

## **COURSE OUTLINE** **Early Childhood Mentoring II**

### **Course Description**

CD 231. Early Childhood Mentoring II. 1 hour credit. Prerequisite: CD 230 with a C or better. This course will enable the student to outline and organize an effective mentoring program; develop skills in conflict resolution, effective communication, and advocacy; and compile resources for personal and professional growth and service.

### **Course Relevance**

The skills in conflict resolution, effective communication, and advocacy support a student's personal and professional development throughout life. Studies show that the development of effective early childhood mentoring programs strengthens the quality of early childhood education and reduces teacher turnover. These outcomes benefit the children in early child care education programs.

### **Required Materials**

Belim, D., Hnatiuk, P., & Whitebook, M. (1997). *The early childhood mentoring curriculum: A handbook for mentors*. Washington, DC: The Center for Child Care Workforce.

### **Learning Outcomes**

The intention is for the student to be able to:

1. Outline an effective mentoring program.
2. Identify community resources that support early childcare issues and concerns.

### **Learning PACT Skills that will be developed and documented in this course**

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

#### **Communication Skills**

1. Creation and delivery of messages
  - Through the development of an outline for a mentoring program and an introductory meeting between mentor and protégés, the student develops written communication skills.
  - Through the development of a collection identifying community resources that address concerns, issues, and misunderstandings in the early child care field, the student develops communication skills.

### **Major Summative Assessments Task(s)**

These learning outcome(s) and the Learning PACT skill(s) will be demonstrated by:

1. Completing a collection of community resources.
2. Developing an outline for a mentoring program and introductory meeting between mentor and protégés.

## **Course Content**

I. Skills or Competencies – Actions that are essential to achieve the course outcome: (The following skills and competencies are taken from the Core Competencies for Early Care and Education Professionals in Kansas and Missouri second edition.)

### **Content Area VII: Program Planning and Evaluation**

#### **Level 1**

a. Behaves as a responsible staff member and participates in the program team.

#### **Personnel Management**

#### **Level 1**

a. Works effectively with support staff, volunteers, and professionals.

#### **Level 2**

a. Supports other staff members and professionals.

#### **Level 3**

a. Values and works to strengthen the program's team of staff, administrators, and volunteers.

b. Provides effective lines of communication among staff and administrators.

### **Content Area VIII: Professional Development and Leadership**

#### **Displaying Professionalism in Practice**

#### **Level 1**

e. Values reflection on teaching and learning, using staff interaction, training/education, and journals.

f. Is aware of the professional code of ethics for early care and education and its main topics.

#### **Level 2**

c. Interacts in a manner reflecting value of self and respect for others.

d. Performs well as team member.

f. Demonstrates a commitment to professional code of ethics.

#### **Ongoing Professional Growth**

#### **Level 1**

a. Seeks out knowledge to improve practice.

b. Evaluates his or her own performance and sets goals to advance knowledge of field.

#### **Level 2**

a. Is aware of professional resources.

b. Takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.

c. Accepts advice and constructive criticism to improve practice.

#### **Level 3**

a. Uses professional resources to improve practice.

b. Seeks out professional relationships to enhance professional growth (e.g., securing a mentor).

#### **Leadership and Advocacy**

#### **Level 1**

a. Recognizes professional behavior.

#### **Level 2**

b. Models professional behavior.

#### **Level 3**

- b. Exhibits knowledge of advocacy issues.
- c. Initiates problem solving and conflict resolution for program and staff.

### **Learning Units**

- I. Relationships between mentors and apprentices
  - A. Self-assessment
  - B. Establishing expectations and setting goals
  - C. Stages of mentor/protégé relationship
- II. Skills for effective mentoring
  - A. Communication
  - B. Observation, coaching, and conferencing
  - C. Conflict resolution
- III. Mentors as leaders and advocates
  - A. Recognizing quality child care
  - B. Improving the work environment
  - C. Advocacy organizations for teachers/providers
- IV. Learning sessions for adults
  - A. Recognizing the adult learning environment
  - B. Steps in planning the meeting

### **Learning Activities**

Learning activities will be assigned to assist the student to achieve the intended learning outcomes through lecture, instructor-led class discussion, guest speakers, group activities, and other activities at the discretion of the instructor.

### **Grade Determination**

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: daily work, class participation, group work, projects, and other methods of evaluation at the discretion of the instructor.