

SS 245
Infant and Toddler Care
3 Credits

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SS 245 Version: 23



Infant and Toddler Care

Calendar Description

This course is designed to link the theoretical base of infant development to the planning, implementation, and evaluation of home based and group settings for infants and toddlers.

Rationale

This is a required course for Early Learning and Child Care Diploma students. Group care for infant and toddlers on a wide scale is becoming increasingly common. Child educators must be knowledgeable in planning, implementing, and evaluating home based and group setting programs for infants and toddlers.

Prerequisites

Early Learning and Child Care Certificate

Co-Requisites

None

Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. observe an infant or toddler to explain appropriate goals and principles for infant and toddler programs.
2. create a philosophy as an educator of infants and toddlers.
3. describe how routine care activities are essential curriculum components for infant/toddler programming.
4. design appropriate environments for group care of infants and toddlers.
5. discuss the significance of supporting the infant/toddler's well-being.
6. plan developmentally appropriate activities for infants and toddlers.
7. discuss the importance of working with the families of infants and toddlers in care settings.
8. value diversity in infants/toddlers and their families.
9. review tools to assess the quality of infant and toddler programs.

Resource Materials

Required Text(s):

Wittmer, D., & Clauson, D.W. (2020). *Crying and Laughing*. Gryphon House.

Curtis, D. & Carter, M. (2013). *The art of awareness*. Redleaf Press.

Reference Text(s):

Kovach, B., & Da Ros-Voseles, D. (2008). *Being with babies: Understanding and responding to the infants in your care*. Gryphon House, Inc.

<http://ezproxy.avc.talonline.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=c00496a&AN=neos.8955249&site=eds-live>

Petersen, S. H. & Wittmer, D. S. (2013). *Endless opportunities for infant toddler curriculum:*

A relationship-based approach (2nd ed.). Pearson.

<http://ezproxy.avc.talonline.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=c00496a&AN=neos.6069444&site=eds-live>

Conduct of Course

This course is offered on D2L and in the classroom. Lectures, readings, demonstrations, and discussions are utilized to develop background knowledge in group care for infants and toddlers. It includes a variety of material to introduce, illustrate, and reinforce concepts. Assignments have been developed to enhance the student's skill in observing children, planning and implementing programs for infants and toddlers

Evaluation Procedures

The grading system is based on the number of points received for each assignment. The students complete all assignments. A possible 100 points can be obtained by completing assignments in this course.

Responsive Care Philosophy	15%
Infant Toddler Encounter Assignment	30%
Plan and Design Assignment	30%
Social and Emotional Development Assignment	<u>25%</u>
Total	100%

Grade Equivalents and Course Pass Requirements

A minimum grade of D (50%) (1.00) is required to pass this course.

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.0

Students must maintain a cumulative average grade of C (GPA - Grade Point Average of 2.00) in order to qualify to graduate.

Attendance

Students are responsible to attend classes at the scheduled time if on campus. As this course is also taught in an online format, attendance is demonstrated by keeping up with readings and assignments, participation in dialogue on the discussion board and completing course work and assignments to the satisfaction of the instructor.

In cases where illness impedes participation, the student may be requested to submit a medical certificate.

Course Units/Topics

1. Valuing Infants and Toddlers
 - a) What can babies do
 - b) Defining an infant & toddler curriculum
 - c) Adults' roles in infant & toddler care

2. Creating the Relationship
 - a) Observing young learners
 - b) Developing a philosophy
 - c) Understanding attachment
 - d) Responsive caregiving
 - e) Engaging with families
 - f) Valuing diversity in infants and toddlers and their families

3. Creating the Safe and Caring Environment
 - a) Adhering to health and safety standards
 - b) Supporting caregiving routines
 - c) Quality programs
 - d) Designing early learning environments for infants and toddlers
4. Guiding Infant and Toddler Well-Being
 - a) Goals of social emotional development
 - b) Healthy interactions between infants and toddlers
 - c) Relationship challenges
 - d) Emotional regulation
5. Providing Opportunities for Learning and Growing
 - a) Social emotional development
 - b) Socialization
 - c) Learning and thinking
 - d) Language, literacy and music
 - e) Motor development and movement
 - f) Creative and dramatic play
 - g) Learning outdoors



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