

# CLASS SYLLABUS



COURSE TITLE: ELC 214 – Leading to Build Capacity  
CLASS SECTION: BX01  
TERM: F2021  
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](#).

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<https://camosun.ca/about/covid-19-updates>

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*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Samantha Wylie  
EMAIL: [wylies@camosun.bc.ca](mailto:wylies@camosun.bc.ca)  
OFFICE: By appointment  
HOURS: At students 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

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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.

*Note: Only open to students in the Early Learning and Care program.*

**PREREQUISITE(S): All of: C+ in ELC 130**

## COURSE DELIVERY

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## ACTIVITY

## HOURS / WEEK

## # OF WEEKS

## ACTIVITY HOURS

Lecture

2

14

1

TOTAL HOURS

42

## COURSE LEARNING OUTCOMES

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.
- 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.
- model and motivate others to demonstrate inclusive, strength-based and democratic practices with children, families and community.

## REQUIRED MATERIALS &amp; RECOMMENDED PREPARATION / INFORMATION

Curtis, D., Lebo, D., Cividanes, C. M. W., & Carter, M. (2013). *Reflecting in Communities of Practice: A workbook for early childhood educators*. 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 or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
<b>Week 1</b> September 7 <sup>th</sup> -10 <sup>th</sup>	<b>Topic:</b> Reflective practice in leading minor and major politics. <b>Read:</b> Curtis et al., (2013) <i>Reflecting in Communities of Practice</i> : Intro and Chapter 1	Meet with your group to create Team Agreement and schedule
<b>Week 2</b> September 13 <sup>th</sup> -17 <sup>th</sup>	<b>Topic:</b> Generosity and reciprocity: positive partnerships, leadership and social justice <b>Read:</b> Course Pack (CP) Smith (2017) <i>Speaking Our Truth</i> and Curtis et al., (2013) <i>Reflecting in Communities of Practice</i> : Communities of Practice Session 1 Examining your Values (p. 55-60). CoP: Session 1	CoP Team Agreements and schedules Due <b>September 15<sup>th</sup> on D2L</b> Assignment 3, Part 1 Due <b>September 17<sup>th</sup> on D2L</b>
<b>Week 3</b> September 20 <sup>th</sup> -24 <sup>th</sup>	<b>Topic:</b> Creating a Communities of Practice. <b>Read:</b> CP Gerdes & Jefferson (2015) <i>How a Professional Learning Community Changed a Family Child Care Providers Beliefs and practices</i> and Curtis et al., (2013) <i>Reflecting in</i>	Assignment 1 CoP Summary Due <b>September 24<sup>th</sup> on D2L</b>

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
	<i>Communities of Practice</i> : Chapter 3 and Communities of Practice Session 2 Collaborating across Different Perspective (p. 61-64). CoP: Session 2	
<b>Week 4</b> September 27 <sup>th</sup> - October 1 <sup>st</sup>	<b>Stat Holiday: National Day for Truth and Reconciliation (no class)</b> <b>Read:</b> Curtis et al., (2013) <i>Reflecting in Communities of Practice</i> : Communities of Practice Session 3 Considering Your Image of Children (p. 65-68). CoP: Session 3	Assignment 1 CoP Summary Due <b>October 1<sup>st</sup> on D2L</b>
<b>Week 5</b> October 4 <sup>th</sup> -8 <sup>th</sup>	<b>Topic:</b> Building team capacity through a strength-based approach <b>Read:</b> CP First People Principles of Learning (n.d.) and Curtis et al., (2013) <i>Reflecting in Communities of Practice</i> : Communities of Practice Session 4 Delighting in Children's Points of View (p. 69-72). CoP: Session 4	Assignment 1 CoP Summary Due <b>October 8<sup>th</sup> on D2L</b> Assignment 2 Due <b>October 8<sup>th</sup> on D2L</b>
<b>Week 6</b> October 12 <sup>th</sup> -15 <sup>th</sup>	<b>Topic:</b> Model and motivating Democratic practices <b>Read:</b> CP Cloke & Goldsmith (2001) and Curtis et al., (2013) <i>Reflecting in Communities of Practice</i> : Communities of Practice Session 5 Engaging Environment for Childhood (p. 73-76) CoP: Session 5	Assignment 1 CoP Summary Due <b>October 15<sup>th</sup> on D2L</b>
<b>Week 7</b> October 18 <sup>th</sup> -22 <sup>nd</sup>	<b>Topic:</b> Critical Pedagogy Racism and Oppression <b>Read:</b> CP Swadner et al., (2009) and Curtis et al., (2013) <i>Reflecting in Communities of Practice</i> : Communities of Practice Session 6 Investigating Materials (p. 77-80). CoP: Session 6	Assignment 1 CoP Summary Due <b>October 22<sup>nd</sup> on D2L</b> Assignment 3 Part 2 Due <b>October 22<sup>nd</sup> on D2L</b>
<b>Week 8</b> October 25 <sup>th</sup> -29 <sup>th</sup>	<b>Topic:</b> Culture, story and relationships and how they influence how you lead <b>Read:</b> CP Archuleta (2012) and Curtis et al., (2013) <i>Reflecting in Communities of Practice</i> : Communities of Practice Session 8 Seeing Children's Eagerness for Relationships (p. 86-89). CoP: Session 7	Assignment 1 CoP Summary Due <b>October 29<sup>th</sup> on D2L</b>
<b>Week 9</b> November 1 <sup>st</sup> -5 <sup>th</sup>	<b>Topic:</b> Negotiating the use of power; Models of servant leadership <b>Read:</b> CP Clark (2018) and Curtis et al., (2013) <i>Reflecting in Communities of Practice</i> : Communities of Practice Session 9 Negotiating the Use of Power (p. 90-94). CoP: Session 8	Assignment 1 CoP Summary Due <b>November 5<sup>th</sup> on D2L</b>
<b>Week 10</b> November 8 <sup>th</sup> -12 <sup>th</sup>	<b>Topic:</b> Opportunities for Change <b>Read:</b> CP Sullivan (2010), Berger (2010) and Curtis et al., (2013) <i>Reflecting in Communities of Practice</i> : Communities of Practice Session 10 Assessing Your Disposition toward Risk (p. 95-100). CoP: Session 9	Assignment 1 CoP Summary Due <b>November 12<sup>th</sup> on D2L</b>

