



## COURSE OUTLINE: ECE122 - RESPONSIVE RELATIONS

Prepared: C. Brady & D. Lachapelle

Approved: Karen Hudson - Dean

<b>Course Code: Title</b>	ECE122: RESPONSIVE RELATIONSHIPS
<b>Program Number: Name</b>	1030: EARLY CHILDHOOD ED
<b>Department:</b>	EARLY CHILDHOOD EDUCATION
<b>Academic Year:</b>	2025-2026
<b>Course Description:</b>	Students will examine the principles of effective interpersonal communication and explore how these principles apply across the various relationships they will build as early childhood educators, including with children, families, colleagues, and community partners. Emphasis will be placed on developing respectful, responsive, and professional communication strategies that support collaboration and inclusive practice.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<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 285
<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 1 Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity.
	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 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 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.
<b>Essential Employability Skills (EES) addressed in this course:</b>	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.
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.



	EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.								
<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>Other Course Evaluation &amp; Assessment Requirements:</b>	Due to the nature of the course, there will be some in-class assessments. Students will need to be prepared and have the technology available to record if unable to attend.								
<b>Books and Required Resources:</b>	Partnerships: Families and Communities in Early Childhood by Lynn Wilson Publisher: Cengage Edition: 7th Edition ISBN: 1778415539								
<b>Course Outcomes and Learning Objectives:</b>	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Describe the diverse structures and needs of families in Canada, analyze the social factors that influence family well-being, and apply inclusive, responsive practices to support families in early learning environments.</td> <td>           1.1 Identify and describe various family structures in Canada, including nuclear, single-parent, blended, multigenerational, adoptive, foster, LGBTQ2S+ families, and families formed through kinship or customary care.            1.2 Analyze key social factors that impact families in Canada, such as poverty, housing insecurity, mental health, immigration, systemic racism, and access to services.            1.3 Recognize the unique needs of families navigating challenges such as trauma, disability, language barriers, and mental health concerns.            1.4 Explore the role of early childhood educators in building respectful, trusting, and culturally responsive relationships with families.            1.5 Identify Canadian-based resources and local family support centres to connect families with appropriate supports and services.         </td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> <tr> <td>2. Demonstrate foundational communication skills that foster positive, respectful, and collaborative relationships as an early childhood educator within the context of academic, and professional settings.</td> <td>           2.1 Define effective communication and describe the responsibility of early childhood educators to use it in building and maintaining responsive relationships with families, colleagues, and community partners.            2.2 Explain how verbal, non-verbal, and active listening techniques contribute to building trust, resolving conflict, and enhancing mutual understanding.            2.3 Identify barriers to communication and strategies to overcome them.            2.4 Demonstrate active listening skills, including paraphrasing, asking clarifying questions, and providing feedback.            2.5 Differentiate between verbal and non-verbal communication and recognize how body language, tone, and facial expressions impact messages.            2.6 Practice empathy and perspective-taking to enhance interpersonal understanding.         </td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Describe the diverse structures and needs of families in Canada, analyze the social factors that influence family well-being, and apply inclusive, responsive practices to support families in early learning environments.	1.1 Identify and describe various family structures in Canada, including nuclear, single-parent, blended, multigenerational, adoptive, foster, LGBTQ2S+ families, and families formed through kinship or customary care. 1.2 Analyze key social factors that impact families in Canada, such as poverty, housing insecurity, mental health, immigration, systemic racism, and access to services. 1.3 Recognize the unique needs of families navigating challenges such as trauma, disability, language barriers, and mental health concerns. 1.4 Explore the role of early childhood educators in building respectful, trusting, and culturally responsive relationships with families. 1.5 Identify Canadian-based resources and local family support centres to connect families with appropriate supports and services.	Course Outcome 2	Learning Objectives for Course Outcome 2	2. Demonstrate foundational communication skills that foster positive, respectful, and collaborative relationships as an early childhood educator within the context of academic, and professional settings.	2.1 Define effective communication and describe the responsibility of early childhood educators to use it in building and maintaining responsive relationships with families, colleagues, and community partners. 2.2 Explain how verbal, non-verbal, and active listening techniques contribute to building trust, resolving conflict, and enhancing mutual understanding. 2.3 Identify barriers to communication and strategies to overcome them. 2.4 Demonstrate active listening skills, including paraphrasing, asking clarifying questions, and providing feedback. 2.5 Differentiate between verbal and non-verbal communication and recognize how body language, tone, and facial expressions impact messages. 2.6 Practice empathy and perspective-taking to enhance interpersonal understanding.
	Course Outcome 1	Learning Objectives for Course Outcome 1							
	1. Describe the diverse structures and needs of families in Canada, analyze the social factors that influence family well-being, and apply inclusive, responsive practices to support families in early learning environments.	1.1 Identify and describe various family structures in Canada, including nuclear, single-parent, blended, multigenerational, adoptive, foster, LGBTQ2S+ families, and families formed through kinship or customary care. 1.2 Analyze key social factors that impact families in Canada, such as poverty, housing insecurity, mental health, immigration, systemic racism, and access to services. 1.3 Recognize the unique needs of families navigating challenges such as trauma, disability, language barriers, and mental health concerns. 1.4 Explore the role of early childhood educators in building respectful, trusting, and culturally responsive relationships with families. 1.5 Identify Canadian-based resources and local family support centres to connect families with appropriate supports and services.							
	Course Outcome 2	Learning Objectives for Course Outcome 2							
2. Demonstrate foundational communication skills that foster positive, respectful, and collaborative relationships as an early childhood educator within the context of academic, and professional settings.	2.1 Define effective communication and describe the responsibility of early childhood educators to use it in building and maintaining responsive relationships with families, colleagues, and community partners. 2.2 Explain how verbal, non-verbal, and active listening techniques contribute to building trust, resolving conflict, and enhancing mutual understanding. 2.3 Identify barriers to communication and strategies to overcome them. 2.4 Demonstrate active listening skills, including paraphrasing, asking clarifying questions, and providing feedback. 2.5 Differentiate between verbal and non-verbal communication and recognize how body language, tone, and facial expressions impact messages. 2.6 Practice empathy and perspective-taking to enhance interpersonal understanding.								

