



COURSE OUTLINE

ED 285

Prepared: Colleen Brady Approved: Martha Irwin

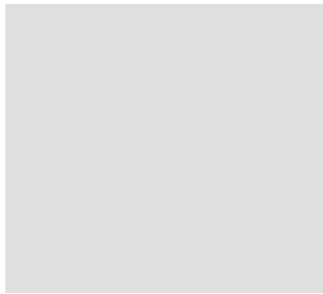
Course Code: Title	ED 285: BUILDING PARTNERSHIPS IN ECE SETTINGS
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semester/Term:	18W
Course Description:	Developing partnerships with families is an integral part of the `family-centred` approach in early childhood education. 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.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Substitutes:	ED 263
Vocational Learning Outcomes (VLO's): Please refer to program web page for a complete listing of program outcomes where applicable.	<p>#2. Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.</p> <p>#4. Establish and maintain responsive relationships with individual children, groups of children and families.</p> <p>#6. Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.</p> <p>#7. Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments.</p> <p>#9. Advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings.</p> <p>#10. Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields</p>
Essential Employability Skills (EES):	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective</p>



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- communication.
- #4. Apply a systematic approach to solve problems.
- #5. Use a variety of thinking skills to anticipate and solve problems.
- #6. Locate, select, organize, and document information using appropriate technology and information systems.
- #7. Analyze, evaluate, and apply relevant information from a variety of sources.
- #8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
- #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- #10. Manage the use of time and other resources to complete projects.
- #11. Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 50%, D

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Projects	75%
Quizzes	10%
Training Sessions	15%

Books and Required Resources:

Code of Ethics and Standards of Practice by College of Early Childhood Educators
 Publisher: College of ECE Edition: 2017
 available for free downloading: www.collegeofece.ca

Early Childhood Environment Rating Scales (ECERS) Revised by Harms, Clifford, Cryer,
 Publisher: Teachers College Press Edition: Revised
 ISBN: 978080774549
 or current edition (ECERS-3)

Excerpts from ELECT by Best Start Expert Panel on Early Learning
 available for free downloading: <https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

How does learning happen? Ontario`s pedagogy for the early years. by Ontario Ministry of Education
 Publisher: Ontario Ministry of Education
 available for free downloading: <http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

Infant/Toddler Environment Rating Scale (ITERS) Revised by harms, Cryer, Clifford,
 Publisher: Teachers College Press Edition: Revised
 or current edition (ITERS-3)



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Partnerships: Families and Communities in Early Childhood. by Lynn Wilson
Publisher: Nelson Education Edition: 4th
ISBN: 9780176509576

The Kindergarten Program (2016) by Ontario Ministry of Education
Publisher: Ontario Ministry of Education
available for free downloading:
<http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>

Course Outcomes and Learning Objectives:

Course Outcome 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.

Learning Objectives 1.

- * describe the diverse families found in Canada today and identify various factors affecting families in living in Canada.
- * examine and discuss the role of the educator in supporting families with a variety of situations, challenges, strengths, and needs.
- * analyze the effects of the changing family on the child-care community
- * examine the range of services from which families can choose and the ways in which children, family members, and teachers can benefit from them
- * 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.

Course Outcome 2.

Demonstrate knowledge of approaches that support the initial phase of the family centre relationship and maintain an effective partnership with families.

Learning Objectives 2.

- * identify the key features of successful relationships with families.



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- * 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.

Course Outcome 3.

Demonstrate understanding of the various practices that support family involvement in an early childhood setting.

Learning Objectives 3.

- * 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

Course Outcome 4.

Demonstrate understanding of positive strategies that support effective communication in the family – centre relationship.

Learning Objectives 4.

- * 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

Course Outcome 5.



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Demonstrate understanding of the role of written communication in various forms as an important way of maintaining the family-centre relationship.

Learning Objectives 5.

- * 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

Course Outcome 6.

Engage in reflective practice and ongoing professional development.

Learning Objectives 6.

- 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.

Course Outcome 7.

Demonstrate a satisfactory standard of written communication and ability to engage in critical thinking and problem solving.

Learning Objectives 7.

- 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.



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Date:

Wednesday, August 30, 2017

Please refer to the course outline addendum on the Learning Management System for further information.