

# ECED-2401: FAMILIES, COMMUNITIES, SCHOOLS

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## Cuyahoga Community College

**Viewing: ECED-2401 : Families, Communities, Schools**

**Board of Trustees:**

May 2021

**Academic Term:**

Fall 2021

**Subject Code**

ECED - Early Childhood Education

**Course Number:**

2401

**Title:**

Families, Communities, Schools

**Catalog Description:**

Explores educational considerations for teachers including the policies, theories, practices, skills, and knowledge of home, school, and community partnerships. Candidates will examine: the multiple influences on the whole child; accessibility of community services and supports; ethical, practical, and culturally-competent decisions to foster family engagement; knowledge and skills needed to address family structure, socio-cultural and linguistic backgrounds, identities and customs, and advocacy for children and families.

**Credit Hour(s):**

3

**Lecture Hour(s):**

3

## Requisites

**Prerequisite and Corequisite**

ENG-1010 College Composition I; and ECED-1010 Introduction to Early Childhood Education: Children`s Development and Program.

## Outcomes

**Course Outcome(s):**

Identify diversity of family characteristics.

**Essential Learning Outcome Mapping:**

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**

1. Describe the impact of multiple influences (e.g., socioeconomic status, home environment, community context, school setting, and special needs) on the development of the whole child in terms of family.
2. Identify the unique components of family structure that create foundations for learning along with the interactions that enhance these components, including individual identity, customs, and social, cultural, and linguistic background.
3. Explain the importance of establishing and maintaining positive, productive, and collaborative relationships with families.
4. Describe ways to create partnerships that respect family choices and goals for children.
5. Produce examples of effective interpersonal communication skills in the process of family/educational setting/community relations and involvement through written or oral means.

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**Course Outcome(s):**

Support and collaborate with families and communities through respectful, reciprocal relationships.

**Objective(s):**

1. Describe the availability, accessibility, and impact of formal and informal resources (e.g., civic organizations, senior citizen centers, and peer parents), local supports, and agencies serving the child, family, and community.
  2. Explain how early childhood professionals can ethically engage in informed advocacy within the community to support children and families.
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**Course Outcome(s):**

Engage families and communities in each child's development and learning.

**Objective(s):**

1. Describe the aspects of the social and emotional climate of the school setting/community (e.g., bullying, discipline policies, and character education) and its influence on student well-being.
  2. Evaluate the relationship between family involvement and student learning.
  3. Describe the importance of building rapport with families in respectful, culturally responsive ways, when solving classroom problems, supporting learning, and including families in the assessment of the child's development and learning.
  4. Plan developmentally appropriate experiences within learning environments that involve families and communities by providing opportunities and resources to promote each child's optimal development and learning.
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**Methods of Evaluation:**

1. Report of assigned readings
2. Oral/written reports
3. Role playing
4. Demonstrations
5. Sharing of center experiences
6. Documentation

**Course Content Outline:**

1. Family structures
  - a. Changing family patterns
  - b. Family attitudes and expectations
  - c. Social and cultural diversity
2. Early childhood programs
  - a. Teacher-child-parent relationships
  - b. Family guidance approaches
  - c. Interactions with parents
    - i. Informal
    - ii. Conferences
    - iii. Home visits
    - iv. Center visits
    - v. Classroom participation
    - vi. Newsletters
    - vii. Bulletin boards
    - viii. Online
3. Parent education
  - a. Planning family meetings and workshops
  - b. Supporting brain development and learning
  - c. Providing information to support optimal neurological growth and development
4. Staff relationships
  - a. Self-evaluation
  - b. Director-teacher
  - c. Teacher-teacher
  - d. Teacher and other personnel
  - e. Staff as resources
5. The family and the community
  - a. Community resources
  - b. Services for children with special needs
  - c. Referral processes

- d. Advocacy
  - e. Neighborhood involvement
6. Challenging Situations
- a. Supportive relationships
  - b. Coping strategies
  - c. Managing stress

## Resources

Gonzalez-Mena, J. *The Child In The Family and The Community: Family-centered Early Care in Education*. 7th ed. Boston, MA: Pearson, 2017.

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Berger, E.H. *Parents as Partners in Education, Families and Schools Working Together*. 9th ed. Upper Saddle River, NJ: Merrill Prentice Hall, 2016.

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Siegal, D., & Hartzell, M. *Parenting from The Inside Out, How a Deeper Self-Understanding Can Help You Raise Children Who Thrive*. 10th ed. New York: Penguin, Putnam Inc., 2013.

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Barbour, Chandler, Nita H. Barbour, Patricia A. Scully. *Families Schools and Communities, Building Partnerships for Educating Children*. 5th ed. Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall, 2011.

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Gandini, L. Edwards, C. *Bambini, The Italian Approach To Infant/Toddler Care*. New York: Teachers College Press, 2001.

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Hildebrand, Verna, et. al. *Knowing and Serving Diverse Families*. 3rd ed. Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall, 2008.

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Gestwicki, C. *Home, School, Community Relations*. 9th ed. Cengage Learning, 2016.

## Instructional Services

### OAN Number:

Transfer Assurance Guide OED0011

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