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
<b>Week 11</b> November 15 <sup>th</sup> -19 <sup>th</sup>	<b>Topic:</b> Leadership for sustainability <b>Read:</b> CP Carter (2014) CoP: Session 10	Assignment 1 CoP Summary Due <b>November 19<sup>th</sup> on D2L</b>
<b>Week 12</b> November 22 <sup>nd</sup> -26 <sup>th</sup>	<b>Topic:</b> ECE's enacting Leadership (Guest Speaker) <b>Read:</b> ECEBC Code of Ethics	Assignment 1 CoP Summary Due <b>November 26<sup>th</sup> on D2L</b>
<b>Week 13</b> November 29 <sup>th</sup> – December 3 <sup>rd</sup>	<b>Topic:</b> ECE's enacting Leadership <b>Read:</b> Berger (2010)	Assignment 3 Part 3 Due <b>December 3<sup>rd</sup> on D2L</b>
<b>Week 14</b> December 6 <sup>th</sup> -10 <sup>th</sup>	<b>Topic:</b> Overview, emergences from the term.	Assignment 4 Due <b>December 10<sup>th</sup> on D2L</b>

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 noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## STUDENT EVALUATION

DESCRIPTION	WEIGHTING
Assignment #1: Communities of Practice (10 submissions, each worth 4%)	40%
Assignment #2: Taking Action	20%
Assignment #3: Social Change: Listening, Learning and Connecting (3 parts, each worth 10%)	30%
Assignment #4: Professional Association Membership	10%
<b>TOTAL</b>	<b>100%</b>

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](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

A detailed description of assignments and the due dates will be posted on D2L site under 'Assignments'.

### Assignment Policy

- Please submit your assignments on the due date.
- Submission of assignments after their due date will result in a loss of 3% of the assignment marks per day

- Extensions: A request for an extension for any assignment is granted at the instructor's discretion. To request an extension for an assignment, please contact me at least 24 hours prior to the due date, and provide an explanation/rationale for requesting an extension. If granted, a revised due date will be negotiated.
- You will need to complete all assignments to be eligible for a final grade for the semester.
- Assignments will not be accepted after the last day of class at the end of term unless an extension has been granted prior to the due date.
- Last day to withdraw from courses without a failing grade is November 9th. If you withdraw by the posted withdrawal date, you will not be penalized. Withdrawal or incompleteness of work after the posted withdrawal date will result in an 'F' grade being assigned.

NOTE: It is the responsibility of the student to understand the purpose of the assignments before submitting by the due date. Should students receive a mark of less than 50% on an assignment, they may request to rewrite and resubmit the assignment. Permission to resubmit an assignment is at the discretion of the instructor, rewritten assignments can receive a maximum grade of C+ (65%).

NOTE: Students must complete all assignments to be eligible for a grade.

#### Attendance

Students must attend all scheduled classes AND complete the CoP hours weekly, outside of class time.

Please see link for further dates at the college this fall

<https://calendar.camosun.ca/content.php?catoid=7&navoid=343>

#### SCHOOL OR DEPARTMENTAL INFORMATION

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In the Early Learning and Care (ELC) program, you'll be provided with cutting edge knowledge and skills to work collaboratively with children, families, professionals and communities. You'll learn to create responsive environments that support each child to reach their potential in every area.

#### STUDENT RESPONSIBILITY

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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

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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 <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

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 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](http://camosun.ca/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:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/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 <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### 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 <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/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: <http://camosun.ca/about/policies/education-academic/e-2-student-services->

and-support/e-2.9.pdf and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto: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 <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**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.