

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



COURSE OUTLINE

Course Title: Home, School and Community Relations

Code No.: ED 263

Semester: Four

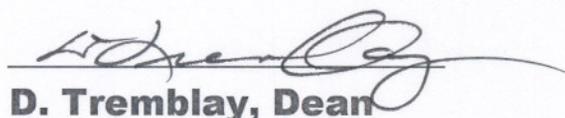
Program: EARLY CHILDHOOD EDUCATION

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Date: January 1999

Previous Outline Date: Jan 98

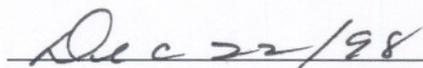
Approved:



D. Tremblay, Dean

Health, Human Sciences and Teacher Ed.

Date:



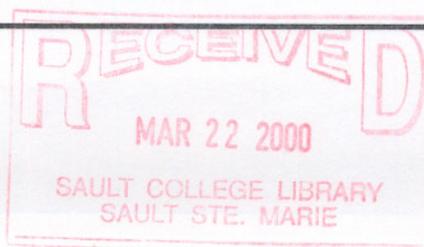
Total Credits: 3

Prerequisite(s): HSC 103

Length of Course: 16

Total Credit Hours: 45

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For additional information, please contact Donna Tremblay, Dean, School of Health, Human Sciences
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Home, School and Community Relations ED 263

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

- Demonstrate effective teamwork and team membership through effective collaboration and consultation
 - Ensure confidentiality
 - Use an accepted standard of writing, grammar, and 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**

Home, School, And Community Relations: A Guide to Working with Parents, Carol Gestwicki

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 (individually)

will design, write and print a sample **Parents Newsletter** for an imaginary Day Care. Criteria will be discussed in class

Due: February 19 - 15%

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3. Students will:

Plan, Prepare, and Present Parent Workshops - These workshops will be held in Sault College. Groups will be established to plan, organize and present parent information to the College Community. Each group of students will take on the responsibility for working on a committee. Committee duties will be discussed in class. The group will be responsible for gathering pertinent information, assembling handouts, and setting up the displays and dispersing information to parents. 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 each student in the course**) 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.

VI. College Grading Policy

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.