

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Building Partnerships in Early Childhood Settings

**CODE NO. :** ED285 **SEMESTER:** 4

**PROGRAM:** Early Childhood Education

**AUTHOR:** Colleen Brady  
[colleen.brady@saultcollege.ca](mailto:colleen.brady@saultcollege.ca) ext 2572

**DATE:** January 2011 **PREVIOUS OUTLINE DATED:** Jan 2010

**APPROVED:** "Angelique Lemay" Dec. 2010

	<b>CHAIR</b>	<b>DATE</b>
<b>TOTAL CREDITS:</b>	3	

**PREREQUISITE(S):**

**HOURS/WEEK:** 3 hours / week

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*For additional information, please contact Angelique Lemay Chair*  
*School of Community Services*  
*(705) 759-2554, Ext. 2737*

## **I. COURSE DESCRIPTION:**

Developing partnerships with families is an integral part of the 'family-centred' approach in early childhood education. This course studies 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 especially in the area of facilitating parent workshops.

## **II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. **Demonstrate knowledge of the complex nature of today's families and identify factors that influence it.**

Potential Elements of the Performance:

- describe families in today's society
- identify various factors affecting families in Canada today
- explore the implications of brain research on the role of the teacher and the family in providing optimal learning opportunities for children

2. **Identify programs that are in place to support children and families.**

Potential Elements of the Performance:

- discuss the role of teachers in a wide range of services to families
- evaluate the range of services from which families can choose and the ways in which children, family members, and teachers can benefit from them

3. **Demonstrate knowledge of approaches that maintain an effective partnership with families.**

Potential Elements of the Performance:

- identify the key features of successful relationships with families
- discuss the particular partnership benefits and barriers to partnerships for family members, children, and teachers
- identify the strategies that supervisors and teachers can use to build effective partnerships with families

4. **Demonstrate understanding of effective practices that support the initial phase of the family centre relationship.**  
Potential Elements of the Performance:
  - identify effective communication practices teachers can use in their initial contact with families
  - describe the process of orienting a new family to a child-care centre
  - outline the elements of a successful home visit and identify some of the barriers to home visits
  
5. **Demonstrate understanding of the various practices that support family involvement in an early childhood setting.**  
Potential Elements of the Performance:
  - identify and evaluate various strategies for involving families in centre activities with an emphasis on creating male-friendly environments
  - discuss strategies for developing effective informal family gatherings
  - discuss strategies for recruiting, training, and evaluating volunteers
  - discuss ways to involve families in the evaluation of staff and the centre program
  
6. **Demonstrate understanding of positive strategies that support effective communication in the family – centre relationship.**  
Potential Elements of the Performance:
  - discuss and analyze the strategies for achieving effective communication among family members and teachers
  - identify the sources of family-teacher conflict and outline a strategy for conflict resolution
  
7. **Demonstrate understanding of the role and practice of leading Family – Teacher Conferences.**  
Potential Elements of the Performance
  - outline the benefits of conferences for both families and teachers
  - identify strategies for planning and conducting conferences
  - describe follow-up and evaluation procedures that teachers can implement after the conference
  
8. **Demonstrate understanding of the role of written communication in various forms as an important way of maintaining the family-centre relationship.**  
Potential Elements of the Performance
  - outline the benefits of effective written communication and its role in developing positive relationships with families
  - describe the kinds of written communication used at the outset of the family-centre partnership
  - discuss the purpose, design, and thematic components of the family handbook and as an extension the playroom handbook

9. **Demonstrate understanding of the diverse needs of families as well as identify strategies to meet the needs of families within the early childhood setting.**

Potential Elements of the Performance

- identify the diverse families found in Canada today
- evaluate the role of the teacher in supporting families with diverse situations, challenges, strengths, and needs

10. **Demonstrate understanding of the issues facing many families and identify strategies to support families.**

Potential Elements of the Performance

- analyze the impact of becoming a parent, the stages of parenthood, and the ways parenting styles influence children
- discuss the impact of several difficult challenges that some families face as well as identify strategies to support families in these situations.

11. **Demonstrate understanding of the role of a facilitator in preparing and delivering training in a variety of formats for adult learners.**

Potential Elements of the Performance

- Identify the key components of effective facilitation
- Evaluate strategies to promote adult training
- Identify key steps in planning for adult training
- Identify principles in creating a safe environment for adult learners
- Describe various facilitation techniques and tools

**III. TOPICS:**

1. **Canadian families**
2. **Building partnerships**
3. **Family introductions**
4. **Family involvement**
5. **Communicating with families**
6. **Families in our care**
7. **Supporting families facing challenges**
8. **Successful facilitation of workshops**

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

**TEXTS**

Wilson, Lynn. (2010) *Partnerships: Families and Communities in Early Childhood*. 4<sup>th</sup> Ed. Toronto: Nelson Education Ltd.

