



ONTARIO COLLEGE OF TRADES

ORDRE DES MÉTIERS DE L'ONTARIO

Apprenticeship
Training Standard

Schedule of Training

Aboriginal Child
Development Practitioner

Trade Code: 620B

Development Date: August 2009

NOTICE OF COLLECTION OF PERSONAL INFORMATION

1. At any time during your apprenticeship training, you may be required to show this training standard to the Ministry of Training, Colleges and Universities (the Ministry). You will be required to disclose the signed Apprenticeship Completion form to the Ministry in order to complete your program. The Ministry will use your personal information to administer and finance Ontario's apprenticeship training system, including confirming your completion and issuing your certificate of apprenticeship.
2. The Ministry will disclose information about your program completion and your certificate of apprenticeship to the Ontario College of Trades, as it is necessary for the College to carry out its responsibilities.
3. Your personal information is collected, used and disclosed by the Ministry under the authority of the Ontario College of Trades and Apprenticeship Act, 2009.
4. Questions about the collection, use and disclosure of your personal information by the Ministry may be addressed to the:

Manager, Employment Ontario Contact Centre
Ministry of Training, Colleges and Universities
33 Bloor St. E, 2nd floor, Toronto, Ontario M7A 2S3
Toll-free: 1-800-387-5656; Toronto: 416-326-5656
TTY: 1-866-533-6339 or 416-325-4084.

Please Note: Apprenticeship Training and Curriculum Standards were developed by the Ministry of Training, Colleges and Universities (MTCU). As of April 8th, 2013, the Ontario College of Trades (College) has become responsible for the development and maintenance of these standards. The College is carrying over existing standards without any changes.

However, because the Apprenticeship Training and Curriculum Standards documents were developed under either the Trades Qualification and Apprenticeship Act (TQAA) or the Apprenticeship and Certification Act, 1998 (ACA), the definitions contained in these documents may no longer be accurate and may not be reflective of the Ontario College of Trades and Apprenticeship Act, 2009 (OCTAA) as the new trades legislation in the province. The College will update these definitions in the future.

Meanwhile, please refer to the College's website (<http://www.collegeoftrades.ca>) for the most accurate and up-to-date information about the College. For information on OCTAA and its regulations, please visit: <http://www.collegeoftrades.ca/about/legislation-and-regulations>

**SCHEDULE OF TRAINING
APPRENTICESHIP TRADE**

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

A. DESCRIPTION/DUTIES

An **Aboriginal Child Development Practitioner** is a specialist who plans, organizes, and implements activities for preschool children to encourage children in intellectual, physical, and emotional growth. The AECE are employed in child care centres and nursery schools.

An **Aboriginal Child Development Practitioner** performs some of the following:

- develops daily activities for children;
- leads children in activities, teaching and preparing crafts;
- demonstrates an ability to use local culture, traditions, interests, and values;
- planning and participating in field trips and community events;
- guides and assists children in social development
- observes children for signs of learning disabilities or emotional problems;
- attends meeting and workshops
- may supervise and co-ordinate the activities of other early childhood educators and assistants;
- works with the community and other health and social care professionals;
- acts as an advocate for and with children and their families
- acknowledges and respects the individuality of each child

Is knowledgeable in:

Child and Family Services Act
Indian Act
Day Nurseries Act
Ontario Health and Safety
Fire Marshall's Code
Canadian Charter of Rights
Applicable Government Regulations

**SCHEDULE OF TRAINING
APPRENTICESHIP TRADE**

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

A. DESCRIPTION/DUTIES

Benchmark/Guideline Total Training Time Frames: (On-The-Job and In-School) (Min/Max) 5,400 to 7,200 HOURS (3-4 years)		Company/Sector/IAC Name:	
Authorized By: (Print Name)		Address:	
Signature	Date:	City:	
Position:		Postal Code:	Phone:
Originating TC/IAC/PDSU	Date	District Manager/PDSU Manager	Date

HEAD OFFICE USE

Program Standards Approval By _____ Date _____	Director's Approval By _____ Date _____	Assigned Trade Code 620B
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**SCHEDULE OF TRAINING
APPRENTICESHIP TRADE**

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

B. ON-THE JOB TRAINING

Unit No	GENERAL PERFORMANCE OBJECTIVES (ON-THE-JOB SKILL SETS) CONTENT
620B-1	<p><u>Protect Self and Others</u></p> <p>1.1 Practise fire drills by developing an evacuation plan and following the procedures as dictated by the Day Nurseries Act, Fire Regulations, and the First Nations policies and procedures.</p> <p>1.2 Prepare playroom environment by developing and following the map to meet program plans and themes to ensure safety of the children in accordance with the cultural and age development of the children and local and federal regulations.</p> <p>1.3 Provide a clean playground and playroom environment by: performing daily checks before children arrive, tidying shelves, tables, and counters; sweeping, mopping, and vacuuming floors; replacing toys, equipment, and furniture; and, to ensure the health and safety of the children; in accordance with the Day Nurseries Act, and the First Nations policies and procedures.</p> <p>1.4 Plan and prepare for bus trips by: arranging a bus for travelling to and from the day care centre; participating in the bus ride; sitting with the children; soliciting parental support; ensuring that all children are safety seated in accordance with the policy of the day care centre, Day Nurseries Act and government regulations.</p> <p>1.5 Provide a safe environment by: discarding unsafe toys, equipment, and furniture; identifying health and safety hazards throughout the playground and playrooms; and. maintaining a tidy storage and work area; and according to standards of the Day Nurseries Act, the First Nation policies and procedures, and local health and fire regulations.</p>

