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|  <p><b>NORTHWEST INDIAN COLLEGE</b><br/>Xwle mi Elh &gt; Tal &gt; Nexw Squl</p>  | <p><b>Teaching by Connection</b><br/>ECED 116<br/>1 Credit<br/>Fall 2016</p>  |
| <p>Class Dates: Sept 19 – Dec 09, 2016<br/>Class Location: Kwina 113<br/>Class Days: Tuesdays<br/>Class Times: 6:15 pm – 7:05 pm<br/>Class Website: <a href="https://nwic.instructure.com">https://nwic.instructure.com</a></p> | <p>Instructor Name: Nahrin Aziz Parsons<br/>Office Location: Building 4 / Room 212<br/>Office Hours: Mon – Thurs, 2:00 – 4:30 pm<br/>Telephone Number: 360-392-4308<br/>Email Address: <a href="mailto:nparsons@nwic.edu">nparsons@nwic.edu</a></p> |

## Course Description

Develops early childhood professionals’ abilities to use adult-to-adult listening tools for mutual benefit and the benefit of children and families. Builds linkages among listening, emotional release, goal setting, and leadership. Supports increasingly positive functioning for quality care, indigenous self-determination, and social change

This course is designed to provide opportunities for ongoing learning and support for ECE teachers. Students may engage in one credit per quarter for up to six (6) quarters. Courses need not be taken in any particular order.

- ECED 116A** Teaching by Connection Support Group
- ECED 116B** Developing Effective Listening Partnerships
- ECED 116C** Teaching by Connection Support Group Leadership Skills
- ECED 116D** Setting Goals with Teaching by Connection
- ECED 116E** Building a Teaching by Connection Support Network
- ECED 116F** Teaching by Connection for Social Change and Indigenous Self-determination.

## Prerequisite

ECED 107

## Texts

*Listening Partnerships for Parents* by Patty Wipfler. 2006. Hand in Hand Parenting. ISBN 1-891670-00-X.

## Course Outcomes

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| <p>1. Use specific listening skills and tools that are based upon respect, confidentiality, and thinking about one another.</p> <p>ECED 116A Listen without interruption during Support Groups.</p> <p>ECED 116B Engage in confidential Listening Partnerships.</p> <p>ECED 116C Explain and model listening skills during in-class Listening Partnerships and Support Groups.</p> <p>ECED 116D Offer listening that assists your partner in setting goals professionally, personally, and/or as a student.</p> <p>ECED 116E Set up and engage in Listening Partnerships between classes with each class participant (up to 10) during the course of the quarter.</p> <p>ECED 116F Using Listening Partnerships and Support Groups, encourage</p> |
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| <p>and listen to each person’s expressions of strength within their own identities such as tribal member, member of the global majority, female, male, young person, adult, spiritual person, person with a disability, and so on..</p>   |
| <p>2. Create safety for others to express thoughts and feelings.</p> <p>ECED 116A Explain and maintain confidentiality and a caring attitude towards others</p> <p>ECED 116B Engage in Listening Partnerships with attention to encouraging and assisting the thoughtful release of tension.</p> <p>ECED 116C Explain to the class the importance of acceptance of one another and encouragement of tension release.</p> <p>ECED 116D Demonstrate non-judgmental attention and confidence in others while listening to and encouraging goal setting.</p> <p>ECED 116E Take initiative in setting up and completing Listening Partnerships.</p> <p>ECED 116F Encourage and listen with respect, and caring to each person’s thoughts and feelings concerning their own experiences of oppressions such as colonization, sexism, racism, men’s oppression, young people’s oppression, able-bodied-ism, language oppression, religious oppression and so on.</p> |
| <p>3. Reclaim the ability to use emotional release processes fully.</p> <p>ECED 116A Notice and describe changes in the level of support for your own emotional release through the course of the quarter.</p> <p>ECED 116B Extend the duration of Listening Partnerships, practicing the decision to use Listening Partnership time for emotional release.</p> <p>ECED 116C Model the use of at least two emotional release processes during in-class Support Groups.</p> <p>ECED 116D Use the attention of the Support Group and/or Listening Partnership to set goals for yourself personally, professionally, and as a student.</p> <p>ECED 116E Engage in Support Groups and Listening Partnerships to explore feelings and attitudes to strengthen your own initiative.</p> <p>ECED 116F Decide to act against oppression, using Listening Partnerships and Support Group turns to release feelings that may arise.</p>                                 |
| <p>4. Incorporate weekly use of peer listening tools as a means for increasing the ability to listen well to children.</p> <p>ECED 116A Notice, reflect upon, and describe how being listened to in <i>Support Group</i> affects your abilities to listen to children.</p> <p>ECED 116B Notice, reflect upon, and describe how being listened to in <i>Listening Partnerships</i> affects your abilities to listen to children.</p> <p>ECED 116C Explain the importance of being listened to oneself as preparation for listening well to children.</p> <p>ECED 116D Set goals for ongoing, weekly Listening Partnerships and Support Groups for yourself.</p> <p>ECED 116E As a class, organize a one-time Teaching by Connection Gathering of early childhood students and teachers for a Support Group.</p> <p>ECED 116F Describe the role of the oppression of children as the</p>  |