Canadian Child Care Federation. (2005). *Guide to Successful Facilitation*.  
Ottawa: Canadian Child Care Federation.

Jamieson, J. Bertrand and Ibrahim E. (Eds). *Science of Early Childhood Development*.  
[online resource ] Winnipeg, MB: Red River College: retrieved from  
<http://www.scienceofecd.com>

Wolpert, Ellen (2005) *Start Seeing Diversity: The Basic Guide to an Anti-Bias Classroom*. Boston: RedLeaf Press

**RESOURCE MATERIALS**

*Documents found on LMS*

**EVALUATION PROCESS/GRADING SYSTEM:**

<b>In-Class Assignments</b>	<b>20%</b>
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During scheduled class time, students will be working individually or in small groups on various in class assignments: Case Studies, Self Reflection exercises, small group discussion and in class exercises that apply theory to practical application.

<b>Test:</b>	<b>10%</b>
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This is scheduled at the end of the course.

<b>Assignments:</b>	<b>70%</b>
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**Feedback sheets: 10%**

**Family Resource/Program Report: 20%**

**Experiential Choices: 40%** (choose only 1 project)

- Developing and presenting a workshop for families (practice).
- Researching and developing an information board and materials for families on a specific topic.
- Preparing and hosting a gathering of “experts” on a specific topic in the area of supporting the child’s social / cultural identity in our community.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations	

	with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

#### **VI. SPECIAL NOTES:**

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

#### **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.

### **Assignments:**

1. All assignments must be submitted on the **due date at the beginning of the class period** unless otherwise specified by the professor.
2. All assignments **must be typed and stapled** or they will be returned to the student not marked.
3. To protect students, assignments must be delivered by the student/author to the professor.
4. Late submissions **will be deducted 5% per day** which commences at the end of the class in which the assignment was due, **Assignments will only be accepted after the due date for a period of 5 school days. At that point, the student will receive automatic an “0” for the assignment.** Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.
5. Students who do not present on their presentation date will forfeit the mark for that assignment.
6. Students have the responsibility to be **aware of assignment due dates**. If they miss in-class assignments that are due at the end of the class period for evaluation, they forfeit the mark.
7. Students are responsible for **retaining a file of all drafts and returned assignments**. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded
8. If a student wishes to discuss the mark assigned to their submission, they must contact the instructor to make an appointment to review the assignment and evaluation. The student must come prepared by reviewing the assignment outline and expectations, the instructor’s feedback on the submission and specific areas of concern or questions.

**Your instructor reserves the right to modify the course, as he/she deems necessary to meet the needs of students. Dates for projects or tests may be revised depending upon course content/flow**

### **Tests / Quizzes**

1. Students are expected to come to the test prepared with all of the instruments needed to complete the test. (pencil, student number)
2. Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. **If advance notice is NOT given to the Professor, the student will receive a mark of “0”.** It is the student’s responsibility to make an alternative date with the professor that must be scheduled before the next class.
3. Students will be permitted into the class to write the test beyond the start time until the time at which other students have finished the test and left the room. The student will not be given extended time to complete the test. At that point, students will not be able to complete the test and will receive a mark of “0” for the test.
4. Students are not permitted to have any electronic devices during a test / quiz.

**Learning Environment:**

In the interest of providing an optimal learning environment, students are to follow these two expectations;

1. Students are expected to be present, on time, and stay for all scheduled classes.
2. Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services. <http://www.saultcollege.ca/Services/StudentServices/default.asp>
3. Students are expected to adhere to the ECE Program "Confidentiality" policy when making references to their experiences in the field practice placement within the classroom discussion.
4. Students are expected to be prepared for each class by ensuring that they have brought all of the required materials and resources to the class..
5. Students are reminded to turn their phone off or silent mode. Students will be asked to refrain from engaging in "texting" during scheduled class time. Students will be asked to refrain from engaging in personal or non-course related conversations. If this behavior, or any other behavior deemed disruptive continues, the student(s) will be asked to leave the class room.
6. The use of computers in the class is permitted for course work only with the permission of the instructor. Students using their computer for personal or non-course work will be asked to shut their computer off.
7. Students are expected to participate fully within class activities.
8. Light snack foods are permitted in the class during scheduled class, however students who wish to consume "meals" will be asked to consume their meal in another location outside of the classroom setting.
9. Students are responsible for putting their own items in the "garbage" / recycling bins.
10. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
11. Late arrivals are asked to enter the classroom quietly without disturbing the class activities.
12. Students are responsible for obtaining course material missed due to class absence