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

MASTER SYLLABUS

ECHD 301: Fostering Relationships in Early Childhood Programs

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SCHOOL OF BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCE DEPARTMENT – EARLY CHILDHOOD
Fall 2021

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:

PLO 7: Understand the importance of establishing, maintaining, and supporting partnerships with families and the early care program professional through education, training, communication, and collaboration.		
Course Student Learning Outcomes [SLO]	**PLO**	**ISLO & Subsets**
a. Examine and identify the importance of the family-school relationship in early care and education settings for parents, teachers and young children.	7	4 Social Responsibility IK Intercultural Knowledge
b. Explore and evaluate various forms of communication for establishing and maintaining a collaborative, inclusive, and cooperative relationship between teacher and parent.	7	4
c. Create methods of communication that support and connect families to the early childhood program and classroom	7	4 IK
d. Identify methods for establishing and maintaining a positive sense of community and belonging for families, teachers, and program administrators.	7	4 IK
e. Examine and assess communication barriers and problems specific to early care and education, and strategies for solving such issues.	7	4 IK

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
            o Authoritarian
            o Permissive
            o 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:
- o Child-Centered
- o Program-Centered
- o Parent-Centered
- o Parent-Teacher Conferences
F. Difficult Decisions and Discussions

VIII.   Professionalism
- o Respect
- o Role Model
- o Compassion and Empathy
- o Support
- o Advocate
- o Fair and Consistent
- o Patience
- o Confidentiality
- o Avoiding Favoritism
- o Avoiding Pettiness
- o 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