a professional and personal setting. It also offers the potential to qualify for an ECE Assistant Certificate. Moreover, it offers transferability to a full ECE program

with either Burnaby Community and Continuing Education, or potentially other ECE post-secondary programs after successful high school completion. This allows successful students immediate and easier avenues of choice; it can contribute directly to employment in childcare and/or easier transition into other ECE programs and further post-secondary training.

High school students will have the opportunity to learn about health and wellness, and are introduced to child guidance, an opportunity previously only available at post-secondary level. Students will also engage in a research field study to deepen their understandings and awareness of childcare HSN policies and procedures, wellness and child guidance in a childcare setting, developing their inquiry abilities, writing skills, and reflective abilities. Although some current high school courses may offer small sections of this material, there is no course yet offered like ECEA: Care, Nurture, Wellness and Child Guidance. This course is cross-curricular as it provides a blend of biology, physical health, first aid, history, childcare legislation, career education, volunteer experience, and psychology in its content.

Moreover, this course is experiential in its nature as it offers ample opportunity for students to apply their theoretical learnings in a supervised, practical setting, through a hands-on practicum in a childcare facility. ECEA: Care, Nurture, Wellness and Child Guidance course is varied in its delivery, as it provides students opportunities to work within the school setting and the larger community, interacting with people of all ages, from babies to seniors, in a professional setting.

Goals:

- Implement principles of essential health policies in ECE programs and maintain safe and healthy environment for children.
- Recognize symptoms of common illnesses and infectious diseases, and communicate accordingly with parents, ECE team and other health professionals.
- Identify challenges of the teacher's role and recognize importance of sensitivity and respect for the multicultural and primary role of parents, guardians, and family.
- Promote the importance of networking with other professionals and supportive community resources.
- Describe procedures for reporting child abuse or neglect.
- Think critically about issues of health, safety, and nutrition.
- Demonstrate knowledge of licensing requirements for childcare, hygiene standards, procedures, and universal precautions.
- Understand food and nutritional needs in young children, and plan meals and snacks which meet children's nutritional needs.
- Identify ways to prevent injuries and plan effective measures to ensure safety of both teachers and children.
- Understand the importance of occupational health and exemplary personal modeling of health, safety, and nutrition.
- Identify and assess positive strategies for building and maintaining relationships between children, families, and colleagues.
- Support development of social and emotional learning as a curriculum.
- Critique and create supportive environments that promote positive behaviour and social emotional skill development in young children.
- Understand and identify the function of behaviours.
- Identify, articulate and demonstrate a wide range of supportive guidance strategies.
- Understand the importance of the educator in the safety and wellness of a child in a learning community.

- Begin practicing skills critical to communicating professional observations and planning supports for individual and groups of children.
- Use personal and professional experiences to self-reflect on the role of educators in supporting the successful inclusion of young children in group settings.

Aboriginal Worldviews and Perspectives: Connectedness and authentic relationship are embedded in the foundations of ECEA: Care, Nurture, Wellness and Child Guidance course. As such, this course reflects Indigenous perspectives, knowledge, values, and understandings through the First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Students engage in practical learning about Indigenous perspectives by participating as allies in Orange Shirt Day and National Day for Truth and Reconciliation. They also have the opportunity to learn from an Indigenous worldview elder guest speaker, modelling the importance of storytelling and sharing of one's own narratives, which is an integral part of the process of learning in this course.

Lastly, the Seven Teachings are equally embedded in the course, as respect, trust, love, honour, humility, bravery (courage), and truth are core tenets threaded throughout ECEA: Care, Nurture, Wellness and Child Guidance course, in all our interactions and learnings, both in the classroom, and in the hands-on, practical settings.

BIG IDEAS

<p style="text-align: center;">Building Safe Spaces</p> <p>Environments are integral to well-being and learning. They help shape the experiences of children and adults. We live and learn in relationships with people, spaces, and materials.</p>	<p style="text-align: center;">Relationship is Foundational</p> <p>An educators’ ethic of care ensures children feel safe, confident, motivated, and heard as they make sense of the world around them. Positive and supportive guidance helps children as they learn to express their wants, needs, views, and feelings.</p>	<p style="text-align: center;">Learning is Inclusive, Responsive, and Holistic</p> <p>Educators create spaces, routines, and approaches that allow each child to participate, to think, and to discover in their unique ways.</p>	<p style="text-align: center;">Educator as Researcher, Observer, and Co-Learner</p> <p>Educators are continually observing, listening, and experimenting with an openness to the unexpected and possibilities. A sense of curiosity leads educators to seek ways to extend not only children’s learning but also their own.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Understanding Context</p> <ul style="list-style-type: none"> • Research and identify resources that deepen learning about specific strategies • Observe and describe children’s behaviour objectively • Use guidance strategies to create a plan to support positive behaviour • Understand and identify the function of behaviours • Identify possible functions of behaviour based on consideration and the sharing of multiple perspectives • Understand the foundational values and beliefs that underpin a guiding and caring philosophy • Support development of social and emotional learning as a curriculum 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Healthy foundations in early childhood settings • Dimensions of personal wellness and safety at work for children and workers • Infection identification, transmission, and prevention • The importance of a caregiver in observing health changes in children • Concepts such as WHMIS, allergies, asthma, and anaphylactic shock • Phases of motor development • Guidelines of movement for children and youth