foundation for all oppressions.

5. Encourage the development of a caring network of people using peer listening tools for one another's growth and empowerment.  
ECED 116A Extend thoughtfulness and attention as you listen to each person's turn in the support group.  
ECED 116B In class, share your insights and questions about the practice of Listening Partnerships.  
ECED 116C Under the guidance of the instructor, take on such leadership roles as setting up speaking order and being primary listener during a Support Group.  
ECED 116D Use Support Group and Listening Partnerships for setting goals around liberation issues.  
ECED 116E Share at least one issue of oppression and liberation at our one-time Teaching by Connection Gathering for teachers and ECE students.  
ECED 116F: Engage one another in listening to and supporting commitments to ending every form of humans harming humans.

## Program Outcomes

#5: Integrity, advocacy, and commitment to the field of ECE (commonly referred to as "professionalism"). Upon degree attainment, student will be able to... (5c) Display warmth, joy, and attention with a commitment to relationship-based care and education.

## Aligned with Institutional Outcomes

1. Native Leadership – To Acquire a Quality Education  
Educated Native leaders are essential to the survival and advancement of Tribes. NWIC graduates are leaders in their own right and have the ability to communicate in diverse situations, listen deeply, think critically, and organize and articulate ideas.
2. Way of Life – To Give Back  
Education is relevant when Indigenous ways of thinking, learning, and doing are infused into the educational framework. NWIC graduates possess the knowledge of how Tribal values are interpreted and practiced through healthy lifestyles, language, and decision making.
3. Inherent Rights – To Apply Indigenous Knowledge  
Knowledge of Tribal history, language and culture is integral to the advancement of sovereignty and self-determination. NWIC graduates actively engage in the decolonization process using an Indigenous perspective and are able to differentiate between inherent rights and acquired rights.
4. Community Minded – To Utilize Education Through Work  
Indigenous knowledge advances the capacity of tribes. NWIC graduates acquire the skills to identify their role as a community member, including how they are integral to advancing the collective good of the community.

## On Children in Class

We value young people and we value learning. But because our college classroom will not have activities and an environment that are developmentally appropriate for children, and because the presence of young ones will change the format and content of the class, we will be unable to engage in the full class content if children are present. I want you to find care for your precious children away from our classroom. Let me know if you need assistance finding child care.

## Additional Class Policies

1. Treat each other with respect. Be inclusive of everyone in class.
2. Turn off cell phones or put ringer on silent. Do not text or phone during class, but instead bring your whole attention to our community of learners.
3. Come on time, stay the whole time, and participate in class.

