

## APPENDIX V (A)

<b>Course Title:</b>	<b>Working with Family and Community</b>
<b>Course Code:</b>	<b>EDUC 029</b>
<b>CEUs:</b>	<b>3.0</b>
<b>Level:</b>	<b>CPE</b>
<b>Pre-requisite:</b>	<b>None</b>

### **COURSE DESCRIPTION:**

The course will provide an overview of how the early childhood practitioner works with families and the communities in the education, care and development of the child. Community resources and advocacy for children will be explored. This course will explore school, parent and community working relationship. The course will also introduce participants to the family unit and the parents' role in being the primary educator. The importance of the contribution of the parents and the wider community, and the home/school relationship will be highlighted.

### **COURSE AIMS:**

The aim of this course is to provide the participants with an overview of the relationship between family, school and the community

### **COURSE OBJECTIVES**

On completion of the course participants will be able to:

#### *Knowledge*

1. Identify the role of the early childhood institution
2. Know the role and functions of the school administrators – principals, board chairman
3. Identify ways to interact with parents and the community
4. Discuss roles and responsibilities of parents
5. Recognize the different parenting styles

#### *Skills*

6. Apply the knowledge gained in relating to families and the wider community
7. Initiate activities that will foster a positive home / school relationship

#### *Attitude*

8. Appreciate the role that families and community play in the development of young children
9. Respect and foster a positive home / school relationship
10. Appreciate the management and administrative principles for running an early childhood institution

## **COURSE UNITS**

*The units to be covered in this course are as follows*

### **Unit 1:** The role of the early childhood institution with families and communities

- Subtopic 1: A Theory-Based Approach to Family Involvement in Early Childhood Education.
- Subtopic 2: Linking Schools with Homes
- Subtopic 3: Legislation and public policies and their effect on children and families, including children with special needs.

### **Unit 2:** Family structures

- Subtopic 1: Types of Family Structures
- Subtopic 2: Functions of the Family in the Caribbean
- Subtopic 3: Family Diversity and Child Rearing Practices

### **Unit 3:** Parent and parent education

- Subtopic 1: What is Parenting?
- Subtopic 2: Parenting Educating Overview
- Subtopic 3: The Differences/ Similarities in Parenting and Parent Education

### **Unit 4:** Parenting styles

- Subtopic 1: Types of Parenting Styles
- Subtopic 2: The Effects of Parenting Styles on Children
- Subtopic 3: How Practitioners can Help Parents to Parent Positively

### **Unit 5:** Values and beliefs of parents

- Subtopic 1: Parenting Values and Beliefs Defined
- Subtopic 2: The Influence of Parents' Values and Beliefs on Children's Development
- Subtopic 3: Cultural Values that can Help/Hinder School/Community Connections

### **Unit 6:** Roles and responsibilities of parenting

- Subtopic 1: Roles and Responsibilities of Parents
- Subtopic 2: What is Responsible Parenthood?
- Subtopic 3: Responsibilities of Parents to Their Children's Education

### **Unit 7:** The rights of the child

- Subtopic 1: Child Rights Defined
- Subtopic 2: UNICEF – Convention on the Rights of a Child
- Subtopic 3: The Voice of the Child in Early Years: The Practitioner as Advocate

### **Unit 8:** Working with home, school and community

- Subtopic 1: Supporting Young Children through Home, School and Community
- Subtopic 2: Collaborative School/Family to Enhance Children's Learning
- Subtopic 3: Building Positive and Meaningful Communications with Families

### **Unit 9:** Promoting good home and school relationship

- Subtopic 1: Strategies for promoting Home-school Relationships

Subtopic 2: The Teachers' Role in Home-school Relationships  
Subtopic 3:

***Unit 10: Classroom management and record keeping***

Participants will be able to:

1. Demonstrate an understanding of the benefits of different classroom layouts and child/teacher ratio in the Caribbean
2. Discuss the duties, roles and daily routines of the classroom
3. Understand how to document the daily progress of the children
4. Record daily observation and assessments for the children

**UNIT OBJECTIVES**

1. At the end of this unit participants will be able to:
  1. Understand the role that the early childhood institution plays in the community
  2. Recognize the impact of national policy on young children, their families and the community
2. At the end of this unit, participants will be able to:
  1. Describe the various family structures
  2. Discuss the functions of the family
  3. Recognize the diverse nature of the family structure and child rearing practice
3. At the end of this unit participants will be able to:
  1. Define parenting
  2. Define parent education
  3. Discuss the difference between parenting and parent education
4. At the end of this unit participants will be able to:
  1. Identify parenting styles
  2. Discuss diverse parenting styles and their impact on young children
5. At the end of this unit participants will be able to:
  1. Define values and beliefs of parents
  2. Recognize how parental values and beliefs can either promote or hinder community development
6. At the end of this unit participants will be able to:
  1. Discuss the roles and responsibilities of parents
  2. Understand the role of parents in the development of the child
7. At the end of this unit participants will be able to:
  1. Understand the rights of children
  2. Understand the role of the early childhood practitioner as an advocate for the rights of young children
8. At the end of this unit participants will be able to:
  1. Develop formal and informal communication skills necessary to work with families and the community
  2. Understand the inter-relatedness of the child's home, school and community

9. At the end of this unit participants will be able to:

1. Become acquainted with the different community agencies, resources and family education programmes in the school community
2. Identify and apply activities for involving parents and community members for the young child

10. Participants will be able to:

1. Demonstrate an understanding of the benefits of different classroom layouts and child/teacher ratio in the Caribbean
2. Discuss the duties, roles and daily routines of the classroom
3. Understand how to document the daily progress of the children
4. Record daily observation and assessments for the children

## ASSIGNMENTS

Assignment areas are as follows:

- Research Paper on selected topics
- Discussion and other small group work/presentations
- Written assignments
- Problem-solving Exercises

## DELIVERY APPROACHES AND METHODS

Mode of delivery; Blended (face to face and online)

## ASSESSMENT & EVALUATION

As the participants work through the course, they will be asked to complete exercises that will be graded. All participants will be expected to participate in class discussions and small group sessions.

