



**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. Partnerships: Families and Communities in Canadian ECE (1<sup>st</sup> Can. Ed.) by L. Wilson, (2001) Nelson-Thompson
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:**

**Attendance and Participation**

**20%**

*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.*

**In-Class Assignments:**

**20%**

Students will participate in "Sharing Resource Sheets" during class time. Each student will have an opportunity to briefly present to the class their response to the questions/ assignments given. Dates will be given in class.

**Newsletter Design**

**5%**

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

**Parent Information Fair**

**30%**

Groups will be established to plan, organize and present parent information to the 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.**

**Location of the Fair will be announced at a later date.**

**Community Agencies Profile report:****5%**

Details to be discussed in class.

**Quizzes:****20%**

Mid-term ( 10%)

Final (10%)

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. 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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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 post-secondary 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/program, as may be decided by the professor/dean. 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.

## VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

## VIII. 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.