	<p>2.7 Simulate the use of assertive communication techniques to express needs and boundaries.</p> <p>2.8 Apply conflict resolution strategies to respectfully and constructively navigate misunderstandings and disagreements.</p> <p>2.9 Reflect on personal communication styles and identify areas for growth.</p>
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
<p>3. Apply effective, inclusive, and ethical communication strategies to build collaborative and trusting relationships with families, in support of children`s holistic development and well-being.</p>	<p>3.1 Explain the role of families as central partners in children`s learning and development.</p> <p>3.2 Identify strategies for building responsive and respectful relationships with families based on mutual trust, openness, and confidentiality.</p> <p>3.3 Discuss effective communication techniques for sharing pedagogical practices, learning documentation, and developmental observations with families.</p> <p>3.4 Reflect on personal beliefs and biases and their influence on interactions with families from diverse backgrounds.</p> <p>3.5 Apply inclusive and culturally responsive communication practices that respect the diverse social, cultural, and linguistic backgrounds of families.</p> <p>3.6 Recognize the importance of transparency and accessibility in program policies and communication tools.</p> <p>3.7 Analyze how to use technology appropriately and ethically to communicate with families while maintaining professional boundaries.</p> <p>3.8 Simulate responses to challenging conversations with empathy, professionalism, and a focus on shared problem-solving and decision-making.</p>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
<p>4. Apply foundational communication and collaboration strategies to build respectful, ethical, and effective professional relationships with colleagues in early learning environments, in alignment with the current professional standards of practice and pedagogical approach.</p>	<p>4.1 Describe the importance of building caring and responsive relationships with colleagues as a core component of professional practice.</p> <p>4.2 Identify professional responsibilities related to communication and collaboration, including maintaining confidentiality, demonstrating accountability, and prioritizing the well-being of children.</p> <p>4.3 Recognize common challenges to effective communication and collaboration in early learning settings and propose strategies to address them.</p> <p>4.4 Simulate respectful and inclusive communication practices, including how to speak up constructively in difficult situations and how to accept and offer support.</p> <p>4.5 Apply conflict resolution strategies to navigate differences in perspectives, power dynamics, and interpersonal challenges among colleagues.</p> <p>4.6 Engage in critical reflection and collaborative inquiry to enhance communication practices and support continuous professional learning.</p> <p>4.7 Develop a personal action plan for fostering positive professional relationships and responding to communication</p>

challenges in diverse early learning contexts.

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Assignments	50%
Professional Reflections and In-Class Learning Experiences	30%
Quizzes	20%

**Date:**

October 20, 2025

**Addendum:**

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