ITEM #	ASSESSMENT TYPE	PERCENTAGE
1	Quiz	10
3	Group Presentation	20
4	Reflective Journal	25
5	Research Project	35
6	Participation – engagement in the community of learners	10

This course will be assessed using the above approach. There will be no final examination. Instead there will be continuous in-course assessment including but not limited to: case study analyses, research projects, quizzes, field trip exercise and reflective journal

## TEACHING STRATEGIES

The following teaching strategies will be used within the duration of this course:

- Online tutorials
- Discussions
- Case study analyses
- Online presentations

## **REQUIRED TEXT**

(Is there a list of recommended texts? Highly suggest that such a list is included).

Participants are also encouraged to read widely and become familiar with current, relevant information in the management field, in order to improve the level of their input, verbally and in writing.

## **RECOMMENDED READINGS AND ONLINE RESOURCES**

### ***Readings:***

- Gonzalez-Mena, Janet. *50 Strategies for Communicating and Working with Diverse Families*. 2nd ed. Boston: Pearson, 2010. ISBN: 9780137002313
- Rockwell, R.E., L.C. Andre, & M.K. Hawley. *Families and Educators as Partners*. 2nd ed. Belmont, CA: Wadsworth/Cengage Learning, 2010. ISBN: 9781428318281
- Roggman, L. A., Boyce, L.K. & Innocenti, M.S. *Developmental Parenting: A guide for early childhood practitioners*. Paul. H. Brookes Publishing Company, 2008. ISBN: 9781557669766

### ***Journals:***

- [Journal of Early Childhood](#)
- [Early Childhood Education Journal](#)

### ***Web Sites***

- <http://parented.wikidot.com/child-care>
- <http://www.extension.purdue.edu/purplewagon/FLEMat-QAT/PDF/ParentingTheories.pdf>

## **COURSE CALENDAR**

<b>WEEK[S]</b>	<b>TOPIC</b>
Week 1	The role of the early childhood institution with families and communities
Week 2	Family structures
Week 3	Parent and parent education
Week 4	Parenting styles
Week 5	Values and beliefs of parents
Week 6	Roles and responsibilities of parenting
Week 7	The rights of the child
Week 8	Working with home, school and community
Week 9	Promoting good home and school relationship
Week 10	Classroom Management and Record Keeping

**APPENDIX V (B)**

**COURSE ASSESSMENT PLAN – MANAGEMENT ESSENTIALS**

**TABLE OF SPECIFICATIONS**

The final grade in this course is a combination of the coursework and participation marks and the final course project mark. Assignments within the course will be structured as follows:

1	Quiz	10%
2	Group Presentation	20%
3	Reflective Journal	25%
4	Research Project	35%
5	Participation – engagement in the community of learners	10%

<b>Units</b>	<b>Cognitive Domain Lower order</b>	<b>Cognitive Domain Higher Order</b>	<b>Psychomotor Skills</b>
The role of the early childhood institution with families and communities	Quiz 1%	Quiz 2%	
Family structures	Quiz 1%	Quiz 2%	
Parent and parent education	Quiz 2%	GP 4%	GP 2%
Parenting styles	GP 2%	GP 4%	
Values and beliefs of parents	GP 1%; RJ 2%	GP 2%; RJ 3%	
Roles and responsibilities of parenting	RP 2%	RP 5%	RP 2%
The rights of the child	RJ 2%	RJ 3%	
Working with home, school and community		RP 6%; RJ 4%	RP 5%
Promoting good home and school relationship	RJ 2%	RP 7%	
Classroom Management and Record keeping	RJ 2%	RJ 3%	RJ 2%
<b>Participation</b>	P 2%	P 3%	P 2%
<b>Total</b>	%	%	%

**KEY:** Quiz  
 GJ = Group Presentation  
 RJ = Reflective Journal  
 RP = Research Project  
 P = Participation

**ASSESSMENT 1: Quiz (10%)**

**Suggested Due Date: After Unit #2**

**Related Unit Objectives**

At the end of this unit you will be able to:

1. Understand the role that the early childhood institution plays in the community
2. Recognize the impact of national policy on young children, their families and the community
4. Describe the various family structures
5. Discuss the functions of the family
6. Recognize the diverse nature of the family structure and child rearing practice.

**Assignment Description and Instructions:**

Students will be given a multiple choice test to be completed online. Each multiple choice question will have a stem and a set of four (4) discrete possible answers from which the students should chose the correct one by placing the mark indicated. Each correct answer will be awarded one (1) point while incorrect answers will receive no points. Where no answer is provided or multiple answers are provided, no points will be awarded.

**Assessment 1 Rubric: In class tests (10%)**

**Rubric for Multiple Choice Test**

<b>Criteria (For each question)</b>	<b>Correct 1 point</b>	<b>Incorrect 0 point</b>
<b>Content</b> Is the answer selected/provided correct?	Only one answer is selected and the answer is correct	The answer is incorrect OR Multiple answers given OR No answer given

**Assessment 2: Group Presentation (20%)**

**Suggested Due Date: After Unit 5**

**Related Unit Objectives**

At the end of this unit participants will be able to:

7. Define parenting
8. Define parent education
9. Discuss the difference between parenting and parent education
10. Identify parenting styles
11. Discuss diverse parenting styles and their impact on young children
12. Define values and beliefs of parents

**Assignment Description and Instructions:**

As early years practitioners you have been asked to do a presentation to the parents of the 3 and 4 year old students attending your institution. You have observed that quite a number of the parents need help to enhance their parenting skills so that they can work in tandem with what the school wants to teach the children.

As part of your parent development session to build parenting capacity, create a PowerPoint presentation on **The Effects of Parenting Styles on Children**. You will present this information to your classmates via **BbC**.