SCHEDULE OF TRAINING

APPRENTICESHIP TRADE

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

B. ON-THE JOB TRAINING

Unit No	GENERAL PERFORMANCE OBJECTIVES (ON-THE-JOB SKILL SETS) CONTENT
620B-1	<p>1.6 Isolate sick or contagious children by: identifying symptom of contagious disease; taking temperatures; identifying unusual behaviours; notifying parents, and, requesting assistance from Community Health Representatives (CHR) or Registered Nurse (RN); in accordance with the Day Nurseries Act, and the First Nations policies and procedures.</p> <p>1.7 Perform laundry duties by: sorting soiled items including clothing rags, wash cloths, towels, sheets, blankets, and drama equipment; placing into laundry equipment; operating equipment; and, folding and returning clean items to appropriate areas or shelves; in accordance with job specifications.</p> <p>1.8 Administer medication by following prescription directions and parental instructions using equipment and utensils; ensuring that procedures for administering medication are followed; and, in accordance with the Day Nurseries Act, and the First Nations policies and procedures.</p> <p>1.9 Apply basic first aid by: ensuring that first aid kit is replenished regularly; requesting assistance from Community Health Representatives (CHR) or Registered Nurse (RN); and, in accordance with current first aid safety procedures, the Day Nurseries Act, and the First Nations policies and procedures.</p> <p>1.10 Plan, prepare, and administer an emergency plan by: practising fire drills; identifying and responding to hazardous, safety, and evacuation situations; identifying and responding to allergies and allergic reactions; and, ensuring that emergency responses are followed in accordance with Health and Safety regulations, parental information, the Day Nurseries Act, and the First Nations policies and procedures.</p> <p>_____</p> <p>Apprentice's Signature</p> <p>_____</p> <p>Sponsor/Trainer Signature</p>

**SCHEDULE OF TRAINING
APPRENTICESHIP TRADE**

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

B. ON-THE JOB TRAINING (continued)

Unit No	GENERAL PERFORMANCE OBJECTIVES (ON-THE-JOB SKILL SETS) CONTENT
620B-2	<p><u>Participate in Personal/Staff Development and Program Review</u></p> <p>2.1 Practice and participate in constructive feedback by: taking and giving guidance and appropriate feedback; demonstrating mutual cooperation; being receptive to feedback and guidance; promoting a harmonious relationship; and, demonstrating respect for others; as specified in the policies and procedures of the child care centre.</p> <p>2.2 Practice and demonstrate a professional manner by: maintaining confidentiality; practising and observing the ethics and standards of the centre; observing the policies and procedures of the centre; dressing appropriately; treating children and staff with respect; and, demonstrating a positive, responsible, dependable and punctual role model; in accordance with the guidelines of the Day Nurseries Act and the procedures and policies of the child care centre.</p> <p>2.3 Keep current with legislation, policies, and procedures by reading and posting the Day Nurseries' Act, First Nations policies/procedures, and all updates to ensure that all programs are current, up-to-date, and meet required quality standards.</p> <p>2.4 Build team relationships by: demonstrating a positive behaviour; cooperating with co-workers, parents, and community members; being supportive and sensitive; respecting and honouring self and fellow workers; and, listening and responding to children's concern and input; to promote a healthy, safe, and supportive working atmosphere.</p> <p>2.5 Participate in staff training by: taking active part in daily activities of the centre, taking part in workshops, conferences, and staff meetings; participating and learning about community traditions and beliefs; and, sharing learning and ideas with co-workers; to ensure on-going self development, community awareness, and increased personal knowledge and development of more skills in the field of early childhood education.</p>

