SWRK4200: Families, Schools and Communities

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Consultation hours: Tuesday 12-2 or by appointment

Tutors:
Penny Crofts Penny.Crofts@newcastle.edu.au 4921 6702
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Kerrell Bourne Kerrell.Bourne@newcastle.edu.au
Damien Hickman damien.hickman@studentmail.newcastle.edu.au

Course Overview
Semester: Semester 1 - 2007
Unit Weighting: 10
Teaching Methods:
- Email Discussion Group
- Field Study
- Experience Based Learning
- Practical
- Self Directed Learning
- Student Projects
- Workshop

Brief Course Description
This course aims to provide students with an understanding of the relationship between educational experience and family and community contexts. Through participation in service learning projects aimed at enhancing school-community interface, students will gain an appreciation of the range of community capacities and

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2007

CTS Download Date: 30th January 2007
resources that can support teaching practice.

**Contact Hours**
Workshop for 3 Hours per Week for the Full Term

**Learning Materials/Texts**
See ‘Recommended Reading’ in course outline- page 15

**Course Objectives**
1. Students will critically analyse the values and assumptions underlying both dominant ideas, and their personal beliefs, about families in Australian society, and the implications of these values and assumptions for teaching practice.
2. Students will develop an understanding of the contested concept of community and be introduced to various models of community development.
3. Students will be introduced to the concept of a strengths perspective and its application to teaching practice.
4. Students will examine the current policy contexts which impact on the interface between schools and community.
5. Students will contribute to the enhancement of school-community relationships through service learning project work.
6. Students will enhance skills in interpersonal communication and critical reflection.

**Course Content**
1. Dominant myths and stereotypes about families in Australia.
2. Diversity in families and community.
3. Personal values and beliefs relating to family and community.
4. Concept of community
5. Models of community development
6. Policy contexts of school-community relationships.
7. Strengths approaches to working with families and communities.
8. Project planning and team work.
9. Service learning through participation in a field project.
10. Interpersonal skills and critical reflection.

**Assessment Items**

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>Written paper worth 40%</td>
</tr>
<tr>
<td>Essays / Written Assignments</td>
<td>Written paper worth 40%</td>
</tr>
<tr>
<td>Group/tutorial participation and contribution</td>
<td>Participation/Attendance worth 20%</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Group task - ungraded</td>
</tr>
</tbody>
</table>

**Assumed Knowledge**
- EDUC1003  Learners and Learning Process
- EDUC1006  Professional Preparation
- EDUC3026  Special Education
Callaghan Campus Timetable
SWRK4200
FAMILIES, SCHOOLS AND COMMUNITY
Enquiries: School of Humanities and Social Science
Semester 1 - 2007

Workshop Friday 9:00 - 12:00 [RW2-21]
or Wednesday 13:00 - 16:00 [RW2-23]
or Tuesday 8:00 - 11:00 [HA145]
or Wednesday 13:00 - 16:00 [HA142]
or Tuesday 16:00 - 19:00 [W243]
or Friday 12:00 - 15:00 [RW2-30]
or Friday 13:00 - 16:00 [RW2-23]
or Friday 8:00 - 11:00 [HA64]

Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.
Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:


Students should be aware of the following important deadlines:

- Requests for Special Consideration must be lodged no later than 3 working days after the date of submission or examination.

- Requests for Extensions of Time on Assessment Items must be lodged no later than the due date of the item.

- Requests for Rescheduling Exams must be lodged no later than 5 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses:  31 March 2007

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the Student Enquiry Centre.
To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Faculty Information
The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus. The four Student Hubs are located at:

Callaghan campus
• Shortland Hub: Level 3, Shortland Union Building
• Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct
• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus
• Ourimbah Hub: Administration Building

Faculty websites
Faculty of Education and Arts http://www.newcastle.edu.au/faculty/education-arts/

Contact details

Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct Phone: 02 4921 5806   Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123   Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.
STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS
The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

End of CTS Entry

Essential Criteria in Assessment
This course contains a compulsory group work component that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. Students need to participate in small group work in order to satisfactorily complete this course.

