

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 2015 **PREVIOUS OUTLINE DATED:** Jan2014

APPROVED: *“Angelique Lemay”* *Dec. 22/14*

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 understanding of 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. *(Reflecting ECE Program VLO: #1, #4, #6,#10 and EESkills #1,#4,#5,#6,#7#10)*

Potential Elements of the Performance:

- describe families in today's society and 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
- identify the diverse families found in Canada today
- evaluate the role of the teacher in supporting families with diverse situations, challenges, strengths, and needs
- analyze the effects of the changing family on the child-care community
- 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
- 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
- Successfully attend and obtain a certificate of participation for all three "Triple P" Seminar Programs for Parents of Children 0-12 years of age.
- Discuss the role that Early Years Best Start Hubs play in supporting families and educators.

2. **Demonstrate knowledge of approaches that support the initial phase of the family centre relationship and maintain an effective partnership with families.** *(Reflecting ECE Program VLO: #4,#6,#7,#10 EESkills #1,#4,#5,#6,#7#10)*

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
- 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

3. **Demonstrate understanding of the various practices that support family involvement in an early childhood setting.** *(Reflecting ECE Program VLO: #1, #4, #6,#10 and EESkills #1,#4,#5,#6,#7#10)*

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 ways to involve families in the evaluation of staff and the centre program

4. **Demonstrate understanding of positive strategies that support effective communication in the family – centre relationship.** *(Reflecting ECE Program VLO: #1,#4,#6 and EESkills #1,#4,#5,#6,#7#10)*

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
- outline the benefits of family – teacher 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

5. **Demonstrate understanding of the role of written communication in various forms as an important way of maintaining the family-centre relationship.** *(Reflecting ECE Program VLO: ##1,#6,#10 and EESkills #1,#4,#5,#6,#7#10)*

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

6. Engage in reflective practice and ongoing professional development *Reflecting ECE Program VLO: #9,#10 and EESkills #1,#4,#5,#6,#7#10)*

Potential Elements of the Performance

- Use self-reflection and self-evaluation skills in an ongoing manner.
- consult with other professionals on the early learning team to reflect their knowledge and value their respective roles and scope of practice
- Keep current with changes in the field and maintain contact with the early childhood learning community.
- Participate in professional development opportunities.

7. Demonstrate a satisfactory standard of written communication and ability to engage in critical thinking and problem solving. *EESkills #1,#4,#5,#6,#7#10)*

Potential Elements of the Performance

- Communicate clearly, concisely and correctly in the written form that fulfills the purpose and meets the needs of the audience.
- Apply a systematic approach to solve problems
- Use a variety of thinking skills to anticipate and solve problems.
- Analyze, evaluate and apply relevant information from a variety of sources.

III. TOPICS:

- 1) The “Family Centred Approach” in early childhood education practices.
- 2) Families in Canada
- 3) Responsive Relationships.
- 4) Supporting families.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**TEXTS to be purchased for this course:**

- Wilson, Lynn. (2010) *Partnerships: Families and Communities in Early Childhood*. 4th Ed. Toronto: Nelson Education Ltd.
- Active D2L site: ED285 to access notes, email, calendar, resources.

Texts previously purchased in other courses.

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

Documents available for students to access online for this course:

- College of ECE **Code of Ethics and Standards of Practice:** (available online) <http://www.collegeofece.on.ca/en/Public/News/Pages/The-Code-of-Ethics-and-the-Standards-of-Practice.aspx>
 - Early Learning For Every Child Today: A framework for Ontario early childhood settings (available online) <http://www.edu.gov.on.ca/childcare/oelf/>
 - The Full-Day Early Learning – Kindergarten Program (draft) (available online) <http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>
 - Resources found at the Best Start Health Nexus: (available online) and posted on LMS. <http://www.beststart.org/cgi-bin/commerce.cgi?search=action&category=AB0A&advanced=yes&sortkey=sku&sortorder=descending>

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:

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

Details of the assignments will be distributed to students in class and posted on LMS
 Refer to the Special Notes section below for details on assignment format, submission, late penalties and extensions.

Scenario Responses: 50%

Students will be required to submit responses to several scenarios throughout the semester. Each scenario will address the topics covered in the course. The student will be required to submit their response for evaluation and engage in class discussions based on the scenario being discussed.

