ECED 421 (3 Credits): **Home, School, and Community Relationships**

2014 Winter Session-Term 1- September-December 2014
September 20, October 4, 18; November 1, 22; December 6, 2014 (6 Saturdays 8:30-3:30 PM)
Location: Richmond Caring Place 7000 Minoru Blvd., Richmond
Instructors: Deirdre Lintott, Marie Thom
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**Course Description:**
The philosophy, history, benefits, and problems of the family-teacher partnership; development of effective cooperation through conferences, programs, resources, and discussions; examination of community services and inter-professional relationships on behalf of children will be explored through this course.


**Assignments and Evaluation:**

**Assignment One:** Class Discussion/Attendance (12), Poster (15) and In-class final reflection (8) *(35 marks)*

**Assignment Two:** Educational Presentation for Families. Group Project (Chapter 11) *(45 marks)*

**Assignment Three:** Community Investigation and Analysis of Support Programs Available for Families. *(20 marks)*

**Course Objectives:**

- Understand the significance of family, school, and community in the education of children, the importance of developing respectful, reciprocal relationships and the benefit to the larger community.
- Understand the diverse characteristics of families and the communities they live in.
- Describe the history, theoretical underpinnings and evolution of parental involvement in Canada.
- Explore the role of parents as partners in the emotional, social, and intellectual development of their children.
- Analyze various community programs and resources to assist teachers and families to advocate for children and families in the community.
- Develop methods for establishing school, family and community relations based on current research and theory.
Course Overview:

**September 20**  
What Defines a “Family”? How have families changed?  
Please bring your current class list or a practicum class list.  
Understanding the diverse characteristics of families and the implications for teachers working with families.  
Reviewing the historical perspectives of parental involvement in Canada.  
Chapters: 1-3 Chapter 13 read in class (for use with your class list).

**October 4**  
How do we create a welcoming and nurturing classroom environment? (Marie)  
Good beginnings, informal communication with families, and ways to involve families in the classroom.  
In class time to work in groups on Assignment Two  
Chapters: 7, 8, and 10

**October 18**  
What are the foundations for respectful and reciprocal relationships between teachers and families? (Deirdre)  
Benefits and barriers to the teacher- family partnership.  
Foundations for a successful partnership.  
Working to resolve challenging attitudes and behaviours.  
Chapters: 4-6  
Chapter 15  
In class time to work in groups on Assignment Two

**November 1**  
Family Involvement in Educational Settings and Cultural Celebration  
Group presentations of: Assignment two, “Educational Presentations for Families” students present in small groups and all components of Assignment 2 are due in to instructors. (45 marks)  
The Importance of Culture in the Classroom Setting. Students are invited to bring a food item from their culture and an artifact to be shared as part of a group celebration.  
Chapter 13  
Introduce Assignment 3: Community Investigation and Analysis of Support Programs Available for Families. (20 marks)

**November 22**  
It Takes a Village: Teachers, Families, and Communities working together.  
What are the resources in the community to support the child and the family? Examining some Aboriginal resources and an overview of early childhood initiatives and programs in British Columbia. How do we create communities to advocate for children?  
Chapter 12, 13  
Sharing of Family Posters (15 marks) and handed in to instructors.

**December 6**  
How to work with families in particular circumstances?  
How to be an advocate for children? How to involve the family in the social emotional and intellectual development of the child?  
Working to resolve challenging attitudes and behaviours. Guest speaker to be announced.  
Chapters: 9 and 14  
In-class reflective response (8 marks), assignment 3 handed in to instructors.
ASSIGNMENTS AND EVALUATION

Assignment One: Class Discussion/Attendance (12), Poster (15) and In-class Final Reflection (8) (35 marks)

Assignment Two: “Educational Presentation for Families” (Group Project) Due: November 1 (45 Marks)

In this assignment you will plan to host an educational event for families at your school. For this event to be successful you will need to consider the following:

- Who is your audience (give reasons)
- What is your topic and who chooses? Rationale for the event?
- What will the event look like?
- Where and when will you have your event?
- How will families know about this event and what will you do to ensure or encourage attendance?
- What hands on experiences will you provide? Please bring one example.
- What information will be presented and how will you link it to the curriculum and to child development? Please provide an outline.
- What handouts will you be using? Please include.
- How will you advertise your event?
- What follow up activities will you provide?

Please provide a written summation (5-8 pages) of your presentation and your responses to the above questions.

In addition provide a pamphlet, poster, or newsletter that would be sent home including the key ideas from the presentation. Please provide a hard copy to the instructors and an electronic copy to share with the students.

Your group will have 20 minutes to describe your event in a creative and thoughtful manner. All members of the group must be involved in the presentation and in the development of the educational presentation for families. Bring whatever props and artifacts and resources are necessary to highlight and fulfill the questions listed above.

Assignment Three: Community Investigation and Analysis of Support Programs Available for Families. (20 marks) Due: December 6

This assignment you will:

- Research and compile a list of 20 family resources in the community in which you teach and which could be shared amongst your teaching colleagues and could be used to support families at conferences.
- The resources should include a variety of social services, recreational programs, and multi-cultural services that are specific to the needs of the families you are working with.
- These resources should be organized in a systematic manner, briefly described, complete with websites, addresses, contact information and other pertinent information for ease of use by families and teachers.
POLICIES

Attendance and Participation: Participation is a requirement for this course. Students are expected to come to class and actively engage in the classroom learning experiences, in course readings and assignments and in making connections to related school experiences. Members of the class are to be prepared for each class, complete assignments on time, participate in discussions about the readings, show an understanding of the course content, and engage in professional conduct in classroom interactions.

Assignments: All assignments are due on time and in person. Please back up all copies of your assignments. Extensions are granted at the instructor’s discretion for illness or compassionate reasons. Assignments submitted late without permission will have one mark per day deducted.

Assignments must adhere strictly to the APA style outlined in the American Psychological Association (5th Ed.) (http://www.library.ubc.ca/home/about/instruct/apastyle.html) This means all sources used in writing must be cited and a complete list provided. Papers should be word-processed and double-spaced and should include a title page and page numbering. The use of headings and sub-headings (following APA guidelines) is encouraged.

Plagiarism
Please refer to the section “Review for Authenticity” about plagiarism and the academic consequences in the UBC Calendar

Faculty of Education Letter Grade Definitions

A-80-100 (A+ 90-100; A 85-89; and A- 80-84); Excellent: shows superior understanding of the subject matter; strong evidence of original thinking; good organization; ability to analyze and synthesize; sound critical evaluations; superior understanding of issues and familiarity with the literature. Complete; all requirements met.

B- 68-79 (B+ 76-79; B 72-75; and B 68-71); Very Good: Shows good understanding of the subject matter; evidence of original thinking, critical capacity and ability to analyze; shows reasonable understanding of issues and familiarity with the literature. Compete; all requirements met.

C- 55-67 (C+ 64-67; C 60-63; and C- 55-59); Adequate/Fair/Good comprehension of the subject matter; few original insights; little evidence of critical capacity and ability to analyze; some deficits in understanding of issues and familiarity with the literature. Incomplete; some requirements not met.

D- 50-54 Marginal: Some evidence of understanding subject matter; little or no evidence of critical capacity and ability to analyze; serious deficits in understanding of issues and familiarity with the literature. Incomplete; several requirements not met.

F-0-49 Fail: Little evidence of even superficial understanding subject matter; serious weaknesses in critical capacity, ability to analyze, understanding of issues, and familiarity with the literature.