

Skills for Success Curriculum Resource Cover Page

Organization

CESBA

Curriculum Resource

Child Development Practitioner Apprentice –Introduction to Childhood Development, Milestones and Learning

OALCF Alignment

Competency	Task Group	Level
Competency A -Find and Use Information	A1. Read continuous text	3
Competency A -Find and Use Information	A2. Interpret documents	2
Competency A -Find and Use Information	A3. Extract information from films, broadcasts and presentations	2
Competency B - Communicate Ideas and Information	B2. Write continuous text	2
Competency B - Communicate Ideas and Information	B3. Complete and create documents	2
Competency B - Communicate Ideas and Information	B4. Express oneself creatively	2
Competency D - Use Digital Technology	N/A	2

Competency E - Manage Learning	N/A	2
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Goal Paths (check all that apply)

- Employment
- Postsecondary
- Apprenticeship
- Independence
- Secondary School Credit

Embedded Skills for Success (check all that apply)

- Adaptability
- Numeracy
- Collaboration
- Problem Solving
- Communication
- Reading
- Creativity and innovation
- Writing
- Digital

Notes: Suggested Milestones 30, 57 or 60

This resource has content and modified materials from:

TR Leger School STEP Program's Skills and Strategies for ECE Assistants Curriculum, program link: <https://trleger.ucdsb.on.ca/>



Child Development Practitioner Apprenticeship – Introduction to Childhood Milestones, Development and Learning

Includes Answer Guide

Pathway Pillar – Pathway Pillar – Integration of LBS Services to Support Apprenticeship

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Thank you to the many CESBA members that supported the project by reviewing curriculum resources.

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This Employment Ontario service is funded in part by the Government of Canada and the Government of Ontario and through the Canada-Ontario Job Fund Agreement.

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Child Development Practitioner Apprenticeship – Childhood Milestones

This resource is for learners looking at completing an apprenticeship as a Child Development Practitioner (CDP) Apprentice. As a CDP Apprentice you will be planning and creating activities for children. It is important that these activities are interesting to them and encouraging their development. Understanding the stages of development will help guide you in preparing the best learning environment and learning experiences for the children in your care.

Child Development Practitioner Program

The Child Development Practitioner Apprenticeship (CDP) Program is designed for individuals that are working in a childcare setting or looking for an apprenticeship sponsor. Being a CDP apprentice allows you to study on a part-time basis while continuing to work in the childcare field.

The Child Development Practitioner Apprenticeship is a voluntary trade that provides an alternate pathway choice to the traditional college pathway for Early Childhood Educators. Apprentices that complete their apprenticeship training and receive a Certificate of Apprenticeship from the Ministry of Labour, Immigration, Training and Skills Development can choose to continue with formal college studies to receive their Early Childhood Education (ECE) diploma at a community college.

Information taken from [child-development-practitioners_tea_jan-22-2016.pdf \(skilledtradesontario.ca\)](#)

Lesson 1: Childhood Milestones

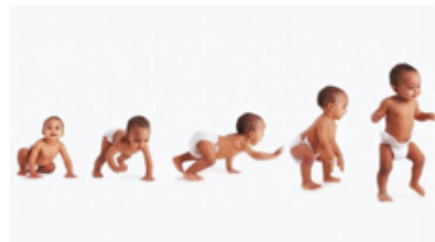
Every child will develop at different rates. However, there are guidelines for developmental milestones that should be referred to when assessing a child's development.

As a CDP Apprentice you will be planning fun and interesting activities for children to help develop these 4 areas of development.



Four Areas of Development

Physical Development: Changes in body structure that take place as one grows.



Personal Development: Changes in personality that take place as one grows.



Social Emotional Development: Changes over time in the ways in which one relates to others.



Cognitive Development: Gradual changes by which mental processes become more complex and sophisticated.