- Critique and create supportive environments that promote positive behaviour and social emotional skill development in young children
- Design, implement, and reflect on experiences that foster positive behaviour in young children

Personal Growth and Understandings

- Be active learners, consistently exhibiting a positive, supportive attitude towards classmates and the subject matter
- Practice strength-based approaches to planning supportive responses to difficult situations
- Foster a disposition to observe, document, and think reflectively
- Exhibit qualities such as initiative and professionalism
- Reflect on educational strategies and consider personal philosophy
- Use personal and professional experiences to self-reflect on the role of educators in supporting the successful inclusion of young children in group settings

Community-Building, Connection, and Collaboration

- Work collaboratively with peers
- Integrate and share knowledge about guidance strategies
- Build positive relationships with staff and children
- Communicate with children and adults
- Communicate sensitively about children's behaviour
- Participate in any role playing and take an active role in supporting their classmates as they work through scenarios.
- Participate in any online forums and in-class virtual discussions
- Begin practicing skills critical to communicating professional observations and planning supports for individual and groups of children

- **Precautionary principle** for child safety and importance of training, environment, supervision, and safety rules
- **Safety and outdoor play** during different seasons
- Tenets of The **United Nations Convention on the Rights of the Child**
- Educators' role, ethics, and responsibilities in primary, secondary, and tertiary **prevention**.

Big Ideas – Elaborations

- ECEA programming requires that students, through classroom learning, training, and additional certifications, develop a health promotion philosophy, processes, and routines that keep themselves and children physically and emotionally safe.
- Early childhood educators must develop a clear understanding of the ethic of care. Only with a clear understanding of core values can educators create programming that focuses on the holistic nature of children’s physical, emotional, and social health.
- Children learn best in spaces where they are offered positive, supportive, and developmentally appropriate guidance by educators, based on a solid understanding of the stages, abilities, and needs of the children in their care.
- Learning happens best when educators observe, research, collaborate, network, and maintain lifelong learning to ensure best practice in a childcare setting.

Curricular Competencies – Elaborations

Theoretical Learning: Students will be provided opportunity to explore the concepts of child and worker health, wellness, worldviews, key ideas of shared space, and our collective and individual role and responsibilities within it.

Practical Applications: Students will be supported in their endeavors to engage in a childcare setting through a research field study and a 70-hour practicum.

Content – Elaborations

- Twelve social **determinants** of health
- Importance of **health prevention** and **health promotion**
- Specific rights and responsibilities of **workplace safety**
- Health **policies** and **hygiene practices**
- Identification of common **childhood illnesses** and **nuisances**
- Importance of **physical literacy** as key to combatting childhood obesity
- **Developmental guidelines** to promote physical activity
- Identifying most common causes of **risk and injury** in a childcare setting
- Categories of **maltreatment**

Recommended Instructional Components:

- Direct Instruction
- Workshops
- Guest Speakers
- Demonstrations
- Interviews
- Exemplars
- Theories Role-play
- Modelling
- Simulations

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Assessment for Learning: Supervised Practicum, Reflective Writing, Journaling)
- Assessment as Learning: Self and Peer Assessment
- Graded Assessment: Presentations, Field Study, Projects, Quizzes, Midterm, Final Exam

Learning Resources:

- Website: [BC Early Learning Framework](#)
- Website: [Child Care Licensing Regulations](#)
- Website: [ECEBC Code of Ethics](#)
- Book: Faber, A., & Mazlish, E. (2012). [How to talk so kids will listen & listen so kids will talk](#). Simon and Schuster
- Website: [Guiding Children's Behaviors](#)
- Website: [Play Today](#)
- Website: Vancouver Coastal Health: [Sneezes and Diseases: A Resource Book for Caregivers & Parents](#)

Additional Information:

Canvas Website: <https://canvas.sfu.ca/login/canvas>

Canvas is used to organize online learning for videos, lectures, assignments, homework, readings, etc.



Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Burnaby School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD41
Developed by: Teresa Toth and Elizabeth Byrne	Date Developed: Nov. 15, 2022
School Name: Burnaby North Secondary School	Principal's Name: David Rawnsley/Kevin Brandt
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Early Childhood Education Assistant (ECEA): Child Growth and Development (ECE 3100 Child Growth and Development I)	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120 (includes 45 hours ECE 3100 Child Growth and Development I)

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis: The Early Childhood Education Assistant (ECEA): Child Growth and Development course focuses on human development from conception through childhood, with an emphasis on the young child. The course explores issues related to physical, intellectual, emotional, social, and language development.

Rationale: The ECEA: Child Growth and Development course has been developed for senior high school students who would like to learn more about basic concepts, theories, and controversies relating to children's physical, social, emotional, cognitive, and language development. This course, offers the theoretical underpinnings of early childhood education, as well as the practical application of hands-on learning in a childcare setting.

This unique course is designed to develop the knowledge, skills, and understandings in students to be successful caregivers in a professional and personal setting. It also offers the potential to qualify for an ECE Assistant Certificate. Moreover, it offers transferability to a full ECE program with either Burnaby Community and Continuing Education, or potentially other ECE post-secondary programs after successful high school completion. This allows successful students immediate and easier avenues of choice; it can contribute directly to employment in childcare and/or easier transition into other ECE programs and further post-secondary training.

Students will have the opportunity to learn about child development in a high school setting, an opportunity previously only available at post-secondary level. ECEA: Child Growth and Development course explores psychoanalytic, behaviorism and social learning, cognitive, and sociocultural theories of child development, as well as ecological systems approach from conception through childhood. They will also engage in a research field study to deepen their understandings and awareness of child growth and development, developing their inquiry abilities, writing skills, and reflective abilities. Although some current high school courses may offer small sections of this material, there is no course yet offered like ECEA: Child Growth and Development. This course is cross-curricular in its nature as it provides a blend of biology, physical health, first aid, history, career education, volunteer experience, and psychology in its content.

Moreover, this course is experiential as it offers ample opportunity for students to apply their theoretical learnings in a supervised, practical setting through a hands-on practicum in a childcare facility. ECEA: Child Growth and Development course is varied in its delivery as it provides students opportunities to work within the school setting and the larger community, interacting with people of all ages, from babies to seniors, in a professional setting.

Goals:

- To explore fundamental concepts, theories, and controversies relating to children's physical, social, emotional, cognitive, and language development.
- To develop in each student a respect for different familial and cultural approaches to children's development and a recognition of how these approaches impact children's development.
- To provide opportunities for each student to make connections between child growth and development theories and their practice in early childhood centres.
- To practice skills which are important for early childhood educators: listening, co-construction of meaning, observation, self-reflection, critical thinking, reading, writing, working cooperatively, taking initiative, seeking multiple perspectives, and assuming responsibility.

Aboriginal Worldviews and Perspectives: Connectedness and authentic relationship is embedded in the foundations of ECEA: Child Growth and Development course. As such, this course reflects Indigenous perspectives, knowledge, values, and understandings through the First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Students engage in practical learning about Indigenous perspectives by participating as allies in Orange Shirt Day and National Day for Truth and Reconciliation. They also have the opportunity to learn from an Indigenous worldview elder guest speaker, where storytelling and sharing of one's own narratives are modelled and are an integral part of the process of learning in this course.

Lastly, the Seven Teachings are equally embedded in the course as respect, trust, love, honour, humility, bravery (courage), and truth, and are the core tenets threaded throughout ECEA: Child Growth and Development course, in all our interactions and learnings, both in the classroom, and in the hands-on, practical settings.