The assignment must include:

1. Presentation of slides – 10-12 slides
  - Speaker’s notes for each slide - about 100 words per slide (with references, written using the latest APA style format).

The PowerPoint presentation should include:

- I. What is Parenting?
- II. Types of Parenting Styles
- III. How different Parenting styles affect Children.
- IV. Guiding parents in supporting their children in positive ways at home.
- V. Scholarly sources to substantiate your claims

**Assessment 2 Rubric: Group Presentation (20%)**

<b>Component</b>	<b>Excellent 9-10 points</b>	<b>Good 7-8 points</b>	<b>Satisfactory 4-6 points</b>	<b>Poor 0-3 points</b>
<b>Content</b> <i>Did the presentation have valuable material?</i>	Presentation had a good amount of material. Information is clear, appropriate and correct. Shows a full understanding of the topic	Presentation had an exceptional amount of valuable material. Subject knowledge is evident throughout	Presentation had moments where valuable material was presented but as a whole content was lacking. Shows a good understanding of parts of the topic	Presentation contained little to no valuable material. Subject knowledge is not evident. Information is confusing, incorrect or flawed.
<b>Organization</b> <i>Was the presentation well organized and easy to follow?</i>	The presentation was well organized, well prepared and easy to follow.	The presentation had organizing ideas but could have been much stronger with better preparation.	There were minimal signs of organization or preparation.	The presentation lacked organization and had little evidence of preparation or logical sequence.
<b>Presentation</b> <i>Did the presenters speak clearly? Was it obvious the</i>	Presenters were very confident in delivery and did an excellent job of engaging the class. Preparation is	Presenters were occasionally confident with his/her presentation;	Presenter were not consistent with the level of preparedness but had some strong	Presenters demonstrated little evidence of planning prior to presentation. Presenter mumbled



<i>material had been rehearsed? Were slides free of errors?</i>	very evident. Presenter used clear voice. Slides were free of spelling/grammatical errors.	however the presentation was not as engaging as it could have been. Presenter's voice was clear and audible. Slides had less than two spelling /grammatical errors.	moments. Presenter's voice was low and audience had difficulty hearing presentation. Slides had three or more spelling/grammatical errors.	/spoke quietly. Presenter read from notes and/or made no eye contact. Slides had four or more spelling/grammatical errors.
<b>Visuals</b> <i>Did presenters fully utilize technology to create a visually stimulating and interactive presentation?</i>	Visually attractive. Included colourful pictures, diagrams and uses space well.	Adequate visuals however not as dynamic as it could have been. Minimal audience interaction.	Some pictures and diagrams presented but appeared poorly planned. Little to no audience interaction occurred.	Very weak visual component. No audience interaction occurred.
<b>TOTAL</b>				

**Assessment 3: Reflective Journal (25%)**

**Suggested Due Date: After Unit 7 into Unit 8**

**Related Unit Objectives – All those listed so far along with:**

- 13. Recognize how parental values and beliefs can either promote or hinder community development
- 14. Discuss the roles and responsibilities of parents
- 15. Understand the role of parents in the development of the child

**Assignment Description and Instructions:**

Over the duration of this course you will need to write 5 reflective pieces in your journal. These reflections would include your feelings and experiences as it relates to:

- a. Your role as an early years practitioner in working with parents, family and the community effectively.
- b. Describe at least 4 strategies that you can employ in making yourself more effective in engaging parents, family and other community stakeholders.

**Rubric: Reflective Journal 25%**

Rubric for Assessing Student Reflections <sup>1</sup>		
Levels	Criteria	Points
Reflective practitioner	<p><u>Clarity</u>: The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.</p> <p><u>Relevance</u>: The experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p><u>Analysis</u>: The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.</p> <p><u>Interconnections</u>: The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p><u>Self-criticism</u>: The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.</p>	16 – 20 pts
Developing reflective practitioner	<p><u>Clarity</u>: Minor, infrequent lapses in clarity and accuracy.</p> <p><u>Relevance</u>: The experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p><u>Analysis</u>: The reflection demonstrates student attempts to analyse the experience but analysis lacks depth.</p> <p><u>Interconnections</u>: The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p><u>Self-criticism</u>: The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.</p>	12 – 15 pts

<sup>1</sup> Modified from "Assessment Rubric for Student Reflections" developed by Steven Jones, Coordinator, Office of Service Learning, Indiana University-Purdue University Indianapolis (IUPUI).

Novice reflective practitioner	<p><b>Clarity:</b> There are frequent lapses in clarity and accuracy.</p> <p><b>Relevance:</b> Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.</p> <p><b>Analysis:</b> Student makes attempts at applying the experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.</p> <p><b>Interconnections:</b> There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.</p> <p><b>Self-criticism:</b> There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.</p>	8 – 11 pts
Practitioner who lacks the necessary skills of reflection	<p><b>Clarity:</b> Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.</p> <p><b>Relevance:</b> Most of the reflection is irrelevant to student and/or course learning goals.</p> <p><b>Analysis:</b> Reflection does not move beyond description of the learning experience(s).</p> <p><b>Interconnection:</b> No attempt to demonstrate connections to previous learning or experience.</p> <p><b>Self-criticism:</b> No attempt at self-criticism.</p>	0 – 7 pts

**Assessment 4: Research Project (35%)**

**Suggested Due Date: After Unit 8**

**Related Unit Objectives**

**Assignment Description and Instructions:**

Choose a basic school or kindergarten in your community. Examine what they have in place for family engagement (if any). Based on your findings (especially if there are gaps), design a **comprehensive family engagement action plan** to include the following components and possible best practices:

1. Welcoming families (both new and old);
2. Two-way Communication;
3. Sharing Power (between school, parent and community);
4. Supporting Student Success;
5. Collaborating with the community and
6. Speaking for every child (Advocacy).