**SCHEDULE OF TRAINING
APPRENTICESHIP TRADE**

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

B. ON-THE JOB TRAINING

Unit No	GENERAL PERFORMANCE OBJECTIVES (ON-THE-JOB SKILL SETS) CONTENT
620B-2	<p>2.6 Build working relationships by: communicating with staff; attending and participating in staff and community meetings; demonstrating availability for co-workers; working together to develop and maintain staff bulletin boards and newsletters; and, drafting memos; to promote and create a stress-free and happy working environment.</p> <p>2.7 Maintain inventory by making supervisor aware of need for culturally and age appropriate toys, equipment, and books so the all toys, equipment, and books promote a safe, and stimulating play environment, and, are in accordance with CSA, the Day Nurseries' Act, and community's traditions, beliefs, and values.</p> <p>2.8 Assist in staff orientation by: preparing written duties and activities, introducing new staff to children, parents, and co-workers; familiarizing new staff to centre's layout, policies, and procedures; and, discussing staff duties and responsibilities; so that new staff members feel welcome, comfortable, and knowledgeable about the centres' policies, procedures, and schedules.</p> <p>2.9 Keep current with First Aid legislation and practices by obtaining and re-certifying personal certification, so that First Aid can be administered safely, efficiently, and effectively in accordance with Day Nurseries' Act and First Nations policies and procedures.</p> <p>2.10 Keep current with Infant CPR legislation and practices by obtaining and re-certifying personal certification, so that Infant CPR and First Aid can be administered safely, efficiently, and effectively in accordance with Day Nurseries' Act and First Nations policies and procedures.</p> <p>2.11 Participate in personnel evaluations on self and co-workers by: actively communicating during staff meetings, looking for strengths and areas for improvement; asking for input from co-workers, parents, and children; reading existing evaluation documentation; and, demonstrating good listening and communication skills; making decisions on what skills or behaviours should be maintained and where improvement is indicated; so that competent and effective staff evaluations can be completed in accordance with Employment Standards Act, Family Services Act, Human Rights Code, and First Nations policies and procedures.</p> <p>2.12 Participate in environmental scans by: checking the child care site; looking for areas that need improvement; asking for input from co-workers, parents, and children; reading existing evaluation documentation; and, demonstrating good listening and communication skills; making decisions on what areas, equipment, and material should be maintained; and, what should be re-ordered, what areas should be improved; so that a productive and effective environment is maintained in accordance with Employment Standards Act, Family Services Act, Human Rights Code, and First Nations Policies and procedures.</p>

**SCHEDULE OF TRAINING
APPRENTICESHIP TRADE**

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

B. ON-THE JOB TRAINING (continued)

Unit No	GENERAL PERFORMANCE OBJECTIVES (ON-THE-JOB SKILL SETS) CONTENT
620B-2	<p><u>Participate in Personal/Staff Development and Program Review (cont'd)</u></p> <p>2.13 Evaluate programs by: looking for strengths and areas for improvement; talking to co-workers, parents, and children; reading evaluation documentation; demonstrating good listening and communication skills; and, making decisions on what programs should be maintained and making changes where required; so that programs are productive and effective in accordance with Employment Standards Act, Family Services Act, Human Rights Code, and First Nations Policies and procedures.</p> <p>2.14 Complete needs assessments/analysis of child/children by: observing child's behaviour and interaction with others; consulting with co-workers, parents, and other resources; preparing written anecdotal reports; and, maintaining confidentiality; so that each child's ability, interests, and skills are recognized and documented; in accordance with the Day Nurseries Act, Family Services Act, Human Rights Code, and First Nations Policies and procedures.</p> <p>2.15 Develop and implement staff training programs by: identifying training needs; researching resources within community and outside training organizations; attending early childhood education workshops; developing and attending aboriginal-focussed workshops; developing and participating in native language training; attending community functions; and, developing and implementing training in communication for community members, parents, elders, and co-workers, so that staff can acquire culturally appropriate knowledge and develop skills to build confidence and wisdom when working with the community, children, and co-workers.</p> <p align="center"> <hr/> Apprentice's Signature <hr/> Sponsor/Trainer Signature </p>

**SCHEDULE OF TRAINING
APPRENTICESHIP TRADE**

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

B. ON-THE JOB TRAINING (continued)

Unit No	GENERAL PERFORMANCE OBJECTIVES (ON-THE-JOB SKILL SETS) CONTENT
620B-3	<p><u>Interact With Parents</u></p> <p>3.1 Communicate with parents by: demonstrating open dialogue; discussing family needs and the child's progress; using daily written reports; demonstrating effective listening skills and listening with an open mind; asking appropriate questions; using positive body language, facial expressions, and tone of voice; responding to parents' suggestions; and, organizing open houses and parent/teacher interviews, so that the parents feel comfortable in discussing the needs of the child and the family.</p> <p>3.2 Build a supportive environment for parents by: praising and acknowledging successes; providing assistance in difficult times; making referrals within the community; obtaining information to aid the parent; and, listening with empathy; so that a positive, loving, and nurturing relationship can be built between parents and child care centre staff.</p> <p>3.3 Inform parents of child's growth and progress by: developing a form of consistent communication, written or verbal (daily for infants), providing evaluations of child's progress; holding regular interviews; discussing the child's individual development and areas of concern; and, listening attentively to parents' concerns, questions, and feelings; to encourage effective communication and feedback, and to promote continuous growth.</p> <p>3.4 Create an open-door environment for visitors, community, and parents by modelling a friendly and open behaviour; welcoming visitors at any time; having information readily available for visitors; sending invitations for celebrations and outings; and, maintaining neat and clean facilities so that community and parents are welcomed and encouraged to visit the centre.</p> <p>3.5 Respond to parental concerns by: modelling non-judgmental behaviour; listening attentively; and, acknowledging the concern; so that each concern is recognized, acknowledged, and addressed.</p> <p style="text-align: center;">_____ Apprentice's Signature</p> <p style="text-align: center;">_____ Sponsor/Trainer Signature</p>

