

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Building Partnerships in Early Childhood Settings

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

PROGRAM: Early Childhood Education

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DATE: Jan 2012 **PREVIOUS OUTLINE DATED:** Jan 2011

APPROVED: "Angelique Lemay" Jan. 2012

DEAN **DATE**

TOTAL CREDITS: 3 credits

PREREQUISITE(S): none

HOURS/WEEK: 3 hours / week

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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:**

- Canadian families
- Building partnerships
- Communicating with families
- Supporting families facing challenges
- Developing partnerships in our community to support families.
- Successful facilitation of workshops

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

TEXTS

- Wilson, Lynn. (2010) *Partnerships: Families and Communities in Early Childhood*. 4th Ed. Toronto: Nelson Education Ltd.
- Canadian Child Care Federation. (2005). *Guide to Successful Facilitation*. Ottawa: Canadian Child Care Federation.
- Wolpert, Ellen (2005) *Start Seeing Diversity: The Basic Guide to an Anti-Bias Classroom*. Boston: RedLeaf Press

RESOURCE MATERIALS

Documents found on LMS

Sault College Field Placement name tag.

V. **EVALUATION PROCESS/GRADING SYSTEM:**

Case Studies

20%

Each week, students will engage in discussions that analyze case studies based on the information presented in the textbook

Program Newsletter

10%

Based on the criteria discussed in the text, students will create a newsletter that would be distributed to families on a specific topic.

Community Partnership Project 60%

Students will work with a community partner on a project(s) that supports families in the community. This will be an independent study that will require the students to participate at least four times in active partnership with a community partner. Dates and times of these opportunities will be outside of scheduled class time and dependent upon the terms negotiated with the student and community partner.

Students will submit and or present required reflections and summaries throughout their community partnership project for evaluation. Details will be given to the student and discussed in class.

Details will be posted on LMS and reviewed with the students during class.

Community Networking: Best Start Hub Resource 10%

Students will be participate in two opportunities to network with community partners. Students must participate in full in both networking opportunities to meet this course requirement.

A) Family Math Training

Facilitated by Janelle Martin RECE

Students will participate in a workshop on facilitating the “Family Math” program to families in the community. Students will receive their own facilitator’s manual and a certificate that documents they have received training in Family Math. During the training session, students will walk through each of the Family Math modules and receive training in how to deliver this program as Family Math facilitator.

Note: Students must attend both evenings for the full time period in order to be given a certificate and meet this course requirement

Part 1: Thursday January 19 5:30-8:00 pm M2180

Part 2: Thursday January 26 5:30-8:00 pm M2180

B) Field Trip: Best Start Hub tour and reflection

OEYC/ Best Start Hub Holy Angels : Facilitated by Diana Taranto RECE and Lisa Flemming RECE

Students will tour the Best Start Hub Holy Angels site and attend a presentation that will highlight the role of the Best Start Hub in the community, as well as, the resources available for ECE and families at Best Start Hubs across Ontario.

NOTE: Students must attend the field trip and submit a short reflection on their experience in order to meet this course requirement.

- **Friday, February 10 from 1:00-3:00 p.m.**

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.

Confidentiality Protocol as per ECE Program Manual

- Students are to maintain the privacy of discussions within the classroom and respect and uphold confidentiality where this applies. In some classes students will have opportunities to share information about themselves and placements. In order to provide a safe environment students are expected to refrain from communicating (oral, written including electronic) about these conversations outside of the classroom setting

Assignment Submissions:

- Unless otherwise indicated by the instructor, assignments are to be submitted at the beginning of the scheduled class on the assigned due date.
- Students have one week from the assigned due date to submit their assignment, however a penalty of 5% will be deducted from their mark for each day the assignment is late. Assignments will not be accepted after the one week period unless negotiated prior to due date with the instructor.
- 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

Learning Environment:

- Students are responsible for contributing to a positive and supportive learning environment. Therefore, policies outlines in the Student Code of Conduct will be strictly enforced.
- Non-allergenic snacks are permitted in the class, however it is the responsibility of the student to clear the area of their garbage.

- Students are reminded to be aware to sensitivities to scents and are encouraged to refrain from wearing strong scents in class.
- Students will be given one reminder if side conversations interrupt the class, If the side conversations persist, the student(s) will be asked to leave the learning environment.
- Students will be given one reminder about the improper use of electronic devices during class. If the student continues to use their electronic device improperly during class, the student(s) will be asked to leave the learning environment. (See Policy on Electronic Devices).

Your professor 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. Students will be informed of any changes in class and through LMS.

VII. COURSE OUTLINE ADDENDUM:

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