The Action Plan must also include objectives, strategies to achieve the objectives, timelines for each action/component. State/Describe what each stakeholder (school, family and community) will do in each component. You may use the National Education Strategic Plan: 2011 – 2030 available at: [https://www.mona.uwi.edu/cop/sites/default/files/Jamaica\\_NESP\\_2011-2020.pdf](https://www.mona.uwi.edu/cop/sites/default/files/Jamaica_NESP_2011-2020.pdf) to help shape your engagement plan as well as on the Early Childhood Commission website at: <https://ecc.gov.jm/publications/> for additional information.

The rubrics below should also help you to do your final project report.

**Rubric: Presentation of Research Report – 35%**

<b>Dimension</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>
<b>Introduction</b> (10 marks)	The introduction and objectives are clearly stated. Background and context are clearly articulated and linked to objectives effectively. <b>9-10 points</b>	The introduction and objectives are clear. Background and context are partially described and mostly linked to objectives. <b>7 - 8 points</b>	The introduction and objectives are clear but the background and context are not well described nor clearly linked to objectives. <b>4 – 6 points</b>	The introduction is vague. Background and context are vague or absolutely lacking and there are no clear links to objectives. <b>0-3 points</b>
<b>Research development/ presentation of findings</b> (30 marks)	Arguments/findings are highly relevant to the research, and are presented clearly and logically. All the implications are presented, as well as relevant and logically described. The link between theory and practice is clearly and logically articulated. <b>27– 30 points</b>	Arguments/findings are relevant to the research but are not always presented clearly and / or logically –. Most of the implications presented, are relevant and logically described. The link between theory and practice is mostly clear and logical, or has some minor errors. <b>21 - 26 points</b>	Not all arguments / findings are relevant to the research. At times, the arguments / findings are not clearly or logically presented. Implications presented are not always relevant. There is a weak link between theory and practice. <b>12 – 20 points</b>	Arguments/findings are not relevant to the research. Arguments/findings are vague and illogical – major components are missing. Theory is not relevant or only relevant for some aspects. The link between theory and practice is unclear and illogical or has major errors. <b>0 – 11 points</b>
<b>Conclusions/ recommendations</b> (10 marks)	Conclusions/recommendations are clearly stated and connections to the arguments and positions are clear and relevant. The underlying logic is explicit. <b>9-10 points</b>	Conclusions/recommendations are clearly stated but connections to arguments and positions are not always clear and relevant - some aspects may not be connected or minor errors in the underlying logic are present. <b>7 - 8 points</b>	Conclusions / recommendations are poorly stated and connections to arguments and positions are very unclear / irrelevant. <b>4 – 6 points</b>	Conclusions/recommendations are very poorly stated and the connections to the arguments and positions are incorrect, unclear, and irrelevant or presented without explanation. Underlying logic has major errors. <b>0-3 points</b>
<b>Writing</b> (5 marks)	The Project is coherently organized and the arguments and positions are easy to follow. There are no spelling or grammatical errors and technical terms are clearly defined. Writing is clear and concise and persuasive. <b>5 points</b>	The Project is generally well organized and most of the arguments and positions are easy to follow. There are only a few minor spelling and/or grammatical errors, and technical terms are not clearly defined. Writing is mostly clear but lacks conciseness or persuasiveness. <b>4 points</b>	The Project is not very well organised and only a few arguments and positions are easy to follow. There are a few minor spelling and / or grammatical errors and technical terms are not defined. Writing is not always clear and lacks conciseness or persuasiveness. <b>2 – 3 points</b>	The Project is poorly organized and difficult to read – does not flow logically. The arguments and positions are not easy to follow. There are several spelling and/or grammatical errors; technical terms are not defined or are poorly defined. Writing lacks clarity, conciseness and persuasiveness. <b>0-1 points</b>

<p><b>Referencing</b> (5 marks)</p>	<p>Four or more references were used/ cited.</p> <p><b>References were:</b></p> <ol style="list-style-type: none"> <li>1. Appropriate for the context of the Project.</li> <li>2. Very current where applicable using references produces during the last 2 years</li> <li>3. Used effectively in the Project.</li> <li>4. Written using the latest APA style format.</li> </ol> <p><b>5 points</b></p>	<p>Three references were used/ cited.</p> <p><b>References were:</b></p> <ol style="list-style-type: none"> <li>1. Mostly appropriate for the context of the Project.</li> <li>2. Not always current using references produced later than 2 years</li> <li>3. Used mostly effectively in the Project.</li> <li>4. Written using the latest APA style format for the most part.</li> </ol> <p><b>4 points</b></p>	<p>Two references were used/ cited</p> <p><b>References were:</b></p> <ol style="list-style-type: none"> <li>1. Somewhat appropriate for the context of the Project.</li> <li>2. Were for the most part, outdated i.e. produced later than 4 years ago</li> <li>3. Not effectively used in the Project.</li> <li>4. Written using the latest APA style format was inconsistent throughout</li> </ol> <p><b>2 - 3 points</b></p>	<p>Only one reference or no references were used/ cited.</p> <p><b>References, if used were:</b></p> <ol style="list-style-type: none"> <li>1. Not appropriate for the context of Project.</li> <li>2. Not current – used references older than 4 years</li> <li>3. Ineffectively used in the Project.</li> <li>4. Not written using the Latest APA style.</li> </ol> <p><b>0-1 points</b></p>
---	---	--	---	--

**Assessment 5: Participation – Engagement in the community of learners 10%**

**Suggested Due Date: Duration of the course**

**Relevant Course Objectives:**

All listed objectives thus far.