**SCHEDULE OF TRAINING
APPRENTICESHIP TRADE**

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

B. ON-THE JOB TRAINING (continued)

Unit No	GENERAL PERFORMANCE OBJECTIVES (ON-THE-JOB SKILL SETS) CONTENT
620B-4	<p><u>Develop a Holistic Learning Environment</u></p> <p>4.1 Model mutual respect by: listening, learning and acknowledging the importance of the community's cultural traditions; learning and using the First Nation language, history, traditions, and ceremonies; and, researching and practising the community's beliefs, values, and customs; so that an environment of acceptance and respect is created and promoted for the centre and community.</p> <p>4.2 Build a resource list by: compiling a list of community resources, agencies, and personal contacts; consulting with elders, chief, parents, and councils; and, doing research at local library and community archives; so that a resource list is developed and readily available to help the centre staff, parents, and community during consultations or with program development.</p> <p>4.3 Provide community cultural opportunities by: knowing and using the child's Indian name and clan; planning and holding programs that incorporate community beliefs, values, and traditions; and, involving the children with elders, family, and the community; so that an environment of understanding and support can be created between elders, family, children and the community.</p> <p>4.4 Increase family participation in the child's activities by: planning programs that involve parents including special holiday celebrations, field trips, pow wows, feasts, and ceremonies; sending personal invitations to parents and family; encouraging parents to give input and share their experiences; and, asking parents' to volunteer; so that the child's experience at the centre is enhanced and parents become more visible and actively involved with the child.</p> <p>4.5 Increase elder participation in the centre's activities by: planning programs where the elders can use their storytelling gifts to share their experiences, legends, traditions, cultures, and beliefs; asking the elder to demonstrate and teach skills in carving, beadwork, artwork, and baskets; and, having the elder act as a surrogate grandparent; so that children and parents can develop a sense of security, learn to respect themselves and Mother Earth, and receive spiritual guidance and teachings from the elders.</p>

**SCHEDULE OF TRAINING
APPRENTICESHIP TRADE**

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

B. ON-THE JOB TRAINING (continued)

Unit No	GENERAL PERFORMANCE OBJECTIVES (ON-THE-JOB SKILL SETS) CONTENT
620B-4	<p data-bbox="237 520 1542 716">4.6 Celebrate cultural and community events by: organizing, planning, and preparing events such as pow wows, storytelling, and celebration feasts; and, inviting and including elders, chief, council, community members, and resource people; so that opportunities are provided for the children that promote a sense of belonging, a positive self-image and sense of place in the community, increase interaction between celebration and the daily events of the daycare, and to promote recognition that celebration is a part of daily life.</p> <p data-bbox="237 785 1516 917">4.7 Develop, prepare and implement a transitional system for preparing and advancing children from one age group to the next, by communicating orally and in writing to the appropriate staff person and parents to assess the developmental and age level of the child according to the Day Nurseries' Act.</p> <p data-bbox="334 1310 732 1346">_____</p> <p data-bbox="334 1310 626 1346">Apprentice's Signature</p> <p data-bbox="906 1310 1305 1346">_____</p> <p data-bbox="906 1310 1247 1346">Sponsor/Trainer Signature</p>

**SCHEDULE OF TRAINING
APPRENTICESHIP TRADE**

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

B. ON-THE JOB TRAINING (continued)

Unit No	GENERAL PERFORMANCE OBJECTIVES (ON-THE-JOB SKILL SETS) CONTENT
620B-5	<p><u>Interact With Children and Infants</u></p> <p>5.1 Feed infants by holding while bottle-feeding, spoon-feeding, and burping, so that each infant is content, full, neat, and happy.</p> <p>5.2 Feed toddlers by teaching the child how to sit at the table, use and hold a spoon, fork, and cup, so that the child can feed themselves, and promote independence, and that each child is full, content, neat, and happy.</p> <p>5.3 Teach good eating habits and etiquette by modelling appropriate manners, etiquette, and eating habits, so that each child learns respect for cultural and nourishing food, and can demonstrate appropriate manners and etiquette.</p> <p>5.4 Demonstrate creative expression by: singing, dancing, and using drama; explaining the meanings and values of aboriginal traditions and beliefs; conducting homes visits to learn the community's traditional songs, dances, legends, and recordings; and, using community singers, dancers, storytellers, and drummers; so that children can learn and are able to express themselves through voice, dance, and creative expression.</p> <p>5.5 Monitor children during indoor and outdoor activities by: actively listening to child; observing the child's social interactions; moving about the play area; and participating in the child's play so that child is secure, happy, and safe while positioning oneself to see all children.</p> <p>5.6 Nurture children's gifts and talents by: recognizing and giving positive feedback for individual gifts and talents; using positive verbal praise; giving physical hugs; and, by using values, beliefs, and traditions of the community as a guide for reinforcement and encouragement, so that child is secure, happy, and content, and the child/teacher relationship is loving and harmonious.</p>

