

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: Home, School and Community Relations

CODE NO: ED 263

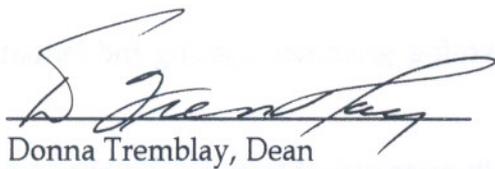
SEMESTER: Four

PROGRAM: Early Childhood Education

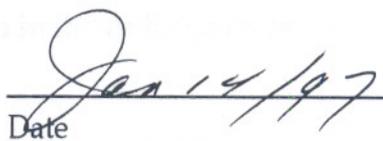
AUTHOR: Jaye Bennett

DATE: January 1997 PREVIOUS OUTLINE DATED: January 1996

APPROVED:


Donna Tremblay, Dean

Health and Human Sciences and
Teacher Education


Date

Total Credits: 3

Prerequisites: HSC 103 Human Relations

Length of Course: 15 weeks Total Credit Hours: 45

Contact Hours: 2



I. Course Philosophy

It is crucial for Early Childhood Educators to develop and demonstrate the ability to understand various aspects of parent-teacher-child relationships. This includes an understanding of parents as people with varied values, goals, backgrounds and needs to be met. Communication processes, group dynamics and leadership styles are part of this picture. The Early Childhood Educator must also be aware of the community, its resources and their participation in various community interactions.

II. Student Learning Outcomes and Elements of the Performance

1. *Utilize a variety of observation techniques to enhance with children, families and co-workers.*

Elements of the Performance

- select appropriate data collection techniques.
 - apply effective information to interactions involving parents, family members and others
2. Develop and maintain effective interpersonal communication (written, oral, and non-verbal) with families, co-workers, employers and individuals/agencies.

Elements of the Performance

- Demonstrate self-awareness and interpersonal communication skills through an effective evaluation of one's own performance and skills.
 - Effect change in one's performance, as warranted
 - Communicate with sensitivity
 - Demonstrate respect for diversity by modifying and monitoring interactions
 - Demonstrate effective teamwork and team membership through effective collaboration and consultation
 - Ensure confidentiality
 - Use an accepted standard of writing, grammar, spelling and format (APA style)
3. Act in a manner consistent with principles of fairness, equity and diversity to support the development and learning of individual children within the context of family, culture, society and the community.

Elements of the Performance

- Recognize and express the value of diversity and commonality that exists among individuals
- Demonstrate respect for each individual
- Validate communication initiated by children, families and co-workers
- Respond sensitively and appropriately to families
- Demonstrate an awareness of community resources which may serve the needs of children and families

III. Text

Partnerships, Lynn Wilson

IV. 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 22 - 10%

2. Students in pairs (or group of 3 maximum) will design, write and print a sample Parents Newsletter for an imaginary Day Care.
Due: February 23 - 15%

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 30 - 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) an evaluation tool (to be completed by participating parents) in order to examine their performance in the "preschool questionnaire" project. **To be handed in April 13 - 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.

5. In-class assignments, as they occur, will serve as basis for further class discussion (approximately 3) - 15%.

6. 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).

NOTE: All assignments must include a title page and be "professionally" presented. Failure to comply with this directive will result in the returning of the assignment - unmarked!

V. 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.

VI. College Grading Policy

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

VII. Special Notes

Students with special needs (e.g. 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.

Please do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.