

Early Childhood Education Certificate & Diploma

PLAR Candidate Guide

Prior Learning Assessment and
Recognition (PLAR)



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Saskatchewan Polytechnic

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The Early Childhood Education certificate and diploma programs are committed to assessing and awarding credit for students' existing knowledge and skills that closely match the learning outcomes of one or more of our courses. Fair, valid, and flexible assessment methods can be applied to award credit for prior learning acquired through post-secondary education, workplace training, and informal learning.

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Prior learning credit options at Saskatchewan Polytechnic

There are **three ways** to get advance credit for what you already know at Sask Polytech. You can combine them for credit in the same program, but not for the same course.

- 1. Transfer credit** for courses taken from another college or university. See our online webpage for more information about [transfer credit](#).

Transfer credit is an option if...

- One or two courses you took closely match one or two Sask Polytech courses.
- The school you attended is a recognized or authorized post-secondary institution.
- You provide an acceptable transcript,
- You submit a Transfer Credit Request form (no fee).

***For example,** if you took a university chemistry course, you may get transfer credit for a similar chemistry course at Sask Polytech.*

- 2. Equivalency credit** for one or more Sask Polytech courses you took before. You may have taken it by **distance** education, at one of our campuses, at a regional college, or for dual credit in high school. See our webpage for more information about [dual credit](#).

Equivalency Credit is an option if...

- The course is the same or equal to a course in your current program.
- You passed the course within the last 5 years. Ask for an exception if you have been using the knowledge since taking the course.
- You submit a [Program Adjustment](#) form (no fee) when registering for courses in your program. For a full-time, on-campus program, that is usually on the first day.

***For examples,** if you took COMM 291 in our Youth Care Worker program, it is equivalent to BCOM 103 in our Office Administration program.*

If you took our DRFT 390 course while in high school, you may get credit for it in our CAD/CAM Engineering Technology program.

- 3. PLAR credit** for proving what you know that matches one or more of our courses. It does not **matter** where you learned it (school, on the job, or on your own). First apply for all possible transfer and/or equivalency credit because PLAR is more work and cost.

PLAR is an option if...

- You cannot get transfer or equivalency credit for the same course(s).
- What you already know matches one or more courses in your program.
- You are willing and able to prove what you know.
- The Program Head approves a PLAR challenge.
- You submit the [PLAR Application](#) form and pay the [PLAR assessment fee](#).

***For example,** if you learned computer skills at work, you may be approved for a PLAR challenge for one of our computer skills courses.*

Introduction to PLAR

Before reading this guide, be sure you are familiar with the [PLAR process](#) and [FAQs](#) for Saskatchewan Polytechnic. You will need both general information about PLAR and specific information for this program to successfully navigate the PLAR process.

It is your responsibility to be fully informed **before** you contact a program’s designated PLAR consultant. Use the self-rating checklist below to check whether you understand the PLAR basics before you review details for this program. This is an example of self-rating checklists found in this guide to assess your level of knowledge for courses in this program.

Self-rate your general knowledge of PLAR at Saskatchewan Polytechnic

Use this checklist to rate your knowledge for each of the following learning outcomes

General PLAR Knowledge	Competent	Learning	None
Competent: I know this well enough to explain it to someone else.			
Learning: I am somewhat familiar with this but need more review.			
None: I have no knowledge related to this outcome.			
1. Identify the common steps involved in a PLAR challenge			
2. Describe the kinds of learning that can be assessed by PLAR			
3. Describe methods that are used to assess learning for PLAR			
4. Discuss the differences between PLAR and transfer credit			
5. Identify potential benefits of doing a PLAR challenge			
6. Identify potential risks of doing a PLAR challenge			
7. Describe how to request disability accommodations for assessment			
8. Identify strategies to improve success for PLAR challenges			
9. Identify who should consider PLAR			
10. Discuss who should be cautious about PLAR and why			
11. Describe common eligibility criteria for PLAR			
12. Explain how PLAR fees are determined			
13. Discuss factors that affect the time required for PLAR			
14. Identify sources to contact for more information about PLAR			

If you rated yourself as “learning” or “none” for any of the above learning outcomes, review the related information again in the [PLAR 8-step process](#) and [FAQs](#) for Saskatchewan Polytechnic.

What is in this guide?

This guide contains information, eligibility criteria, and self-rating tools to help you decide whether to consider a PLAR challenge for the Early Childhood Education (ECE) program. It also provides contact information and directions to follow if you decide to proceed with PLAR.

There are two main sections in this guide:

Section 1—Specific PLAR information for the Early Childhood Education programs

This section contains specific PLAR eligibility criteria, directions, and contact information for the Early Childhood Education program.

Section 2—Tools for choosing courses to challenge with PLAR

This section contains self-rating checklists, assessment methods, and recommended resources (if any) for each course in this program that is PLAR-ready. This section will help you identify courses to consider challenging for PLAR credit.

How to navigate this document

This document contains links to different sections. To return to where you were before you followed a link, press the *ALT* key and *left arrow* key at the same time.

Section 1— Specific PLAR information for the Early Childhood Education Program

This section contains the following detailed information about PLAR for the Early Childhood Education (ECE) program:

- (a) [Courses available for PLAR in the ECE Certificate program,](#)
- (b) [Courses available for PLAR in the ECE Diploma program,](#)
- (c) [Ministry of Education certification for early childhood educators,](#)
- (d) [Dates and deadlines for ECE PLAR assessment,](#)
- (e) [PLAR options and eligibility criteria for ECE,](#)
- (f) [PLAR fees for ECE,](#)
- (g) [Specific directions for the ECE PLAR process](#)
- (h) [PLAR contact information for ECE](#)

Courses available for PLAR in the ECE certificate program

<p style="text-align: center;">Early Childhood Education Certificate Program Profile</p>			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) may be available
COMM 291	Interpersonal Skills	*see note below	
ECE 100	Introduction to Early Childhood Education	✓	
ECE 101	Roles and Values of the Early Childhood Educator	✓	
ECE 102	Programming for Creative Arts Development	✓	
ECE 103	Programming for Language Development	✓	
ECE 104	Programming for Cognitive Development	✓	
ECE 105	Programming for Social and Emotional Development	✓	
ECE 106	Role of Play in Early Childhood Education	✓	
ECE 142	Health, Safety and Nutrition	✓	
ECE 181	Observation of Children	✓	
EMPL 180	Employability Skills	*see note below	
HUMD 100	Child and Adolescent Development	✓	
HUMD 183	Child Guidance 1	✓	
PRAC 104	Practicum 1	✓	
PRAC 105	Practicum 2	✓	

***Note:** Clicking on the course code above for COMM 291 or EMPL 180 will open the Arts and Sciences Communication and Social Sciences PLAR Candidate Guide in a new web browser tab. Search for those course codes in the table of contents of that Guide. If you wish to PLAR either of those courses, ask your contact person in the ECE program to refer you to the appropriate Arts and Sciences PLAR assessor.

Courses available for PLAR in the ECE diploma program

Early Childhood Education Diploma Program Profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) may be available
ADMN 204	Administrative Skills for Early Childhood Educators	✓	
COMM 294	Teamwork Skills	✓	
ECE 220	Anti-Bias Education for Early Childhood	✓	
ECE 221	Observation and Assessment	✓	
ECE 202	Programming for Infants and Toddlers	✓	
ECE 226	Programming for School Age Children	✓	
HUMD 200	Child Guidance 2	✓	
PD 240	Professionalism in Early Childhood Education	✓	
SPSY 279	Children with Diverse Abilities 1	✓	
SPSY 289	Children with Diverse Abilities 2	✓	
ECE 200	Play Environments	✓	
ECE 201	Program Planning for ECE Programs	✓	
PRAC 244	Practicum 3	✓	
PRAC 245	Practicum 4	✓	

Ministry of Education certification for early childhood educators

ECE is a regulated occupation in Saskatchewan. That means you must be certified by the Ministry of Education to work in a licensed day care centre or home. The Ministry grants certification on the basis of completed Sask Polytech ECE courses or program, or equivalent education as assessed by the Ministry.

If you have prior education related to early childhood (e.g., a degree in education), contact the Ministry first to see what certification level you qualify for. The Ministry will assess your education and recommend courses needed to fill any gaps. The Sask Polytech ECE program can help you develop an education plan to meet the Ministry's requirements.

Based on your related education, the Ministry grants certification at one of three levels:

Level One is granted for completing the following three Sask Polytech ECE courses or equivalent education as determined by the ministry:

- ECE 142 - Health, Safety and Nutrition
- ECE 106 - Role of Play in Early Childhood Education
- HUMD 183 - Child Guidance 1
- Or any three Sask Polytech ECE certificate course designated by the Ministry of Education as a Programming course, a Development course, and a Relationship course for a total of 9 credits.

Level Two – The Sask Polytech ECE certificate or equivalent education.

Level Three – The Sask Polytech ECE diploma or equivalent education.

Please contact the Ministry of Education directly for more information.

Ministry of Education
Attention: ECE Certification
2nd Floor, 2220 College Avenue
Regina, SK S4P 4V9
email: [ececertainment@gov.sk.ca](mailto:ececertification@gov.sk.ca)
Phone: (306) 787-7467
Fax: (306) 787-1003
Web page: <https://www.saskatchewan.ca/government/education-and-child-care-facility-administration/become-an-early-childhood-educator>

Dates and deadlines for ECE PLAR assessment

ECE PLAR challenges are currently offered **twice a year**. Plan ahead for the next opportunity.

