

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**MASTER SYLLABUS**

**ECHD 301: Fostering Relationships in Early Childhood Programs**

**Created By: Maureen Maiocco, Ed.D.**

**SCHOOL OF BUSINESS AND LIBERAL ARTS  
SOCIAL SCIENCE DEPARTMENT – EARLY CHILDHOOD  
Fall 2018**

A. **TITLE:** Fostering Relationships in Early Childhood Programs

B. **COURSE NUMBER:** ECHD 301

C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** None

F. **SEMESTER(S) OFFERED:** Spring

G. **COURSE DESCRIPTION:**

This course explores the importance and benefits of establishing a partnership between teacher, parent, and the early care and education program. Topics will include ways in which to create and build a sense of community, the importance of open communication, and understanding diverse families and parental needs. Forms of parent engagement and involvement, and the benefits of creating reciprocal and respectful relationships for all involved in the care and development of the young child will be studied. Students will examine their role in assisting families with understanding child development, play-based curriculum, appropriate expectations, and additional topics to ensure a collaborative, supportive, and enjoyable childcare experience for children, teachers, and families.

H. **PRE-REQUISITES/CO-REQUISITES:**

a. Pre-requisite(s): ECHD 101

b. Co-requisite(s): None

I. **STUDENT LEARNING OUTCOMES:**

By the end of this course, the student will be able to:

<b><u>Course Student Learning Outcomes [SLO]</u></b>	<b><u>PLO</u></b>	<b><u>GER</u></b>	<b><u>ISLO</u></b>
a. Examine and identify the importance of the family-school relationship in early care and education settings for parents, teachers and young children.	[2] Understand the importance of establishing, maintaining, and supporting partnerships with families through education, communication, engagement, and collaboration.	N/A	2-Critical Thinking [IA] Inquiry and Analysis
b. Explore and evaluate various forms of communication for establishing and maintaining a collaborative, inclusive, and cooperative relationship between teacher and parent.	[2] Understand the importance of establishing, maintaining, and supporting partnerships with families through education, communication, engagement, and collaboration.		2-Critical Thinking [CA] Critical Analysis
c. Create methods of communication that support and connect families to the early childhood program and classroom	[6] Develop and apply methods, strategies, inclusive practices, and policies for meeting the needs of quality programming for children, families, and early care and education professionals.		1-Communication [W] Written [O] Oral
d. Identify methods for establishing and maintaining a positive sense of community and belonging for families, teachers, and program administrators.	[5] Apply leadership knowledge and skills in early care and education settings for promoting high quality standards of		5-Industry Professional Skills

	excellence for teachers, families, and children.		
e. Examine and assess communication barriers and problems specific to early care and education, and strategies for solving such issues.	[6] Develop and apply methods, strategies, inclusive practices, and policies for meeting the needs of quality programming for children, families, and early care and education professionals.		2-Critical Thinking [PS] Problem Solving

**J. APPLIED LEARNING COMPONENT: Yes**

- Classroom/Lab

**K. TEXTS:**

Gestwicki, C. (2016). *Home, school, and community relations*. Boston, MA: Cengage Learning.

**L. REFERENCES:**

- Biddle, J.K. (2012). *The three R's of leadership: Building effective early childhood programs through relationships, reciprocal learning, and reflection*. High Scope Educational Research Foundation. Washington, DC: NAEYC
- Diffily, D. and Morrison, K. (1996). *Family-friendly communication for early childhood programs*. Washington, DC: NAEYC
- Howell, J. and Reinhard, K. (2015). *Rituals and traditions: Fostering a sense of community in preschool*. Washington, DC: NAEYC
- Estes, J.S. (1994). *Preschool teacher messages*. Torrance, CA: Frank Schaffer Publications, Inc.
- Stone, J.G. (1990). *Teacher-parent relationships*. Washington, DC: NAEYC
- Stonehouse, A. (2003). *How does it feel? Childcare from a parent's perspective*. Redmond, WA: Child Care Information Exchange

**M. EQUIPMENT: University Supplied Equipment**

**N. GRADING METHOD: A-F**

**O. MEASUREMENT CRITERIA/METHODS**

- Exams
- Quizzes
- Papers
- Projects
- Presentation
- Participation

**P. DETAILED COURSE OUTLINE:**

**I. Understanding Families**

- A. Family Diversity
- B. Family Dynamic
- C. Family Influences
- D. Modern Day Families
- E. Stress, Challenges, Needs

## **II. Parents**

- A. Understanding Parents
- B. Parental Roles
- C. Parental Needs
- D. Types of Parenting
  - Authoritarian
  - Permissive
  - Assertive / Democratic

## **III. Empathy**

- A. Understanding and Supporting Parents
- B. Emotions:
  - Irrevocability: Parenting is Forever
  - Self-Doubt: Comparing, Competition, Criticism
  - Isolation: Support Systems
  - Fatigue: Never a Break
  - Guilt: The Working Parent / Parenting Skills
  - Uncertainty: First-Time Parents, Parenting Challenges, and Changes
  - Co-Parenting: Cooperation and Conflicts
  - Satisfaction: Parents do the best “they know how”

## **IV. Family Support and Involvement**

- A. Building Unity
- B. Communication / Listening / Remaining Objective
- C. Supporting Families
- D. Developing Inclusive Family Engagement Initiatives

## **V. Parents as Partners**

- A. Support and Build Trust
- B. Feedback
  - Arrival / Departure
  - Parent-Teacher Conferences
  - Parent-Teacher Workshops and Seminars = Learn Together
  - Meeting the Needs
- C. Questionnaires for Parent Involvement
  - Careers
  - Hobbies
  - Family Traditions
  - Culture

## **VI. Family-Friendly Environments**

- A. Program-Based
- B. Classroom-Based
- C. Family Input and Involvement
- D. EC Program Website
  - Newsletters
  - Daily / Weekly Reports
  - Email, Phone Calls

## **VII. Communication**

- A. Interactions, Actions, and Reactions
- B. Policies, Procedures and Programming
  - Parent Handbook
  - Clear Expectations: Program – Administration – Teacher - Parent
  - Documentation
  - Contracts
  - Clear Policies and Follow-Through
- C. Miscommunication / Conflicts
- D. Differences / Barriers / Obstacles
- E. Intimidation: Teacher and Parent
- F. Issues of Concern:
  - Child-Centered
  - Program-Centered
  - Parent-Centered
  - Parent-Teacher Conferences
- F. Difficult Decisions and Discussions

## **VIII. Professionalism**

- Respect
- Role Model
- Compassion and Empathy
- Support
- Advocate
- Fair and Consistent
- Patience
- Confidentiality
- Avoiding Favoritism
- Avoiding Pettiness
- Assertiveness vs. Aggression

## **IX. From Phone Call to Enrollment**

- A. The Interview / First Visit
- B. Open House
- C. Forming Friendships (for parents and children)
- D. Supporting the Parent
- E. The First Day: Separation Anxiety (for parents and children)
- F. Informal and Formal Communication

## **X. Parents and Teachers = Perfect Partners**

- A. Building a Collaborative Community
- B. Establishing a “Home Away From Home” for All
- C. Ways to Engage All in the EC Program
- D. Providing Parent and Teacher Education and Training

## **XI. Program Evaluation**

- A. Parent Input / Surveys
- B. Parent Boards
- C. Parent Satisfaction / Dissatisfaction
- D. Parent Volunteers
- E. Challenges and Rewards