**Assignment Description and Instructions**

It is expected that students will make meaningful and worthwhile contributions to discussions and assignments as assigned by their tutor(s). This is worth 10% of the overall course grade

**Rubric for Participation (engagement in the community of learners – (10%))**

<b>Engagement in the Online Community of Learners Grading Criteria</b>			
<b>Criteria</b>	<b>0 - 3 points</b>	<b>4 - 6 points</b>	<b>7 - 10 points</b>
<b>Relevance of contribution</b>	Contribution includes little or none of the information, analysis, synthesis or evaluation required; Contribution not focused on the question, problem, situation or issue posed; Contribution includes little or no relevant information with supporting reading/examples, experiences; Outside source material not cited.	Contribution includes most of the information analysis, synthesis or evaluation required; Contribution occasionally focused on the question, problem, situation or issue posed; Contribution occasionally includes relevant information with supporting reading/examples, experiences; Outside source material cited occasionally or not at all.	Contribution includes all the information analysis, synthesis or evaluation required; Contribution consistently focused on the question, problem, situation or issue posed; Contribution includes relevant information with supporting reading/examples, experiences; Proper outside source material consistently cited.
<b>Quantity of contribution</b>	Makes no contribution in any of the units.	Makes one contribution per unit.	Makes more than one contribution per unit.
<b>Timeliness of contribution</b>	Contributions are made after the allotted time. This facilitates no exchange or development of ideas in the online learning community.	Contributions are made close to the end of the allotted time This facilitates the partial exchange and development of ideas in the online learning community.	Contributions are made promptly during the allotted time. This facilitates the full exchange and development of ideas in the online learning community.
<b>Mechanics of contributions</b>	Contributions contain five or more spelling	Contributions contain between one and four	Contributions contain no spelling and/or grammatical errors.

	and/or grammatical errors.	spelling and/or grammatical errors.	
<b>Relevance of responses</b>	Response includes some relevant information and is relevant to the original post; Response omits aspects of observation, comparison and analysis of feelings; Response contains two or more grammatical or spelling errors.	Response is relevant to the original post; demonstrates some understanding of the topic; provides some evidence of critical analysis that includes reference to observation, comparison and analysis of feelings; contains one or two grammatical or spelling errors.	Response is relevant to original post; demonstrates understanding of the topic; supports position with reference to observation, similarities, differences and analysis of feelings in relation to factual information; elicits additional responses from colleagues; builds on the responses from colleagues; free of grammatical or spelling errors.
<b>Quantity of responses</b>	Makes no response in any of the units.	Makes one response per unit.	Makes two or more responses per unit.
<b>Timeliness of responses</b>	Responses are made after the allotted time. This facilitates no exchange or development of ideas in the online learning community.	Responses are made close to the end of the allotted time This facilitates the partial exchange and development of ideas in the online learning community.	Responses are made promptly during the allotted time. This facilitates the full exchange and development of ideas in the online learning community.
<b>Mechanics of responses</b>	Responses contain five or more spelling and/or grammatical errors.	Responses contain between one and four spelling and/or grammatical errors.	Responses contain no spelling and/or grammatical errors.

## APPENDIX V (C)

### Course Plan - Management Essentials

<b>DESIGN AND DURATION OF EACH SESSION</b>		
<b>No:</b>		<b>Time Allocation</b>
1.	<b>Introduction and Unit Objectives</b> <ul style="list-style-type: none"> <li>▪ The facilitator introduces the Unit</li> <li>▪ The facilitator presents the session objectives</li> <li>▪ The facilitator outlines key issues for the session</li> </ul>	10 minutes
2.	<b>Delivery Methods</b> <ul style="list-style-type: none"> <li>▪ Introductory &amp; Review Activities</li> <li>▪ Lecturer presentation</li> </ul>	50 minutes
3..	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>▪ Classes will include a mixture of interactive lectures and discussion of business cases. Lecture notes, will be used as a guide to the lectures and private study.</li> <li>▪ The facilitator presents a relevant case study/scenario/practical activity based on the unit and encourages discussion.</li> </ul>	50 minutes
4.	<b>Lessons Learnt, Application, Assignments</b> <ul style="list-style-type: none"> <li>▪ Summarize the key issues in the Unit.</li> <li>▪ Complete Practical Activities</li> <li>▪ Complete Assignments</li> </ul>	60 minutes
5	<b>Close-out, Upcoming topics/activities</b> <ul style="list-style-type: none"> <li>▪ Reveal what will be covered in the next class</li> <li>▪ Provide guidance for private study/homework assignments, chapters to read, etc.</li> <li>▪ Explain and provide guidance on upcoming assessments (if applicable)</li> </ul>	10 minutes
	<b>Total Time:</b>	180 minutes



UNIT #	UNIT CONTENT
1	<p>Unit Name: <i>The role of the early childhood institution with families and communities</i></p> <p><b>Learning Objectives:</b> At the end of this unit, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the role that the early childhood institution plays in the community</li> <li>2. Recognize the impact of national policy on young children, their families and the community</li> </ol> <p><b>Brief Impactful Notes:</b></p> <ul style="list-style-type: none"> <li>➤ This unit recognises that early childhood institutions play a significant role in the community and as such the activities of these institutions need to be regulated in order to assure delivery of services occur across a common set of rules and activities.</li> </ul> <p><b>Learning Activity 1:</b> Discuss the role that EC institutions ought to play in the community  <b>Learning Activity 2:</b> Explain the role of parents, who themselves are part of the community  <b>Learning Activity 3:</b> Outline at least 6 possible barriers that could affect the partnership between the institution and the community/family</p> <p><b>Unit Resources:</b> Importance of Early Childhood Education: Family Involvement  <a href="https://www.education.com/reference/article/research-family-involvement-early/">https://www.education.com/reference/article/research-family-involvement-early/</a>  In Support of Family-Teacher Partnerships  <a href="http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=359">http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=359</a>  Policies on Early Childhood Care and Education: Their Evolution and Some Impacts  <a href="http://unesdoc.unesco.org/images/0023/002324/232459e.pdf">http://unesdoc.unesco.org/images/0023/002324/232459e.pdf</a>  Parental Involvement in Education: Do Schools and Teachers Have a Role?  <a href="https://www.mona.uwi.edu/cop/sites/default/files/consolidated_reply_files/EduExchange%204_Summary%20Final_0_0.pdf">https://www.mona.uwi.edu/cop/sites/default/files/consolidated_reply_files/EduExchange%204_Summary%20 Final_0_0.pdf</a></p>
UNIT #	UNIT CONTENT
2	<p>Unit Name: <i>Family structures</i></p> <p><b>Learning Objectives:</b> At the end of this unit, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the various family structures</li> <li>2. Discuss the functions of the family</li> <li>3. Recognize the diverse nature of the family structure and child rearing practices</li> </ol> <p><b>Brief Impactful Notes:</b></p> <ul style="list-style-type: none"> <li>➤ This unit examines functions of families, the various types of family structures and the effect that these family structures have on the rearing of children.</li> </ul> <p><b>Learning Activity 1.</b> Draw a diagram depicting the various family structures in your country.  <b>Learning Activity 2:</b> Critically examine functions of the family and give at least two theories that support these functions.</p>