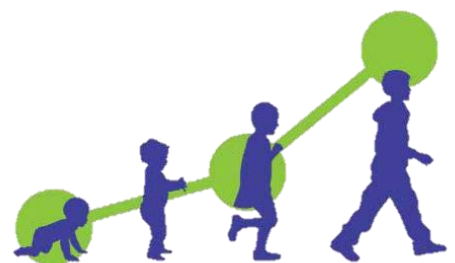


Physical Development

Physical Development includes developing both gross and fine motor skills. Gross motor skills use large muscle groups, including the coordination of arms, legs and other large body parts. Examples are kicking and squirming, crawling, standing, walking, running and jumping.

Fine motor development refers to small muscle groups including hands, fingers, feet and toes. These skills include reaching for toys, holding objects, stacking blocks, colouring and printing.

Part of physical development is the child getting stronger and bigger and staying healthy. Each child develops physical skills at their own pace and like all areas of development they will show strengths in different areas.



Personal Development

Personal development is the development of the child's personality. This includes gaining confidence and self-esteem. As a CDP Apprentice you will be encouraging self-awareness and self-expression and teaching self-acceptance and resilience (dealing with failure and challenges).



Social Development

Social development includes getting along, sharing, and showing consideration for others. Through social development children learn to build relationships. Learning the values and skills to play with other children and becoming more independent. Activities that encourage empathy for others, trust and cooperation help a child's social development.



Cognitive Development

Cognitive development means how children think, and figure things out. It includes building language, numeracy, and pre-reading skills. Developing their problem-solving and reasoning skills and understanding the world around them.



Activity 1: Monitoring Childhood Milestones

The Centers for Disease Control and Prevention (CDC) offers online resources and checklists for monitoring developmental milestones. This is an excellent website to find information regarding milestone development from birth to age 5 and should be bookmarked for further need and interest.

This website also has a free online course that covers the following topics:

- Why monitoring children’s development is important
- Why as a care giver you have a unique and important role in developmental monitoring
- How to easily monitor each child’s developmental milestones
- How to talk to parents about their child’s development

This 4-module online course takes approximately 1 hour to complete.

Start this course by typing in the following website address or following this link.

[Watch Me! Celebrating Milestones and Sharing Concerns | CDC](https://www.cdc.gov/ncbddd/watchmetraining/index.html)

<https://www.cdc.gov/ncbddd/watchmetraining/index.html>

Read through the course introduction and then complete Modules 1 to 4. Making sure to also complete the short quizzes at the end of each Module.

Record your progress here.

Module 1: completed on _____

Module 2: completed on _____

Module 3: completed on _____

Module 4: completed on _____

1. How do you think this website and course can help you as a CDP Apprentice?

2. Why do you think it is important as a CDP Apprentice to know about the areas of developmental and milestone stages?

Lesson 2: Theories of Childhood Development

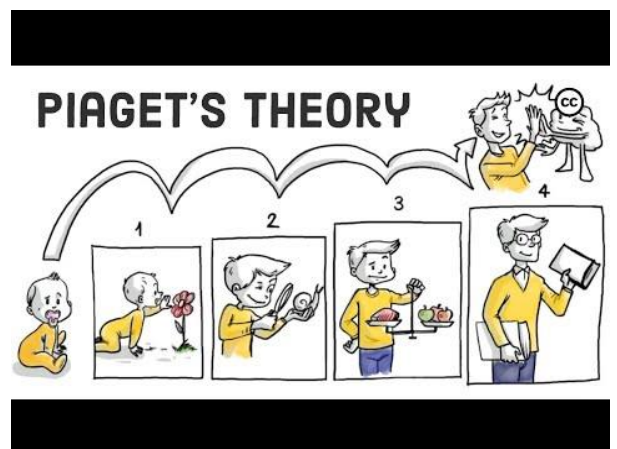
Trying to understand human development has led to many theories to explain and understand why children behave a certain way. These theories concentrate on explaining how children grow and change. They look at different parts of development that we studied earlier in this module including social, emotional, and cognitive growth.

We will discuss two theories of development in this resource. Jean Piaget and Erik Erikson.

