

**SAULTCOLLEGE 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

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**APPROVED:** "Angelique Lemay" Jan. 2013

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**DEAN** **DATE**

**TOTAL CREDITS:** 3 credits

**PREREQUISITE(S):** none

**HOURS/WEEK:** 2 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 to be purchased for this course:**

- 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.

**Texts previously purchased in other courses.**

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

**Active LMS site: ED285 to access notes, email, calendar, resources.**

**REQUIRED MATERIALS:**

**All Field Practice Requirements have been met and approved prior to start of placement.**

- Current **Criminal Records Check**
- Updated **Health and Immunization Card**
- **Two Step TB testing.**
- **Current First Aid / CPR**
- **Anaphylaxis awareness certificate**
- **ECE Field Placement Name Tag**

**V. EVALUATION PROCESS/GRADING SYSTEM:****Case Studies 10%**

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

**Assignments: 80%**

Details of the assignments will be distributed to students in class and posted on LMS.

**NOTE: there will be components of an assignment that requires students to volunteer time in a community agencies during times that are outside of regularly scheduled class time. Therefore, students are expected to make arrangements ahead of time to ensure that they are able to participate.**

*NOTE: All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. 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*

**Community Networking: Best Start Hub Resource 10%**

Students will be participate in opportunities to network with community partners.

Students must participate in full in both networking opportunities to meet this course requirement.

**\*This may require students attending course sessions outside of regularly scheduled class time. Students will be expected to make arrangements ahead of time to ensure their participation.**

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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

### Learning Environment:

- Students are responsible for contributing to a positive and supportive learning environment. Therefore, policies outlined 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 of 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.