

COURSE SYLLABUS



COURSE TITLE:	ELC 214 – Leading to Build Capacity
CLASS SECTION:	DX08 & R04
TERM:	F2023
COURSE CREDITS:	3
DELIVERY METHOD(S):	Synchronous

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

INSTRUCTOR DETAILS

NAME:	Morgan Myers
EMAIL:	myersm@camosun.ca
OFFICE:	virtual
HOURS:	upon request

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Restricted to students in Early Learning and Care

Students explore the role of the early learning and care professional in leading and influencing positive change. The emphasis is on building team and community capacity through positive relationships and practices that are respectful of individuals and of cultural diversity and knowledge. Indigenous world views, the impact of ongoing colonization and the skills of reconciliation are applied to creating positive partnerships with Indigenous communities.

PREREQUISITE(S):	All of: C+ in ELC 130
CO-REQUISITE(S):	N/A
EQUIVALENCIES:	N/A

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon successful completion of this course a student will be able to:

- examine the role and responsibility of the ELC professional in leading and positively influencing teams.
- work with and lead teams to create quality and dynamic programs that meet the needs of children and families.
- build team capacity by emphasizing team member strengths and identifying opportunities for change.

- d) use knowledge of indigenous ways of knowing and being including the impact of on-going colonization and the skills of reconciliation to develop relationships in community and strengthen team capacity.
- e) model and motivate others to demonstrate inclusive, strength-based and democratic practices with children, families and community.

COURSE DELIVERY

Activity	Hours / Week	# of Weeks	Activity Hours
Lecture	3	14	
Seminar			
Lab Collaborative Learning			
Supervised Field Practice			
Work Integrated Learning			
Online			
Community of Practice	1.5	13	

TOTAL HOURS: 61.5

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Reflecting in Communities of Practice

A Workbook for Early Childhood Educators

Deb Curtis, Debbie Lebo, Wendy Cividanes & Margie Carter, 2013, Redleaf Press.

Course Pack, ELC 214 Leading To Build Capacity

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Week 1 Reflective Practice in Leadership	Reading: Textbook, Chapter 1 p. 1-8 Video: Everyday Leadership, Drew Dudley (6:14) Video: Are People Doing the Best They Can? Bréne Brown and Russell Brand (7:11)	Community of Practice Team commitments/Create schedule
Week 2 Generosity and Reciprocity: Positive Partnerships	Reading: Smith, M. G. (2017) Kindness and Reciprocity (course pack) Video: Xe Xe Smun Eem (Sacred Children) Victoria Orange Shirt Day (15:15) Video: Reclaiming the Honorable Harvest: Robin Kimmerer at TEDxSitka (TEDx Talks, 2012)	Community of Practice Session 1

<p>Week 3 Shared Leadership and Team Culture</p>	<p>Readings: Textbook, Chapter 3 p. 25-42 Gerdes, J. & Jefferson, T. (2015) How a professional learning community changed a family child care provider's beliefs and practices (course pack) Podcast: Brené Brown with Priya Parker on "The Art of Gathering" (1:01)</p>	<p>Community of Practice Session 2</p>
<p>Week 4 Leadership and Social Justice</p>	<p>Reading: The BC Early Learning Framework p. 84-90 Resource: Slocan Valley Project Videos: Talking to Kids about Residential School, Smith, M. G. (9:25) Indigenous Children's Writer Monique Gray Smith and TRC Honorary Witness, Smith, M. G. and Rogers, S. (26:15)</p>	<p>Community of Practice Session 3</p>
<p>Week 5 Building Team Capacity through a Strength-Based Approach</p>	<p>Reading: Walter, E. (2013) Four Essentials Of Strength-Based Leadership (link in module) Video: A Sense of Place: Indigenous Perspectives on Earth and Sky featuring Dr. Robin W. Kimmerer, 2022 (1:22:58) *recommended, not required Podcast: Let yourself cry, baby, CBC Tapestry (49:57)</p>	<p>Community of Practice Session 4</p>
<p>Week 6 Model and Motivate Democratic Practices</p>	<p>Reading: Exploring Interprofessional Collaboration and Ethical Leadership, CECE & The Ontario College of Teachers (2015) Blogpost, Moss, P. (2020) Towards a democratic early childhood education for all Podcast: BC's Path to Universal Child Care interview with Grace Lore (28:26)</p>	<p>Community of Practice Session 5</p>
<p>Week 7 Critical Pedagogy Racism and Oppression</p>	<p>Readings: Swadener, B. B. et al (2009) Anti-Oppressive Pedagogy in Early Childhood Teacher Education: A conversation (course pack) Kelly Matthews, K. & Jordan I. (2019) Our Children Our Workforce: Why we must talk about race and racism in early childhood Videos: School suspensions are an adult behavior: Rosemarie Allen at TEDxMileHigh, (12:24) Exchange Video Series, Surviving to Thriving video # 8: How to address Inequities in Early Childhood Education (28:32) Podcast: Talking Race With Young Children, NPR, 2019 (20:00)</p>	<p>Community of Practice Session 6</p>

