



## Developing Positive Relationships with Young Children – ECED 105

### Child, Youth and Family Studies Program

### Course Outline

COURSE IMPLEMENTATION DATE: Pre 1998  
OUTLINE EFFECTIVE DATE: September 2020  
COURSE OUTLINE REVIEW DATE: April 2025

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#### GENERAL 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.

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**Program Information:** This course is required for Child, Youth and Family Studies Program: Early Childhood Education Specialty.

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**Delivery:** This course is delivered face-to-face and online.

**COTR Credits:** 3

**Hours for this course:** 45 hours

#### Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	45
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
<b>Total</b>	45

#### Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
<b>Total</b>	

**Course Outline Author or Contact:**

Lynn Wood, ECE Dip, ID Dip, BA

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Signature

**APPROVAL SIGNATURES:**

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Department Head Signature

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Dean Signature

EDCO

Valid from: September 2020 – April 2025

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Education Council Approval Date

**COURSE PREREQUISITES AND TRANSFER CREDIT:**

**Prerequisites:** 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)

**Corequisites:** ECED 125 (as a co-requisite is exempt for students auditing or taking the course for general interest).

**Flexible Assessment (FA):**

Credit can be awarded for this course through FA  Yes  No

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio, Challenge Exam. Contact an Education Advisor for more information.

**Transfer Credit:** For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Students should also contact an academic advisor at the institution where they want transfer credit.

**Prior Course Number:** N/A

## Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Kostelnik, M. J., Soderman, A. K., Phipps Whiren, A., & Rupiper, M. L. (2018). *Guiding children's social development & learning* (9th ed.). Boston, MA: Cengage Learning.

Haig, J., Raikes, G., & MacMillan, V. (2014). *Cites and sources: An APA documentation guide* (4th ed.). Toronto, Ontario: Nelson Publishing.

Please see the instructor's syllabus or check COTR's online text calculator <http://go.cotr.bc.ca/tuition/tCalc.asp> for a complete list of the currently required textbooks.

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## LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able to

- 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 communications skills with young children;
  - identify and apply a variety of positive guidance strategies when working with young children;
  - 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 the 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; and
  - evaluate both emotional and self-regulation strategies as they apply to the educator and the child when building positive relationships.
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## COURSE TOPICS:

- The Importance of Positive Relationships with Young Children
- Self-Reflection on Becoming an ECE
- Quality Interactions
- Connections
- Play and Developing Relationships
- Developmentally Appropriate Practice
- Communication
- Self-Regulation
- Emotional Regulation
- Understanding Challenging Behaviours
- Attachment
- Social Skills

- Observations
- Strategies and Tools

See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.

**EVALUATION AND ASSESSMENT:**

Assignments	% Of Total Grade
Weekly Discussions/Activities	30%
Quizzes (2 x 10%)	20%
Video Project	20%
Scenarios Assignment	15%
Competency Checklist	<u>15%</u>
Total	100%

Please see the instructor's syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments and use of electronic aids.

**EXAM POLICY:**

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

**COURSE GRADE:**

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	< 60

An overall grade of 60% is required for successful completion of this course.

**ACADEMIC POLICIES:**

Late Policy: Assignments received up to one week past their due date will receive a penalty of 10%. Assignments received after the first week late will not be marked and the student will receive a zero for that assignment. Weekly discussion forums must be completed in the designated week and late postings will not be marked. Note that no assignments will be accepted after the last day of the semester.

See [www.cotr.bc.ca/policies](http://www.cotr.bc.ca/policies) for general college policies related to course activities, including grade appeals, cheating and plagiarism.

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**COURSE CHANGES:**

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment, and marketing needs. The instructor will endeavour to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.