

CHILDCARE ASSISTANT (Competency-Based)

APPENDIX A

O*NET CODE 39-9011.00

Competency/performance-based apprenticeship occupations are premised on attainment of demonstrated, observable and measurable competencies in lieu of meeting time-based work experience and on-the-job learning requirements. In competency/performance-based occupations apprentices may accelerate the rate of competency achievement or take additional time beyond the approximate time of completion.

This Training outline is a minimum standard Work Processes and Related Instruction. Changes in technology and regulations may result in the need for additional on-the-job or classroom training.

WORK PROCESSES

This apprenticeship program is designed to provide a reflective and guided experience in working with children and families. Although the Work Processes described below are presented as different aspects of early care and education, they are interconnected, not separate, and support each other. Each apprentice's developing mastery of the Work Processes will be ongoing and progressive.

A. Safe Environment

1. Familiarizing self with Office of Children and Family Services (OCFS) regulations and remaining current with them.
2. Keeping indoor and outdoor areas free of dangerous conditions and materials.
3. Ensuring that safety equipment, such as fire extinguishers and smoke detectors, are in place and operable and knowing how to use them.
4. Participating effectively in evacuation procedures.
5. Conducting fire drills.
6. Maintaining order and safe behavior among children while recognizing their need to explore and be curious.
7. Instructing children in safety rules and enforcing them consistently.
8. Leading children in clean-up activities.
9. Maintaining first aid supplies. Knowing what items are in the kit and using them appropriately.

10. Understanding liability – personal and organizational.

B. Healthy Environment

1. Maintaining an easily accessible and current list of phone numbers for contacting parents and emergency services.
2. Identifying, treating and reporting minor injuries/illnesses.
3. Establishing procedures for care of sick children; e.g. isolating a child with a contagious illness from well children, contacting parents and medical providers and administering emergency medicine.
4. Identifying major injuries/illnesses, giving first aid if appropriate, obtaining professional medical care.
5. Recognizing indicators of possible abuse and maltreatment, seeking out resources for information and support; following state law in response.
6. Understanding policies and liability for procedures regarding treatment and/or medication, child abuse, maltreatment law and emergency procedures.
7. Conducting daily health checks, cleaning toys, materials and equipment.
8. Establishing good handwashing practices.

C. Learning Environment

1. Providing a reliable routine together with a stimulating choice of materials, activities and relationships.
2. Balancing...free and structured, individual and group, indoor and outdoor activities.
3. Encouraging, decision-making and choices.
4. Recognizing and respecting cultural diversity, which is reflected in activities and materials.
5. Providing a caring, bias-free climate that supports children's feelings of competence and self-worth. Providing for recognition of group and individual accomplishments.

D. Curriculum

1. Planning activities: organizing instructional materials, arranging room.
2. Scheduling activities, routines, and transitions which are consistent with developmentally appropriate practice and provide variety in activity choices.

3. Implementing activities: directing or participating in setup, announcing activities, directing and supervising children and other staff, improvising contingency activities, monitoring time limits for each activity.
4. Actively promoting social skills such as: listening skills, sharing, teamwork and cooperation, decision-making conflict resolution skills, respect for property. Teaching these skills by verbal instruction and by example.
5. Actively promoting emotional skills such as: maintaining a positive self-image, handling anger, acting independently.
6. Encouraging active learning, rather than emphasizing adult talking and children's passive listening.
7. Expanding and enriching experiences as children develop.

E. Child Growth and Development

1. Understanding the relationship of basic needs (food, clothing, shelter, human nurturing) to childhood growth and development. Understanding the impact of poor nutrition, lack of medical care.
2. Having realistic expectations about children's attention spans, interests, social abilities and physical needs, including children with handicapping conditions.
3. Making or obtaining materials and equipment appropriate to the developmental needs of children.
4. Providing many opportunities for all children, including those with disabling conditions, to feel effective, experience success and gain the positive recognition of others.
5. Knowing a variety of positive guidance methods – such as listening, reinforcement and redirection and using each appropriately.