UNIT #	UNIT CONTENT
	<p><b>Learning Activity 3:</b> Outline ways in which you can positively impact child rearing practices in your country.</p> <p><b>Unit Resources:</b>  Family in the Caribbean - <a href="http://www.slideshare.net/Poeticlicious/family-in-the-caribbean">http://www.slideshare.net/Poeticlicious/family-in-the-caribbean</a>  Functions of the Family as a Social Institution - <a href="http://www.studylecild.com/basics-of-sociology/functions-of-family-as-a-social-institution">http://www.studylecild.com/basics-of-sociology/functions-of-family-as-a-social-institution</a>  Describe the various family forms found in the Caribbean and discuss the factors responsible for such diversity -  <a href="http://www.academia.edu/8902815/Describe_the_various_family_forms_found_in_the_Caribbean_and_discuss_the_factors_responsible_for_such_diversity">http://www.academia.edu/8902815/Describe_the_various_family_forms_found_in_the_Caribbean_and_discuss_the_factors_responsible_for_such_diversity</a></p>
UNIT #	UNIT CONTENT
3	<p>Unit Name: <b><i>Parenting and parent education</i></b></p> <p><b>Learning Objectives:</b>  At the end of this unit, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Define parenting</li> <li>2. Define parent education</li> <li>3. Discuss the difference between parenting and parent education</li> </ol> <p><b>Brief Impactful Notes:</b>  ➤ Parenting is the group of activities and processes involved in child rearing. The educated parent should be better able to direct parenting activities in a positive way. This unit differentiates between parenting and parent education and examines how the latter affects the former.</p> <p><b>Learning Activity 1:</b> Discuss at least three definitions of parenting that you have found in your research and come up with a definition of your own.</p> <p><b>Learning Activity 2:</b> State 4 ways in which parenting education can positively impact how people raise their children.</p> <p><b>Learning Activity 3:</b> Write a short essay on “How parenting education can improve parenting skills”. Make sure to include a definition of parenting education.</p> <p><b>Unit Resources:</b>  What Every Parent Should Know -  <a href="https://www.unicef.org/jamaica/parenting_corner_2878.html">https://www.unicef.org/jamaica/parenting_corner_2878.html</a>  Parenting and the different ways it can affect children’s lives  <a href="https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2132-parenting-literature-reviews.pdf">https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2132-parenting-literature-reviews.pdf</a>  How do Parenting Lessons Benefit Parents and Children  <a href="https://novakdjokovicfoundation.org/how-do-parenting-lessons-benefit-parents-and-children/">https://novakdjokovicfoundation.org/how-do-parenting-lessons-benefit-parents-and-children/</a>  Parenting Programmes: an important ECD Intervention Strategy -  <a href="http://unesdoc.unesco.org/images/0014/001474/147461e.pdf">http://unesdoc.unesco.org/images/0014/001474/147461e.pdf</a></p>
UNIT #	UNIT CONTENT
4	Unit Name: <b><i>Parenting styles</i></b>

UNIT #	UNIT CONTENT
	<p><b>Learning Objectives:</b> At the end of this unit, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify parenting styles</li> <li>2. Discuss diverse parenting styles and their impact on young children</li> </ol> <p><b>Brief Impactful Notes:</b></p> <p>➤ This unit examines parenting styles that have been identified how the various parenting styles affect young children in their learning and other areas of development.</p> <p><b>Learning Activity 1:</b> View the following “1<sup>st</sup> parenting quiz” video and say what are the different parenting styles being used in each scene - <a href="https://youtu.be/Xz6fIsxH_0o">https://youtu.be/Xz6fIsxH_0o</a></p> <p><b>Learning Activity 2:</b> Outline how these various styles can impact children in either negative or positive ways</p> <p><b>Learning Activity 3:</b> What parenting advice would you give to the mother who was recently arrested for beating her child with a machete.</p> <p><b>Unit Resources:</b> Four Types of Parenting Styles – <a href="https://youtu.be/P3g0kKD4txo">https://youtu.be/P3g0kKD4txo</a> Baumrind’s Theory of Parenting Styles – <a href="https://youtu.be/O0iUqvEKvGs">https://youtu.be/O0iUqvEKvGs</a> How Different Parenting Styles Affect Children <a href="https://www.huffingtonpost.com/dr-gail-gross/how-different-parenting-styles-affect-children_b_7813674.html">https://www.huffingtonpost.com/dr-gail-gross/how-different-parenting-styles-affect-children_b_7813674.html</a></p>