Session One: September 15 – November 30

1. Apply and have initial conversations with the [ECE PLAR contact person](#) and assessor as soon as possible after September 15 and by **November 1st** at the latest.
2. The **deadline** to submit all PLAR evidence is by **November 30**. For PLAR of non-practicum courses you may submit earlier. Extensions are approved only for exceptional circumstances (see [Appendix A](#)).
3. PLAR evidence will be assessed throughout November, December and January.

Session Two: February 1 – April 30

1. Apply and have initial conversations with the [ECE PLAR contact person](#) and assessor as soon as possible after February 1 and by **April 1st** at the latest.
2. The **deadline** to submit all PLAR evidence is by **April 30**. For PLAR of non-practicum courses, you may submit earlier. Extensions are approved only for exceptional circumstances (see [Appendix A](#)).
3. PLAR evidence will be assessed throughout April, May & June.

PLAR options and eligibility criteria for ECE

Options: the only option for ECE PLAR is assessment for each individual course or practicum. There are no block assessments for multiple courses or practicums.

Eligibility criteria: You must have work experience as an early childhood educator to be eligible for ECE PLAR. Admission to the ECE certificate or diploma program is also required for all ECE practicum and diploma courses. Exceptions may be granted if you have an assessment letter for [Ministry of Education certification](#).

Work experience: To PLAR courses in an ECE program, you must have a minimum of **2 years** work experience within the last 5 years in the field of early childhood care or education. It is preferable that your experience be in a licensed early learning and care centre or home. For 2 years' experience in a full-time preschool, a nanny's position or an unlicensed centre or home, proof of time and success will be necessary.

Admission to ECE program: You can register to complete the following ECE certificate courses by PLAR or [part-time studies](#) (flexible learning) **without** first applying to the program.

COMM 291	EMPL 180
ECE 106	HUMD 100
ECE 142	HUMD 183

For all other ECE courses, you must first [apply](#) and meet program admission requirements to be eligible for PLAR. Exceptions may be granted if you have a [certification assessment letter](#) from the Ministry of Education. See the [ECE Certificate](#) or [ECE Diploma](#) webpage for admission requirements.

Diploma Program: Completion of the ECE certificate program is required to register for any diploma courses unless you provide an assessment letter from the [Ministry of Education](#). In that case, permission from the ECE Program Head may be granted to register for diploma courses without first completing the ECE certificate.

Eligibility for Practicum Registration: Due to pre-requisite requirements, you **cannot** register (with PLAR or course instruction) for both practicums in an ECE program during the same time period. You also cannot register (with PLAR or course instruction) for a final ECE practicum (PRAC 105 and 245) in an ECE program until all other courses in that program, including the first practicum, are successfully completed.

PLAR fees for ECE

The PLAR fees policy is subject to change for each new academic year. Please see the **Cost** section on the [PLAR webpage](#) for current fee information.

Specific directions for the ECE PLAR process

1. **Review** thoroughly the [PLAR process](#) and [FAQs](#) on the Sask Polytech website and this ECE PLAR guide so you are prepared for success with ECE PLAR. Where ECE PLAR directions differ from the standard Sask Polytech PLAR process, follow the ECE directions below.
2. **Self-rate:** Complete the self-rating checklists in the next section of this guide to estimate how much you already know in each course. Consider which courses you would complete with PLAR ([or transfer credit](#)), and which courses you should take with instruction.
3. **Apply for admission** if you plan to complete an ECE certificate or diploma or to register for a course (with PLAR or instruction) that requires admission. You can [apply online](#) to a full-time or part-time ECE program. Request that your high school transcript and any post-secondary transcripts to be sent directly from the source to Sask Polytech when you apply.
4. **Contact** the [ECE PLAR contact person](#). Have ready your student number, work history, and a list of the courses and/or practicums you want to complete with PLAR.
5. **If you are eligible for PLAR** the ECE contact person will fill in a *PLAR Application* over the phone and email it to you with a *Confirmation of Sponsorship* form. The *Sponsorship* form is required if your employer or sponsor is paying Sask Polytech **directly** for your PLAR or other course registration fee. It is **not** required if you are to be reimbursed after completing

a course. If required, the *Sponsorship* form must be completed and signed by your employer or sponsor and submitted to Enrolment Services at any Sask Polytech campus.

6. **Sign and return** the *PLAR Application* to the [ECE PLAR contact person](#) by fax (306-775-7836), email attachment, or in person to Room 218, Regina Campus. You can include a signed *Sponsorship* form or have your employer/sponsor submit it directly to [Enrolment Services](#).
7. **Forms will be forwarded** to Enrolment Services by the ECE contact person, who will then email you (a) PLAR assessment directions and (b) a phone appointment to consult with the ECE Program Head. Read assessment directions carefully before the appointment so you can ask the Program Head questions to clarify as needed.
8. **Paying PLAR fees:** When Enrolment Services receives your forms, the PLAR fee will either be added to your student account (check your online account for an invoice) or an invoice will be sent directly to your employer/sponsor if a *Sponsorship* form was submitted.
9. **Follow through** with your appointment with the Program Head. Complete and submit all material for PLAR assessment by the [deadline](#). If unsuccessful, you cannot re-register for PLAR for the same course(s). See [Appendix A](#) for important directions for returning submitted materials.

PLAR contact information for ECE

Please do **not** contact the ECE program regarding PLAR until you have...

- thoroughly reviewed (a) [general PLAR information online](#) and (b) program-specific PLAR information in this guide and
- self-rated your competence level for the learning outcomes of each course or practicum you may want to PLAR (see the next page of this guide).

If PLAR for one or more courses appears to be a reasonable option for you, contact the person below between September 15 to November 1 (session 1) or February 1 to April 1 (session 2).

Kathy Peli, Program Assistant
Early Childhood Education Program
Saskatchewan Polytechnic
Phone: 306-775-7420
Fax: 306-775-7836
Email: Kathy.Peli@saskpolytech.ca

Section 2—PLAR self-rating checklists, assessment methods, and resources

This section of the guide contains tools and information for each course and practicum in the ECE certificate and diploma programs to help you choose ones you might successfully challenge with PLAR. Information provided for each course includes the following:

- A checklist of the learning outcomes for each course so you can estimate your level of mastery for that course.
- A brief or detailed description of the potential assessment methods that may be used for a PLAR challenge.
- A list of resources you may want to review before PLAR assessment or a reminder to ask the Program Head for a list of recommended resources.

Steps to complete a self-rating checklist

1. Read through these three levels of competence listed for each course checklist.

Competent: I can work independently without supervision to apply the learning outcome.

Learning: I am still learning this and need some direction or supervision to do it well.

None: I have no knowledge or experience related to this outcome.

2. Read through the following self-rating checklists of learning outcomes for each course you are interested in for a PLAR challenge.
3. Check off your estimated competence level for all of the learning outcomes for each course. Your self-rating will help you decide whether to proceed with a PLAR consultation.
4. To be successful in a PLAR assessment, your abilities should be at the *competent* level for the majority of learning outcomes. Some things to consider when rating your level of competence are:
 - How do I currently use this outcome?
 - What previous training have I had in this outcome: workshops, courses, on-the-job?
 - What personal development or volunteer experience do I have in this area?

Be prepared to explain why you chose this level if asked by the program's PLAR consultant.

5. Print and bring the completed self-audit checklists to the program's PLAR consultant (step 5 in the 8-step PLAR process).

Early Childhood Education Certificate program

Self-Rating Guides

Self-rating guide(s)

ECE 100 – Introduction to Early Childhood Education

You will study the values, roots and the practice of Early Childhood Education from an historical and global perspective. A holistic view of the child (including emotional, social, cognitive, creative, spiritual and physical development) will be emphasized. The course provides an introduction to a variety of Early Childhood Education models that are seen in Canada and in Saskatchewan. Building on this foundation, you will be introduced to the Project Approach and Emergent/Negotiated Curriculum as a basis of planning curriculum and the various ways they are implemented.

Credit unit(s): 3.0
Prerequisites: none
Equivalent course(s): none

ECE 100 – Introduction to Early Childhood Education Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Describe the importance of early childhood education for children.			
2. Describe the history of early childhood education.			
3. Identify factors associated with high quality early childhood education programs.			
4. Identify current trends and issues influencing early childhood education.			
5. Describe early childhood education services and models of early childhood programs.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. Evidence file: You will submit the following:

- A. Essay: The importance of quality early learning and child care (25%)
 In an essay of 6-8 pages (1500-2000 words), discuss the importance of Quality Early Learning and Child Care following the outlined requirements.
 - Use required vocabulary and terms which will reflect an understanding of quality early learning and child care
 - Make connections from your experience and knowledge to reflect a clear understanding of what constitutes quality in terms of the child, educators and curriculum development

- B. Written work/Demonstration of knowledge: Identify standards which influence quality in early childhood education (20%)
 - Share through written work, your knowledge of the Occupational Standards for Early Childhood Educators and Developmentally Appropriate Practice (NAEYC) by answering directed questions
- C. Documentation OR written work: Demonstrate knowledge of the Project Approach (25%)
 - Submit documentation of a project you have implemented with children using the Project Approach **or** through written work you will answer directed questions to demonstrate your knowledge
- D. Research paper: Demonstration of knowledge of Early Childhood Education services and models (10%)
 - Submit information about services and models of early learning and child care which are used in Saskatchewan and Canada to implement services and programs for young children and families

2. Structured interview

Interview regarding quality early learning and child care (20%). The interview will be conducted over the telephone by the PLAR assessor. The program designate will make arrangements for the time of the interview during the assessment period.