Jean Piaget and Cognitive Development

Jean Piaget was a psychologist who studied the cognitive development of children. Piaget believed that all humans pass through 4 stages of cognitive development:

1. Sensorimotor
2. Preoperational
3. Concrete-operational
4. Formal-operational



Activity 1: Piaget's Theory of Cognitive Development

1. Watch the video "Piaget's Theory of Cognitive Development" and complete the chart below by filling in the approximate age range a person passes through each stage of cognitive development.

[Piaget's Theory of Cognitive Development – YouTube](https://www.youtube.com/watch?v=IhcgYgx7aAA)

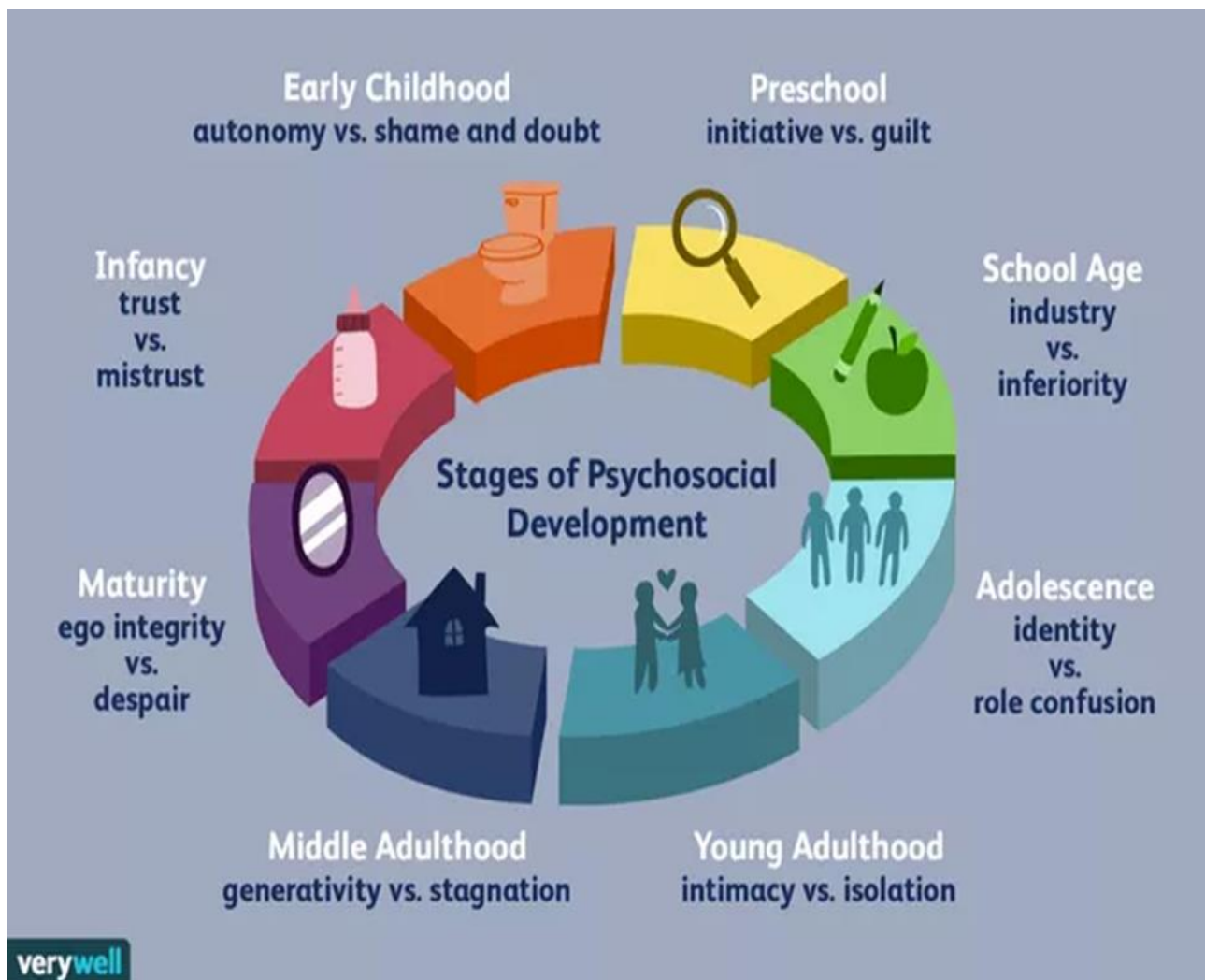
<https://www.youtube.com/watch?v=IhcgYgx7aAA>