**SCHEDULE OF TRAINING
APPRENTICESHIP TRADE**

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

B. ON-THE JOB TRAINING (continued)

Unit No	GENERAL PERFORMANCE OBJECTIVES (ON-THE-JOB SKILL SETS) CONTENT
	<p>5.7 Demonstrate sensitivity to children's needs and concerns by: being available to the child, providing comfort; staying physically close to child; listening attentively to children; encouraging child to express their needs and concerns; giving warm hugs; using positive facial gestures; and, acknowledging and responding to the child's concerns; and using values, beliefs, spiritual connections, and traditions of the community as a guide for providing nurture and support.</p> <p>5.8 Use positive redirection to guide and enhance child's behaviour by using beliefs, values, and traditions of the community; using and sharing spiritual connection; and, encouraging alternatives to inappropriate behaviour, so that child will be at peace, content, happy and in balance with Mother Earth.</p> <p style="text-align: center;"><hr style="width: 50%; display: inline-block; vertical-align: middle; margin-right: 10px;"/>Apprentice's Signature <hr style="width: 50%; display: inline-block; vertical-align: middle; margin-left: 10px;"/>Sponsor/Trainer Signature</p>

**SCHEDULE OF TRAINING
APPRENTICESHIP TRADE**

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

B. ON-THE JOB TRAINING (continued)

Unit No	GENERAL PERFORMANCE OBJECTIVES (ON-THE-JOB SKILL SETS) CONTENT
620B-6	<p><u>Provide Administrative Support</u></p> <p>6.1 Maintain financial records by: accepting fees, writing receipts, and keeping receipts; fund raising; and, handling and balancing petty cash; ensuring that efficient and accurate financial practices and records are maintained, in accordance with policies and procedures of the child care centre.</p> <p>6.2 Complete written reports by: writing day plans, daily logs, accident reports, serious behaviour occurrence reports, child attendance records, emergency files, and daily routine logs, ensuring that all written reports are accurate and accountable in accordance with policies and procedures of the child care centre and Day Nurseries Act.</p> <p>6.3 Act as liaison between community and centre by: building a community resource network; performing public relations duties; conducting tours of the centre; and, providing timely responses to inquiries so that there is ongoing promotion and public awareness of the centre.</p> <p>6.4 Operate office equipment by: using; cleaning; storing; consulting manuals; doing basic maintenance and repairs; and, contacting qualified service person so that equipment is used efficiently and safely in accordance with manufacturers specifications.</p> <p align="center">_____</p> <p align="center">Apprentice's Signature</p> <p align="center">_____</p> <p align="center">Sponsor/Trainer Signature</p>

SCHEDULE OF TRAINING

APPRENTICESHIP TRADE

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

B. ON-THE JOB TRAINING (continued)

Unit No	GENERAL PERFORMANCE OBJECTIVES (ON-THE-JOB SKILL SETS) CONTENT
620B-7	<p data-bbox="240 485 849 520"><u>Perform Organizational and Planning Duties</u></p> <p data-bbox="240 558 1544 852">7.1 Design and implement fire safety procedures and emergency evacuation plans by: teaching children all evacuation rules, and safety precautions; clearing entrance ways, walkways, and steps of all obstructions; designing and practising a fire drill procedure; posting a map of fire routes in every room; checking that emergency lighting systems, fire alarm system, and fire exit signs are in working order; establishing a designated collection area for evacuation; practising evacuation drills and procedures; taking attendance sheet and maintain an emergency file of parents' number and alternate contact person; and, practising operation of fire extinguisher; in accordance with the Fire and Health inspector's recommendations and Day Nurseries Act.</p> <p data-bbox="240 890 1544 1020">7.2 Plan menus by: recommending changes and alternatives; posting of children's allergies; checking that staff and cook take precautions for food allergies; and, ensuring that menus and food preparation follow the Canada Food Guide, Native Food Guide, Health and Safety regulations, and child care centre recommendations.</p> <p data-bbox="240 1058 1544 1220">7.3 Implement Individual Program Plans (IPP's) for children with exceptionalities by: observing the child's social interactions; consulting with parents, staff, and other resource people; assessing the child's cognitive and developmental needs; and, completing documentation so that IPP can be used to benefit and support the child's growth and development within the child care program and by working in conjunction with staff available.</p> <p data-bbox="240 1257 1544 1419">7.4 Design and implement daily program routines including arrival and departure times, snack/lunch periods, washroom routines, outdoor play time, rest time, free time, and health and sanitary routines, ensuring that all routines, times, and procedures are taught and posted so that staff and children develop a sense of security within the child care environment and routines.</p> <p data-bbox="240 1457 1544 1650">7.5 Design and implement indoor activities for toddlers and pre-school children by: designing and setting up creative play centres, quiet activity areas, and special group times; designing and setting up sensory learning experiences; and, creating programs that use the small and gross motor skills, so that planned activities provide opportunities to enhance the child's developmental and social skills, in accordance with the Day Nurseries Act, and child care centre's and community's recommendations.</p>