Group Work
The assessment in this course involves group work and self-assessment. Both individual assignments and the group task are designed to contribute to your teaching practice. Teaching practice involves working collaboratively with others including peers, students’ family and community members. It also involves being open to having your practice evaluated by others and having a capacity to evaluate your own practice. The group task will therefore include assessment criteria that reflect these practice realities.

The purpose of the group task is to assist students to achieve course learning goals 5 and 6. This includes the negotiation of differences of opinion within the group and taking a range of group task and maintenance roles.

Group tasks are graded as satisfactory or unsatisfactory. The specific criteria for determining the grade on each task will be discussed in class and provided in written form as part of the task. All group members will obtain the same result, unless a case is made to the course coordinator to exclude one or more group members from the final result. Such cases will be reviewed by the course coordinator in consultation with the Social Work Discipline Convenor. Groups or individuals with an unsatisfactory grade will be required to submit additional work to a satisfactory standard.
Groups are expected to work cooperatively in deciding how to approach the task and how work will be distributed and managed between group members. Some time will be spent in the first group meeting discussing group expectations and negotiating a group contract. Group members are to take responsibility for developing strategies for managing group processes and addressing any conflict that may arise in the group. The teaching staff will be available to assist groups during the group meetings scheduled in class times and also during consultation times to discuss any concerns in relation to the content or processes entailed in the group task. Staff will provide feedback on group performance. See page 12 for further details.

**Online Tutorial Registration:**
Students are required to register in the Seminar or Lecture and a specific Tutorial time for this course via the Online Registration system:
Registrations close at the end of week 2 of semester.

**Studentmail and Blackboard:** [www.blackboard.newcastle.edu.au](http://www.blackboard.newcastle.edu.au/)
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**Written Assignment Presentation and Submission Details**
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**
- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/school/hss/studentlinks/studentform.html](http://www.newcastle.edu.au/school/hss/studentlinks/studentform.html)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be addressed to the relevant Hub. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
• **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:


Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Penalties for Late Assignments**
Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.

**Special Circumstances/Extension of Time**
Students wishing to apply for Special Circumstances or Extension of Time should apply online @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**No Assignment Re-submission**
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

**Remarks**
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)

**Return of Assignments**
Students can collect assignments from a **nominated** Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

**Preferred Referencing Style**
In this course, it is recommended that you use the APA (American Psychological Association) or Harvard systems for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.
APA and Harvard recommend in-text citations that refer readers to a list of references. An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:

- Infoskills:
  

Student Representatives
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:

PART 2- Program and Assessment Details
Welcome to SWRK4200 which commenced in 2003 for final year students undertaking the Bachelor of Arts/Bachelor of Teaching (Primary). The course has been developed as a collaborative effort involving the disciplines of education and social work, and the University’s Family Action Centre. The Family Action Centre is a unique university-based community service organisation delivering a range of services to families, schools and communities. The Family Action website can be accessed at [http://www.newcastle.edu.au/centre/fac/index.html](http://www.newcastle.edu.au/centre/fac/index.html), or via Blackboard.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE/S</th>
<th>ACTIVITY</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20-23/02/07</td>
<td>Workshop</td>
<td>Welcome and introduction to course</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Exploring experiences/values/attitudes to school community relationships</td>
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<td>• Contracting</td>
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<td>• Review course outline</td>
</tr>
<tr>
<td>2</td>
<td>27/02/07-02/03/07</td>
<td>Workshop</td>
<td>Why are school-community partnerships important?</td>
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<td></td>
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<td></td>
<td>• The importance of context – our own, school, family, community</td>
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<td>• School – community partnerships as a resilience building strategy</td>
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<td>• Social issues of interest</td>
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<tr>
<td>3</td>
<td>06-09/03/07</td>
<td>Workshop</td>
<td>Why are school-community partnerships important? (cont.)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Concept of social capital</td>
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<td>• Roles/approaches within schools in building social capital through fostering relationships with families and community</td>
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<td>• Levels of involvement</td>
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<td>• Introduction to community development</td>
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<td>• Formation of groups</td>
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<tr>
<td>4</td>
<td>13-16/03/07</td>
<td>Workshop</td>
<td>How do we build school-community partnerships?</td>
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<td>• Strengths perspective and strengths based community development</td>
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<td>• Top down versus bottom up approaches</td>
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<td>• Team work</td>
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<tr>
<td>5</td>
<td>20-23/03/07</td>
<td>Workshop</td>
<td>Tools and skills</td>
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<td></td>
<td></td>
<td></td>
<td>• Assets mapping</td>
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<td></td>
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<td>• More on team work – team building exercises</td>
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<td>• Small group time</td>
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<tr>
<td>6</td>
<td>27-30/03/07</td>
<td>Workshop</td>
<td>Research Skills- Project Planning</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• How to plan a community project</td>
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<td></td>
<td>• Small group time</td>
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<tr>
<td>7</td>
<td>ASSIGNMENT DUE</td>
<td>Workshop</td>
<td>Tools and skills (Tues/Wed groups)</td>
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<td></td>
<td>03-05/04/07</td>
<td></td>
<td>• Communication and interviewing skills</td>
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<td></td>
<td>(06/04/07 Public Holiday)</td>
<td></td>
<td>• Small group time</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(No Friday groups)</td>
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</tbody>
</table>