Stage	Approximate Age	Characteristics
Sensorimotor		<ul style="list-style-type: none"> • Begins to make use of imitation, memory, and thought. • Begins to recognize that objects do not cease to exist when they are hidden. • Moves from reflex actions to goal-directed activity.
Preoperational		<ul style="list-style-type: none"> • Gradually develops use of language and ability to think in symbolic form. • Is able to think operations through logically in one direction. • Has difficulties seeing another person's point of view.
Concrete-operational		<ul style="list-style-type: none"> • Can solve concrete (hands-on) problems in logical fashion. • Understands laws of conservation and is able to classify and separate. • Understands reversibility.
Formal-operational		<ul style="list-style-type: none"> • Can solve abstract problems in logical fashion. • Becomes more scientific in thinking. • Develops concerns about social issues, identity.

2. Which of Piaget's stages of cognitive development will be most important for you to be familiar with as a CDP Apprentice? Why?

Erikson's Psychosocial Developmental Theory

Erik Erikson's theory of psychosocial development has eight stages. His theory focuses on social interaction and conflicts that happen during the different stages of development. Erikson believed that during each stage you are faced with a conflict that impacts your functioning and further growth later in life. Erikson's theory covers development across our entire lifespan, believing that at each stage children and adults face a developmental crisis that becomes a turning point.



<https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740>

Lesson 3: Childhood Immunizations

Vaccinations

Vaccines can prevent serious illnesses that are easily spread in schools and daycare centres. As a CDP Apprentice it is important for you to have your immunizations up to date to protect yourself. Some employers may have policies about vaccinations and what is required of you as an employee and of the children whom you will be working with.



Your County Health Unit website can be used to view immunization school and childcare requirements. You can also view your own immunization record online.

Activity 1: Immunization Schedule

1. Using the link below find and print the publicly funded immunization schedule for Ontario. Keep this copy to be aware of the immunizations recommended for each age.

[Immunezation \(bchu.org\)](https://www.bchu.org)

<https://www.bchu.org/ServicesWeProvide/Immunization/Pages/default.aspx>

Publicly Funded Immunization Schedules for Ontario – December 2016
Publicly funded vaccines may be provided only to eligible individuals and must be free of charge

Vaccine	Age	2 Months	4 Months	6 Months	12 Months	15 Months	18 Months	4-6 Years*	Grade 7	14-16 Years†	24-26 Years†	≥24 Years†	65 Years
DTaP-IPV- Hib Diphtheria, Tetanus, Pertussis, Polio, (Haemophilus influenzae type b)		◆	◆	◆			◆						
Pneum-C-13 Pneumococcal Conjugate 13		◆	◆		◆								
Rot-1 Rotavirus		▲	▲										
Men-C-C Menogococcal Conjugate C					◆								
MMR Measles, Mumps, Rubella					■								
Var Varicella						■							
MMRV Measles, Mumps, Rubella, Varicella							■						
Tdap-IPV Tetanus, diphtheria, pertussis, Polio							◆						
Hib Hepatitis B									●				
Men-C-ACW Menogococcal Conjugate ACW-13B									●				
HPV-4 Human Papillomavirus									●				
Tdap Tetanus, diphtheria, pertussis										◆	◆		
Td (booster) Tetanus, diphtheria												◆	◆
HZ Herpes Zoster													■
Pneum-P-23 Pneumococcal Polysaccharide 23													■
Inf Influenza													◆

