

ECED 105: Developing Positive Relationships with Young Children

Course Description

This course is designed to provide students with an in-depth understanding of the importance of developing positive relationships with young children. A variety of developmentally appropriate techniques and strategies will be presented and explored to help learners build on their skills and ability to foster nurturing, caring and supportive relationships with the children in their care.

Course Hours: 45

Course Credit: 3

Course Prerequisite: Minimum 65% in either English 12, English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College website).

Co-requisite: ECED 125

Format

Students who register for Flexible Assessment credit must provide evidence of their competency in the form of a portfolio and submit this evidence online to the designated ECE Faculty Assessor two weeks before the end of the semester.

The portfolio submission must include the following information:

1. A table of contents with page numbers that follow the learning outcomes of the course, in the order the learning outcomes are listed on the *Flexible Assessment Documentation Form* below;
2. A labeled heading between each learning outcome and course activity;
3. Concrete evidence (i.e., photos, letters, logbook, video recording, observations) of each learning outcome in the order listed below along with brief explanations of the relevance of each piece of evidence;
4. A completed copy of the recording form below with the type and page number of each piece of evidence in the portfolio submission.

What You Need To Do

Document your knowledge and implementation of each learning outcome for ECED 105 (below) by providing a minimum of four examples for each outcome, with the exception of the learning outcomes that are met by the Additional Flexible Assessment Criteria (AFAC). The examples for the learning outcomes can include a combination of written examples, photos, observations, course/workshop certificates, log-books, video recordings, evaluations and practical applications. Each example must include a written component that clearly explains how the evidence has informed your professional practice.

Additional Flexible Assessment Criteria

AFAC 1. Provide evidence of your understanding and use of the following language acquisition techniques:

1. lullaby language;
2. parallel talk;
3. self-talk;
4. choices;
5. turn taking;
6. expansion;
7. expansion plus;
8. paraphrase;
9. labeling;
10. questioning;
11. identification of feelings;
12. facilitating conversations between children;
13. indirect language;
14. problem solving;
15. reinforcing.

ECED 105: Developing Relationships with Young Children Learning Outcomes and Additional Flexible Assessment Criteria

| Learning Outcomes | Types of Evidence | Page Number(s) | Value <i>(for office use only)</i> | Faculty Assessor's Comments <i>(for office use only)</i> |
|--|-------------------|----------------|---------------------------------------|---|
| Describe and apply the importance of developing, strengthening, and maintaining trusting and respectful positive relationships with young children that provide the basis for secure attachments. | | | | |
| Demonstrate and model effective communication skills that include active listening, fostering and extending conversations, adjusting language, and promoting the development of verbal communication skills with young children. | AFAC 1 | | | |
| Identify and apply a variety of positive guidance strategies when working with young children. | | | | |

| Learning Outcomes | Types of Evidence | Page Number(s) | Value <i>(for office use only)</i> | Faculty Assessor's Comments <i>(for office use only)</i> |
|---|-------------------|----------------|---------------------------------------|---|
| Identify and describe that all behaviour is a form of communication, and what the role of an Early Childhood Educator is to determine the root cause and function of a variety of behaviours. | | | | |
| Analyze observation methods and select appropriate tools to determine the root cause of exhibited behaviours. | | | | |
| Design and implement tangible tools to build trust and consistency when developing and maintaining positive relationships with young children | | | | |
| Analyze the importance of play in building positive relationships with young children | | | | |

| Learning Outcomes | Types of Evidence | Page Number(s) | Value <i>(for office use only)</i> | Faculty Assessor's Comments <i>(for office use only)</i> |
|--|-------------------|---|---------------------------------------|---|
| Evaluate both emotional and self-regulation strategies as they apply to the educator and the child when building positive relationships. | | | | |
| Telephone Interview | Date | Faculty Assessor's Comments <i>(for office use only)</i> | | |
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