Semester Break
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE/S</th>
<th>ACTIVITY</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>27/04/07</td>
<td>Workshop</td>
<td><strong>Tools and skills (Friday groups)</strong>&lt;br&gt;Communication and interviewing skills&lt;br&gt;Small group time&lt;br&gt;&lt;br&gt;(No Tues/Wed groups)</td>
</tr>
<tr>
<td></td>
<td>(25/04/07</td>
<td></td>
<td><strong>Public Holiday</strong></td>
</tr>
<tr>
<td>9</td>
<td>01-04/05/07</td>
<td>Field</td>
<td>Research in the field and consultation</td>
</tr>
<tr>
<td>10</td>
<td>08-11/05/07</td>
<td>Workshop</td>
<td><strong>Tools and skills</strong>&lt;br&gt;- Review progress&lt;br&gt;- Reporting findings&lt;br&gt;- Small group time&lt;br&gt;- Assignment feedback</td>
</tr>
<tr>
<td>11</td>
<td>15-18/05/07</td>
<td>Field</td>
<td>Research in the field and consultation</td>
</tr>
<tr>
<td>12</td>
<td>22-25/05/07</td>
<td>Workshop</td>
<td><strong>Research Skills- Reporting Findings</strong>&lt;br&gt;- Review progress&lt;br&gt;- Critical reflection&lt;br&gt;- Small group time</td>
</tr>
<tr>
<td>13</td>
<td>29/05/07-01/06/07</td>
<td>Workshop</td>
<td>Presentations</td>
</tr>
<tr>
<td>14</td>
<td>05-06/06/07</td>
<td>Workshop</td>
<td>Reflections and Evaluation</td>
</tr>
</tbody>
</table>

**Assessment Items**

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade/Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Individual Assignment: Research paper</td>
<td>40%</td>
<td>3rd April 2007</td>
</tr>
<tr>
<td>2. Individual Assignment: Project Report</td>
<td>40%</td>
<td>12th June 2007</td>
</tr>
<tr>
<td>3. Group task</td>
<td>Satisfactory/Unsatisfactory</td>
<td>Project Plan week 7/8&lt;br&gt;Presentation week 13</td>
</tr>
<tr>
<td>4. Participation and Tutorial Attendance</td>
<td>20%</td>
<td>Participation report wk 14 Attendance ongoing</td>
</tr>
</tbody>
</table>
1. Individual Assignment: Research Paper

This assignment incorporates research and planning to enable you to undertake the group task and second individual assignment. Your task is to prepare a written paper that demonstrates your understanding of community development approaches to school-community partnerships in relation to a specific area of interest. Your paper should incorporate the following:

- A discussion outlining your understanding of why school-family-community partnerships are considered important
- A discussion of how school-community partnerships are developed drawing on community development theory
- Exploration of the concept of assets-based community development and its application to the chosen issue of interest/topic area that will be the subject of your group task
- A critical review of current and relevant literature/research on your group’s chosen issue/topic area
- A discussion about the relevance of school-family-community partnerships to this issue/topic.