- Be prepared to answer questions provided and give examples from your work
- Prepare some jot notes of main ideas you want to include in the interview (you do not need to hand them in)
- The telephone interview (45 minutes) will focus on your practices that ensure quality early learning and child care
- The areas of quality are taken from the National Statement on Quality Child Care provided by the Canadian Child Care Federation. Within each of the areas listed in the criteria, explain how you ensure that you are providing quality early learning and child care
- Be prepared to discuss how the code of ethics influences your work

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Appendix B: ECE program booklist

Illinois Projects in Practice: <http://illinoispip.org>

ECE 101 – Roles and Values of the Early Childhood Educator

The course focuses on the supporting values of the early childhood educator. You will examine the common values that include respect for human dignity and diversity. You will demonstrate through classroom and practical experience, responsibility, caring, compassion and teamwork. These are qualities that form the basis for personal and professional ethics of an early childhood educator.

Credit unit(s): 3.0
Prerequisites: none
Equivalent course(s): none

ECE 101 – Roles and Values of the Early Childhood Educator Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Respect human dignity and diversity.			
2. Demonstrate responsibility and reliability.			
3. Demonstrates caring and compassion.			
4. Foster personal health and well-being.			
5. Examine behaviours that support partnerships with families.			
6. Demonstrate personal and professional ethics.			
7. Work as a partner of an early learning and child care team.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. Evidence file: You will submit the following:

An interview with the Program Head/faculty may be required to clarify evidence.

A. Validation of essential skills (35%)

- The Essential Skills Evaluation Checklist will be completed separately by both you and your supervisor. Both checklists will be submitted to assessor
- Written work: Record each skill category and then record a recent example of a time when you demonstrated that skill and your ability effectively

B. Demonstrate personal and professional ethics: Code of Ethics (20%)

- Using the principles of the Code of Ethics to guide practice, record two stories which describe times when you have experienced a conflict, a different point of view and/or a disagreement about work procedure with a person in your workplace

- Discuss how using the Code of Ethics did or could have influenced your resolution
- C. Respond to scenarios: Demonstrate respect for human dignity and diversity and caring and compassion (15%)
- Read the five workplace scenarios provided and explain how you would respond. Responses will indicate an understanding of respect and a demonstration of caring and compassion
- D. Letters of reference (three) (15%)
- Provide reference letters from each of the following:
- A supervisor (director, floor supervisor, consultant, board member)
 - A colleague (must be someone with whom you have worked for 6 months or more)
 - A family member whose child has been in your care
- E. Essay on personal health and wellness (15%)
- In a 500-700 word essay:
- Describe what you do to keep yourself personally well and healthy
 - Outline the importance of the health of educators when working with children, families, colleagues and other professionals
 - Explain how personal health and well-being influence quality in the workplace
 - Discuss how personal wellness can influence and affect attitudes and professional behavior in the workplace
 - Give examples from your workplace experience

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist.](#)

ECE 102 – Programming for Creative Arts Development

The course focuses on the expressive media of visual arts, music, and creative movement. You will examine the role of the creative arts in an early childhood education program. You will receive instruction and practice in the arts and in planning curriculum that is responsive to children’s interests in artistic expression. Your studies will examine how programming for creative arts is accommodated through the Project Approach.

Credit unit(s): 4.0

Prerequisites: ECE 100, ECE 181 and either HUMD 100 or HUMD 181

Equivalent course(s): none

ECE 102 – Programming for Creative Arts Development Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Explain the goals and purpose of creative arts in early childhood education.			
2. Describe the stages and milestones in the development of art, music and movement skills.			
3. Explore art experiences.			
4. Explore music experiences.			
5. Explore movement experiences.			
6. Create resources that facilitate the implementation of creative arts programming.			
7. Plan environments to support creative arts development.			
8. Examine opportunities for artistic expression in children’s projects.			
9. Implement experiences that are responsive to children’s interests in artistic expression.			
10. Implement experiences to develop artistic expression.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. Evidence file: You will submit the following:

- A. Essay: Minimum 1000-word essay (the following is a brief summary) (20%):
 - Define and discuss creativity as it applies to an early learning and child care program
 - Discuss ‘Process over product’ as it applies to art and its value

- Explain the goals and purpose of creative arts in early childhood education
 - Describe the stages and milestones in the development of art, music and movement skills; and
 - Examine the role of the early childhood educator in facilitating artistic expression
- B. A video documentation of two arts environments in your early learning and child care site and your evaluation of them (15%)
- C. An art portfolio including photographs of children actively engaged in art experiences including sensory materials, two-and three-dimensional art experiences and exploration of aesthetic elements (15%)
- D. A list of music resources for use with children which will include 20 songs, 10 chants or rhymes, 10 fingerplays and 1 set of felt pieces which support one experience (10%)
- E. Plan and implement a creative movement experience with pre-school children. Record the experience and submit the video (10%)
- F. Plan and implement a music experience with pre-school children including 2 songs, 2 fingerplays, and a chant or rhyme. Record the experience and submit the video (10%)

2. Structured interview

The interview will address learning outcome 9. You will be asked questions to clarify materials submitted. (20%)

- Discuss how the creative arts (art, music and movement) can be incorporated into projects that follow the children's interests
- Discuss the use of observation tools to determine programming
- Discuss the project approach and the value for children
- How are the goals for creative arts supported by project work?
- Describe the types of music and movement activities that encourage a child's musical development
- Compare appropriate and inappropriate practice as it applies to the creative arts

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist.](#)

ECE 103 – Programming for Language Development

You will examine the development of language and receive instruction and practice in planning curriculum to meet the language needs of children. You will explore language play, language games, creative, drama, puppetry, poetry, story reading and storytelling. Your studies will help you recognize quality in children's literature. You will examine the use of the Project Approach in facilitating language and literacy development.

Credit unit(s): 3.0

Prerequisites: ECE 100, ECE 181 and either HUMD 100 or HUMD 181

Equivalent course(s): none

ECE 103 – Programming for Language Development Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Explain the goals and purpose of language and literacy in early childhood education.			
2. Describe the stages and milestones in the development of language and literacy.			
3. Examine the role of the early childhood educator in facilitating language and literacy experiences.			
4. Explore language and literacy experiences.			
5. Plan environments to support language and literacy development.			
6. Examine opportunities for language and literacy development in children's projects.			
7. Implement experiences to develop language and literacy skills.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. Evidence file: You will submit the following:

- A. Written assignment explaining the relationship between language and literacy and play as well as the benefits and values of early literacy activities for young children
- B. Submit anecdotal records of language and literacy development for 3 children – an infant, a toddler and a preschooler - and plans to support each child's language and literacy development
- C. Documentation of your language arts centre
- D. A video of story-time with a group of children

2. Structured interview

Be prepared to discuss the following:

- How your language arts centre enhances language and literacy development in listening and speaking, and emerging literacy (reading and writing) skills
- Developmentally appropriate language and literacy activities for infant, toddler, preschooler and school aged children
- The role and practices of the early childhood educator to facilitate language and literacy development
- How to select quality children's books
- Utilizing dictation as a support for language and literacy development
- Integrating the goals for language and literacy development with a theme or project

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist.](#)

ECE 104 – Programming for Cognitive Development

You will study the cognitive development of children and acquire skills in planning curriculum to meet the cognitive needs of children. Utilizing a holistic approach, you will be introduced to the cognitive processes of young children. You will plan curriculum that is developmentally appropriate and design effective learning environments. The curriculum strategies include creating invitations to learning, experiences with sensory materials such as sand, water and blocks and the incorporation of mathematical and scientific concepts into daily activities. Your studies will examine how programming for cognitive development is accommodated through the Project Approach.

Credit unit(s): 3.0
Prerequisites: ECE 100, ECE 181 and either HUMD 100 or HUMD 181
Equivalent course(s): none

ECE 104 – Programming for Cognitive Development Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Explain the goals and purpose of cognitive activities in early childhood education.			
2. Describe the stages and milestones in cognitive development.			
3. Explore cognitive experiences.			
4. Plan environments to support cognitive development.			
5. Implement experiences to develop cognitive skills.			
6. Examine opportunities for expanding cognitive development in children’s projects.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. **Evidence file:** You will submit the following:
 - A. Written assignment explaining the relationship between cognitive development and play and a discussion of the role of the early childhood educator to facilitate cognitive development
 - B. Documentation of sand, water, block, and woodworking centres, and
 - C. Written descriptions of the planning, development and analysis of a project using the three phases of the project

2. Structured interview

Be prepared to discuss the following:

- How the evidence presented in the Practical Demonstration documents a child's cognitive milestones and progress
- Preschool cognitive developmental stages in: sand, water and block play, fine motor control as well as the concepts and components of math and science development
- The role of observation in supporting cognitive development of young children

3. Practical demonstration

Submit a portfolio documenting one young child's cognitive milestones over a period of three or four weeks. The portfolio will include a collection of photographs, video footage (videotape, DVD, or CD), work samples, checklists, observation sheets and/or anecdotal records that demonstrate the child's cognitive development.

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist.](#)

Video/DVD: Classification, Seriation, and Number, High/Scope Preschool Key Experiences
Space and Time, High/Scope Preschool Key Experiences.

ECE 105 – Programming for Social and Emotional Development

The course will examine the development of social and emotional skills in early childhood. You will receive instruction and practice in planning curriculum to meet the social and emotional needs of children. You will explore how children respond to different social and emotional situations and the role of the early childhood educator in facilitating healthy social and emotional development.

