COURSE OUTLINE: ED0285 - PARTNERSHIPS IN ECE

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Course Code: Title	ED0285: BUILDING PARTNERSHIPS IN ECE SETTINGS
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	21W
Course Description:	Developing partnerships with families is an integral part of the `family-centred` approach in early childhood education. Students in the CICE Program, with the assistance of the Learning Specialist, study various aspects of this developmentally appropriate practice by examining specific strategies for building effective partnerships such as: positive communication practices, supporting family involvement, and exploring ways to respond to the changing face of Canadian families. The increasing role of the educator within the community will also be examined.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects. EES 11 Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.
Books and Required	Code of Ethics and Standards of Practice (2017) by College of Early Childhood Educators

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.

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Resources:	Publisher: College of ECE Edition: 2017
	available for free downloading: :
	https://www.college-ece.ca/en/documents/code_and_standards_2017.pdf
	Early Childhood Environment Rating Scales (ECERS-3) by Harms, Clifford, Cryer,
	Publisher: Teachers College Press
	ISBN: 9780807755709
	Excerpts from ELECT by Ontario Ministry of Education
	availble for free downloading: https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf
	How does learning happen? Ontario`s pedagogcy for the early years. by Ontario Ministry of Education
	Publisher: Ontario Ministry of Education
	available for free downloading: http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf
	Infant/Toddler Environment Rating Scale (ITERS-3) by harms, Cryer, Clifford,
	Publisher: Teachers College Press
	Partnerships: Families and Communities in Early Childhood. by Lynn Wilson
	Publisher: Nelson Education Edition: 6th
	ISBN: 9780176509576
	The Kindergarten Program (2016) by Ontario Ministry of Education
	Publisher: Ontario Ministry of Education
	available for free downloading:
	http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html
	Truth and Reconciliation Commission of Canada: Calls to Action (2015) by Government of Canada
	download the document for free @ http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

Course Outcomes and Learning Objectives:	Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Describe the diverse needs of families the community resources that support families, as well as, identify strategies to meet the needs of families within the early childhood setting.	1.1 Recount the accountability and responsibilities that registered early childhood educator has towards families and community partners. 1.2 Describe families in today`s and discuss the professional duty to respect and honour the uniqueness and diversity of families and communities including family structure, language, cultural values and practices, ethnicity, socio-economic status, spirituality, gender age and sexual orientation. 1.3 Discuss various factors and trends that affect families in Canada today. 1.4 Recognize the impact of colonization experiences on Indigenous families and communities and discuss the Truth and Reconciliation Calls to Action and the role of early learning programs to work with families to support the transmission of language and culture. 1.5 Summarize the role of the educator in supporting families

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	with diverse situations, challenges, strengths, and needs. 1.6 Explain the and pedagogical approach that views partnerships with families and community as being essential to developing programs and practices that support learning
Course Outcome 2	**Learning Objectives for Course Outcome 2**
2. Discuss the range of services available to families and the ways in which children, families, and educators can benefit from.	2.1. Identify a variety of community resources that are available to families. 2.2.Explain the role of the EarlyON Child and Family Centres and describe the benefits of the program to children, families, and educators.
Course Outcome 3	**Learning Objectives for Course Outcome 3**
3. Explain how a successful responsive relationship with families is established and supported that benefits children, families, and educators.	3.1. Identify the key features of successful relationships with families. 3.2. Discuss the particular partnership benefits and barriers to partnerships for family members, children, and teachers. 3.3. Identify the strategies that supervisors and teachers can use to build effective partnerships with families. 3.4. Identify effective communication practices teachers can use in their initial contact with families. 3.5. Describe the process of orienting a new family to a child-care centre 3.6. Discuss how early childhood educators create a welcoming environment where all families have sense of belonging.
Course Outcome 4	**Learning Objectives for Course Outcome 4**
4. Discuss strategies that view families as contributors to the program and engage families as co-learners and co-planners and support their sense of belonging and partnership	4.1.identify and evaluate various strategies for involving families in the program. 4.2.Identify various strategies that support a male friendly environment. 4.3.discuss strategies for developing effective informal family gatherings 4.4. Discuss strategies to support families` efforts to extend curriculum home
Course Outcome 5	**Learning Objectives for Course Outcome 5**
5. Explain positive strategies that support effective communication with families.	5.1. discuss and analyze the strategies for achieving effective communication between educators and families. 5.2. identify the sources of family-teacher conflict and outline a strategy for conflict resolution 5.3. outline the benefits of family - teacher conferences for both families and teachers and identify strategies for planning and conducting conferences 5.4. outline the benefits of effective written communication and its role in developing positive relationships with families 5.7 describe the types of written communication used to support the family-centre partnership
Course Outcome 6	**Learning Objectives for Course Outcome 6**
6. Communicate professionally in all written work and verbal interactions	6.1Communicate clearly, concisely and correctly in all written work that reflects a professional standard in vocabulary, grammar, spelling and format appropriate to the early learning

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	with others and engage in reflective practice and demonstrate critical thinking skills.	sector. 6.2 Correctly cite the sources of information within written submissions following APA format. 6.3 Be respectful, positive and open in all communication recognizing ones own personal bias and demonstrate respect for the diverse opinions, values, belief systems and contributions of others 6.4 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. 6.5.Research, select and integrate information from various sources to develop a meaningful and relevant response to assigned questions. 6.6.Analyze, evaluate, and apply relevant information from a variety of sources. 6.7. Manage the use of time and resources to complete projects in a timely manner.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Experiential learning and reflection	40%
Projects	50%
Quizzes	10%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

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C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:	December 18, 2020
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.

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