

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

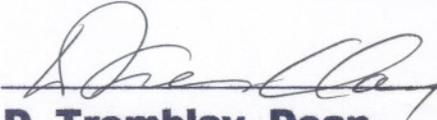
Course Title: Home School and Community Relations

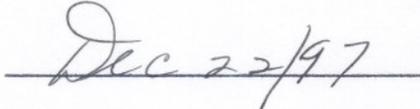
Code No.: ED263 Semester: Four - 98W

Program: Early Childhood Education

Author: K. Nielsen

Date: Jan 98 Previous Outline Date: Jan 97

**Approved: 
D. Tremblay, Dean
Health, Human Sciences and Teacher Ed.**

Date: 

**Total Credits: 3 Prerequisite(s): HSC103
Length of Course: 15 wks Total Credit Hours: 30 hrs**

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For additional information, please contact Donna Tremblay, Dean, School of Health, Human Sciences
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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

- A 1. Utilize a variety of observation techniques to enhance work with children, families and co-workers
- 2. Develop and maintain effective interpersonal communication (written, oral, and non-verbal) with families, co-workers, employers and individuals/agencies.
- 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

- B 1. Utilize a variety of observation techniques to enhance work 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
- Communicate children's progress to families
- Using information gathered, design, plan and conduct a parent conference.

- 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

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- 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

I. 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 19 - 15%

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3. Students will:

Plan, Prepare, and Present Parent Workshops - These workshops will be held in the C.D.C. Each group of students will choose a topic of interest to parents. The group will be responsible for gathering pertinent information, assembling handouts, and setting up the display in the C.D.C. **25%**

4. Each student will contact and research (in depth) **One 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. (presentation to be scheduled with instructor)
15%

5. **In-class assignments**, as they occur, will serve as basis for further class discussion (approximately 4) - **20%**.

6. Since this is a "process" course, **Class Attendance** and participation are crucial. Maximum **15%** (after 2 absences a deduction of 3% 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.

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V1. 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.