Week 8 Culture, Story and Relationships	Reading: Archuleta, M.(2012) Chapter 11 Approaching Leadership through Culture, Story and Relationships Podcasts: The Moth Go Back and Tell, Hannah Drake; Weaving Memory, Melanie Yazzie; Grief and Gratitude in Maasailand, Rae Wynn-Grant Brene Brown and Aiko Bethea on Inclusivity at Work: The heart of hard conversations (46:52)	Community of Practice Session 7
Week 9 Negotiating the Use of Power	Reading: Clark, M. (2018) Edges and Boundaries; Finding Community and Innovation as an Early Childhood Educator Podcast: The Early Childhood Nerd; Using our Voice (22:00) Brené Brown and Barrett Guillen on Building Brave Spaces (33:46)	Community of Practice Session 8
Week 10 Opportunities for Change Theory	Reading: Bridges' Transition Model (Mindtools website) Podcast: Aiko Bethea and Ruchika Tulshyan on The Heart of Leadership, Part 1 of 2 (46:58)	Community of Practice Session 9
Week 11 Leadership for Sustainability	Readings: Exchange Interview, Carter, M. (2014), Leadership for Sustainable Organizations; An Interview with Julie Hankes and Liddy Wendell Robertson, R. (2020) Learn from Everything Courageous Podcast: The Early Childhood Nerd; Interview with author Ann Pelo (42:00)	Community of Practice Session 10
Week 12 ECE's Enacting Leadership	Reading: Berger, I. (2015) Pedagogical Narrations and Leadership in Early Childhood Education as Thinking in Moments of Not Knowing ECEBC Position Paper; The Role of the Early Childhood Educator in British Columbia Podcast: Aiko Bethea and Ruchika Tulshyan on The Heart of Leadership, Part 2 of 2 (32:09)	Community of Practice Session 11
Week 13 Professional Organizations and Agencies	List of professional organizations and agencies in early childhood Podcast: WCCRC, Episode 3, Early Childhood Pedagogy Network, ECPN (31:43)	Community of Practice Session 12
Week 14 Putting all the Pieces Together	Review	Community of Practice Session 13

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page. https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams)

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Communities of Practice – Weekly gatherings Weekly Discussion Posts to be shared by Note-taker/Observer Role Weekly Individual Journaling/Note taking to be shared at end of course 2 Facilitator Reflections (10% each): Part 1 Due October 18 Part 2 Due November 22 Participation and Self-Evaluation (20%) Due December 7	40%
Taking Action with Generosity & Reciprocity Due: October 5	20%
Social Change: Listening, Learning and Connecting Part 1 Due: September 21 (10% weight) Part 2 Due: October 26 (10% weight) Part 3 Due: November 23 (10% weight)	30%
Professional Association Research Due: November 30	10%
	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf) policy for more information.
<https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Students are expected to attend classes regularly, to arrive on time, and to stay for the duration of the class. If you are going to be away, email your instructor before class. It is your responsibility to make-up for any missed class work.

We will collectively develop “Community Agreements” and we will hold ourselves and one another accountable to this set of agreements.

As your instructor, I will aim to support you in the best of my ability. I can connect you to resources and supports available at the college, these services are aimed at supporting your success in this course, and your overall well-being.

Please reach out to me with all of your questions about this course. I am happy to arrange time to meet with you individually, just email me!

SCHOOL OR DEPARTMENTAL INFORMATION

The Early Learning and Care program is in the School of Health and Human Services.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support

Support Service	Website
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc.). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:
<https://camosun.ca/services/academic-supports/accessible-learning>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <https://camosun.ca/sites/default/files/2021-07/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.