Gateways School-Age & Youth Development Credential (5 through 16 years)

School-Age & Youth Development Content Areas

Human Growth and Development (HGD)

School-age and Youth (SAY) practitioners, serving ages 5-16, use current and emerging factual, theoretical, procedural and cultural knowledge of developmental influences as essential for all aspects of their work with school-age and youth. Practitioners have a curiosity and understanding about how individuals develop and learn, and understand the mutual influences among the many different domains of development and change. This knowledge and skill is always underpinned by the seven core values of school-age and youth practice. The capabilities of the school-age and youth practitioner demonstrate how well the worker balances these core values with the core knowledge and skills of individual development and the important contexts within which school-age and youth grow and learn. Practitioners view development knowledge, and the associated values, as the core of their professional practice. Practitioners use their values, understanding and skills for planning and implementing learning interactions and programs.

Health, Safety, and Well-Being (HSW)

Professionals, serving ages 5-16, understand that physical health, mental health and safety are the foundations for development and learning in school-age and youth (SAY). They acknowledge the value of creating a healthful environment to foster the physical, cognitive, language and social-emotional development of SAY. They collaborate with families and health professionals to provide safe, healthful environments and to adjust health, nutritional and safety routines to individual needs and abilities. They take responsibility for providing multiple opportunities for SAY to learn habits that will ensure their health and safety.

Observation and Assessment (OA)

Professionals, serving ages 5-16, value the roles of informal and formal observation and assessment to gain understanding about an individual's development and learning. They understand the purposes, benefits and uses of observation and assessment information. They view observation and assessment as ways to understand school-age and youth as well as means for program evaluation and accountability. They take responsibility using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal assessments to gather and share information on an individual's skills, abilities, interests and needs, to monitor an individual's progress, and to continually evaluate and reflect on and modify their own roles and practices.

Curriculum or Program Design (CPD)

Professionals, serving ages 5-16, have broad knowledge of appropriate curriculum and goals for school-age and youth (SAY). They understand the central concepts, tools of inquiry, and structures of the content disciplines, as well as the interrelationships between and among content disciplines and developmental domains. They recognize and value the interdependence between relationships with others and an individual's construction of knowledge. They view curriculum development as a collaborative, dynamic, and ever-changing professional endeavor. They take responsibility for planning and providing an emerging, bias-sensitive, integrated curriculum to build on an individual's current abilities and interests to expand competence in all content areas and developmental domains.

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School-Age & Youth Development Content Areas *(con't)*

Interactions, Relationships, and Environments (IRE)

Professionals, serving ages 5-16, use their understanding of developmentally appropriate interactions and environments to provide integrated and supportive learning opportunities for school-age and youth. They use interpersonal interactions that guide each individual toward desired developmental and learning outcomes. They recognize the important teaching roles of the physical and social environments, and provide and support environments that are nurturing, pleasing, and intellectually stimulating. Environments and interactions reflect values about school-age and youth and families, and are sensitive to bias and to individual differences. Environments and interactions are responsive to each individual's abilities, interests, and needs, and reflect appreciation of family and community contexts and resources.

Family and Community Relationships (FCR)

Professionals, serving ages 5-16, understand and value the critical role of positive, collaborative partnerships with families, colleagues, and community service agencies. They respect multiple perspectives and demonstrate integrity in conveying their own personal and professional perspectives and values. They use their knowledge of family and social systems to create reciprocal, productive interpersonal relationships that recognize and enhance the contributions of family, program, and community participants to the development, learning, and wellbeing school-age and youth, and their families.

Personal and Professional Development (PPD)

Professionals, serving ages 5-16, identify and conduct themselves as members of a significant, expanding, changing profession. Their professional attitudes evolve with experience, professional development, and advances in the profession. They honor diversity in cultures, beliefs, and practices. They know and value the history and contributions of their profession and its related fields. They are committed to ongoing professional development, and continually reflect on and take responsibility for their own values, choices and actions. They advocate for school-age and youth, and their families, and exemplify the ethical standards of their discipline in their profession in their personal and professional interactions and activities.

Advocacy and Policy (AP)

Professionals, serving ages 5-16, ensure that the rights of school-age and youth are promoted and upheld. Professionals recognize implications of local, state, and national trends and policies with regard to professional practice. Professionals utilize experience, knowledge, and research to plan and lead change at a range of levels. They advocate on behalf of school-age and youth, working with young people and with peers, colleagues, and other stakeholders.