* Every year in the fall

◆ A single vaccine dose given in a syringe and needle by intramuscular injection
 ▲ A single vaccine dose given in a syringe and needle by subcutaneous injection
 ● A single vaccine dose given in an oral applicator by mouth
 ■ Provided through school-based immunization programs. Men-C-ACW is a single dose; Hib is a 2 dose series (see Table 3); HPV-4 is a 2 dose series (see Table 3). Each vaccine dose is given in a syringe and needle by intramuscular injection
 - - - - - probably given at 4 years of age
 † Given 10 years after the (4 or 6 year old) Tdap-IPV dose
 ‡ Given 10 years after the adolescent (14-16 year old) Tdap dose
 †† One dose of Tdap to given to adolescents (16-20 years of age), adults should receive Td boosters every 10 years thereafter
 * * * * * Children 6 months to 4 years of age who have not previously received a dose of influenza vaccine require 2 doses given at weeks apart. Children who have previously received a dose of influenza vaccine should receive 1 dose per season thereafter
 Note: A different schedule and/or additional doses may be needed for high risk individuals (see Table 3) or if doses of a vaccine series are missed (see appropriate Tables 4-23)



Lesson 4: Curriculum, Themes and Schedules

Kindergarten Curriculum

In Ontario, if you choose to work in a school setting you will become familiar with the kindergarten program curriculum.

There are 4 “frames” in the Ontario Kindergarten program:

1. Belonging and Contributing (BC)
2. Self-Regulation and Well Being (SRWB)
3. Demonstrating Literacy and Mathematics Behaviours (DLBM)
4. Problem Solving and Innovating (PSI)

retrieved from https://www.ontario.ca/document/kindergarten-program-2016?_ga=2.191907818.198179616.1543259936-333143507.1520855669



Belonging and Contributing

- Sense of connectedness to others.
- Relationships with others, and their contributions as part of a group, a community, and the natural world.
- Understanding of relationships and community and of the ways in which people contribute to the world around them.

Self-Regulation and Well Being

- Their own thinking and feelings, and their recognition of and respect for differences in the thinking and feelings of others.
- Regulating their emotions, adapting to distractions, and assessing consequences of actions in a way that enables them to engage in learning.
- Their physical and mental health wellness.

Demonstrating Literacy and Mathematics Behaviours

- Communicating thoughts and feelings.
- Literacy behaviours, evident in the various ways they use language, images, and materials to express and think critically about ideas and emotions as they listen and speak, view and represent and begin to read and write.
- Mathematics behaviours, evident in the various ways they use concepts of number and pattern during play and inquiry.
- An active engagement in learning and developing love of learning, which can instill the habit of learning for life.



Problem Solving and Innovating

- Exploring the world through natural curiosity, in ways that engage the mind, the senses, and the body.
- Making meaning of their world by asking questions, testing theories, solving problems, and engaging in creative and analytical thinking.
- The innovative ways of thinking about and doing things that arise naturally with an active curiosity, and applying those ideas in relationships with others, with materials and with the environment.



Play Based Learning

- Play-based learning has been proven to provide benefits for all children.
- It is part of the Ontario kindergarten curriculum's pedagogy.
- Children learn through their senses, they learn by touching, listening, tasting and smelling.



There are 5 principles of play-based learning

1. Play is recognized as a child’s right, and it is essential to the child’s optimal development.
2. All children are viewed as competent, curious, capable of complex thinking, and rich in potential and experience.
3. A natural curiosity and a desire to explore, play and inquire are the primary drivers of learning among young children.
4. The learning environment plays a key role in what and how a child learns.
5. In play-based learning programs, assessment supports the child’s learning and autonomy as a learner.

Activity 1: Creating an Activity for Kindergarten Children

Watch the following video on the importance of play in early childhood education to help you with this activity.

