

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Building Partnerships in Early Childhood Settings

CODE NO. : ED285 **SEMESTER:** 4

PROGRAM: Early Childhood Education

AUTHOR: Colleen Brady
colleen.brady@saultcollege.ca ext 2572

DATE: January 2010 **PREVIOUS OUTLINE DATED:**

APPROVED: "Angelique Lemay" Dec/09

CHAIR

DATE

TOTAL CREDITS: 3

PREREQUISITE(S):

HOURS/WEEK: 3 hours / week

Copyright © 2010 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact Angelique Lemay Chair
School of Community Services
(705) 759-2554, Ext. 2737

I. COURSE DESCRIPTION:

Developing partnerships with families is an integral part of the 'family-centred' approach in early childhood education. This course studies various aspects of this developmentally appropriate practice by examining specific strategies for building effective partnerships such as: positive communication practices, supporting family involvement, and exploring ways to respond to the changing face of Canadian families. The increasing role of the educator within the community will also be examined especially in the area of facilitating parent workshops.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. **Demonstrate knowledge of the complex nature of today's families and identify factors that influence it.**
Potential Elements of the Performance:
 - describe families in today's society
 - identify various factors affecting families in Canada today
 - explore the implications of brain research on the role of the teacher and the family in providing optimal learning opportunities for children
2. **Identify programs that are in place to support children and families.**
Potential Elements of the Performance:
 - discuss the role of teachers in a wide range of services to families
 - evaluate the range of services from which families can choose and the ways in which children, family members, and teachers can benefit from them
3. **Demonstrate knowledge of approaches that maintain an effective partnership with families.**
Potential Elements of the Performance:
 - identify the key features of successful relationships with families
 - discuss the particular partnership benefits and barriers to partnerships for family members, children, and teachers
 - identify the strategies that supervisors and teachers can use to build effective partnerships with families
4. **Demonstrate understanding of effective practices that support the initial phase of the family centre relationship.**
Potential Elements of the Performance:
 - identify effective communication practices teachers can use in their initial contact with families
 - describe the process of orienting a new family to a child-care centre
 - outline the elements of a successful home visit and identify some of the barriers to home visits

5. **Demonstrate understanding of the various practices that support family involvement in an early childhood setting.**
Potential Elements of the Performance:
 - identify and evaluate various strategies for involving families in centre activities with an emphasis on creating male-friendly environments
 - discuss strategies for developing effective informal family gatherings
 - discuss strategies for recruiting, training, and evaluating volunteers
 - discuss ways to involve families in the evaluation of staff and the centre program

6. **Demonstrate understanding of positive strategies that support effective communication in the family – centre relationship.**
Potential Elements of the Performance:
 - discuss and analyze the strategies for achieving effective communication among family members and teachers
 - identify the sources of family-teacher conflict and outline a strategy for conflict resolution

7. **Demonstrate understanding of the role and practice of leading Family –Teacher Conferences.**
Potential Elements of the Performance
 - outline the benefits of conferences for both families and teachers
 - identify strategies for planning and conducting conferences
 - describe follow-up and evaluation procedures that teachers can implement after the conference

8. **Demonstrate understanding of the role of written communication in various forms as an important way of maintaining the family-centre relationship.**
Potential Elements of the Performance
 - outline the benefits of effective written communication and its role in developing positive relationships with families
 - describe the kinds of written communication used at the outset of the family–centre partnership
 - discuss the purpose, design, and thematic components of the family handbook and as an extension the playroom handbook

9. **Demonstrate understanding of the diverse needs of families as well as identify strategies to meet the needs of families within the early childhood setting.**
Potential Elements of the Performance
 - identify the diverse families found in Canada today
 - evaluate the role of the teacher in supporting families with diverse situations, challenges, strengths, and needs

10. **Demonstrate understanding of the issues facing many families and identify strategies to support families.**

Potential Elements of the Performance

- analyze the impact of becoming a parent, the stages of parenthood, and the ways parenting styles influence children
- discuss the impact of several difficult challenges that some families face as well as identify strategies to support families in these situations.

