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
AUTHOR:	Colleen Brady RECE, BA colleen.brady@saultcollege.ca
DATE:	Jan 2017 **PREVIOUS OUTLINE DATED:** Jan2016
APPROVED:	"Martha Irwin" Jan/17
	_____ _____
	CHAIR **DATE**
TOTAL CREDITS:	3 credits
PREREQUISITE(S):	none
HOURS/WEEK:	2 hours / week

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 matain 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. **4**th Ed. Toronto: Nelson Education Ltd.

Required textbooks that are purchased for other courses.

Harms, T., Clifford, R. M., & Cryer, D. 2005. *Early Childhood Environment Rating Scale (ECERS-R) Revised Edition.* Teachers College Press

Derman-Sparks, L., & Olsen Edwards, J. (2010). *Anti-Bias Education for Young Children and Ourselves.* Washington, DC: NAEYC.

Jamieson, J., Bertrand, J., Elfenbaum, M., & Koshyk, J. (Eds.). (2012). *The science of early child development* (3rd ed.). [Online resource]. Winnipeg, MB: Red River College

Documents that are required and must be downloaded and printed from the following online sources
These documents will be used frequently during the course and required during in-class discussions.

Ontario Ministry of Education. (2015, June 8). **Ontario Regulation 137/15 Child Care and Early Years Act, 2014**. Retrieved 2015, from e-Laws:
        http://www.ontario.ca/laws/regulation/r15137#top

Best Start Expert Panel on Early Learning.(2014) *Excerpts from "ELECT"* Retrieved from
        https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf

Ontario Ministry of Education. (2016). *The Kindergarten Program. (Interim Release)* Retrieved 2016, http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html

College of Early Childhood Educators. (2011). Code of Ethics and Standards of Practice. Retrieved 2015, from College of Early Childhood Educators: https://www.college-ece.ca/en/Documents/Code_Ethic_English_Web_August_2013.pdf

Online course materials (LMS):
- Access to Learning Management System (LMS) for this course: Course notes, assignments, calendar features and email will be used throughout the semester
- Compatible software that ensures that all documents submitted through the LMS Assignment Drop box can be opened by Sault College word .doc or .docx" and or formatted as a PDF document or can be formatted so that the faculty can open the submitted document using Sault College software.

REQUIRED MATERIALS:

All Field Practice Requirements submitted and approved by the Field Placement Officer..
> - Current **Criminal Records Check**
> - Updated **Health and Immunization Card**
> - **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

Connecting with families through Triple P	15%

Part A) Students must attend and submit a copy of their certificate of completion for each of the three Triple P Seminar Series.
Part B) Students will submit a response sheet to questions related to each Triple P Seminar.
Triple P Seminar Series Certificates
NOTE: Algoma Triple P provides a light meal and child minding so this will enable students to attend these events.

Early Years Best Start Hub Report:	20%

- Each student will participate in a field trip to one of the local Early Years Best Start Hub (EYBSH)
- Each student will spend time within a local Best Start Hub during the assigned week.
- Submit the assignment associated with the experience by the scheduled due date.

Case Study Responses:	35%

students will research best practices and submit responses to case studies related to specific topics discussed in the course.

Families We May Meet Project	30%

Students will chose an area of interest to research and develop a report and presentation related to the topic "Families We May Meet".

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00

A	80 – 89%	
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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member

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 on 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. 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. 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 of 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 reminded to ensure that hand held electronic devices are on "silent" mode. Students are encouraged to move outside of the classroom environment should the need arise that they need to use their electronic device (such as a phone)
- Students are expected to refrain from engaging in conversations that are disruptive to the learning that is taking place in the classroom

- Students who wish to use an electronic device such as a tablet or laptop during class must first submit their request for permission to use the device as per the instructions located on LMS. Students who have not been given permission or who are using their electronic device for non-class use will be denied use of the device during the class.
- 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

COURSE OUTLINE ADDENDUM:

VII.

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.