**SCHEDULE OF TRAINING
APPRENTICESHIP TRADE**

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

B. ON-THE JOB TRAINING (continued)

Unit No	GENERAL PERFORMANCE OBJECTIVES (ON-THE-JOB SKILL SETS) CONTENT
7.6	<p>Plan and prepare bulletin boards for parents, children, community and staff by: designing and using materials that are eye-catching, colourful, tactile, and appealing; placing bulletin board at child's eye level; putting up information and pamphlets that are up-to-date and of interest to parents; and, creating displays of children's art; so that bulletin board is easily accessible, provides information and interesting learning experiences, and is a central focus for communication, displaying talents, and sharing of information.</p>
7.7	<p>Create and implement cultural relevant programs by: speaking in native language, singing native songs, and providing native language instruction in circles; holding special and cultural events with elder participation; and, developing culturally appropriate materials; to provide opportunities for the child/staff to increase awareness and appreciation of their community's cultural heritage, beliefs, traditions, and values.</p>
7.8	<p>Develop and implement an infant care program by: assessing infant's individual needs; developing a timetable for sleeping, feeding, and changing; and, developing nurturing, playing, and group times; so that opportunities are provided for the infant's social, emotional, intellectual, and physical stimulation, in accordance with the Day Nurseries Act, and child care centre's policies and procedures.</p>
	<p>_____</p> <p>Apprentice's Signature</p>
	<p>_____</p> <p>Sponsor/Trainer Signature</p>

**SCHEDULE OF TRAINING
APPRENTICESHIP TRADE**

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

B. ON-THE JOB TRAINING (continued)

Unit No	GENERAL PERFORMANCE OBJECTIVES (ON-THE-JOB SKILL SETS) CONTENT
620B-8	<p><u>Communicate Teachings</u></p> <p>8.1 Teach personal hygiene by: designed a clear routine to follow; demonstrating and practising washing hands and faces, combing hair, bathroom habits, and brushing teeth; and, talking to the children using culturally and age appropriate language, ensuring that hygienic practices and habits are in accordance with the policies and procedures of local health regulations, Day Nurseries Act, and the child care centre.</p> <p>8.2 Teach toilet training by: developing regular and consistent timetables and habits; using language that is culturally and age appropriate; providing toilet equipment that is appropriate and the correct size for the child; using positive phrases and encouragement; and, providing opportunities to observe other children who are already toilet trained; and maintaining a calm, trusting demeanour during bathroom routines, ensuring that toilet training practices and teachings are in compliance with the Day Nurseries Acts, parent's recommendations and instructions as to their child's developmental readiness.</p> <p>8.3 Teach social skills by: role modelling respect and politeness to the child; demonstrating care and the appropriate use of toys, equipment, and books; reading and telling stories or legends that speak of respect, honour, and caring; teaching how to sit and use books, how to play with toys, and put things away in the proper place or storage; providing opportunities for the child to clean up and repair toys, equipment and books; speaking to the children using language that is culturally and age appropriate; helping the child to show honour and respect for each other and their possessions; and, modelling how to ask permission to use child's personal belongings; so that child learns how to play and work with each other, according to the community's cultural traditions, beliefs, and values.</p> <p>8.4 Teach colours, alphabet, and numbers by: planning creative and participatory activities; using bright colours, letters, and numbers on bulletin boards, wall borders, and activity centres; singing songs; using finger play; listening to records and tapes; reading and telling stories and legends; and, planning themes and circles; ensuring that all activities are culturally and age appropriate; and in accordance with the Day Nurseries' Act, the child care centre's program plan, and the culture and traditions of the community.</p> <p>8.5 Develop large and small motor skills by: planning and implementing activity programs and themes; following planned program and lessons; providing opportunities to participate in action songs, running, jumping, skipping, dancing, crawling, cutting, pasting, painting, and colouring; and, encouraging participation and cooperation of each child; ensuring that toys and equipment are age appropriate, diverse, and safe; and that the planned programs are appropriate for the age and development of the children and reflect the community's culture, values, and beliefs, in accordance with the Day Nurseries Act.</p>