Credit unit(s): 3.0

Prerequisites: ECE 100, ECE 181 and either HUMD 100 or HUMD 181

Equivalent course(s): none

ECE 105 – Programming for Social and Emotional Development Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Explain the goals and purpose of social and emotional development in early childhood education.			
2. Describe the stages and milestones in the development of social and emotional skills.			
3. Explore social and emotional experiences.			
4. Plan environments to support social and emotional development.			
5. Examine opportunities for social and emotional development in children's projects.			
6. Implement experiences to develop social and emotional skills.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. Evidence file: You will submit the following:

A. Written responses which:

- explain the goals and purposes of social and emotional development in early childhood education
- identify the social and emotional skills that you will help to develop in children
- describe the stages and milestones in the development of social and emotional skills
- examine the role of the early childhood educator in facilitating social and emotional development

B. Examples from your work with children that

- describe practices to build and ensure positive self-esteem
- describe the language you use to support problem-solving situations with children

- describe practices to promote self-control among children
- C. Written description of the planning, development and analysis of a project using the three phases of the project approach

2. Structured interview

Be prepared to discuss the following:

- Outline five things educators can provide in the Dramatic Play areas to assist children in learning about other cultures and about individuals with diverse abilities
- Give examples of particular techniques that you have used when working with traumatized children

3. Practical demonstration

- A. A video which shows indoor and outdoor environments that you have created to support social and emotional development. For each environment, include notes which outline how these are effective in supporting social and emotional development of children
- B. Video a play experience that you have used with children. Describe the experience by using the experience outline provided in your PLAR materials. Explain how the situation promotes the social and emotional development of the children

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist.](#)

ECE 106 – Role of Play in Early Childhood Education

You will learn about the role of play in the development of skills and abilities of young children. You will focus on the value of play in early childhood development programming and the role of the early childhood educator in expanding the play opportunities for children.

Credit unit(s): 3.0
Prerequisites: none
Equivalent course(s): none

ECE 106 – Role of Play in Early Childhood Education	Competent	Learning	None
Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.			
1. Describe the importance of play in the lives of children.			
2. Examine the value of play in the early childhood program.			
3. Describe the role of the Early Childhood Educator in supporting play.			
4. Investigate the components of a play-based curriculum.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. Evidence file: You will submit the following:

An interview with the Program Head/faculty may be required to clarify evidence.

A. Essay on the value of play

2. Practical demonstration

- A. Submit an oral report using DVD, CD Rom or VHS
- Video depicting facilitation of a play experience
 - Video depicting adult engagement in play
 - Video depicting a responsive environment

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist.](#)

ECE 142 – Health, Safety and Nutrition

Your studies will focus on creating environments and practices that contribute to the health, safety, and nutritional needs of children. You will study the physical development of children. You will also receive information that will assist you in identifying and addressing health and safety issues including abuse and neglect.

Credit unit(s): 3.0
Prerequisites: none
Equivalent course(s): none

ECE 142 – Health, Safety and Nutrition Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Examine conditions that promote the health of children.			
2. Establish a safe physical environment for children.			
3. Describe effective infection control measures.			
4. Respond to the health needs of individual children.			
5. Examine the components of a nutritious diet.			
6. Examine stages of physical development in children.			
7. Plan physical activities for children.			
8. Examine health and safety issues for children.			
9. Discuss the role of the early childhood educator in addressing health and safety issues.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

An interview with the Program Head/faculty may be required to clarify evidence

1. Evidence file: You will submit the following:

An interview with the Program Head/faculty may be required to clarify evidence

- A. A written assignment in which you describe what is needed to prepare for an emergency in a child care centre
- B. A signed and dated criteria sheet provided by a qualified health care professional who observed you demonstrating correct hand washing technique

- C. A written assignment in which you describe the importance that physical safety, appropriate activities and emotional security have on the health of children
- D. A written assignment in which you plan physical activities for children
- E. A written assignment in which you apply concepts for responding to situations

2. Challenge exam

3. Interview

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist.](#)

ECE 181 – Observation of Children

The course combines theory and practical application to assist you in developing skills in observing and recording the behaviour of children. You will learn how to organize observations and document children’s interests, learning and development.

Credit unit(s): 3.0
Prerequisites: none
Equivalent course(s): none

ECE 181 – Observation of Children Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Identify the uses of observation in early childhood programming.			
2. Apply narrative observational methods.			
3. Use developmental profiles to interpret data.			
4. Apply general techniques of observation.			
5. Document children’s daily experiences.			
6. Create portfolios for children.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. Evidence file: You will submit the following:

An interview with the Program Head/faculty may be required to clarify evidence

- A. Essay: The use of observation. Written examples and descriptions in which you identify the use of observation in early childhood programming (15%)
- B. Eight Examples of Observation Methods; you will submit five correctly completed Extended Anecdotal records and three Developmental Milestones Anecdotal records (25%)
- C. A written description of how you use developmental profiles to interpret data (15%)
- D. Create a professionally produced Rubber-band or Accordion book documentation (10%)
- E. Discussion Paper: Discuss a provided quote as it relates to early learning and child care philosophy, how to capture those ‘ordinary moments when observing and the value of that, and how to share observations of children with others (20%)

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist.](#)

Search library or Google for other professional resources that may be useful for review.

HUMD 100 – Child and Adolescent Development

Your studies will focus on the period of development from conception to adolescence. You will receive information about the effects of heredity and the environment on the emotional, social, cognitive and physical development of children and adolescents. The course also provides an introduction to the theories of learning and personality and methods of studying human behaviour

Credit unit(s): 3.0
Prerequisites: none
Equivalent course(s): none

HUMD 100 – Child and Adolescent Development Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Identify the characteristics of the major philosophical and theoretical views of human development.			
2. Discuss prenatal development.			
3. Describe infant early learning, motor skill and perceptual capacities.			
4. Describe physical development from infancy to adolescence.			
5. Describe cognitive development from infancy to adolescence.			
6. Describe language development from infancy to adolescence.			
7. Describe emotional development from infancy to adolescence.			
8. Describe social development from infancy to adolescence.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

1. Challenge exam

Two (2) challenge exams (50% pass)

- A. The first exam will support the completion of learning outcomes 1 – 4 (50%)
- B. The second exam will support the completion of learning outcomes 5 – 8 (50%)

Both exams are a combination of multiple choice and true/false questions. For each exam, you will be allocated a maximum of 2 hours to complete. The time and place for the exams will be arranged by the Saskatchewan Polytechnic ECE program.

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist.](#)

HUMD 183 – Child Guidance 1

You will examine the strategies of developmentally appropriate child guidance. The role of the adult in anticipating and encouraging appropriate behaviour is emphasized. You will practice techniques for intervening with children while encouraging a co-operative attitude, a sense of autonomy and a positive self-image.

Credit unit(s): 3.0
Prerequisites: none
Equivalent course(s): none

HUMD 183 – Child Guidance 1 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Examine the concepts and principles of developmentally appropriate child guidance.			
2. Demonstrate strategies for direct guidance.			
3. Demonstrate strategies for indirect guidance.			
4. Examine challenging behaviours.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. Evidence file: You will submit the following:

- A. Written assignment defining and stating the goals of child guidance and outlining the role of the adult in guiding the young child's behaviour
- B. A self-concept checklist of at least 10 factors designed by you and completed while observing a specific child on 3 separate occasions. Includes a written summary of the child's self-concept. Proposes one aspect of the child's self-concept that might be strengthened along with a recommended guidance strategy to enhance the selected aspect
- C. A written assignment identifying and describing 4 situations where you as the caregiver/educator needed to intervene so that the children in each situation could effectively express their feelings. Includes a record of your words and actions for each situation
- D. A written assignment explaining how the environment can provide positive indirect guidance for young children. (The physical environment, other people, situations, schedules and time limits, and the mass media should all be discussed)

- E. A schedule of a typical day at a child care centre and a written explanation of how that schedule provides positive indirect guidance
- F. A written assignment recording 10 behaviours of a child observed over a 5-day period and analyzed according to whether each behaviour is appropriate or inappropriate. Includes recommendations of guidance strategies to maintain appropriate behaviours or to encourage an appropriate behaviour in place of an inappropriate one

2. Structured interview

Be prepared to discuss the following:

- Behaviours that indicate particular feelings
- Difference between guidance and punishment; meaning of “discipline”
- “Developmentally appropriate practice” as it affects guiding children’s behaviour
- Caregiver qualities and positive child guidance
- Qualities of an environment designed to support the development of positive self-concept; effects of environment on behavior
- Natural consequences versus logical consequences

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist.](#)

PRAC 104 – Practicum 1

Building on the skills, knowledge and attitudes that you have developed through your courses, you will be introduced to the role of the early childhood educator in a practical setting. You will use knowledge and skills developed in previous courses to observe and record the behaviour of children, to interact with children and adults in a supportive and positive manner, and to guide children’s behaviour using positive guidance strategies

Credit unit(s): 9.0
Prerequisites: ECE 100, ECE 181, HUMD 183 and either HUMD 100 or HUMD 181
Equivalent course(s): none

PRAC 104 – Practicum 1	Competent	Learning	None
Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.			
1. Identify practicum expectations.			
2. Demonstrate positive work behaviours.			
3. Demonstrate care and compassion for children and families.			
4. Respect diversity.			
5. Interact positively with children.			
6. Demonstrate supportive play interactions with children.			
7. Interact positively with adults.			
8. Use observation methods.			
9. Reflect on experiences with children.			
10. Guide children’s behaviour effectively.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

- Evidence file:** You will submit the following:
 - Written record of 5 observations of children that provide a foundation for designing environments and experiences for and with the children. Use an Extended Anecdotal Record to complete 5 observations of children, take photos during the observation, include a supportive quote from a scholarly resource and create a Topic Web. This evidence supports completion of learning outcome #8

- B. Five examples from experience that demonstrate skills and strategies used to influence behaviour change in children. You will document 5 examples of times they have used effective guidance strategies with children. Your employer will complete an authentication form which validates the consistent use of these techniques. This evidence supports completion of learning outcomes #9 & 10
- C. Validation of skill: Two completed forms from parents/family members outlining your ability to build relationships This evidence supports completion of learning outcome #2, 3, 4, 5 & 7

2. Lab demonstration and/or industry validation

Supportive Positive Play Experiences: One video of the student and a child(ren) interacting in a positive play experiences set-up by the student.

