

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Home, School and Community Relations

COURSE NO.: ED 263

PROGRAM: Early Childhood Education

SEMESTER: Four

DATE: January 1996

INSTRUCTOR: Jaye Bennett

New: X Revision:

APPROVED: *K. DeRosario*
K. DeRosario, Dean
School of Human Sciences
and Teacher Education

DATE: *Jan. 8/96*

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.



Home, School & Community Relations (ED 263)
Instructor: J. Bennett

COURSE DESCRIPTION

This course will involve studying various aspects of parent-teacher-child relationships, including an understanding of parents as people with values, goals, individual background and needs to be met. Communication processes, group dynamics and leadership styles will also be studied. Planning meetings to interpret preschool education to parents will be approached through theory and practice.

COURSE PHILOSOPHY

This course is designed to help students to learn to develop awareness and skills enabling them to understand and facilitate effective relationships, with particular focus on the preschool setting.

COURSE GOALS

1. To study communication processes and leadership dynamics.
2. To study the nature of interpersonal relationships.
3. To study the nature of interviewing and its principles.
4. To study parent/teacher partnerships

OBJECTIVES

1. To be able to discuss, apply and demonstrate an understanding of theories of human communication processes, as well as group and leadership dynamics.
2. To be able to critically discuss interviewing principles and demonstrate the application of interviewing techniques in a written evaluation report of a "child development" interview conducted with a preschool child's parents.
3. To be able to plan and conduct a parent meeting having an E.C.E. focus and to write a follow-up evaluation report.
4. To be able to develop empathy and understanding for parents in their multifaceted role.
5. To be able to research and prepare resource materials, handouts and a bibliography of suggested readings for distribution to parents.

TEXT

Home, School and Community Relations: A Guide to Working With Parents,
Carol Gestivicki, Delmer Publishers, 2nd Edition

ASSIGNMENTS

1. Each student will, after reflection, prepare two lists:
List #1 will detail qualities and behaviours (also experiences) that the student possesses which will make them an effective "team player" as a preschool teacher. List #2 will detail qualities or behaviours (and experiences) possessed by the student which may cause problems in being an effective "member" of the Daycare team.
Due - January 25th - 10%
2. Students in pairs (or group of 3 **maximum**)
will design, write and print a sample Parents Newsletter for an imaginary Day Care.
15%
Due February, 29th
3. Students will:
 - . locate and form a trusting relationship with a parent (or parents) of a preschool child
 - . in class, design a questionnaire aimed at finding out the problems and "thrills" of raising a preschool child in today's society
 - . administer the questionnaire to the parents
 - . bring completed questionnaire to class to be part of class evaluation process. To be handed in March 28, 1996 - 20% (Data to be shared in class on this date and then questionnaire will be handed in to class Instructor)

Students will also (in class) design and complete (individually) a self-evaluation tool in order to examine their performance in the "preschool questionnaire" project. To be handed in April 11, 1996 - 10%
4. Each student will contact and research (in depth) a community agency (list provided in class). The student will then compile a written summary (to be duplicated for students) to be presented in class, paying particular attention to the agency's possible use to a preschool teacher. (Schedule to be arranged in class) - 10% (Presentations should 5-10 minutes in length)
5. In-class assignments, as they occur, will serve as basis for further class discussion (approximately 3) - 15%
5. Since this is a "process" course, class attendance and participation are crucial. Maximum **20%** (after 2 absences a deduction of 4% per class missed will apply)

READING ASSIGNMENTS:

Since reading assignments will often serve as the basis for class discussion, please complete them, as assigned, in order to maximize class participation.

COLLEGE GRADING POLICY

- A+ = 90-100%
- A = 80- 89%
- B = 70- 79%
- C = 60-69%
- R = Repeat (Less than 60%)

SPECIAL NOTE:

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.