**SCHEDULE OF TRAINING
APPRENTICESHIP TRADE**

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

B. ON-THE JOB TRAINING (continued)

Unit No	GENERAL PERFORMANCE OBJECTIVES (ON-THE-JOB SKILL SETS) CONTENT
8.6	<p>Teach values and beliefs including love, humility, kindness, courage, honesty, respect truth, and caring by: modelling these behaviours: demonstrating respect the child's feelings, opinions, and individual characteristics; being truthful at all times; praising all attempts at appropriate behaviour; speaking in traditional aboriginal language, showing honour to elders; speaking positively in all situations; nurturing with hugs, touches, and voice; reading stories and legends; listening with the heart; and, responding to emotions; ensuring that all teachings reflect the community cultures, values, traditions, and beliefs.</p>
8.7	<p>Develop and teach social skills by: planning and implementing interactive programs or themes; setting up playroom centres; inviting elders to interact with the children; reading stories and legends; organizing social celebrations that include both children and adults; redirecting negative and inappropriate behaviour; modelling and positively reinforcing appropriate and acceptable behaviour; displaying productive creations; grouping children according to situations, times, and opportunities; soliciting support and involvement from parents; and, assessing and recording the emotional and social development of each child; ensuring that programs and activities reflect the community cultures, values, traditions, and beliefs, and according to Day Nurseries' Act, and First Nation policies and procedures.</p>
8.8	<p>Teach community history by: planning and developing activity centres that relate to history and themes; planning visits to historic sites and community gathering places; planning visits and time with elders; speaking in the native and local language; reading legends and stories about the community; and, asking people to give performances that recreate historical events, projects, or items.</p>
8.9	<p>Teach about Nature and Creation by: setting up interest centres related to themes of nature and creations; developing nature programs; visiting natural sites; planning opportunities to experiment with science; planning nature walks; providing opportunities to touch, see, and smell nature; inviting hunters, naturalists, and elders to demonstrate their knowledge and skills; reading appropriate stories and legends; showing nature videos; singing songs of creation; demonstrating honour for the clan system; using the native language to speak about nature and creation; providing opportunities to listen and observe animals and plant life; planning times for camping; teaching the Creation story; demonstrating and modelling how to listen, watch, communicate, protect, and preserve Mother Earth, and, providing opportunities to listen, watch, and communicate with Grandmother Moon, Grandfather Sun, and Stars; ensuring that programs and activities reflect the community cultures, values, traditions, and beliefs about Nature and Creation.</p>

**SCHEDULE OF TRAINING
APPRENTICESHIP TRADE**

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

B. ON-THE JOB TRAINING (continued)

Unit No	GENERAL PERFORMANCE OBJECTIVES (ON-THE-JOB SKILL SETS) CONTENT
	<p>8.10 Teach music by: planning programs and themes that are musically relevant; using cultural appropriate musical instruments and props; researching and inviting community musical resources to perform or take part in the centre's activities; singing songs during circles, socials, and community gatherings; introducing new lyrics and melodies; translating traditional songs; planning opportunities to attend community social gatherings and get-togethers; providing opportunities to create and make culturally appropriate props; setting up a music centre; listening to tapes and video tapes; and, encouraging children's participation; ensuring that musical programs and activities reflect the community cultures, values, traditions, and beliefs, and are in accordance with the Day Nurseries' Act.</p> <p style="text-align: center;"><hr style="width: 30%; margin-left: auto; margin-right: auto;"/>Apprentice's Signature</p> <p style="text-align: center;"><hr style="width: 30%; margin-left: auto; margin-right: auto;"/>Sponsor/Trainer Signature</p>

SCHEDULE OF TRAINING APPRENTICESHIP TRADE

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

NB: The following curriculum includes the approved CSAC Vocational learning outcomes required at an Ontario College of Applied Arts and Technology for the Diploma Course.

C. Off-the-Job Instructional Learning Outcomes

Content:

1. Demonstrate knowledge of child development and learning from birth through age twelve by: identifying and applying the general principles of human development; the influence of genetic and environmental factors; the sequence of normal development in the gross, motor, fine motor, and cognitive areas; and the existence of individual differences.
2. Demonstrate an ability to select and apply a variety of observational techniques by: observing and assessing developmental behaviour; analyzing the child's/children's skills, abilities and needs; guiding the child's/children's behaviour; planning, implementing, and revising curriculum and experiences; and identifying, analyzing, and modifying the physical environment to support the child's/children's developmental needs.
3. Demonstrate an ability to foster responsive relationships with individuals and groups of children by: identifying developmentally appropriate interactions; initiating and fostering positive interactions with child/children; responding to child's/children's verbal and non-verbal signals and initiating experiences/activities to meet the developmental levels and situations; and applying adult interaction and guidance techniques to develop trust and positive interaction patterns.
4. Demonstrate an ability to plan curriculum which provides for the holistic development of individual and groups of children including children with special needs by: identifying and implementing the principles of curriculum planning to meet the child's/children's personalities, learning style and family backgrounds; facilitating planned and spontaneous activities to support child-initiated and incidental learning; identifying learning and/or developmental problems and disabilities; adapting programs to meet needs of individual children; and revising/modifying the curriculum based on analysis of children's response to the curriculum content and goals.
5. Demonstrate an ability to establish and maintain a healthy environment within current legislation, guidelines, and policies by: identifying and ensuring a safe and healthy environment which promote and ensure the physical, emotional and social well-being of child/children and their families; and understanding and applying legislative requirements and program policies.
6. Demonstrate an ability to support and advocate child development and learning philosophies within the context of aboriginal family, beliefs, traditions, culture, and society by: recognizing and being sensitive to and respectful of aboriginal family values, culture, language, goals, expectations, beliefs, and preferences; promoting mutual interaction and respect among children from different backgrounds; developing curriculum, materials, and environments which are sensitive to racism, sexism, and economies, and evaluating, revising, and modifying the curriculum to advocate interaction and respect.

SCHEDULE OF TRAINING APPRENTICESHIP TRADE

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

C. Off-the-Job Instructional Learning Outcomes (continued)

7. Demonstrate an ability to develop and maintain intra-personal, interpersonal, and written communication skills with children, families, colleagues, supervisors, and health or social care professionals, and community members by: evaluating and enhancing personal performance, communication, and interaction skills; responding to facial expressions, body language, and verbal communication; developing observation, speaking, and listening skills; demonstrating sensitivity to diversity between and among families; and establishing and maintaining confidentiality and professionalism
8. Demonstrate an ability to identify the impact of legislative/regulatory/board council bodies, social policy, funding, and administrative practices on the quality of early childhood programs by: demonstrating an understanding of governing legislation, professional standards, funding mechanisms, board culture and beliefs, and administrative responsibilities; interpreting and applying related legislation, policies, and procedures in providing quality early childhood programs, and demonstrating an ability to provide support and guidance to families on issues relating to accessibility, affordability and quality care.
9. Demonstrate a commitment to professionalism by: ensuring continuing professional development/competence; researching literature and resources that impact on the social, political, and educational aspects of the profession; identifying and applying an advocacy role; and working within established ethical and professional standards.
10. Demonstrate an ability to formulate and apply personal philosophy within the framework of ethical and professional standards by: articulating and integrating personal philosophy of education and child care to quality practices; examining and applying education traditions and aboriginal philosophies; and a commitment to a code of ethics and professional standards in planning and implementing individual and group programs.
11. Demonstrate the ability to identify the impact of federal and provincial acts on the Native People and their rights as a people by: describing the key aspect of the acts; describe how their roles are affected by these acts; identify their roles as Native Early Childhood Educators under these acts.
12. Demonstrate an understanding of culturally specific and traditional Aboriginal parenting, as it applies to community cultures, by learning and exploring traditional Aboriginal parenting and modern parenting methods and how to apply them in a child care centre.
13. Demonstrate an understanding of the traditional and contemporary native family by: examining both the traditional and contemporary native family and how they have influence the roles and cultural values; and, analyzing, developing, and applying culturally appropriate strategies in the work place.
14. Demonstrate an awareness of contemporary issues and the impact of the issues on the native family by: identifying how the NECE can reinforce the traditional strengths of the native family; studying the cultural impact of foster care, urbanization, substance abuse, family violence, and changes in the family structure; developing an awareness of how native people are affected by the decision-making policies of various levels of government and their move towards Self-Determination; recognizing the impact of changing socio-economic conditions on native communities.
15. Demonstrate effective oral and written communication skills by: demonstrating report writing and reading skills; demonstrating presentation and interviewing skills; and developing and practising Aboriginal language skills.

**SCHEDULE OF TRAINING
APPRENTICESHIP TRADE**

ABORIGINAL CHILD DEVELOPMENT PRACTITIONER- 620B

C. Off-the-Job Instructional Learning Outcomes (continued)

2. Source & Type (Specify in detail) block or day release; night school; in-plant; correspondence).

Flexible Delivery Format - Approved CSAC Early Childhood Educator Vocational Learning Outcomes plus one English general education requirement at an Ontario College of Applied Arts and Technology or TDA with College accreditation.

3. Proposed Benchmark Time-frames of In-School/Off-The-Job Learning Outcomes:

720 hours

4. Funding

N/A

Performance Objectives and Knowledge Learning Outcomes reached:

Date: _____

Sponsor/Trainer/Employer signature: _____

Apprentice Signature: _____

You will be required to disclose this signed form to the Ministry of Training, Colleges and Universities in order to complete your program. The Ministry will use your personal information to administer and finance Ontario's apprenticeship training system.

For further information please see the notice/declaration for collection of personal information that is referenced in the table of contents of this training standard.