

I. COURSE DESCRIPTION:

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. 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
- 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

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

Texts

1. Home, School, And Community Relations: A Guide to Working with Parents, Carol Gestwicki
2. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, expanded edition; S. Bredekamp Ed.; NAEYC, 1987

IV. EVALUATION PROCESS AND GRADING SYSTEM:

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.
2. Students (individually)
Will design and print a sample **Parents Newsletter** for an imaginary Day Care. Criteria will be discussed in class
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. 30%**

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. **Attendance and participation:**
Attendance is necessary for integrating classroom lectures and discussions with assignments.
*Students will be assigned readings that serve as the basis for class discussion, and are necessary for completion of in class assignments. **30%***

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!

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

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

V. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VI. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor.

VII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.