BIG IDEAS

<p>ECE Programs with Deliberate Design</p> <p>Each child has histories, contexts, gifts, capabilities, and potential that can be honoured and nurtured with responsive practices and environments.</p>	<p>The Journey of Lifelong Learning</p> <p>Children begin learning from the moment they are born in a continuum that is not linear or universal, but collective and complex.</p>	<p>Inclusive and Diverse Learning Communities</p> <p>Engaging with differing views of children and childhood is essential to education in a socially and culturally diverse society.</p>	<p>Honouring the Whole Child</p> <p>Children are strong and capable in their uniqueness and are full of potential.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Understanding Context</p> <ul style="list-style-type: none"> • Demonstrate an ability to plan, research, and reflect upon the findings of a research field study • Participate in a collaborative role play to engage with theories of child development, and to demonstrate an understanding of these theories • Create discussion posts based on concepts of interest, and connect concepts from the text with class content, slides, and conversations • Present and submit a PowerPoint presentation demonstrating theoretical understandings and their practical applications in a childcare setting • Create a written response that connects theoretical understandings to its importance in the field <p>Personal Growth and Understandings</p> <ul style="list-style-type: none"> • Develop an understanding of teaching styles, methods, materials, and environments grounded in current theory and research • Create programming and expectations that are developmentally appropriate, inclusive, and include an Indigenous worldview 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Various types of child development theories and their potential impacts in a childcare setting (psychoanalytic, behaviorism and social learning, cognitive, sociocultural, and ecological systems approach), as well as how they may change over time • What makes a caregiver effective (Seven Teachings): respect, trust, love, honour, humility, bravery (courage), and truth), and their potential impact on child development • The importance of roleplay in human development and learning • The importance of play in human development • Stages of child development from birth through childhood, including cognitive, social, physical, emotional, and language development

- Complete first aid certification for children under the age of five
- Make decisions that impact and enhance the quality of children's educational and community settings
- Develop a clear understanding of ethics in both research and childcare
- Build a disposition to observe, document and think reflectively
- Demonstrate professionalism in a work environment, such as time management, reliability, ethic of hard work, and ability to take initiative

Community-Building, Connection, and Collaboration

- Demonstrate the ability to work effectively with classmates and others in a classroom and professional setting
- Demonstrate the ability to work with children and families in a caregiving setting

- Concepts of **community, safe space, inclusion, diversity, and sense of belonging**
- The ten principles of the **ECE code of ethics**
- Concepts related to research such as **causation, correlation, and qualitative versus quantitative data**

Big Ideas – Elaborations

- ECEA programming must be created with purpose and a solid understanding of research, theories, and child development, so that children thrive in our care.
- Early childhood educators must have practice that is grounded in current research and understand the science behind learning to help inspire curiosity and joy that will be foundational in all types of early learners.
- Learning happens best when children feel they are supported, included, and accepted in their learning community. Early childhood educators must create programs where all children have a voice and their diversity is celebrated.
- Each child is unique and multi-faceted, and early childhood educators must create a community in which their physiological, social, and emotional needs are met.

Curricular Competencies – Elaborations

Theoretical Learning: Students will be provided an/the opportunity to explore the concepts of child development stages and theories, worldviews, key ideas of shared space, and our collective and individual roles within it.

Practical Applications: Students will be supported in their endeavors to engage in a childcare setting through a research field study and a 70-hour practicum.

Content – Elaborations

- **Genetic Coding:** How appearance, intelligence, personality, and physical wellness are influenced by genes, and the interaction of these genes with our environment enables or prevents the expression of those genes.
- **Prenatal Development:** 3 main periods and characteristics of each.
- **Biosocial Development:** Includes all growth and change that occurs in a person's body, and the genetic, nutritional and health factors that affect that growth and change.
- **Child Development Theories:** Ability to compare and contrast behaviorism, cognitive, psychoanalytic, and sociocultural theories.
- **Language:** Components, progression of language development, and theories of language learning.
- **Synchrony:** Coordinated interaction between caregiver and infant.
- **Attachment Theory:** The dynamics of long-term relationships between humans, especially relationships found in families and with life-long friends.

Recommended Instructional Components:

- Direct Instruction
- Workshops
- Guest Speakers
- Demonstrations
- Interviews
- Exemplars
- Theories Role-play
- Modelling
- Simulations

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Assessment for Learning: Supervised Practicum, Reflective Writing, Journaling)
- Assessment as Learning: Self and Peer Assessment
- Graded Assessment: Presentations, Field Study, Projects, Quizzes, Midterm, Final Exam

Learning Resources:

- Book: Berger, K. (2021) [The Developing Person Through Childhood and Adolescence](#). 12th edition. New York: Worth Publishers
- Website: [Decoda Literary Solutions Indigenous Cultural Competency for Early Childhood Education](#)
- Website: [The BC Early Learning Framework](#)
- Website: [The ECE BC Code of Ethics](#)
- Video: Marie Battiste, "[Knowledge as a Key Site for Decolonization](#)"
- Video: "This Land: Indigenous Cultural Competency for Early Childhood Education" [Hello Cool World's Jada-Gabrielle Pape](#) (Saanich and Snuneymuxw Nations)

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