



COURSE OUTLINE: ED 285 - BUILDING PARTNERSHIP

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ED 285: BUILDING PARTNERSHIPS IN ECE SETTINGS
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semesters/Terms:	19W
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.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Substitutes:	ED 263
Vocational Learning Outcomes (VLO's) addressed in this course:	1030 - EARLY CHILDHOOD ED
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 2 Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.
	VLO 4 Establish and maintain responsive relationships with individual children, groups of children and families.
	VLO 5 Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.
	VLO 6 Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.
	VLO 7 Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments.
	VLO 8 Apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice.
	VLO 9 Advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings.
	VLO 10 Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early



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	learning and related fields
Essential Employability Skills (EES) addressed in this course:	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
Course Evaluation:	Passing Grade: 50%, D
Books and Required Resources:	<p>Code of Ethics and Standards of Practice (2017) by College of Early Childhood Educators Publisher: College of ECE Edition: 2017 available for free downloading: : https://www.college-ece.ca/en/documents/code_and_standards_2017.pdf</p> <p>Early Childhood Environment Rating Scales (ECERS-3) by Harms, Clifford, Cryer, Publisher: Teachers College Press ISBN: 9780807755709</p> <p>Excerpts from ELECT by Ontario Ministry of Education available for free downloading: https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf</p> <p>How does learning happen? Ontario`s pedagogy for the early years. by Ontario Ministry of Education Publisher: Ontario Ministry of Education available for free downloading: http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf</p> <p>Infant/Toddler Environment Rating Scale (ITERS-3) by harms, Cryer, Clifford, Publisher: Teachers College Press</p> <p>Partnerships: Families and Communities in Early Childhood. by Lynn Wilson Publisher: Nelson Education Edition: 6th ISBN: 9780176509576</p> <p>The Kindergarten Program (2016) by Ontario Ministry of Education Publisher: Ontario Ministry of Education available for free downloading: http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html</p> <p>How Does Learning Happen? Ontario`s pedagogy for the early years. by Ontario Ministry of Education Publisher: Ontario Ministry of Education available for free downloading @:http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf</p>

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Demonstrate understanding of the diverse needs of families and the role early childhood educators have in supporting families.	1.1 Describe the diverse families within Canada today, 1.2 Discuss various factors affecting families in Canada today 1.3 Analyze the effects of the changing family on the child-care community 1.4 Examine the role of educators in a wide range of services to families 1.5 Evaluate the role of the educator in supporting families with diverse situations, challenges, strengths, and needs.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Demonstrate knowledge of approaches that support the initial phase of the family centred relationship and maintain an effective partnership with families.	2.1 Identify the key features of successful relationships with families. 2.2 Discuss the particular partnership benefits and barriers to partnerships for family members, children, and teachers. 2.3 Identify the strategies that supervisors and teachers can use to build effective partnerships with families. 2.4 Identify effective communication practices teachers can use in their initial contact with families. 2.5 Describe the process of orienting a new family to a child-care centre.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Demonstrate understanding of the various practices that support family involvement in an early childhood setting.	3.1 Identify and evaluate various strategies for involving families in centre activities with an emphasis on creating male-friendly environments 3.2 Discuss strategies for developing effective informal family gatherings 3.3 Discuss ways to involve families in the evaluation of staff and the centre program
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Demonstrate understanding of positive strategies that support effective communication in the family centred relationship.	4.1 Discuss and analyze the strategies for achieving effective communication among family members and teachers 4.2 Explain the sources of family-teacher conflict and outline a strategy for conflict resolution 4.3 Outline the benefits of family-teacher conferences for both families and teachers 4.4 Identify strategies for planning and conducting family-teacher conferences
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Demonstrate understanding of the role of written communication in various forms as an important way of maintaining the family-centred relationship.	5.1 Outline the benefits of effective written communication and its role in developing positive relationships with families 5.2 Describe the kinds of written communication used at the outset of the family-centred partnership

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight	Course Outcome Assessed

	Analyzing Case Studies	50%	All
	Projects	25%	2,4,6,9,
	Reflection Responses	25%	2,4,6,8,9,10

Date: June 22, 2018

Please refer to the course outline addendum on the Learning Management System for further information.