



COURSE OUTLINE

ED0285

Prepared: Colleen Brady Approved: Martha Irwin

Course Code: Title	ED0285: BUILDING PARTNERSHIPS IN ECE SETTINGS				
Program Number: Name	1120: COMMUNITY INTEGRATN				
Department:	C.I.C.E.				
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:	2				
Total Hours:	30				
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 communication.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>				
Course Evaluation:	Passing Grade: 50%, D				
Evaluation Process and Grading System:	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Projects</td> <td>75%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Projects	75%
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Projects	75%				



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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)

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:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1.



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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.
- * 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.



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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.

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.



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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.

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.



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A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

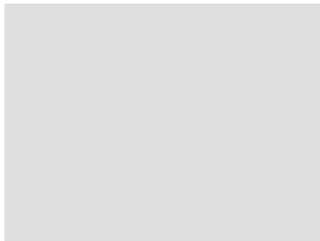
1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an



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assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

Wednesday, September 6, 2017



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