[The Importance of Play in Early Childhood Education – YouTube](https://www.youtube.com/watch?v=xkSRPR8u9Ac)

<https://www.youtube.com/watch?v=xkSRPR8u9Ac>



1. Create a play-based activity that falls into one of the four frames of the Ontario Kindergarten Curriculum. To help find activities try searching “learning through play” or “play-based activities for young children”. Include a description of the activity, the materials you will need, the time it will take and how the activity falls into one or more of the frames of the kindergarten curriculum. Have a discussion with your instructor or another learner on how you would implement this activity.

Using Online Resources

As a CDP Practitioner Apprentice, you will always be looking for new ideas, or activities. There are several online resources available for you to use. Some resources you will use to educate yourself, and others you will use to assist you in your classroom or playroom.



Activity 2: Exploring Websites for Activities

1. Explore at least 3 of the websites listed below or find one of your own that you like.

<https://edu.gcfglobal.org/en/>

<https://www.k5learning.com/free-worksheets-for-kids>

<https://www.education.com/worksheets/>

<https://littlebinsforlittlehands.com/25-playful-learning-preschool-activities/>

<https://handsonaswegrow.com/activities/preschool-activities/>

<https://busytoddler.com/2016/11/40-super-easy-toddler-activities/>

Share the websites you explored and some of the ideas you found that you think would be useful for planning and choosing activities. Discuss some of these ideas with your instructor or other learners interested in a CDP Apprentice or working with children.

Activities and Schedules in Childcare Settings

When looking for quality childcare parents often look for settings that include quiet and active play times, indoor and outdoor play, interesting and educational activities and a daily routine or schedule for their child.

Planning is a big part of a Child Development Practitioner's job. Making sure there is a good balance of activities and a daily routine that helps keep things well organized and the day running smoothly. At a large childcare centre planning will mainly be done by the Supervisor but you will be given the plan to follow and to keep the day running well. Also, your input and planning of certain activities will be valued and important.



A daily plan should include:

- ✓ Free play (indoor and outdoor)
- ✓ Structured play/activities
- ✓ Outdoor play times (toddlers-at least 30 minutes of structured outside play and 60 minutes of free outdoor play. Pre-schoolers-at least 60 minutes of both structured and free outdoor play)
- ✓ Snacks/lunch
- ✓ Washroom times
- ✓ Quiet time
- ✓ Transition times/tidy up time
- ✓ Learning Circle/Read aloud story time



Reading with Children

Reading to children has so many benefits. These benefits start right from birth and last through elementary school, reading daily will encourage children to become lifelong readers.

Make the most of reading aloud with children

1. Have fun and enjoy reading together. Smile, relax and focus on your child.
2. Pick interesting topics. Reread favorites. Borrow a variety of library books.
3. Read with enthusiasm and expression. Change your voice, volume and tempo.
4. Pause to talk about the story, words, and pictures. Encourage conversations.
5. Check for understanding. Ask and answer questions; explain new concepts.

<https://www.readingfoundation.org/readingfoundation/reading-tips>

Activity 4: Choosing Age-Appropriate Books

Reading with Toddlers

- Toddlers love rhythm, rhymes and repetition
- Shorter books of approx. 5-6 minutes
- Books that encourage questions (“What is this animal doing?”, “How many cars do you see?”, “What colour is the bird?”)



1. Find a book that is appropriate for Toddlers and include a theme (examples: weather/dinosaurs/seasons/animals/celebrations/birds) and an activity (example: a craft or a game) that go well with them.

Book:	Theme:
Questions to ask during and after reading:	Activity to do afterwards:

Reading with Pre-Schoolers

- Books that talk about characters and what they are doing (stories that encourage comprehension questions, who, what, when, where, why and how questions)
- Books with numbers, colours and shapes
- Books that rhyme



2. Find a book that is appropriate for Pre-Schoolers and fill in the chart below.

Book:	Theme:
Questions to ask during and after reading:	Activity to do afterwards:

Congratulations! You have finished this course.



Answer Guide

Lesson 1: Childhood Milestones

Activity 1: Monitoring Developmental Milestones

Learner should have recorded completing each of the 4 modules of the online course.