The video will have 2 parts:

- a. One 3-5-minute segment of the child(ren) playing alone
- b. The student will then join the play and someone will video them for between 5 – 10 minutes interacting with the children during the play experience

The video will be discussed at the Structured Interview

3. Structured interview

The interview will be conducted over the telephone by the PLAR assessor. The program designate will make arrangements for the time of the interview during the assessment period.

For your interview: Be prepared to answer the following questions and give examples from your work. Prepare some jot notes of main ideas you want to include in the interview (you do not need to hand them in).

- Outline your work as an early childhood educator. This evidence supports completion of learning outcomes #2, 3, 4, 5, 6, 7, 9
- Questions you will be asked to address in the structured interview:
 - How do you demonstrate initiative?
 - What is your process for developing curriculum?
 - How do you develop relationships and partnerships with children? Families? Members of your ECE team?

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist.](#)

Search library or Google for other professional resources that may be useful for review.

PRAC 105 – Practicum 2

Building on the skills and knowledge that you have developed through your courses, you will demonstrate your ability to interact positively with children and adults. You will use your observation skills to develop developmentally appropriate curriculum. You will implement the curriculum and guide children's behaviour effectively.

Credit unit(s): 13.0
Prerequisites: All other ECE certificate courses
Equivalent course(s): none

PRAC 105 – Practicum 2 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Identify practicum expectations.			
2. Demonstrate positive work behaviours.			
3. Demonstrate care and compassion for children and families.			
4. Respect diversity.			
5. Interact positively with children.			
6. Interact positively with adults.			
7. Use observation methods.			
8. Guide children's behaviour effectively.			
9. Implement developmentally appropriate experience for children.			
10. Foster social and emotional development.			
11. Facilitate play through planned and spontaneous play experiences.			
12. Prepare learning environments.			
13. Document a project developed with children.			
14. Reflect of experiences with children.			
15. Interact positively with families.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See **Appendix A** for important instructions and deadlines for all submissions.

1. Evidence file: You will submit the following:

An interview with the Program Head/faculty may be required to clarify evidence

Written and visual documentation of an emergent curriculum project developed and explored with children using the Project Approach. This evidence supports completion of learning outcomes 2 to 13 as outlined in the above self-audit.

A. The foundation of your work (15%)

- 500 (minimum) word paper outlining your role as an educator, your responsibilities and how planning your program follows an emergent curriculum approach

B. The project (Project Approach) (40%)

- Documentation of Phase 1, 2 and 3
- 20-40 photos included
- 10 samples of children's work
- 5 video-taped segments from Phase 2
- Written reflection

C. The environment (15%)

- Prepare an invitation or activity centre which supports the project
- 9-10 photos documenting development and implementation
- 300-400 word paper discussing goals, organization and support of children's learning

D. The Guidance Strategies (10%)

- Document 3 examples of times they have used effective guidance strategies with children. Their employer will complete an authentication form which validates the consistent use of these techniques

2. Interview – You may be asked to participate in a telephone interview to clarify any submitted evidence.

Resources

Search library or Google for professional resources on curriculum planning using an emergent curriculum philosophy through the Project Approach.

Early Childhood Education diploma program

Self-Audit Guides

ADMN 204 – Administrative Skills for Early Childhood Educators

You will be introduced to the administrative knowledge and skills that are useful as an early childhood educator. You will study the operating structure of early childhood programs, policies and procedures and Saskatchewan Child Care Regulations. You will become familiar with regulations that govern First Nations early childhood programs. You will develop skills in using program evaluation tools. You will be introduced to concepts involved with managing money and recordkeeping. You will become familiar with the rights and responsibilities of employees within the Saskatchewan Employment Act.

Credit unit(s): 3.0
Prerequisites: PRAC 181 or PRAC 105
Equivalent course(s): none

ADMN 204 – Administrative Skills for Early Childhood Educators Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Describe the operating structure of the early learning and care programs.			
2. Apply child care regulations that govern provincial early childhood programs and First Nations early child care programs.			
3. Apply policies and procedures for child care programs.			
4. Use evaluation tools for child care facilities.			
5. Outline the components of financial planning and recordkeeping for early childhood programs.			
6. Examine the labour standards. (Now known as Saskatchewan Employment Standards).			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. Evidence file: You will submit the following:

An interview with the Program Head/faculty may be required to clarify evidence

- A. Discussion Paper: Describe the Operating Structure of Early Learning and Care Programs (25%). This evidence supports completion of learning outcome 1
- B. Application of Licensee Manual standards to your early learning and child care site (25%) This evidence supports completion of learning outcome 2
- C. Summary of results of Early Childhood Environment Rating Scale (ECERS) Employer validation of your work with ECERS. ECERS-3 as it relates to your early learning and child care site (25%) This evidence supports completion of learning outcome 4

- D. Employer validation of candidate's knowledge of financial planning and recordkeeping for early childhood programs (15%) This evidence supports completion of learning outcome 5
- E. Employer validation of candidate's knowledge of employment standards as they apply to employment in an early learning and child care centre or programs (10%) This evidence supports completion of learning outcome 5

2. Interview

You may be asked for a telephone interview to clarify submitted evidence.

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist.](#)

Child Day Care Licensee's Manual, Government of Saskatchewan

The Saskatchewan Child Care Regulation, 2016.
<http://publications.gov.sk.ca/documents/11/87922-Child%20Care%20Licensee%20Manual.pdf>

The First Nations Head Start Standards Guide (Government of Canada). http://www.hc-sc.gc.ca/fniah-spnia/pubs/famil/_develop/2003_ahs-papa-ref-guide/index-eng.php

The [Saskatchewan Rights and Responsibilities – A Guide to Employment Standards in Saskatchewan](#) <http://www.saskatchewan.ca/business/employment-standards>

Minimum wage and minimum call out (Ceridian).
<http://www.ceridian.ca/en/resources/compliance-centre/employment-standards/saskatchewan.html>

COMM 294 – Teamwork Skills

You will learn how to become an effective member of an early childhood educator team. The course content focuses on determining individual interaction styles and personality styles, assertion skills, conflict management and group problem solving. You will practice communicating in an effective and professional manner.

Credit unit(s): 2.0
Prerequisites: PRAC 181 or PRAC 105
Equivalent course(s): COMM 246

COMM 294 – Teamwork Skills Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Analyze your own and others' learning styles and personality styles.			
2. Demonstrate professional communication skills.			
3. Demonstrate assertiveness skills.			
4. Apply conflict resolution strategies.			
5. Demonstrate teamwork behaviours.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. Evidence file: You will submit the following:

All written submissions are to be produced using word processing software. Submit the following evidence:

- A. Written analysis of your own and others' learning styles and personality styles. This evidence supports completion of learning outcome 1 (20%)
 - Complete a personality style or learning style inventory to discover your personality and learning styles
- B. Analyze challenging interactions that you have had with a co-worker
- C. Written analysis of interactions to determine assertive, aggressive or passive behaviours. This evidence supports the completion of learning outcome 3 (20%)
 - Describe assertive, aggressive and passive behaviours
 - Write about and analyze two situations where you used assertive behaviour in your work with a co-worker or with a parent
- D. Written analysis of teamwork skills and behaviours. This evidence supports the completion of learning outcome 5 (20%)

- Describe your team and team goals
- Discuss your particular role on the team
- Describe how the different members of the team functioned in pursuit of the goals
- Discuss aspects of teamwork skills

2. Structured interview:

The interview will be conducted over the telephone by the PLAR assessor. The assessor will determine the date and time for the interview.

PART 1: Analysis of effective communication and problem solving with a parent/family member of a child in your care. This evidence supports the completion of learning outcome 2 (20%)

- For this oral evidence, you are expected to research the questions before hand and present the information using notes that you have prepared
- Discuss a situation where you communicated effectively with a parent on *a difficult topic*

PART 2: Analysis of effective conflict resolution strategies. This evidence supports the completion of learning outcome 4 (20%)

- For this oral evidence, you are expected to research the questions before hand and present the information using notes that you have prepared

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist](#)

Search library or Google for current professional resources on communication, conflict resolution, and team work skills.

ECE 220 – Anti-Bias Curriculum

Your studies will focus on the issues related to providing respectful and relevant early learning and child care for all children and families. You will have opportunities to examine your personal beliefs and values as they relate to the planning and implementation of an anti-bias curriculum for children. You will acquire the knowledge and develop the skills needed to build partnerships with families while respecting their diverse needs.