Community Professional Development Reflections: 15%

Students will attend the following professional development events in the community. Reflection questions will be attached to each event.

Scheduled class time will be adjusted to accommodate the out of class time for each of these events.

Students are required to make arrangements to enable them to attend the following events.

- A) **Triple P Seminar Series: held at Sault College**
 Seminar 1: Wednesday February 11, 2015 from 6:00-9:00 pm
 Seminar 2: Wednesday February 18, 2015 from 6:00-9:00 pm
 Seminar 3: Wednesday February 25, 2015 from 6:00-9:00 pm

- B) **“Kids Have Stress Too” Certificate Training**
 Held at Sault College
 Saturday, March 28, 2015 (6 hours)

Early Years Best Start Hub Report: 10%

Field Trip: Tour of the Holy Angels Early Years Best Start Hub: January 21, 2015 from 3:30-5:00 pm
 Placement for one day in one of the local Early Years Best Start Hub during the week Jan26-30, 2015
 Submission of a report reflecting on the role of the Early Years Best Start Hub and a reflection on the placement experience.

Communicating with Families (choice of assignment) 25%

Within a placement setting, students can choose which form of communication they wish to present to the families in their placement:

- A) Research and develop an informational handout / brochure around a topic of interest identified by the families.
- B) Research and develop an informational display around a topic of interest identified by the families.

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.

VI. SPECIAL NOTES:

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

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.

Assignment submission format

All assignment submissions (unless specifically stated by the professor) are to be submitted electronically no later than the scheduled due date/time through the course LMS drop box. Unless previously negotiated with the professor, assignments submitted through direct email to the professor will not be accepted.

All assignment submissions must be sent in PDF format or. If the professor is unable to "open" or read the submission, the student will be notified by email and receive a mark of "0" for the assignment.

Submission due dates:

The scheduled due date for all assignments / tests are located on the assignment outline and on the LMS calendar. NOTE: the due date and time indicates that the Instructor has received the assignment, not when the student submits the assignment. It is the expectation that students refer to the course site on LMS to keep track of assignments due dates and expectations. Students are expected to submit their assignments no later than the scheduled due date and time posted on LMS.

Late submissions:

Late submissions will be accepted for a period of 5 days after the scheduled time /due date. Assignments will not be accepted / graded after 5 days. Late submissions received after the scheduled due date / time will receive a 5% deduction on the overall assignment mark and a further 5% deduction for every day the assignment is late up to a maximum of 25% (5 days).

NOTE: The Late Submission option is not applicable to assignments with Extensions. Late submissions will not be accepted past the last scheduled class for the course.

Requests for Extensions:

Students can request the professor to consider extending the due date based on extenuating circumstances that the student presents. Only extension requests made by email to the professor 24 hours before the scheduled due date and time will be considered. Granting extensions and determining the length of extension is up to the discretion of the professor.

NOTE: Assignments with extended due dates will not be accepted past the last scheduled class for the course. The Late submission policy does not apply to due dates with extensions.

Presentations

Students must notify the professor through a direct email to the professor prior to the presentation date of their absence. The student is encouraged to communicate the circumstances that the student is experiencing that are preventing them from completing the assignment. It will be up to the discretion of the professor if an alternate date / arrangement can be made. Students who fail to notify the professor of their absence prior to the presentation, will receive an automatic mark of "0" for the assignment.

Quizzes/ Tests

All quizzes will be delivered through the Course LMS 'Quiz' featured. The date and time availability of the quiz will be clearly posted and communicated on LMS. It is the student's responsibility to keep track of dates / times when quizzes and tests are scheduled. It is up to the student to complete the quiz by the closing date and time. Students must notify the professor through a direct email to the professor 24 hours prior to the scheduled quiz / test if they are unable to complete the quiz. It will be up to the discretion of the professor if an alternate date/arrangement can be made. Students who fail to notify the professor fo their absence prior to the test/quiz will receive an automatic mark of "0" for the test/quiz assignment.

Learning Environment

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

- 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.
- 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.

- 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.
- Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
- Students are responsible for obtaining course material missed due to class absence.

VII. COURSE OUTLINE ADDENDUM:

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