

## EDUC 5499Q

### Special Topics: Parent Engagement

#### Instructor:

**Matthew Sereda** 001

**E:** msereda3@uwo.ca

**Office Hours:** by appointment

#### Schedule:

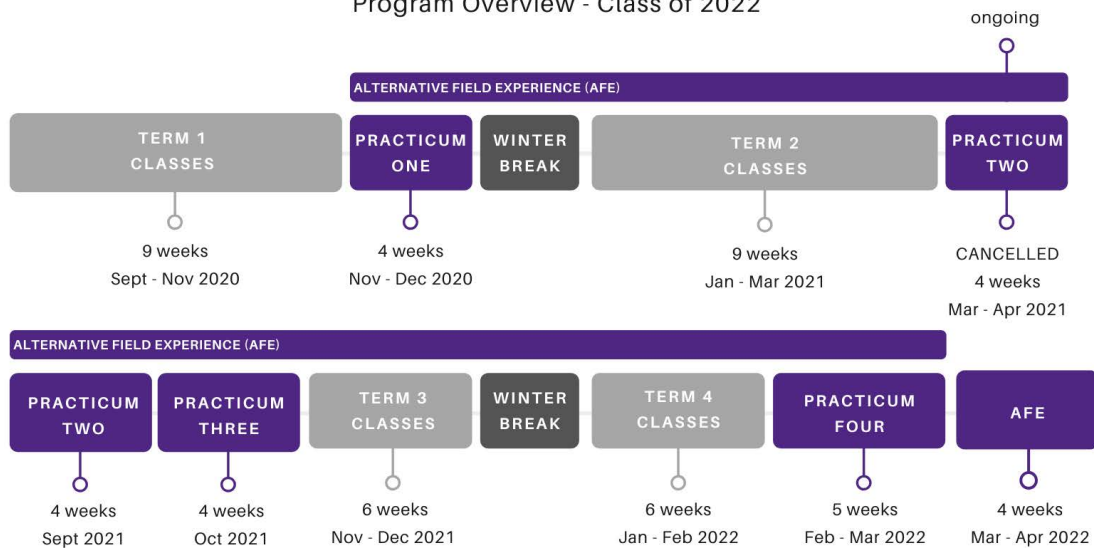
**Section 001:** Monday  
4:30PM-7:30PM,  
Room: 2042

#### Program Context:

This is a **Elective Course** taken by Teacher Candidates during **Year 2, Term 1** of the Bachelor of Education.

#### BACHELOR OF EDUCATION

Program Overview - Class of 2022



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# Syllabus Report

## Parent & Family Engagement (EDUC 5499Q)

A focus on understanding parent / caregiver engagement in their children's learning and on the development of skills to create positive and collaborative relationships with parents / caregivers. 3 hours per week, first term, .25 credit.

This course will provide students with an opportunity to critically examine best practices and strategies for developing mutually respectful relationships with parents and guardians. By reflecting on current school board policies, procedures, and initiatives, students will develop an understanding of current practices and areas for improvement.

Number of Weeks: 6

### Week 1: Parent/Guardian Engagement at a Glance

- 1. Parent/Guardian/Family Engagement 101
- 2. Policies & Procedures
- 3. Current Practices to Promote Parent/Guardian/Family Engagement

#### Learning Activities

Type	Name	Description
Class Meeting	Week 1 In-class Activities	Several strategies will be used, including think/pair/share, inside outside circles, small / large group discussions, etc.

## Week 2: Equitable Approaches to Parent and Guardian Engagement

- 1. Understanding the Impact of Bias
- 2. Trauma and Violence Informed Care (TVIC)
- 3. Inclusive Design

### Learning Activities

Type	Name	Description
<b>Class Meeting</b>	Week 2 In-class Activity	Several strategies will be used, including think/pair/share, inside outside circles, small / large group discussions, etc.

## Week 3: Developing Effective Home & School Communication

- 1. Culturally Relevant and Responsive Pedagogy
- 2. Developing Relationships
- 3. Creating Welcoming Environments

### Learning Activities

Type	Name	Description
<b>Class Meeting</b>	Week 3 In-class Activity	Several strategies will be used, including think/pair/share, inside outside circles, small / large group discussions, etc.

## Week 4: Making Curriculum More Accessible

- 1. Communicating Expectations
- 2. Assessment and Evaluation
- 3. Navigating Difficult Conversations

### Learning Activities

Type	Name	Description
<b>Class Meeting</b>	Week 4 In-class Activity	Several strategies will be used, including think/pair/share, inside outside circles, small / large group discussions, etc.

## Week 5: Presentations

- 1. Guest Speaker
- 2. Presentations

## Week 6: Presentations

- 1. Presentations

<b>Assessment Activities</b>		
Type	Name	Description
<b>Assignment</b>	Due Wk 1-4: Weekly Journal Reflections	Students will submit a weekly online journal reflection connecting class discussions to the topic of Parent & Family Engagement.
		Students should critically examine content covered in class and relate it to their evolving views on Parent & Family Engagement.
<b>Presentation</b>	Due Wk 5-6: R.A.F.T. Group Presentations:	The objective of this assignment is to allow students to consider various identities, abilities and lived experiences of students and effective strategies for enhancing parent/guardian and family engagement.
		Assignment details and rubric will be listed under the Assignments page in OWL.
<b>Assignment</b>	Due Wk 5: Final Paper	This assignment will allow students to critically examine an approach for enhancing parent/guardian and family engagement (TVIC, Inclusive Design, CRRP etc).
		Assignment details and rubric will be listed under the Assignments page in OWL.

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## This course meets the following Course Outcomes:

Culturally Responsive Pedagogy

Parent/Guardian Engagement

Assessment

# How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: [edu.uwo.ca/CSW/my-program/BEEd/policies.html](http://edu.uwo.ca/CSW/my-program/BEEd/policies.html)

## Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

## Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

## Support Services & Resources:



**Health and Wellness**  
[uwo.ca/health](http://uwo.ca/health)



**Peer Support**  
[westernusc.ca](http://westernusc.ca)



**Learning Skills**  
[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous Services**  
[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility Services**  
[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**  
[writing.uwo.ca](http://writing.uwo.ca)



**Financial Assistance**  
[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**  
Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)