1. Answers will vary. Example answer – Yes, this website will be helpful. It provides developmental milestone assessments to help measure if a child is at the right developmental stage. It has a lot of good information on milestones.

2. Answers will vary. Example answer – It is important to know about developmental milestones to help plan age-appropriate activities, to watch for developmental delays, to be providing material and activities to encourage children to reach age-appropriate milestones, to provide an age appropriate learning environment.

Lesson 2: Childhood Immunizations

Activity 1: Immunization Schedule

1. Learner finds and prints copy of the immunization schedule.

Lesson 3: Theories of Childhood Development

Activity 1: Piaget’s Theory of Cognitive Development

Stage	Approximate Age	Characteristics
Sensorimotor	0-2 years	<ul style="list-style-type: none">• Begins to make use of imitation, memory, and thought.• Begins to recognize that objects do not cease to exist when they are hidden.• Moves from reflex actions to goal-directed activity.
Preoperational	2-7 years	<ul style="list-style-type: none">• Gradually develops use of language and ability to think in symbolic form.• Can think operations through logically in one direction.• Has difficulties seeing another person’s point of view.
Concrete-operational	7-11 years	<ul style="list-style-type: none">• Can solve concrete (hands-on) problems in logical fashion.• Understands laws of conservation and can classify and separate.• Understands reversibility.
Formal-operational	11-15 years	<ul style="list-style-type: none">• Can solve abstract problems in logical fashion.• Becomes more scientific in thinking.• Develops concerns about social issues, identity.

2. Answers will vary. Sample answer: CDP’s will most likely be working more with children up to 6 or 7 years of age. There will be older kids in the before and after school programs but there will be less of the day to

monitor stages on those ages. The Sensorimotor and Preoperational development stages are most important to observe in early childcare. At these ages children who struggle to develop will need strategies in place to help them.

Activity 2: Erikson’s Developmental Stages

Answers will vary. Sample answer: Autonomy, Shame and Doubt is an important stage in childcare. Children start becoming more independent and try new things. CDP’s can champion these efforts and make the children comfortable and confident. A good example of this is helping with potty training. Potty training plays an important role in helping children develop this sense of autonomy. Children who struggle and who are shamed for their accidents may be left without a sense of personal control. Initiative vs guilt children begin to assert their power and control over the world through directing play and other social interactions. CDP’s can monitor play and help children build confidence through healthy play interactions.

Lesson 4: Curriculum, Themes and Schedules

Activity 1: Creating a Play-Based Activity for Kindergarten Children

Answers will vary – considered successfully completed if includes: a play-based activity that can be categorized under one of the four frames of the Ontario Kindergarten curriculum. The four frames are Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviours, and Problem-Solving and Innovating. The learner should also discuss (with instructor or another learner) the activity and how they would implement the activity.

Activity 2: Exploring Websites for Activities

Answers will vary. Activity is successful if answer shows that learner has visited the websites provided and has referenced some in the answer.

Activity 3: Creating a Daily Plan

Answers will vary, example below

Time	Activity
7:00am-7:30am	Children arriving - Free play with a choice of a few tabletop toys/puzzles
7:30-8:30	Breakfast and more arrivals
8:30-9:00	Craft time
9:00-9:45	Outdoor play
9:45-10:30	Writing, math, sensory centres
10:30-10:45	Toileting, wash hands

10:45-11:15	Healthy snack
11:15-12:00	Music time
12:00-12:45	Outdoor play
12:45-1:00	Toileting, wash hands
1:00-1:45	Lunch
1:45-2:45	Writing, math, play and sensory centres
2:45 - 3:30	Art activity
3:30 – 3:45	Toileting, wash hands
3:45-4:15	Snack and teeth brushing
4:15-5:00	Departures

Activity 4: Choosing age-appropriate books and books that follow your theme

1 and 2. Answers will vary. Learners must choose a book that is appropriate for toddlers and preschoolers with good questions to ask when reading the book to the children along with activities that would go well with the subject of the book.