UNIT #	UNIT CONTENT
5	<p>Unit Name: <i>Values and beliefs of parents</i></p> <p><b>Learning Objectives:</b> At the end of this unit, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Define values and beliefs of parents</li> <li>2. Recognize how parental values and beliefs can either promote or hinder community development</li> </ol> <p><b>Brief Impactful Notes:</b></p> <p>➤ The system of values and beliefs exhibited by parents is actively or passively transferred to children during their development. These values and beliefs when adopted by children will influence their interaction within the community and hence affect community development in positive or negative ways.</p> <p><b>Learning Activity 1:</b> Discuss the difference between values and beliefs</p> <p><b>Learning Activity 2:</b> Describe the ways in which a parent’s belief system can affect their values and vice-versa.</p> <p><b>Learning Activity 3:</b> In 2015 the Hon. Ronald Thwaites, urged <i>Parents to instill positive values and attitudes in their children from the earliest age, so that they will be less disruptive in schools and become productive citizens</i>”. To what extent do you agree with this statement and its</p>

UNIT #	UNIT CONTENT
	<p>relevance to the parents of the children in your classroom and community? Explain in a short essay.</p> <p><b>Unit Resources:</b></p> <p>8 Ingredients in value-based Parenting – <a href="https://familyshare.com/2426/8-ingredients-in-values-based-parenting">https://familyshare.com/2426/8-ingredients-in-values-based-parenting</a></p> <p>Parents Attitudes and Beliefs: Their Impact on children’s Development <a href="http://www.child-encyclopedia.com/parenting-skills/according-experts/parents-attitudes-and-beliefs-their-impact-childrens-development">http://www.child-encyclopedia.com/parenting-skills/according-experts/parents-attitudes-and-beliefs-their-impact-childrens-development</a></p>
UNIT #	UNIT CONTENT
6	<p>Unit Name: <b><i>Roles and responsibilities of parenting</i></b></p> <p><b>Learning Objectives:</b> At the end of this unit, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss the roles and responsibilities of parents</li> <li>2. Understand the role of parents in the development of the child</li> </ol> <p><b>Brief Impactful Notes:</b></p> <ul style="list-style-type: none"> <li>➤ Parents who understand their roles and responsibilities in child rearing will usually take more care in providing activities and environment which promote positive child development.</li> </ul> <p><b>Learning Activity 1:</b> Explain how, as an early childhood practitioner, you can help parents to become involved in your classroom or school.</p> <p><b>Learning Activity 2:</b> Outline how you can help parents to better understand their role in relation to the development of their child(ren)</p> <p><b>Learning Activity 3:</b> In groups, role-play an orientation session for new parents where the focus would be on the institution’s expectations of parents/guardians, their involvement and responsibilities.</p> <p><b>Unit Resources:</b> Video: Families as Partners in the Educational Team: Parenting and Leadership <a href="http://www.perkinselearning.org/videos/webcast/families-partners-educational-team-parenting-leadership">http://www.perkinselearning.org/videos/webcast/families-partners-educational-team-parenting-leadership</a> Video: Teacher and parent relationships - a crucial ingredient: Cecile Carroll at TEDxWellsStreetED <a href="https://www.youtube.com/watch?v=FxJIsZsYKQQ">https://www.youtube.com/watch?v=FxJIsZsYKQQ</a> The Role of Parents <a href="http://www.pbs.org/parents/education/going-to-school/supporting-your-learner/role-of-parents/">http://www.pbs.org/parents/education/going-to-school/supporting-your-learner/role-of-parents/</a></p>
UNIT #	UNIT CONTENT
7	<p>Unit Name: <b><i>The rights of the child</i></b></p> <p><b>Learning Objectives:</b> At the end of this unit, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the rights of children</li> <li>2. Understand the role of the early childhood practitioner as an advocate for the rights of young children</li> </ol>

UNIT #	UNIT CONTENT
	<p><b>Brief Impactful Notes:</b></p> <ul style="list-style-type: none"> <li>➤ The rights of children have been defined by UNICEF. The early childhood practitioner needs to be informed of these rights and so be able to act in the best interests of the children as well as to make representation to ensure that the rights of children are being observed.</li> </ul> <p><b>Learning Activity 1:</b> What is your understanding of the Convention on the Rights of the Child?</p> <p><b>Learning Activity 2:</b> How can you advocate for the rights of the child in and outside of the classroom?</p> <p><b>Learning Activity 3:</b> “Children have rights and no responsibilities”. Discuss the extent to which you agree with the statement.</p> <p><b>Unit Resources:</b>  FACT SHEET: A summary of the rights under the Convention on the Rights of the Child  <a href="https://www.unicef.org/crc/files/Rights_overview.pdf">https://www.unicef.org/crc/files/Rights_overview.pdf</a>  Video: Rights and Responsibilities of Children  <a href="https://www.youtube.com/watch?v=VLwXtvLPWzA">https://www.youtube.com/watch?v=VLwXtvLPWzA</a>  CRC: Schools and Teachers <a href="https://www.unicef.org/rightsite/whatyoucando_356.htm">https://www.unicef.org/rightsite/whatyoucando_356.htm</a></p>
UNIT #	UNIT CONTENT
8	<p>Unit Name: <i>Working with home, school and community</i></p> <p><b>Learning Objectives:</b>  At the end of this unit, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop formal and informal communication skills necessary to work with families and the community</li> <li>2. Understand the inter-relatedness of the child’s home, school and community</li> </ol> <p><b>Brief Impactful Notes:</b></p> <ul style="list-style-type: none"> <li>➤ The environment in which the young child grows has significant impact on the development of the child. The understanding of how the sections of the environment, such as school, home and community are related will help the practitioner to better communicate between the entities whether formally or informally.</li> </ul> <p><b>Learning Activity 1:</b> Create a concept map to show the relationship between school, home and community and show why communication with each is important.</p> <p><b>Learning Activity 2:</b> Discuss at least 5 ways in which your school can work and communicate with the families of the children in your classroom and the community</p> <p><b>Learning Activity 3:</b> Develop a PTA meeting agenda and write an invitation to the stakeholders that you wish to attend the meeting</p> <p><b>Unit Resources:</b>  7 Effective Parent Teacher Communication Tips - <a href="http://www.teachhub.com/parent-teacher-communication-tips">http://www.teachhub.com/parent-teacher-communication-tips</a></p>

