



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:	20W
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>Truth and Reconciliation Commission of Canada: Calls to Action (2015) by Government of Canada download the document for free @ http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf</p>

Course Outcomes and Learning Objectives:

<p>Course Outcome 1</p> <p>1. Describe the diverse needs of families the community resources that support families, as well as, identify strategies to meet the needs of families within the early childhood setting.</p>	<p>Learning Objectives for Course Outcome 1</p> <p>1.1 Recount the accountability and responsibilities that registered early childhood educator has towards families and community partners. 1.2 Describe families in today`s and discuss the professional duty to respect and honour the uniqueness and diversity of families and communities including family structure, language, cultural values and practices, ethnicity, socio-economic status, spirituality, gender age and sexual orientation. 1.3 Discuss various factors and trends that affect families in Canada today. 1.4 Recognize the impact of colonization experiences on Indigenous families and communities and discuss the Truth and Reconciliation Calls to Action and the role of early learning programs to work with families to support the transmission of language and culture. 1.5 Summarize the role of the educator in supporting families with diverse situations, challenges, strengths, and needs. 1.6 Explain the and pedagogical approach that views partnerships with families and community as being essential to developing programs and practices that support learning</p>
<p>Course Outcome 2</p> <p>2. Discuss the range of services available to families and the ways in which children, families, and educators can benefit from.</p>	<p>Learning Objectives for Course Outcome 2</p> <p>2.1. Identify a variety of community resources that are available to families. 2.2.Explain the role of the EarlyON Child and Family Centres and describe the benefits of the program to children, families, and educators.</p>
<p>Course Outcome 3</p> <p>3. Explain how a successful responsive relationship with families is established and supported that benefits children, families, and educators.</p>	<p>Learning Objectives for Course Outcome 3</p> <p>3.1. Identify the key features of successful relationships with families. 3.2. Discuss the particular partnership benefits and barriers to partnerships for family members, children, and teachers. 3.3. Identify the strategies that supervisors and teachers can use to build effective partnerships with families. 3.4. Identify effective communication practices teachers can use in their initial contact with families. 3.5. Describe the process of orienting a new family to a child-care centre 3.6. Discuss how early childhood educators create a welcoming environment where all families have sense of belonging.</p>
<p>Course Outcome 4</p> <p>4. Discuss strategies that view families as contributors to the program and engage families as co-learners and co-planners and support their sense of belonging and partnership</p>	<p>Learning Objectives for Course Outcome 4</p> <p>4.1.identify and evaluate various strategies for involving families in the program. 4.2.Identify various strategies that support a male friendly environment. 4.3.discuss strategies for developing effective informal family gatherings 4.4. Discuss strategies to support families` efforts to extend curriculum home</p>
<p>Course Outcome 5</p>	<p>Learning Objectives for Course Outcome 5</p>



	<p>5. Explain positive strategies that support effective communication with families.</p>	<p>5.1. discuss and analyze the strategies for achieving effective communication between educators and families. 5.2. identify the sources of family-teacher conflict and outline a strategy for conflict resolution 5.3. outline the benefits of family - teacher conferences for both families and teachers and identify strategies for planning and conducting conferences 5.4. outline the benefits of effective written communication and its role in developing positive relationships with families 5.7 describe the types of written communication used to support the family-centre partnership</p>
	<p>Course Outcome 6</p>	<p>Learning Objectives for Course Outcome 6</p>
	<p>6. Communicate professionally in all written work and verbal interactions with others and engage in reflective practice and demonstrate critical thinking skills.</p>	<p>6.1 Communicate clearly, concisely and correctly in all written work that reflects a professional standard in vocabulary, grammar, spelling and format appropriate to the early learning sector. 6.2 Correctly cite the sources of information within written submissions following APA format. 6.3 Be respectful, positive and open in all communication recognizing ones own personal bias and demonstrate respect for the diverse opinions, values, belief systems and contributions of others 6.4 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. 6.5. Research, select and integrate information from various sources to develop a meaningful and relevant response to assigned questions. 6.6. Analyze, evaluate, and apply relevant information from a variety of sources. 6.7. Manage the use of time and resources to complete projects in a timely manner.</p>

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Experiential learning and reflection	40%
Projects	50%
Quizzes	10%

Date: June 20, 2019

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