Learning Leaders in Early Childhood Education
Online Course Syllabus

Instructor Contact Information

Name:

Email:

Phone:

Office location:

Office hours:

Course Description

Learning Leaders in Early Childhood Education (ECE) is a competency-based course designed to help you fully realize your capabilities as a leader within your community and beyond in the early childhood education profession. The course emphasizes self-reflection and analysis of inequitable systems both past and present to promote anti-racist ideas, practices, and policies. We hope it will inspire you to commit to creating and sustaining positive changes in early learning settings that allow all staff, children, and families to thrive.

You will progress through the course guided by the 5R's for Learning Leaders in ECE, a set of high-leverage behaviors that strong leaders aspire to achieve in their daily work to elevate teaching and learning. They are:

1. **Relationships that are resilient and responsive**: Leaders build a resilient, relationship-based foundation to support and develop a thriving culture of learning and connectedness (empathy).
2. **Reason**: Leaders galvanize shared support and buy-in by asking the "why" or the meaningful reasons for policies and practices created to support and enhance children's development and positive outcomes.
3. **Resources:** Leaders use human and financial resources intentionally to support teachers and staff's instructional growth in service of positive outcomes for children.
4. **Reflective Dialogue:** Leaders embed reflective dialogue in a variety of formal and informal interactions throughout the workday.
5. **Recognition:** Leaders realize the importance of recognition of the efforts and growth of individual staff and teams of dedicated professionals striving for excellence in their work with children.

Each lesson invites you to analyze and reflect upon the 5Rs by choosing literature, videos, and podcasts to explore from a selection of curated resources. In addition, you will have access to

interviews conducted with a diverse group of early learning practitioners who headline the learning experience and provide real insight into what it means to be an effective learning leader. You will engage in discussions within a supportive classroom community and complete assignments to build leadership confidence and capacity. You will also have opportunities to gain relevant experience using the 5Rs in learning settings as you set personalized goals, implement them, celebrate your progress, and identify areas for continued growth.

Course Outcomes

Upon successful completion of the course, you will:

1. Engage in critical reflection of self and societal systems to advance anti-racist ideas, practices, and policies in early childhood education

2. Analyze the social, political, and historical context surrounding the early childhood education profession in order to be an informed decision-maker and advocate for staff, children, and families

3. Reflect on your core values, vision, and strengths to develop an identity as a leader

4. Name and describe key characteristics and skills of strong leadership that optimize child development and learning to achieve greater impact

5. Set goals that align with the 5Rs for Learning Leaders to enhance your leadership skills and then reflect on your progress

6. Demonstrate beginning competence in each domain of the 5Rs for Learning Leaders

7. Apply your knowledge of the 5Rs for Learning Leaders to the design of effective professional development experiences

8. Reflect on your understanding of resilience and wellness as it relates to your leadership

Course Organization

Part 1 Background	Part 2 Functions and Practices	Part 3 Bringing it all Together
Lesson 1: ECE Professional Landscape **Lesson 2**: Developing an Identity as a Leader **Lesson 3**: The 5Rs for Learning Leaders	**Lesson 4**: Resilient and Responsive Relationships **Lesson 5**: Reason **Lesson 6**: Resources **Lesson 7**: Reflective Dialogue **Lesson 8**: Recognition	**Lesson 9**: 5Rs in Effective Professional Development **Lesson 10**: Resilience and Wellness

Grading

Category	Percentage
Knowledge Checks	13%
Everything else	87%
Discussions	
Video Activities	
Weekly Applied Assignments	
Reflection Assignments	

Expectations

A Note on Course Content

This course is intended to extend your personal knowledge and skills as a leader in early childhood education. It is designed for you to customize your learning experience by choosing which of the provided articles, videos, and podcasts you would like to engage with based on your interests and learning style. Think about your existing passion, knowledge, and experience in early childhood education and use each lesson as an opportunity to build upon it. You are encouraged to read, watch, and/or listen to as many of the resources as you need to be able to thoughtfully complete course discussions, knowledge checks, and assignments.

Knowledge Checks

In each lesson, participants must complete a knowledge check. The scope of these knowledge checks is information that is directly related to the basic concepts underlying each topic of study. You will be able to answer the questions using the written text in the introductory sections for each lesson.

Notes on number of attempts:

- You are allowed two (2) attempts for a score on each Knowledge Check.

- After you complete the quiz, you will be able to review your answers and view feedback.

- Consult your instructor for any retake/re-scoring requests.

Discussion Board Participation

Each student is expected to participate on the weekly discussion board. This represents our in-class discussion. These online discussions allow you and your classmates to discuss the material together and help each other make relevant connections to other ideas and to your practice. Participating in discussion boards not only represents your learning, but also supports

your learning. The objective of the discussion board is to give you the opportunity to take what you learned in each lesson and put it into your own words. The ability to do this demonstrates that you have made meaning of the material.

For the most part, the instructor will not take part in discussions; however, the instructor will be reading the posts and reserves the right to join in the conversations. In this way, the instructor will participate when further information or clarification is needed.

Video Activities

At a handful of times during this course, you will film yourself interacting with others in an early learning setting. Sometimes, these will require that you do an activity first. Be sure to look at all the assignments for each lesson in plenty of time to complete any required filming for that lesson.

In community reflection assignments, you will share your videos with CORP members where your peers and instructors will provide support and feedback. Your participation in this group is meant to help you form personal connections with one another, facilitate high-level collaboration, and improve your ability to provide quality feedback to yourself and peers.

Weekly Assignments

Assignments provide practitioner-focused time to make meaning from course readings, videos, podcasts, and eLearning activities. Assignments vary and may include reflection, research, and practice using skills in your daily life. Most assignments allow for a variety of formats to complete the work: document, slideshow, webpage, podcast, video.

* All assignments should include page numbers and your first and last name on each page.

Self-Scoring Rubrics

You will self-score each assignment you submit in the course based on a rubric that is provided to you. Before completing each assignment, it is a good idea to review the rubric so you can be sure to meet the necessary requirements. You are primarily responsible for the number of points you earn in the course. While the instructor will monitor and may adjust the scores you assign to yourself, their main role is to review your submitted assignments and give you feedback to help you improve and work toward achieving the course outcomes.

Note on Filming

Some assignments provide participants with an opportunity to record classroom interactions, review video footage, and edit several small clips for the instructor and peers to view. Instructors will include guidance for this process by providing training and a detailed guide on filming and editing video clips for use with the EarlyEdU Coaching Companion.

Time Estimations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all their own details here).

The estimated time commitment for each lesson is 5 to 8 hours. This estimates that you will spend a total of 3 hours working "in class" (instructor to provide specifics on their class schedule) and an additional 2 to 5 hours of readings and assignments out of class. These are estimations. Some lessons may include assignments that require more than 5 hours out of class (e.g., completing the planning, video, reflecting, and feedback cycles) while others may take less. Additionally, some participants may complete assignments more quickly than others. Some participants may review readings and videos multiple times and spend more time on their assignments. There is no exact time designation; you are encouraged to communicate with your instructor for any questions on due dates, extensions, and workload.

Accommodations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

We want you to have the best possible experience in this class. At the *(your institution)* we aim to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers, please contact *(Insert the department or person at your institution responsible for special accommodations)* to discuss and address them. If you have already established accommodations with that office, please inform your instructor as soon as possible so we can discuss your needs in this course.

Course Authors

This course was collaboratively developed by the following consultants and writers:

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