



## COURSE OUTLINE: ED 285 - BUILDING PARTNERSHIP

Prepared: Colleen Brady

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

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| <b>Course Code: Title</b>  | ED 285: BUILDING PARTNERSHIPS IN ECE SETTINGS   |
| <b>Program Number: Name</b>  | 1030: EARLY CHILDHOOD ED  |
| <b>Department:</b>   | EARLY CHILDHOOD EDUCATION   |
| <b>Semesters/Terms:</b>  | 22W, 22S  |
| <b>Course Description:</b>   | 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. |
| <b>Total Credits:</b>  | 3   |
| <b>Hours/Week:</b>   | 3   |
| <b>Total Hours:</b>  | 45  |
| <b>Prerequisites:</b>  | There are no pre-requisites for this course.  |
| <b>Corequisites:</b>   | There are no co-requisites for this course.   |
| <b>Substitutes:</b>  | ED 263  |
| <b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>                                | <b>1030 - EARLY CHILDHOOD ED</b>  |
| <b>Please refer to program web page for a complete listing of program outcomes where applicable.</b> | VLO 2 Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences.   |
|  | VLO 4 Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being.   |
|  | VLO 5 Use observation strategies to identify children's strengths and challenges and to ascertain when children and families might benefit from additional support or community resources.  |
|  | VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector.   |
|  | VLO 7 Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one's own role in early years and child care settings.  |
|  | VLO 8 Identify, report and document when a child is in a situation of perceived risk for, or actual neglect or abuse, in accordance with legislation, the College of Early  |

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|   | <p>Childhood Educators Code of Ethics and Standards of Practice, policies and procedures.</p> <p>VLO 9 Create and engage in partnerships with families, communities, colleagues, interdisciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services.</p> <p>VLO 10 Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.</p>   |
| <b>Essential Employability Skills (EES) addressed in this course:</b> | <p>EES 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>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>   |
| <b>Course Evaluation:</b>   | <p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>   |
| <b>Books and Required Resources:</b>                                  | <p>Code of Ethics and Standards of Practice (2017) by College of Early Childhood Educators<br/> Publisher: College of ECE Edition: 2017<br/> available for free downloading: :<br/> <a href="https://www.college-ece.ca/en/documents/code_and_standards_2017.pdf">https://www.college-ece.ca/en/documents/code_and_standards_2017.pdf</a></p> <p>Early Childhood Environment Rating Scales (ECERS-3) by Harms, Clifford, Cryer,<br/> Publisher: Teachers College Press<br/> ISBN: 9780807755709</p> <p>Excerpts from ELECT by Ontario Ministry of Education<br/> available for free downloading: <a href="https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf">https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf</a></p> <p>How does learning happen? Ontario`s pedagogy for the early years. by Ontario Ministry of Education<br/> Publisher: Ontario Ministry of Education<br/> available for free downloading: <a href="http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf">http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf</a></p> <p>Partnerships: Families and Communities in Early Childhood. by Lynn Wilson<br/> Publisher: Top Hat Monocle Edition: 6th</p> |

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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>

Truth and Reconciliation Commission of Canada: Calls to Action (2015) by Government of Canada  
download the document for free @ [http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)

**Course Outcomes and Learning Objectives:**

| <b>Course Outcome 1</b>  | <b>Learning Objectives for Course Outcome 1</b>   |
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| 1. Describe 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. | 1.1 Recount the accountability and responsibilities that registered early childhood educator has towards families and community partners.<br>1.2 Describe families in today's and discuss the professional duty to respect and honour the uniqueness and diversity of families and communities including family structure, language, cultural values and practices, ethnicity, socio-economic status, spirituality, gender age and sexual orientation.<br>1.3 Discuss various factors and trends that affect families in Canada today.<br>1.4 Recognize the impact of colonization experiences on Indigenous families and communities and discuss the Truth and Reconciliation Calls to Action and the role of early learning programs to work with families to support the transmission of language and culture.<br>1.5 Summarize the role of the educator in supporting families with diverse situations, challenges, strengths, and needs.<br>1.6 Explain the and pedagogical approach that views partnerships with families and community as being essential to developing programs and practices that support learning |
| <b>Course Outcome 2</b>  | <b>Learning Objectives for Course Outcome 2</b>   |
| 2. Discuss the range of services available to families and the ways in which children, families, and educators can benefit from.   | 2.1. Identify a variety of community resources that are available to families.<br>2.2.Explain the role of the EarlyON Child and Family Centres and describe the benefits of the program to children, families, and educators.   |
| <b>Course Outcome 3</b>  | <b>Learning Objectives for Course Outcome 3</b>   |
| 3. Explain how a successful responsive relationship with families is established and supported that benefits children, families, and educators.  | 3.1. Identify the key features of successful relationships with families.<br>3.2. Discuss the particular partnership benefits and barriers to partnerships for family members, children, and teachers.<br>3.3. Identify the strategies that supervisors and teachers can use to build effective partnerships with families.<br>3.4. Identify effective communication practices teachers can use in their initial contact with families.<br>3.5. Describe the process of orienting a new family to a child-care centre   |

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|   |   | 3.6. Discuss how early childhood educators create a welcoming environment where all families have sense of belonging. |
| <b>Course Outcome 4</b>   | <b>Learning Objectives for Course Outcome 4</b>   |   |
| 4. Discuss strategies that view families as contributors to the program and engage families as co-learners and co-planners and support their sense of belonging and partnership | 4.1. identify and evaluate various strategies for involving families in the program.<br>4.2. Identify various strategies that support a male friendly environment.<br>4.3. discuss strategies for developing effective informal family gatherings<br>4.4. Discuss strategies to support families` efforts to extend curriculum home   |   |
| <b>Course Outcome 5</b>   | <b>Learning Objectives for Course Outcome 5</b>   |   |
| 5. Explain positive strategies that support effective communication with families.  | 5.1. discuss and analyze the strategies for achieving effective communication between educators and families.<br>5.2. identify the sources of family-teacher conflict and outline a strategy for conflict resolution<br>5.3. outline the benefits of family - teacher conferences for both families and teachers and identify strategies for planning and conducting conferences<br>5.4. outline the benefits of effective written communication and its role in developing positive relationships with families<br>5.7 describe the types of written communication used to support the family-centre partnership   |   |
| <b>Course Outcome 6</b>   | <b>Learning Objectives for Course Outcome 6</b>   |   |
| 6. Communicate professionally in all written work and verbal interactions with others and engage in reflective practice and demonstrate critical thinking skills.               | 6.1 Communicate clearly, concisely and correctly in all written work that reflects a professional standard in vocabulary, grammar, spelling and format appropriate to the early learning sector.<br>6.2 Correctly cite the sources of information within written submissions following APA format.<br>6.3 Be respectful, positive and open in all communication recognizing ones own personal bias and demonstrate respect for the diverse opinions, values, belief systems and contributions of others<br>6.4 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.<br>6.5. Research, select and integrate information from various sources to develop a meaningful and relevant response to assigned questions.<br>6.6. Analyze, evaluate, and apply relevant information from a variety of sources.<br>6.7. Manage the use of time and resources to complete projects in a timely manner. |   |

**Evaluation Process and Grading System:**

| Evaluation Type                      | Evaluation Weight |
|--------------------------------------|-------------------|
| Experiential learning and reflection | 40%               |

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|  | Projects | 50% |
|  | Quizzes  | 10% |

**Date:** August 11, 2021

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

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