## Grading Scale

Grading is based on successful demonstration of effort to engage: (1) In Listening Partnerships; (2) In Support Group; (3) In discussion; and (4) With the readings

Grades are assigned as follows:

- 90-100% = S
- 80-89% = S
- 70-79% = S
- 60-69% = U
- Below 60% = U

## Assignment Schedule

| Topics and Readings Assignments   | Page # | Dates                     |
|---|--------|---------------------------|
| <b>ECED 116A</b> Teaching by Connection Support Groups                  |        |                           |
| 1. Listening Partnerships for Parents (LPP)                             | 1-15   | 3 <sup>rd</sup> class mtg |
| 2. LPP  | 16-29  | 4 <sup>th</sup> class mtg |
| 3. LPP  | 29-38  | 5 <sup>th</sup> class mtg |
| 4. LPP  | 38-50  | 6 <sup>th</sup> class mtg |
| 5. "Being 'In Control:' The Possible and the Impossible in Parenting"   |        | 7 <sup>th</sup> class mtg |
| 6. "We're doing our best!"  |        | 8 <sup>th</sup> class mtg |
| 7. One Hand in Hand Article of your choice                              |        | 9 – 10 class mtgs         |
| <b>ECED 116B</b> Developing Effective Listening Partnerships            |        |                           |
| 1. Listening Partnerships for Parents (LPP)                             | 1-15   | 3 <sup>rd</sup> class mtg |
| 2. LPP  | 16-29  | 4 <sup>th</sup> class mtg |
| 3. LPP  | 29-38  | 5 <sup>th</sup> class mtg |
| 4. LPP  | 38-50  | 6 <sup>th</sup> class mtg |
| 5. One Hand in Hand Article of your choice                              |        | 7-11 class mtgs           |
| <b>ECED 116C</b> Teaching by Connection Support Group Leadership Skills |        |                           |
| 1. Listening Partnerships for Parents (LPP)                             | 1-15   | 3 <sup>rd</sup> class mtg |
| 2. LPP  | 16-29  | 4 <sup>th</sup> class mtg |
| 3. LPP  | 29-38  | 5 <sup>th</sup> class mtg |

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| 4. LPP                                    | 38-50 | 6 <sup>th</sup> class mtg     |
| 5. <i>Leading a Parent Resource Group</i> |       | 7-11 <sup>th</sup> class mtgs |

**ECED 116D** Setting Goals with Teaching by Connection

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|---|-------|---------------------------|
| 1. Listening Partnerships for Parents (LPP) | 1-15  | 3 <sup>rd</sup> class mtg |
| 2. LPP                                      | 16-29 | 4 <sup>th</sup> class mtg |
| 3. LPP                                      | 29-38 | 5 <sup>th</sup> class mtg |
| 4. LPP                                      | 38-50 | 6 <sup>th</sup> class mtg |
| 5. One Hand in Hand Article of your choice  |       | 7-11 class mtgs           |

**ECED 116E** Building a Teaching by Connection Support Network

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|---|-------|---------------------------|
| 1. Listening Partnerships for Parents (LPP) | 1-15  | 3 <sup>rd</sup> class mtg |
| 2. LPP                                      | 16-29 | 4 <sup>th</sup> class mtg |
| 3. LPP                                      | 29-38 | 5 <sup>th</sup> class mtg |
| 4. LPP                                      | 38-50 | 6 <sup>th</sup> class mtg |
| 5. One Hand in Hand Article of your choice  |       | 7-11 class mtgs           |

**ECED 116F** Teaching by Connection for Social Change and Indigenous Self-determination

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|--|-------|---------------------------|
| 1. Listening Partnerships for Parents (LPP)      | 1-15  | 3 <sup>rd</sup> class mtg |
| 2. LPP   | 16-29 | 4 <sup>th</sup> class mtg |
| 3. LPP   | 29-38 | 5 <sup>th</sup> class mtg |
| 4. LPP   | 38-50 | 6 <sup>th</sup> class mtg |
| 5. "Inoculating Children Against Racism"         |       | 7 <sup>th</sup> class mtg |
| 6. "Helping Children Exposed to Shocking Events" |       | 8 <sup>th</sup> class mtg |
| 7. One Hand in Hand Article of your choice       |       | 9-11 class mtgs           |