Credit unit(s): 4.0
Prerequisites: PRAC 181 or PRAC 105
Equivalent course(s): none

ECE 220 – Anti-Bias Curriculum Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Explore personal beliefs and values.			
2. Examine the principles of anti-bias education.			
3. Investigate diverse family needs and supports.			
4. Explore meaningful partnerships between families and educators.			
5. Apply the principles to an anti-bias curriculum and environment.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. Evidence file: You will submit the following:

- An interview with the Program Head/faculty may be required to clarify evidence
- A. Reflection Paper on Anti-Bias Education and Practices. This evidence supports completion of learning outcomes 1-5 (20%)
- B. Discussion Paper: The Four Core Goals of Anti-Bias Education. This evidence supports completion of learning outcomes 2-3 (10%)
- C. Performance/Practical Demonstration: Respond to scenarios using the Four-Step Method. This evidence supports completion of learning outcomes 1 & 4 (15%)
- D. Research and Analysis Papers: Investigate Diverse Family Needs and Supports. This evidence supports completion of learning outcomes 3-5 (10%)
- E. Practical Exercise: Professional display of ongoing written family information which demonstrates an understanding of inclusion and an anti-bias approach. This evidence supports completion of learning outcome 4 (10%)

- F. Checklist and Analysis: Assess the Program Materials and Environment. This evidence supports completion of learning outcomes 2, 3, & 5 (15%)
- G. Develop an Anti-Bias Curriculum Plan. This evidence supports completion of learning outcomes 1-5 (20%)

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist.](#)

ECE 221 – Observation and Assessment

You will learn advanced observation techniques and be introduced to common assessment tools. Using information from observation and assessment tools, you will develop individualized programs for children.

Credit unit(s): 3.0
Prerequisites: PRAC 181 or PRAC 105
Equivalent course(s): none

ECE 221 – Observation and Assessment Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Describe the use of observation and assessment tools in programming for children.			
2. Develop observation and reporting skills.			
3. Examine assessment tools.			
4. Design individual program plans based on observation and assessment data.			
5. Examine issues in using assessment tools with young children.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

You will complete all of the following:

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. Evidence file: You will submit the following:

An interview with the Program Head/faculty may be required to clarify evidence

- A. Documentation of 3 different methods of observation of two children’s social, physical, cognitive, language and emotional development. This evidence supports completion of learning outcomes 1, 2, & 5 (20%)

PART 1: Observations

- Submit three observations using a different type of observation tool for each that provide an overview of the child’s social, physical, language, cognitive and emotional development

PART 2: Discussion Paper

- For each child’s three observations, summarize the child’s interests, strengths and areas where experiences might be provided, and include information about how to share the information ethically

- B. Examination of 2 formal assessment tools. This evidence supports completion of learning outcome 3 (20%)

Choose two formal assessment tools to analyze:

- For each tool chosen, write a one - two-page summary of what it includes and how it could be used with young children following the outlined criteria
- Comment about the ethical implications of using formal assessments as an early childhood educator

- C. Individual program plan for a child. This evidence supports completion of learning outcomes 4 & 5 (30%)

- Complete a Ministry of Education PPP form for one of the observed children based on the observations and assessment data completed in the first assignment of the evidence file

- D. Professional portfolio for a child. This evidence supports completion of learning outcomes 4 & 5 (30%)

PART 1:

- Create a portfolio for the child you have observed providing evidence of the child's growth and development

PART 2: (included separately from the professional portfolio for a child)

- Submit a 1 – 2-page paper discussing how to use observations, the value of a PPP, and how a portfolio supports the child and others involved in their care

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist.](#)

ECE 202 – Programming for Infants & Toddlers

You will examine the development of infants and toddlers in more specific detail. Using that information you will plan programs including activities and environments that will encourage the holistic development of infants and toddlers.

Credit unit(s): 3.0
Prerequisites: PRAC 181 or PRAC 105
Equivalent course(s): none

ECE 202 – Programming for Infants & Toddlers Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Examine the attitudes, characteristics and skills of an effective infant educator.			
2. Differentiate developmental stages of infants and toddlers.			
3. Plan for the health and safety of infants and toddlers.			
4. Foster relationships with parents of infants and toddlers.			
5. Plan curriculum for infants and toddlers.			
6. Plan environments for infants and toddlers.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. Evidence file: You will submit the following:

An interview with the Program Head/faculty may be required to clarify evidence

- A. Written observation and analysis of an infant’s and a toddler’s development. You will demonstrate knowledge and skill in completing Developmental Milestones Anecdotal records, be able to competently use developmental profiles to analyze observed development and complete a Comparison chart to summarize and compare observed development. (30%). This evidence supports the completion of learning outcome 2.
- B. Written documentation of discussions with parent or guardian of an infant and toddler. This evidence supports the completion of learning outcomes 2 and 4
- C. Curriculum plan for infant and toddler. Create a holistic curriculum plan for each of the two children that would allow the child to practice a skill, develop a new skill, scaffold learning or experience with a new process. You will show competence in using webbing to plan experiences for supporting development through curriculum planning.

- You will demonstrate written understanding of partnership with families, the importance of routines and how to support the health, safety and nutrition of infants and toddlers.
- You will demonstrate written understanding of the value of unique infant and toddler environments, what to include and aspects of quality.
- You will write a one-page paper on the philosophy on the critical attitudes, characteristics and skills of an effective infant and/or toddler educator. This evidence supports the completion of learning outcomes 3, 5, and 6

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist.](#)

Search library or Google for professional resources on child development.

ECE 226 – Programming for School Age Children

You will examine the characteristics of school age children and the program activities that may be designed to accommodate them. You will also discuss the role of the care giver and the child care issues distinctive to this age.

Credit unit(s): 3.0
Prerequisites: PRAC 181 or PRAC 105
Equivalent course(s): none

ECE 226 – Programming for School Age Children Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Examine the attitudes, characteristics and skills of an effective infant educator.			
2. Differentiate developmental stages of infants and toddlers.			
3. Plan for the health and safety of infants and toddlers.			
4. Foster relationships with parents of infants and toddlers.			
5. Plan curriculum for infants and toddlers.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. Evidence file: You will submit the following:

An interview with the Program Head/faculty may be required to clarify evidence

- A. Essay 500-1000-words: Discussion of the kinds of successful partnerships an early learning and child care centre might have to establish in a community which would involve the educator, the school age children and the community. The paper will include reasons for establishing strong and effective relationships in the community and how they support the development of a strong and good quality curriculum This evidence supports completion of learning outcomes #1, 2, 3, 4
- B. Create a list of 10 potential excursions, tours, explorations, parks, museums, etc. that could be used for a school-age program in your community following an outlined criterion
- C. Research Essay: Using the Occupational Standards for Early Childhood Educators, research and respond to questions about the unique school-age child, the skills and abilities of an effective educator working with school-age children, developing relationships with families, and guidance
- D. Curriculum and Project Work in School-Age Children’s Programs

- When provided with a choice of topics, complete all the requirements to demonstrate knowledge of development of a project with school-age children including observation, webbing, writing experiences outlines, and setting up indoor and outdoor environments
- The project may involve experiences in the areas of physical activity, art, music, drama, or science. This evidence supports completion of learning outcomes #1, 2, 3, 4

2. Interview

You may be asked for a telephone interview to clarify evidence file content.

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist.](#)

HUMD 200 – Child Guidance 2

The course is a continuation of Child Guidance 1. You will learn advanced techniques of guiding children that can be applied to more challenging behaviours.

Credit unit(s): 3.0
Prerequisites: PRAC 181 or PRAC 105
Equivalent course(s): none

HUMD 200 – Child Guidance 2 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Review the concepts and principles of developmentally appropriate child guidance.			
2. Examine behavioural change strategies suitable for challenging behaviours.			
3. Select strategies to guide children with challenging behaviour.			
4. Apply a decision making model in evaluating appropriate behaviour change strategies.			
5. Describe the process of behaviour change.			
6. Examine situations where professional and expert referral are appropriate.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. Evidence file: You will submit the following:

A. Essay on the philosophy of child guidance which follows best practice. This evidence supports completion of learning outcomes 1 & 2 (30%)

Part 1: Background Paper: The theorists

- Write a brief description of the philosophy on child guidance for each of the provided theorists and discuss how their work influences your practice

Part 2: In an essay, 4 - 5 pages (1000 words)

- Discuss the importance of *Positive Child Guidance* following outlined requirements
- Use vocabulary which will reflect an understanding of quality early learning and child care
- Make connections from your experience and knowledge to reflect a clear understanding of what constitutes positive child guidance in terms of the environment, the children, the families and early childhood educators

- B. Discussion paper: Discuss inappropriate guidance strategies and possible alternatives; use the Code of Ethics as a guide for best practice. This evidence supports completion of learning outcomes 2 & 3 (20%)
- Inappropriate choices for guiding children’s behaviour include a variety of actions from “Time-Out” to using the phrase “No Thank you!” to request a child changes their behaviour. Write a discussion paper outlining reasons these are inappropriate and providing alternate positive options
 - Use the Code of Ethics to analyze guiding principles using personal examples from experience as support
 - Relate and discuss a time(s) when they have used inappropriate guidance
- C. Demonstrate skill in using the Decision Making Model with “Difficult Behaviour” and in “Everyday Discipline Encounters” to develop a written guidance plan. This evidence supports completion of learning outcome 4 (25%)
- Respond to scenarios using the four step *Decision Making Model* to develop a written guidance plan
 - Present a scenario from personal experience and also use the Decision Making Model to analyze it

2. Structured interview

The interview will be conducted over the telephone by the PLAR assessor. This evidence supports completion of learning outcomes 1, 2, 3, 5 & 6 (25%)

- Discuss a provided diagram and explain how it relates to the guidance of young children in an early learning and child care setting
- Discuss the critical aspect of using effective observations when deciding on positive, respectful, appropriate guidance strategies
- Respond to a scenario
- Read an article and answer questions
- Define and discuss “Challenging Behaviours” as they relate to guiding children’s behaviour
- Think of a situation when you have had to discuss a child’s challenging behaviour with the parent or family member and discuss making a referral to another agency.
- Your responses will indicate clear understanding and remonstrate reflection and solid research

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist.](#)

Search library or Google for professional resources on child guidance within early childhood settings.

