

July 20, 1976

Course Outline

Course Title: Home and School Relationships

Course Number: ED 207-3

Instructor: Tiit Tammik (Room E463, ext. 274)

Course Description: This course will involve studying various aspects of parent education, including meaningful contact with parents through home visits, parent meetings and the child development interview; communication processes, group dynamics and leadership styles will also be studied. Planning parent meetings for day care centres and co-operative nursery schools, to interpret preschool education to parents, will be approached through theory and practice.

Course Philosophy: This course is designed to help students to learn to develop awarenesses and skills enabling them to understand and facilitate effective home and school relationships.

Course Goals:

1. To study and understand human communication processes as well as group and leadership dynamics as they relate to the facilitation of effective home and school relationships.
2. To study and understand the nature of interviewing, its principles and methods.
3. To study and understand various aspects of parent education (re: child development and early childhood education) and to learn to plan and conduct parent meetings, home visits and child development interviews.
4. To study and develop an understanding of how the role of the nursery school teacher, the child, the parents and the community are interrelated and interdependent in order to optimally meet childrens' needs and foster their development.

Objectives:

1. To be able to discuss, apply and demonstrate an understanding (through written and oral responses) of theories of human communications processes, as well as groups and leadership dynamics, as they relate to home and school relationships.
2. To be able to critically discuss and demonstrate (through written responses) an understanding of various aspects of parent education (theory and methodology) relating to home and school relationships.

3. To be able to critically discuss interviewing principles and demonstrate the application of interviewing techniques in a written evaluation report of a "child development" interview conducted with a preschooler's parents.

4. To be able to plan, conduct and write a follow-up evaluation report of a parent meeting having an E.C.E. parent education focus.

5. To be able to research and prepare a bibliography of suggested readings (on an E.C.E. parent education topic) for distribution to the parents at the parent meeting (# 4 above).

6. To be able to research and conduct a class seminar discussion on a topic (related to home and school relationships) chosen by the student in consultation with the instructor.

Texts: 1. "Effective Home-School Relations", Hymes, J.I. jr., S.C.A.E.Y.C. , 1974

2. "Interviewing: Its Principles and Methods", 2nd ed., Garrett, A., F.S.A.A. 1972

Articles; on reserve at College L.R.C. from:

3. "Ideas That Work With Young Children", Baker, K.R., N.A.E.Y.C., 1972, pages 196-216.

4. "Leadership and Social Change", Lassey, W.R. ed., Universit Associates, 1971. pages 4-17 and 67-78.

NOTE: Other readings may be assigned during the course at the discretion of the instructor. The above text resources will be referred to as follows: ie. Hymes - H. p. 1-21. etc.

Syllabus: Note: The course is divided into four approximately equal units of time and course material to be covered.

Unit I (4 weeks): - introduction to course and overview of course outline.

attitudes -home-school relations,
-parents-teachers-children, family life, needs and

-human communications processes and dynamics
-group processes and dynamics
-the nature of the helping relationship
-leadership styles and dimensions
-parent-teacher attitudes and aptitudes

Assigned Reading: H. p. 1-21, L. p. 67-78, L. p. 11-17, L. p. 4-11, H. p. 23-51.

Unit II (4 weeks):

- purpose, principles and methods of interviewing
- understanding human nature
- attitudes of the interviewer
- observation, active listening, dialogue, leadership and interpretation in interviewing
- essential conditions of good interviewing
- role play interview practice
- parent-teacher conferences
- home visits

Assigned Reading: G. p. 3-78, H. p. 77-91, B. p. 198-208

Assignment #1: (due By February 21)

A report containing a written description and evaluation of a "child development" interview with the parent(s) of a preschool aged child.

Mid Term Test: February 22

Unit III (4 weeks):

- approaches and alternative methods of planning, conducting and evaluating parent group meetings.
- communications, group and leadership processes in meetings
- cooperating with parents as observers and participants
- involving parents and understanding their (and your) evolving attitudes, needs and skills.

Assigned Readings: H. p. 53-76, H. p. 93-109, B. p. 209-216

Unit IV (3 weeks): -approaches to parent education regarding E.C.E. and child development

- newsletters and written communications with parents
- planning, researching and preparing a bibliography of suggested readings (E.C.E. parent education topic) for parents
- planning, conducting and evaluating parent meetings
- evaluation of selected parent-teacher communications approaches and the effects of improved communications on the child's development

Assigned Readings: H. p. 111-146

Assignments: #2; Working with a small group of (approximately 4) classmates in planning, conducting and writing a follow-up evaluation report of a parent group meeting having an E.C.E. parent education focus. (due by April 15)

#3; To work with the same group of classmates in planning researching and preparing a bibliography of suggested readings (on an E.C.E. child development topic area for the parents attending the meeting (#2 above). (Due prior to scheduling of parent meeting).

#4; Each student will also be responsible for researching and conducting a class seminar discussion on a topic (related to home and school relationships) chosen in consultation with the instructor.

Seminar presentations will be scheduled to occur mainly during the last three units of the course.

Final Test: April 20th.

Methodology: Learning will be facilitated by (a) lectures (b) class and small group discussions, (c) role playing and structured group process simulation activities and (d) audio-visual presentations.

During student seminar presentations, students (along with the instructor acting as a resource person) will be responsible for facilitating their own and their classmates' learning.

The assignments are designed to provide students with both individual and co-operative small group learning experiences relating to both theory and practice.

Evaluation: Students will be responsible for attendance and participation in all areas of the course as outlined and for all assignments and tests as requested. Students will be significantly involved in the process of evaluating one another's seminar presentations with the instructor.

The final course grade will be determined as follows:

1. Class attendance and participation	10%
2. Seminar research and presentation	20%
3. Child development interview assignment	15%
4. Preparation of bibliography and parent meeting project	25%
5. Mid Term Test	15%
6. Final Test	15%
TOTAL POSSIBLE	<u>100%</u>

A grade of A. B. C. I or R will be awarded upon completion of the course, in accordance with the grading policy of Sault College:

ie. A - 80-100%, B - 70-79%, C - 60-69%

The "I" grade is intended for students who in the opinion of the instructor can benefit from the "Make-up" periods of instruction.