UNIT #	UNIT CONTENT
	<p>A Teachers Guide to Communicating with Parents - <a href="https://www.edsurge.com/news/a-teacher-s-guide-to-communicating-with-parents">https://www.edsurge.com/news/a-teacher-s-guide-to-communicating-with-parents</a></p> <p>The Benefits of Parent Involvement: What Research has to Say  <a href="https://www.education.com/reference/article/benefits-parent-involvement-research/">https://www.education.com/reference/article/benefits-parent-involvement-research/</a></p> <p>The Teacher's Role in Home/School Communication: Everybody Wins  <a href="http://www.1donline.org/article/28021/">http://www.1donline.org/article/28021/</a></p> <p>School-Home Communication Strategies <a href="https://www.responsiveclassroom.org/school-home-communication-strategies/">https://www.responsiveclassroom.org/school-home-communication-strategies/</a></p>
UNIT #	UNIT CONTENT
9	<p>Unit Name: <b><i>Promoting good home and school relationship</i></b></p> <p><b>Learning Objectives:</b>  At the end of this unit, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Become acquainted with the different community agencies, resources and family education programmes in the school community</li> <li>2. Identify and apply activities for involving parents and community members for the young child</li> </ol> <p><b>Brief Impactful Notes:</b></p> <ul style="list-style-type: none"> <li>➤ Knowledge of the agencies in the community which provide resources and opportunities for education of parents and families will greatly assist in decision making for choosing activities which will involve family and community members and help in providing creative paths for child development.</li> </ul> <p><b>Learning Activity 1:</b> Explore the necessity for good home/school relations and which agencies in the community can help you to it more effectively.</p> <p><b>Learning Activity 2:</b> In groups of 3 or 4, identify some existing strengths of a few families in your communities and outline at least 4 strategies to build upon and extend these strengths for the good of home/school relations.</p> <p><b>Learning Activity 3:</b> There is an African proverb that says “it takes a whole village to raise a child”. Using this proverb as a theme, develop a one-day seminar for parents and other stakeholders in the community to show they can help in the development of young children</p> <p><b>Unit Resources:</b>  Home-School-Community Partnerships  <a href="https://www.eduplace.com/science/profdev/articles/madison.html">https://www.eduplace.com/science/profdev/articles/madison.html</a>  Chapter 4 – School and Community  <a href="https://www.unicef.org/education/files/CFSManual_Ch04_052009.pdf">https://www.unicef.org/education/files/CFSManual_Ch04_052009.pdf</a>  Strategies for Promoting Home-School Relationships  <a href="https://k12engagement.unl.edu/Promoting%20Home-SchoolRelationshipsStrategySheet.pdf">https://k12engagement.unl.edu/Promoting%20Home-SchoolRelationshipsStrategySheet.pdf</a></p>
10	<p>Unit Name: <b><i>Classroom Management and Record Keeping</i></b></p> <p><b>Learning Objectives:</b></p>

UNIT #	UNIT CONTENT
	<p>At the end of this unit, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the importance of classroom management and record keeping</li> <li>2. Demonstrate an understanding of the benefits of different classroom layouts and child/teacher ratio in the Caribbean</li> <li>3. Discuss the duties, roles and daily routines of the classroom</li> <li>4. Understand how to document the daily progress of the children</li> <li>5. Record daily observation and assessments for the children</li> </ol> <p><b>Brief Impactful Notes:</b>  Research has indicated that classroom management when properly utilized, greatly assists in child development at the early childhood level. Understanding the importance of classroom management and keeping good records will aid the early childhood practitioner to be effective in his/her role.</p> <p><b>Learning Activity 1:</b> Discuss the importance of classroom management and record keeping in the early year's classroom.</p> <p><b>Learning Activity 2:</b> Read through the information booklet entitled Observing Children: A Tool for Assessment found at: <a href="https://www.g-w.com/pdf/sampchap/9781590708132_ch03.pdf">https://www.g-w.com/pdf/sampchap/9781590708132_ch03.pdf</a> and then answer the Review and Reflect questions on the final page of the booklet.</p> <p><b>Learning Activity 3:</b> Create/develop 4-5 rules to support and facilitate pro-social behaviours in your classroom</p> <p><b>Unit Resources:</b>  Why Certain School Records are Important to Keep  <a href="https://www.understood.org/en/learning-attention-issues/understanding-children-challenges/observing-taking-notes/why-certain-school-records-are-important-to-keep">https://www.understood.org/en/learning-attention-issues/understanding-children-challenges/observing-taking-notes/why-certain-school-records-are-important-to-keep</a>  The Power of Documentation in the Early Childhood Classroom  <a href="https://www.naeyc.org/files/tyc/file/Seitz.pdf">https://www.naeyc.org/files/tyc/file/Seitz.pdf</a>  Positive Reinforcement in the Classroom: Tips for Teachers  <a href="https://cehdvision2020.umn.edu/blog/positive-reinforcement-teacher-tips/?gclid=EAIaIQobChMI2pqtWJHd1gIVR25-Ch2gIwHJEAMYASAAEgKNWvD_BwE">https://cehdvision2020.umn.edu/blog/positive-reinforcement-teacher-tips/?gclid=EAIaIQobChMI2pqtWJHd1gIVR25-Ch2gIwHJEAMYASAAEgKNWvD_BwE</a>  A Quick Guide to Behaviour Management in the Early Years  <a href="http://sk.sagepub.com/books/a-quick-guide-to-behaviour-management-in-the-early-years">http://sk.sagepub.com/books/a-quick-guide-to-behaviour-management-in-the-early-years</a>  Early Childhood Classroom Management Using Research and Evidenced-Based Strategies <a href="http://www.nj.gov/education/ece/psguide/ClassroomManagementStrategies.pdf">http://www.nj.gov/education/ece/psguide/ClassroomManagementStrategies.pdf</a></p>