PD 240 – Professionalism in Early Childhood Education

Your studies will focus on the role of the early childhood educator and professionalism as it relates to issues, advocacy, leadership, and professional development. The course provides an introduction to your role as an advocate in the field of early childhood education. The course content includes instruction and practice in identifying issues, advocating, seeking professional development, and preparing for a career as a professional in the early childhood field.

Credit unit(s): 3.0
Prerequisites: PRAC 181 or PRAC 105
Equivalent course(s): none

PD 240 – Professionalism in Early Childhood Education Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Complete a professional development portfolio.			
2. Use resources for professional development.			
3. Examine issues in early childhood education.			
4. Develop strategies to network with the early childhood education community.			
5. Develop advocacy skills.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See Appendix A for important instructions and deadlines for all submissions.

1. Evidence file: You will submit the following:

- An interview with the Program Head/faculty may be required to clarify evidence
- A. A personal/professional portfolio. Supports completion of learning outcome 1
- B. Research paper describing professional development opportunities. Supports completion of learning outcome 2
- C. An essay describing an issue which you have pursued or intend on pursuing. Supports completion of learning outcomes 3, 4
- D. An example of advocacy on behalf of early learning and child care. Supports completion of learning outcome 5

Resources

Ask the Program Head to recommend resources that may be useful to prepare for assessment.

[Appendix B: ECE program booklist.](#)

SPSY 279 – Children with Diverse Abilities 1

The course provides an introduction to the study of children with diverse abilities and needs. You will examine practices related to identification, intervention and prevention of specific diverse abilities. You will also discuss historical and current approaches, trends, and issues.

Credit unit(s): 3.0
Prerequisites: PRAC 181 or PRAC 105
Equivalent course(s): SPSY 281

SPSY 279 – Children with Diverse Abilities 1 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Examine the concepts and terminology associated with children with diverse abilities.			
2. Examine the historical and present day practices regarding diverse abilities.			
3. Describe the characteristics of emotional and behavioural disorders and challenges.			
4. Describe the characteristics of learning impairments.			
5. Describe the characteristics of communication and language differences.			
6. Describe the characteristics of cognitive and developmental disabilities and delays.			
7. Describe the characteristics of advanced cognitive development.			
8. Describe the characteristics of health impairments.			
9. Describe the characteristics of orthopaedic impairments.			
10. Describe the characteristics of sensory impairments.			
11. Identify community agencies and services which support children with diverse abilities and their families.			
12. Identify strategies to support children with diverse abilities and their families.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. Evidence file: You will submit the following:

An interview with the Program Head/faculty may be required to clarify evidence

- A. Essay: Concepts and Terminology Associated with Children with Diverse Abilities- following outlined requirements
- B. Research Paper: Causes and Characteristics of Eight Impairments and Delays. Written work outlining causes and characteristics of impairments and delays as well as care that is required
- C. Describe Services Provided by the Saskatchewan Early Childhood Intervention Program and KidsFirst

2. Practical demonstration

- A. Presentation to colleagues on a medical condition causing impairment and/or developmental delays or disabilities
- B. The practical demonstration supports the completion of learning outcomes 1-10 & 12

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist.](#)

Search library or Google for professional resources describing characteristics of medical condition causing impairments and/or developmental delays or disabilities.

SPSY 289 – Children with Diverse Abilities 2

The course continues the study of children with diverse abilities by addressing developmentally appropriate programming for young children with diverse abilities. You will study assessment, individualized planning and program planning in inclusive settings.

Credit unit(s): 3.0
Prerequisites: SPSY 279
Equivalent course(s): none

SPSY 289 – Children with Diverse Abilities 2 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Analyze issues and trends affecting children with diverse abilities.			
2. Identify the importance of assessment when planning developmentally appropriate curriculum for children with diverse abilities.			
3. Describe the steps involved in individualized planning for children with diverse abilities.			
4. Examine inclusive program planning.			
5. Plan developmentally appropriate curriculum activities for children with diverse abilities.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. **Evidence file:** submit the following to support completion of learning outcomes 1-5:
 - An interview with the Program Head/faculty may be required to clarify evidence.
 - A. An applied research paper on the pros and cons of inclusion
 - B. A written summary of an effective parent conference regarding a child with diverse abilities
 - C. Curriculum and environmental preparations and adaptations for children with diverse abilities

2. Interview

You may be asked to participate in a telephone interview to clarify submitted evidence.

Resources

You may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

[Appendix B: ECE program booklist.](#)

Search library or Google for professional resources describing curriculum and environmental adaptations for children with diverse abilities (e.g., journals, reference books, websites, etc.).

ECE 200 – Play Environments

The course is a continuation of ECE 106 – Role of Play in Early Childhood Education. You will use play theory to plan developmentally appropriate programs, plan indoor play environments, and to examine outdoor play environments.

Credit unit(s): 2.0
Prerequisites: PRAC 181 or PRAC 105
Equivalent course(s): none

ECE 200 – Play Environments	Competent	Learning	None
Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.			
1. Examine environments that support play based programs.			
2. Plan indoor environments that encourage and enhance play.			
3. Evaluate outdoor environments that encourage and enhance play.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See Appendix A for important instructions and deadlines for all submissions.

- 1. Evidence file:** You will submit the following evidence to support completion of learning outcomes 1, 2, & 3.
 - A. Essay: minimum 1000-word paper discussing play as a way to learn, the environment as the third teacher and critical aspects of a quality environment
 - B. Photographs and written descriptions of 4 play environments that you have created to encourage and enhance play
 - C. Signed forms from the children’s parent or guardian giving permission to video the children for this educational purpose

2. Practical demonstration

Video of children responding to an invitation to play and explore within one of the areas you have created. Supports completion of learning outcomes 1, 2, 3.

3. Interview

The interview will be conducted over the telephone by the PLAR assessor to support completion of learning outcomes 1, 2, & 3.

- Discuss the engagement of children in play as evidenced in the video

Resources

Ask the Program Head to recommend any resources that would be useful to prepare for assessment.

[Appendix B: ECE program booklist.](#)

ECE 201 – Program Planning for ECE programs

The course is a culmination of the diploma program. You will use information on developmentally appropriate practice, child development, and holistic planning to plan curriculum for young children. You will incorporate information on children with diverse needs, multi-age groups, and diverse cultures to plan both individual and group programs.

Credit unit(s): 3.0
Prerequisites: PRAC 181 or PRAC 105
Equivalent course(s): none

ECE 201 – Program Planning for ECE programs Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Plan curriculum using the project approach that is developmentally appropriate and incorporates the needs of multi-age groups, children with diverse abilities, and anti-bias experiences.			
2. Examine considerations when planning programs based on emergent/negotiated curriculum for early childhood programs.			
3. Describe the role of the educator in developing an emergent/negotiated curriculum.			
4. Plan group times within early childhood programs.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. Evidence file:

An interview with the Program Head/faculty may be required to clarify evidence.

Submit written and visual documentation (A, B, & C below) of experiences explored with children using the project approach to curriculum that demonstrates an in-depth understanding of the Project Approach. This evidence supports completion of learning outcome 1 (30%)

A. **Two Options:** Choose **one** option.

1. Submit evidence of a project you previously implemented with children using the Project Approach:
 - All three phases will be clearly indicated
 - You will have fully recorded what happened in all three phases to give a clear picture of the project as it unfolded
 - Evidence will be presented in a clear, organized and professional manner

- Include a discussion paper about how this project met specific, outlined requirements
- Include a **signed** statement from your supervisor, director, Consultant, or board member to verify that you were the lead educator in implementing this project

OR *(to be used if you do not have a sample using the project approach which they have completed with children that can be submitted for assessment)*

2. Answer a series of directed questions to demonstrate your knowledge of the Project Approach. For example:

- how to choose an appropriate topic
- using observation, webbing, coaching to see more deeply the three phases
- benefits of the Project Approach and the connection to emergent curriculum
- meeting the diverse needs of children through an anti-bias approach

B. Written and visual evidence of emergent/negotiated curriculum plans that have been implemented with a group of children. This evidence supports completion of learning outcomes 1, 2, & 3 (40%)

- Plan and implement 10 experiences with a group of children
- Include videotape of you leading five experiences
- Demonstrate ability to schedule a typical day which supports an emergent/negotiated curriculum
- Include a reflection paper outlining 10 guiding principles, beliefs and values related to curriculum development

C. Written and visual documentation of a group time experience with children. This evidence supports completion of learning outcome 4 (30%)

- You will submit a video of yourself implementing a planned group time with a group of no fewer than 5 children
- Group time will include music, literature, and physical movement experiences and a planned transition out
- You will demonstrate skill in leading the group time and managing positive guidance.
- This item supports completion of learning outcome #4

Resources

Ask the Program Head to recommend any resources that would be useful to prepare for assessment.