11. **Demonstrate understanding of the role of a facilitator in preparing and delivering training in a variety of formats for adult learners.**

Potential Elements of the Performance

- Identify the key components of effective facilitation
- Evaluate strategies to promote adult training
- Identify key steps in planning for adult training
- Identify principles in creating a safe environment for adult learners
- Describe various facilitation techniques and tools

III. **TOPICS:**

1. **Canadian families**
2. **Building partnerships**
3. **Family introductions**
4. **Family involvement**
5. **Communicating with families**
6. **Families in our care**
7. **Supporting families facing challenges**
8. **Successful facilitation of workshops**

IV. **REQUIRED RESOURCES/TEXTS/MATERIALS:**

TEXTS

Wilson, Lynn. (2010) *Partnerships: Families and Communities in Early Childhood*. 4th Ed. Toronto: Nelson Education Ltd.

Canadian Child Care Federation. (2005). *Guide to Successful Facilitation*. Ottawa: Canadian Child Care Federation.

Jamieson, J. Bertrand and Ibrahim E. (Eds). *Science of Early Childhood Development*.

[online resource] Winnipeg, MB: Red River College: retrieved from <http://www.scienceofecd.com>

Wolpert, Ellen (2005) *Start Seeing Diversity: The Basic Guide to an Anti-Bias Classroom*. Boston: RedLeaf Press

RESOURCE MATERIALS

Documents found on LMS

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Assignments:

1. All assignments must be submitted on the **due date at the beginning of the class** period unless otherwise specified by the professor.
2. All assignments **must be typed and stapled** or they will be returned to the student not marked.
3. To protect students, assignments must be delivered by the student/author to the professor.
4. Late submissions **will be deducted 5% per day** which commences at the end of the class in which the assignment was due, **Assignments will only be accepted after the due date for a period of 5 school days. At that point, the student will receive automatic an "0" for the assignment.** Students are encouraged to communicate with their instructor if extenuating circumstances exist and request an extension. Granting extensions is up to the discretion of the instructor.
5. Students who do not present on their presentation date will forfeit the mark for that assignment.
6. Students have the responsibility to be **aware of assignment due dates**. If they miss in-class assignments that are due at the end of the class period for evaluation, they forfeit the mark.
7. Students are responsible for **retaining a file of all drafts and returned assignments**. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.
8. If a student wishes to discuss the mark assigned to their submission, they must contact the instructor to make an appointment to review the assignment and evaluation. The student must come prepared by reviewing the assignment outline and expectations, the instructor's feedback on the submission and specific areas of concern or questions.

Your instructor reserves the right to modify the course, as he/she deems necessary to meet the needs of students. Dates for projects or tests may be revised depending upon course content/flow

Tests / Quizzes

1. Students are expected to come to the test prepared with all of the instruments needed to complete the test. (pencil, student number)
2. Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. **If advance notice is NOT given to the Professor, the student will receive a mark of "0"**. It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.
3. Students will be permitted into the class to write the test beyond the start time until the time at which other students have finished the test and left the room. The student will not be given extended time to complete the test. At that point, students will not be able to complete the test and will receive a mark of "0" for the test.
4. Students are not permitted to have any electronic devices during a test / quiz.

Learning Environment:

In the interest of providing an optimal learning environment, students are to follow these two expectations;

1. Students are expected to be present, on time, and stay for all scheduled classes.
2. Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services.
<http://www.saultcollege.ca/Services/StudentServices/default.asp>
3. Students are expected to adhere to the ECE Program "Confidentiality" policy when making references to their experiences in the field practice placement within the classroom discussion.
4. Students are expected to be prepared for each class by ensuring that they have brought all of the required materials and resources to the class..
5. Students are reminded to turn their phone off or silent mode. Students will be asked to refrain from engaging in "texting" during scheduled class time. Students will be asked to refrain from engaging in personal or non-course related conversations. If this behavior, or any other behavior deemed disruptive continues, the student(s) will be asked to leave the class room.
6. The use of computers in the class is permitted for course work only with the permission of the instructor. Students using their computer for personal or non-course work will be asked to shut their computer off.
7. Students are expected to participate fully within class activities.
8. Light snack foods are permitted in the class during scheduled class, however students who wish to consume "meals" will be asked to consume their meal in another location outside of the classroom setting.
9. Students are responsible for putting their own items in the "garbage" / recycling bins.
10. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
11. Late arrivals are asked to enter the classroom quietly without disturbing the class activities.
12. Students are responsible for obtaining course material missed due to class absence