CANADORE college

COURSE NAME:	ECE227 Responsive Relationships

Credit Value: 1
Total Course Hours: 18
Prerequisite Course(s): None
Corequisite Course(s):   None

COURSE DESCRIPTION

Upon completion, students will have an understanding of various family structures. Students will learn to employ strategies that meet the diverse needs of all families and how to support sensitive family challenges, with the well-being of the child as a focal point. With the understanding that children and their families are unique; with differences in ethnicity, religion, socio-economic status, and family structure, students will learn how to reach out to families in a way that's welcoming, respectful and inclusive of all.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

1.0 Explore the family and it's importance to early learning and development

    1.1 Define the function of the family.

    1.2 Examine how every family has a direct influence on children's early learning and development.

    1.3 Examine societal conditions that may increase vulnerability amoungst children and families.

2.0 Describe how personal beliefs and judgments play a role in building relationships

    2.1 Identify personal beliefs, values and bias.

    2.2 Gain an understanding of your own values and judgments regarding families living in alternative lifestyles

    2.3 Describe how personal history and cultural identity impact interactions with children, families and community.

3.0 Explore various family types and how to support them

    3.1 Acknowledge how to support and gain an understanding of unique family structures pertaining to

        3.1.1 Indigenous families

        3.1.2 Culturally diverse families

        3.1.3 Families dealing with poverty

        3.1.4 Single parent families

        3.1.5 Divorced families

        3.1.6 Blended families

        3.1.7 Teenage parent families

        3.1.8 Adoptive and foster families

        3.1.9 Families with children who have special needs

        3.1.10 Families with parents who have special needs

        3.1.11 Gender diverse families

        3.1.12 Families dealing with death

        3.1.13 Families dealing with abuse in the home

    3.2 Identify a variety of community resources available to support families.

    3.3 Understand how educators can support the identified needs of children and families.

    3.4 Acknowledge to importance of building relationships that are respectful of family structure, culture, values, language and knowledge

4.0 Understand the unique abilities and needs of the child and how you can build a positive relationship with all children within your care.

    4.1 Identify how to have positive interactions with children

4.2 Identify the different abilities, challenges and cultural backgrounds that children bring to early learning environments.

4.3 Encourage healthy communication that relate to inclusion, diversity and equality

4.4 Recognize every child as a citizen with equal rights and unique views about how to participate in the world

4.5 Support positive interactions with children and their peers and social skill development

5.0 Describe family involvement and communication within early learning environments

5.1 Acknowledge and promote engagement with families. Understand that famililes can offer learning opportunities that are based on on the deep knowledge they have of their children

5.2 Implement communication strategies in order for families to understand how thier children develop and learn

5.3 Describe how educators can increase family participation in their children's learning

6.0 Demonstrate the ability to meet course requirements and display professional skills required within the field of Early Childhood Education

6.1 Consistently and punctually attend all classes as scheduled

6.2 Comprehensively complete all tasks assigned in the course, according to the deadlines as outlined

6.3 Demonstrate professional and presentable conduct condusive to working with those of a vulnerable sector, at all times

6.4 Display the capabilities of safely and competently engaging with young children and their perspective agencies

6.5 Demonstrate the ability to follow the College of Early Childhood Educators Code of Ethics and Standards of Practice within the classroom setting

6.6 Display the ability to work collaboratively and effectively with peer groups and professors

GENERAL EDUCATION

This is not a General Education course.

PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Early Childhood Education

2. establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.

4. establish and maintain responsive relationships with individual children, groups of children and families.

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.

6. prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.

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.

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.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.

2. Respond to written, spoken, or visual messages in a manner that ensures effective communication

4. Apply a systematic approach to solve problems

5. Use a variety of thinking skills to anticipate and solve problems

6. Locate, select, organize, and document information using appropriate technology and information systems.

7. Analyse, evaluate, and apply relevant information from a variety of sources.

8. Show respect for the diverse opinions, values, belief systems, and contributions of others

9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

10. Manage the use of time and other resources to complete projects.

11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Assignments/Projects 50%

Testing (Quizzes, Midterms and/or Exams) 50%

PROGRAM SPECIFIC GRADING

As per College grading system

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

College of Early Childhood Education Code of Ethics and Standards of Practice

Recommended for student purchase:

Working with Families by Rena Shimoni and Joanne Baxter

Resources listed on the course outline support the achievement of learning outcomes, and may be

used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

Lectures, Collaborative Learning Activities

DELIVERY MODE

Lecture
In-Class, Placement experience working with families

ACADEMIC POLICIES

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: http://www.canadorecollege.ca/about-us/corporate-policy-manual.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: http://www.canadorecollege.ca/about-us/college-policies.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an

appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.