

Parent Education / Involvement Child, Family and Community (6.2.5.12)

Description:

To familiarize the student with the Montessori commitment to the child in the context of the family and the community. Developing the knowledge base with theory and application of attachment and its relationship to the issues of separation with differing children's temperaments is addressed. Erickson's social/emotional development with particular emphasis on autonomy and initiative and how this relates to self-esteem is explored within the context of procedures and routines in the Montessori early childhood setting in relationship to family expectations, goals, and cultural values.

Inner discipline with external expectations and guidelines are provided in the design of the environment, clear feedback, re-direction of energy, and logical and natural consequences.

Utilizing active listening to acknowledge the feelings of others, and 'I-messages' to respectfully express personal feelings are modeled and shared. Alternative options & strategies for collaborations with application & implementation with their strengths and limitations further expands the discussion. Modeling and teaching sex roles, examining stress and success in family life, complete the child and family focus.

Community resources, the community as a socializing agent, and social policy issues are examined as they affect quality care for children.

Clock hours: 16 hours academic
20 hours practicum to assess environment and activities,
with community resource file (electronic)

Credit: MTEC/SFBA transcript – 3 semester units

Competencies in Parent Education / Involvement - Child, Family and Community:

- I. Knowledge to include community resources for learning is examined (MACTE 1d);
- II. Pedagogy to include understanding culturally responsive methods for interacting with children and adults (MACTE 2j) is introduced;.
- III. Teaching with grace, courtesy and sensitivity as it relates to early childhood setting, and is demonstrated and implemented within the children parent/teacher/family partnership (MACTE 3d);
Teaching with grace and courtesy as curriculum is made innovative and flexibility (MACTE 3f).

**Objectives in Parent Education / Involvement -
Child, Family and Community:**

- I. The student is provided direction in identifying community resources for learning (MACTE 1d);
- II. The student is introduced to pedagogy to include understanding culturally responsive methods for interacting with children and adults (MACTE 2j);
- III. The student is presented with models for interacting with grace, courtesy and sensitivity as it relates to, and is demonstrated and implemented within the children parent/teacher/family partnership (MACTE 3d);

The student teaches with grace, courtesy and sensitivity as curriculum is made innovative and flexible to the various cultures identified in the families and the communities (MACTE 3f).

Outline of content and learning experiences:

Session I:

Chapter 1: The Child in the Context of Family & Community	pages 2 – 23
Chapter 2: Supporting Families Around Issues of Attachment	pages 24 – 49
Chapter 3: Supporting Families w/Autonomy-Seeking Youngsters	p. 50 - 75
Chapter 4: Sharing Views of Initiative w/Families	pages 76 - 103

Part 2: The Family: Socialization for High Self-Esteem in Healthy Families	pages 97 – 104
Chapter 5: Working w/Families of School Age Children	pages 104 - 131

Chapter 6: Understanding Families' Goals, Values & Culture	pages 132 – 153
Chapter 7: Working w/Families on Guidance Issues	pages 154 – 175
Chapter 8: Working w/Families on Addressing Feelings & Problem Solving	pages 176 – 201
Chapter 9: Working w/Families to Support Self-Esteem	pages 202 – 225

Session II:

Chapter 10: Working w/Families Around Gender Issues	pages 226 – 245
Chapter 11: Stress & Success in Family Life	pages 246 – 269
Chapter 12: Early Care & Education Programs as Community Resources	pages 270 - 297
Chapter 13: Other Community Resources	pages 298 - 317
Chapter 14: Societal Influences on Children & Families	pages 318 - 343
Chapter 15: Social Policy Issues	pages 344 – 366

Evaluation requirements and/or performance assessment:

Participation and development of an e-file resource.

Required and recommended readings:

Child in the Family and Community by Janet Gonzalez-Mena