[Appendix B: ECE program booklist](#)

PRAC 244 – Practicum 3

This course provides you with an opportunity to gain competence in working with children, families and communities in centres and programs. You may choose to focus infant and toddler, diverse needs, or early childhood educator.

Credit unit(s): 13.0

Pre Requisites: for Infant Practicum: ECE 221 and ECE 202
for Toddler Practicum: ECE 221 and ECE 202
for Children with Diverse Needs: ECE 221 and SPSY 289
for Early Childhood Educator: ECE 221 and ECE 201

Equivalent course(s): none

PRAC 244 – Practicum 3 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Demonstrate positive work behaviours.			
2. Interact positively with children.			
3. Interact positively with adults.			
4. Use observation methods to gather information on children.			
5. Guide children’s behaviour effectively.			
6. Implement developmentally appropriate experiences for children.			
7. Prepare learning environments for children.			
8. Interact positively with families.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

Choose **one** of the following four practice setting options to complete your evidence file:

- A. Infant
- B. Toddler
- C. Diverse abilities
- D. Early childhood educator

Infant

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. **Evidence File:** Submit all items to support completion of learning outcomes 1 to 8.
 - A. **Reflective journal.** Document thoughts and actions of your work as an early childhood educator, which shows your professional growth.
 - B. **Webbing based on observations of two infants.** Create a web of developmental areas and experience to support and enhance each area of development (physical, cognitive, social, emotional, and language) based on your observations. You may choose to use the “Flower Web” introduced in the Saskatchewan Polytechnic ECE course “ECE 202 Programming for Infants and Toddlers” or use a traditional curriculum-type web with headings.
 - C. **Written and Visual documentation** of 6 experiences you have implemented from your web. From the web you created for the infants, choose 3 experiences for each infant and implement them with the infants. You will use the provided experience outline, on which to plan and record the experiences. You will include pictures of you and the infant involved in these experiences.
 - D. **Preparation of documentation of infant experiences.** Choose one infant, primarily in your care, and create a minimum 8-page accordion or rubber-band book documentation. Include photographs and record observations which show daily learning, exploring and routines and make connections to an infant’s typical development.
 - E. **Written and Visual evidence of effective communication tools** used to promote partnerships with parents. Provide 2 different examples of how you ensure positive, meaningful exchange of ideas and information with the families of children in your care. Some examples might include newsletters, bulletin board displays, communication logs or how families have been included in events or celebrations.
2. **Interview** – You may be asked to participate in a telephone interview with the PLAR assessor to clarify any submitted evidence.

Toddler

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. **Evidence File:** Submit all items to support completion of learning outcomes 1 to 8.
 - A. **Reflective journal** documenting thoughts and actions of your work as an early childhood educator, which shows your professional growth.
 - B. **Webbing based on observations of two toddlers.** You will create a web of developmental areas and experience to support and enhance each area of development (physical, cognitive, social, emotional, and language) based on your observations. You may choose to use the “Flower Web” introduced in the Saskatchewan Polytechnic ECE course “ECE 202 Programming for Infants and Toddlers” or use a traditional curriculum-type web.

- C. **Written and Visual documentation** of 6 experiences you have implemented from your web. From the web you created for the toddlers, you will choose 3 experiences for each toddler and implement them with the toddlers. You will be provided an experience outline to plan and record the experiences. You will include pictures of you and the toddlers involved in these experiences.
 - D. **Preparation of documentation of toddler experiences.** You will choose one toddler, primarily in your care, and create a minimum 8-page accordion or rubber-band book documentation. You will include photographs and record observations which show daily learning, exploring and routines and make connections to a toddler's typical development.
 - E. **Written and Visual evidence of effective communication tools** used to promote partnerships with parents. You will provide 2 different examples of how you ensure positive, meaningful exchange of ideas and information with the families of children in your care. Some examples might include newsletters, bulletin board displays, communication logs or how families have been included in events or celebrations.
- 2. Interview** – You may be asked to participate in a telephone interview to clarify any submitted evidence.

Diverse abilities

See [Appendix A](#) for important instructions and deadlines for all submissions.

- 1. Evidence File:** Submit all items to support completion of learning outcomes 1 to 8.
- A. **Reflective journal** documenting thoughts and actions of your work as an early childhood educator, which shows your professional growth.
 - B. **Portfolio** for a child with Diverse Needs: Child Development and Individualized Planning. Submit a developmental portfolio of a child by observing the child for three weeks. Each week will be focused on a given area and recorded in a separate portfolio section. Each section will include all the observations and experiences you do that week. Include the child's developmental artefacts where they best fit.
- Your Portfolio will include the following sections.
- 1. Table of contents
 - 2. Completed permission form
 - 3. Observations according to week # and developmental area of focus
 - 4. Samples of the child's work
 - 5. PPP Chart
 - 6. Three documentation panels or clear photographs of the panels
- 2. Interview** – You may be asked to participate in a telephone interview to clarify any submitted evidence.

Early childhood educator

See [Appendix A](#) for important instructions and deadlines for all submissions.

1. **Evidence File:** Complete all items to support completion of learning outcomes 1 to 8.
 - A. **Reflective journal documenting** thoughts and actions of your work as an early childhood educator, which shows your professional growth.
 - B. **Written and visual documentation of an emergent curriculum project** developed and explored with children using the Project Approach.
 - C. **Coaching children to learn about learning.** Choose an object to explore with a child or children. Provide written and visual information of the coaching process you used. If possible, use an object that relates to the emergent curriculum project that you have completed for this challenge.
 - D. **Guidance strategies that are successfully used with children.** Provide 4 examples that demonstrate successful techniques that you have used in guiding children's behaviour.
 - E. **Written and visual evidence of effective communication tools** used to promote partnerships with parents. Provide 3 different examples of how you ensure positive, meaningful exchange of ideas and information with the families of children in your care. Some examples might include newsletters, bulletin board displays, communication logs or how families have been included in events or celebrations.

2. **Interview** – You may be asked to participate in a telephone interview with the PLAR assessor to clarify any submitted evidence

Resources

Ask the Program Head/PLAR Assessor to recommend any resources that would be useful to prepare for assessment.

PRAC 245 – Practicum 4

The course provides you with an opportunity to gain competence in working with children, families and communities in centres and programs. You may choose to focus on infant and toddler, diverse needs, or early childhood educator. Your choice for Practicum 2 must be different than your choice for PRAC 244 (Practicum 3).

Credit unit(s): 13.0
Prerequisites: All 12 theory diploma courses and PRAC 244
Equivalent course(s): none

PRAC 245 – Practicum 4 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Demonstrate positive work behaviours.			
2. Interact positively with children.			
3. Interact positively with adults.			
4. Use observation methods to gather information on children.			
5. Guide children’s behaviour effectively.			
6. Implement developmentally appropriate experiences for children.			
7. Prepare learning environments for children.			
8. Interact positively with families.			

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

Please refer to PRAC 244 PLAR Assessment Methods which outline the assessment methods for PRAC 244 and 245. You will need to pick one option for PRAC 244 and one different option for PRAC 245.

Appendices

Appendix A—Important directions for evidence submissions

To be successful with PLAR, all evidence must be submitted by the applicable [deadline](#) and meet academic standards. If unsuccessful, you cannot re-register for PLAR for the same course(s), so pay close attention to these directions:

Written work: All written submissions must be **computer generated** with word processing software. Handwritten submissions will **not** be accepted.

Submission deadline: Do not register for more courses than you can complete by the submission deadline. There will be **no** deadline extensions unless you promptly inform the ECE PLAR contact person of exceptional circumstances that severely disrupt daily life for an extended time. Documentation to verify exceptional circumstances will be required, and the ECE PLAR contact person will tell you what to submit. Some examples of disruptive exceptional circumstances are a death in the family, injury or serious illness, incarceration, jury duty, house fire, and so on.

Academic standards: All content from other sources within your written submissions must be properly referenced using [APA style](#). Plagiarism, which is using any ideas or content from another source without referencing the source, is an academic violation with serious consequences at any education institution. See the Sask Polytech's Student Code of Conduct (Academic) [policy](#) and [procedures](#) for more details.

Returning materials: Submitted PLAR materials (documents, assignments, videos, etc.) will **not** be returned to you unless you request it. It is your responsibility to contact the [ECE PLAR contact person](#) **within two months** after PLAR has been completed to make arrangements to either:

- pick up the evidence at the Saskatchewan Polytechnic Regina campus, or
- have it shipped COD to be paid by you when it is delivered.

Appendix B—Early Childhood Education program resource list

Ask the Program Head to recommend any resources that would be useful to prepare for assessment.

Go to the Saskatchewan Polytechnic Bookstore Link to determine text books and learning manuals used in this course with current prices.

Directions:

- A. Go to saskpolytech.ca/bookstore
- B. Select your Campus
- C. Click on + for the TEXTBOOKS tab near the top
- D. Select BUY TEXTBOOKS in drop down menu
- E. Follow directions to select program and courses
- F. Only courses offered in the current term are listed
- G. Call the bookstore call centre 1-866-569-8398 if you need assistance

Ordering Course Material:

Once you are admitted to the program or registered for PLAR or an online course, you will have a Saskatchewan Polytechnic Student ID#. You can then order course materials online or by phoning the bookstore order processing centre. To order course material before you are an admitted or registered student, contact the Regina Campus Bookstore in Regina directly.

Online: <http://saskpolytech.ca/student-services/academic/bookstores.aspx>

Bookstore Order Processing Centre: 1-866-569-8398 (1-866-5myTEXT)

Call ahead to confirm bookstore hours and to ensure material is available.