

## **EFFECTIVE: JANUARY 2003** CURRICULUM GUIDELINES

A.	Division:	Instruction	Effective Date:		01 January 2003	
В.	Department / Program Area:	Faculty of Child, Family and Community Studies/Early Childhood Education	Revision	X	New Course	
			If Revision, Section(s) Revised:		L, Q	

F:	Calendar Description: This course explores current issues and policies affecting children and their families from historical, cultural and feminist perspectives. Through the sharing of critical incidents, students are encouraged to examine and enhance their skills in communicating with and supporting families.					
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture\Practice 30	H: I:	Course Prerequisites: ECED 211 Course Corequisites: None			
		J:	Course for which this Course is a Prerequisite <b>ECED 412</b>			

<b>M:</b>	Course Objectives / Learning Outcomes				
	Upon successful completion of this course, the student will be able to:				
	A. Know Perspectives of Families				
	1. Family Systems - understands and recognizes key elements about the nature of families: families				
	are diverse in patterns and structure; families have strengths; families are a unique system				
	within the context of other systems; and families are constantly changing.				
	2. Family-Centered Care - demonstrates an understanding that families are involved as initiators,				
	primary decision makers, and information providers in a family-centered approach.				
	3. History and Philosophy - understand the assumptions, practices and skills embedded in the				
	history and philosophy of working in partnership with families.				
	B. Practice Skills in Perspectives of Families				
	1. Professional Skills - works cooperatively with children and family members as listener,				
	communicator, supporter, facilitator, guide and problem solver. Develops effective				
	interpersonal skills.				
	2. Family Centered Care - applies the principles of the family-centered approach.				
	3. Inclusion - promotes opportunities for children and families of different abilities, ethnicity,				
	gender, culture, age, and temperament to grow together in an environment of mutual respect.				
	C. Demonstrate Attitudes in Perspectives of Families				
	1. Family Centered Care - acknowledges that families are of central importance in the child's life,				
	and works toward building a close relationship between home and the early childhood setting.				
	2. Inclusion - believes in the equality of all people regardless of ability, ethnicity, sex, culture or				
	temperament.				
N:	Course Content: The following global ideas guide the design and delivery of this course:				
11.	L. Early childhood educators work cooperatively with children and family members as listener,				
	communicator, supporter, facilitator, guide and problem solver. The development of effective skills for				
	relating interpersonally is essential to being a reflective practitioner.				
	2. Early childhood educators recognize key elements about the nature of families: families are diverse in				
	patterns and structure; families have strengths; families are a unique system within the context of other				
	systems; and families are constantly changing.				
	3. The role of early childhood educator one facilitates collaboration with families at all levels of service				
	provision. 4. Understanding and valuing diversity means that all children and families are encouraged to develop their				
	full potential and are appreciated for their individual gifts and abilities, culture, race, gender ethnicity,				
	age, and social class. Early childhood education has a long, rich tradition of parent involvement. The early childhood educator				
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0.	is knowledgeable about the history and philosophy of working in partnership with families. Methods of Instruction				
0:					
	S Lecture S Class discussion				
D.					
P:	Textbooks and Materials to be Purchased by Students				
	Г.В.А.				
Q:	Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of				
-	evaluations.				
	Test or Reports of the Readings.				
	Interview Report				
	Resources Research Report				
R:	Prior Learning Assessment and Recognition:				
	This course is available for PLAR.				

Course Designer(s) Pat Brown

Education Council / Curriculum Committee Representative

Dean: Jan Lindsay

Registrar

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