F. Communication

1. Communicating actively with each child – modeling good speech, listening carefully, responding actively to their expressions, engaging in conversations with them, and building on their verbal and non-verbal understanding and vocabulary.
2. Communicating in a developmentally appropriate way.
3. Communicating with children, family members and colleagues in understandable formats, language and terminology (oral and written).

4. Providing an active program with daily opportunities for children to converse with each other and with adults while engaged in a variety of informal and formal activities.
5. Encouraging the use of books and materials for writing and drawing.
6. Communicating behavioral choices and their consequences to children.
7. Reporting significant information to supervisor, either orally or in writing.
8. Communicating regularly with family members
9. Completing administrative records and forms.

G. Families in Society

1. Recognizing the child's family as the first and most enduring teachers.
2. Greeting parents, establishing rapport.
3. Practicing listening techniques.
4. Establishing and maintaining partnerships with family members in which each recognizes the valuable contributions of the other.
5. Respecting and appreciating the family composition and culture of each child.
6. Accommodating differences in families and cultural backgrounds in planning schedules and activities and adapting teaching roles and strategies to reflect differences in children's needs as related to family and cultural backgrounds.
7. Discussing problem behavior with parents in a constructive, supportive manner.

H. Professionalism and Leadership

1. Understanding and practicing all legal and regulatory mandates relating to the health and safety of children.
2. Maintaining children's records as required by legal or regulatory mandates.
3. Understanding liability – personal and organizational – and acting appropriately regarding these liabilities.
4. Understanding the philosophy of the program and being able to describe its goals and objectives to others.

5. Acting in a dependable, responsible manner in cooperation with others involved in the care and education of the children.
6. Supporting other staff by offering assistance and supervision when needed.
7. Preparing for and participating in, staff meetings and group problemsolving.
8. Continually evaluating own performance to identify needs for professional growth.
9. Respecting and maintaining confidentiality in regard to information and interactions with children, families and colleagues.

Approximate Total Hours 1000-2000

Apprentices in Competency-Based Programs shall participate in no fewer than 1,000 documented hours of on-the-job training, and until they have demonstrated a competency for each skill in the Work Processes, with the understanding competency will be demonstrated reasonably proximate to the maximum on-the-job training hours. Competency Assessment described in further detail in Appendix B.

Apprenticeship work processes are applicable only to training curricula for apprentices in approved programs. Apprenticeship work processes have no impact on classification determinations under Article 8 or 9 of the Labor Law. For guidance regarding classification for purposes of Article 8 or 9 of the Labor Law, please refer to <https://dol.ny.gov/public-work-and-prevailing-wage>

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APPENDIX B

RELATED INSTRUCTION

Safety and the Workplace

1. Mandated Reporter Training
2. Health and Safety Needs of Children-*Including all applicable New York State OCFS Regulations
3. First Aid (6.5 hours minimum)
4. Sanitation
5. Ethics
6. Childhood Diseases
7. Sexual Harassment Preventing Training – must comply with Section 201-g of the Labor Law

Theory & Science

1. Exposure to topic(s) in one or more of the following:
 - a. Child Development
 - b. Elementary Education
 - c. Physical Education
 - d. Recreation or a related field
2. Infant and Child CPR
3. Nature and Value of Play
4. Space Planning
5. Materials and Equipment
6. Building Self-Esteem
7. Fostering Independence
8. Building Self-Control
9. Positive Guidance and Discipline Techniques
10. Socialization of Children

Competency Assessment

1. Test Prep
2. Written/Practical Proficiency Examination(s)

At least 144 hours of Related Instruction per year must be available for the apprentice at the time of his/her indenture. However, the apprentice may test out earlier if able to demonstrate competence for each topic on the Related Instruction outline.

Appendix B topics are approved by New York State Education Department.