

COURSE SYLLABUS



COURSE TITLE: ELC 214 – Leading to Build Capacity
CLASS SECTION: X08
TERM: F2024
COURSE CREDITS: 3
DELIVERY METHOD(S): Synchronous

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən 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: Anna St Denis
EMAIL: stdenisa@camosun.ca
OFFICE: CHW312
HOURS: By Appointment

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:

- a) examine the role and responsibility of the ELC professional in leading and positively influencing teams.
- b) work with and lead teams to create quality and dynamic programs that meet the needs of children and families.
- c) 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.

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.

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.

<p>Week 1 Reflective Practice in Leadership</p>	<p>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)</p>	<p>Community of Practice Team commitments/Create schedule</p>
<p>Week 2 Generosity and Reciprocity: Positive Partnerships</p>	<p>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)</p>	<p>Community of Practice Session 1</p>
<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)</p>	<p>Community of Practice Session 2</p>

	Podcast: Brené Brown with Priya Parker on “The Art of Gathering” (1:01)	
Week 4 Leadership and Social Justice	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)	Community of Practice Session 3
Week 5 Building Team Capacity through a Strength-Based Approach	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)	Community of Practice Session 4
Week 6 Model and Motivate Democratic Practices	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)	Community of Practice Session 5 *oral sharing of Assignment 2: Taking Action and Generosity and Reciprocity
Week 7 Critical Pedagogy Racism and Oppression	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)	Community of Practice Session 6

	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)	
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	Community of Practice Session 11

	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)	
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 2	40%
Taking Action with Generosity & Reciprocity Due: October 14	20%
Social Change: Listening, Learning and Connecting Part 1 Due: September 23 (15% weight) Part 2 Due: October 21 (15% weight)	30%
Assignment 4: Professional Association Due November 25, 2024	10%
If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible.	100%

Refer to the Grade Review and Appeals policy for more information. https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf	
---	--

COURSE GUIDELINES & EXPECTATIONS

Assignments: All assignments and practice knowledge and skill must be accomplished and demonstrated at a grade level of “C+” or higher to receive a grade of COM (complete) as determined by your instructor to successfully pass this course.

Submit all assignments by due date. All assignment details can be found on D2L.

All assignments must be submitted by their deadlines to receive a grade of COM (complete).

Attendance: If a student is unable to attend a seminar class due to extenuating circumstances, such as

illness or emergency, the student is responsible for notifying their instructor by email that day and submit a Missed Seminar Assignment (Due within one week of the missed seminar class).

Students who miss more than 2 seminar classes will have implications on their final grade.

Extensions: students can request extensions and negotiate revised due dates in writing (emailing instructor) or by arranging an in-person meeting with your instructor prior to the assignment due date. Extensions are granted at the discretion of the instructor.

Students with a Letter of Accommodation from the Centre for Accessible Learning (CAL) must communicate this with the instructor at the beginning of the semester or once they have received their letter. The student is responsible for requesting any/all extensions and negotiating revised due dates in writing (emailing instructor) or by arranging an in-person meeting with your instructor prior to the assignment due date. Extensions are granted at the discretion of the instructor.

Seminar Class and Observations: Attendance and Participation is required for all seminar classes and planned observations to successfully complete this course.

Each week, we will focus seminar and discussions on current issues emerging from the learning outcomes for the course and experiences in the observations. You will receive instructions on seminar preparation and class discussion requirements, when needed, for the following week’s seminar, at the beginning of the week or at the end of the seminar class.

You will be in the community for observations. You will need to be prepared to be outdoors in all weather (have layers, waterproof and warm gear—whatever is required to keep you comfortable). Let your instructor know if you have any allergies or considerations for your community placement.

Participation expectations:

- Consistent attendance with pre-class preparation, including completing assigned readings, activities, and assignments by due dates.
- No use of cell phones or laptops unless prompted by instructor for a class activity.
- Contributing to small and large group discussions.

- Effective interpersonal communication skills including with peers, instructors, and guests; active listening; culturally aware and respectful dialogue; professional and constructive comments.
- Ongoing communication with the instructor, as needed.
- Observation sites with planned/unplanned program closures: Students are responsible for communicating any closures that are on a scheduled observation day and work with their instructor to adjust their schedule as needed to ensure they are meeting course required hours.

Absence: If a student is unable to attend a scheduled observation due to extenuating circumstances, such as illness or emergency:

Step 1: The student is responsible for notifying both the observation site and their instructor in the morning prior to their visit. (Instructor should be notified by email. Each observation site may have a preference of either phoning or emailing, and students should make this plan with them, and follow accordingly).

Step 2: After notifying your instructor of your absence/missed hours, within one week, student will connect with their instructor to plan collaboratively the best way to make up a missed visit or missed hours.

SCHOOL OR DEPARTMENTAL INFORMATION

Students are required to read and are accountable for following College policies and guidelines as described in the School of Health and Human Services and/or Program Student Handbooks.

School of Health and Human Services Handbook:

<https://camosun.ca/hhs-handbook>

Program Handbook:

<https://camosun.ca/elc-handbook>

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

Support Service	Website
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
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.