Assessment Criteria:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated understanding of the literature on school-community</td>
<td>6-----------------0</td>
</tr>
<tr>
<td>partnerships.</td>
<td></td>
</tr>
<tr>
<td>Demonstrated understanding of the concept of community development</td>
<td>6&lt;----------------&gt;0</td>
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<tr>
<td>and its application to the development of school-community partnerships</td>
<td></td>
</tr>
<tr>
<td>Demonstrated understanding of assets-based community development and</td>
<td>6&lt;----------------&gt;0</td>
</tr>
<tr>
<td>its applicability to the topic of your group task.</td>
<td></td>
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<tr>
<td>Demonstrated research and review of the available literature on the</td>
<td>6&lt;----------------&gt;0</td>
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<tr>
<td>issue to be addressed through an assets-mapping exercise.</td>
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<tr>
<td>Demonstrated research and appropriate reference to current and</td>
<td>6&lt;----------------&gt;0</td>
</tr>
<tr>
<td>relevant literature/research.</td>
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<tr>
<td>Demonstrated capacity to structure and present discussion, including</td>
<td>5&lt;----------------&gt;0</td>
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<tr>
<td>clear introduction, progressive development of ideas that are explicitly</td>
<td></td>
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<tr>
<td>interrelated, and conclusion.</td>
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</tr>
<tr>
<td>Professional written expression and formal referencing.</td>
<td>5&lt;----------------&gt;0</td>
</tr>
</tbody>
</table>

Due Date: Tuesday, 3rd April 2007 (week 7) – 5.00pm
Length: 2000 words
Value: 40%
2. Individual Assignment: Project Report

You are required to write a report about the process of conducting an asset mapping exercise including the following:

- A brief introduction to the topic area and project
- An analysis of the benefits and limitations of the project with reference to relevant literature
- An analysis of the functioning of your team drawing on your knowledge/literature relating to team work
- A reflection on your values, assumptions and beliefs that were confirmed or challenged by the project experience
- An analysis of your experience in terms of how the project will inform your role as a future teacher

Assessment Criteria

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrated capacity to analyse assets-mapping project in terms of benefits and limitations of the method.</td>
<td>&lt;7-----------------------------0&gt;</td>
</tr>
<tr>
<td>2. Demonstrated capacity to analyse the functioning of your team and your learning about your role/contribution to this team project</td>
<td>&lt;7-----------------------------0&gt;</td>
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<td>3. Demonstrated capacity to identify and reflect on values, assumptions and beliefs</td>
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<td>4. Demonstrated capacity to apply project experience to role as future teacher</td>
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<td>5. Demonstrated capacity to structure and present discussion, including clear introduction explaining relevance of topic and project, progressive development of ideas that are explicitly interrelated, and conclusion.</td>
<td>&lt;7-----------------------------0&gt;</td>
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<tr>
<td>6. Professional written expression and formal referencing.</td>
<td>5&lt;-----------------------------0&gt;</td>
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Due Date: Tuesday, 12th June, 2007 – 5.00pm
Length: 2500 words
Value: 40%
3. Group Task: Field Project

Assignment 2 in SWRK4200 is based on a field project that relates to the internship competency concerned with Working in School and Community. The field project is designed to address the following performance indicators for this competency:

- Works cooperatively with staff and others within the school environment
- Participates in teaching activities outside the immediate classroom
- Is sensitive to the values, attitudes and experiences within their working environment
- Is familiar with the organisation and administration of the school and its relationships with the community

The field project enables you to apply your learning from the campus-based workshops. In small groups you will choose a community and an issue/topic of mutual interest relevant to school-community partnerships. (Examples will be discussed in class). Your task is to undertake an assets-mapping project to identify and assess the resources and assets in the community that could potentially be drawn upon to address the identified issue through the development of school-community partnerships.

The field work involves:

- Becoming familiar with the physical environment of the chosen community
- Interviewing relevant people such as service providers, business and community members, representatives of community organisations
- Collecting written information from public sources such as councils, libraries, published directories, school websites

PLEASE NOTE - It is not appropriate for you to contact staff and parents in particular schools as part of this project.

For this group work project you are to assume the roles of a team of teaching staff, particularly interested in a contemporary issue or topic relevant to your chosen school. You are to conduct an asset mapping exercise to investigate the assets in your community that could be useful in addressing such an issue. You be required to produce a project plan, work as a team to conduct the project and make a 30 minute presentation to the class in week 13. You will be given time in class to work on this task and some weeks will be allocated solely to work in the field.

Your project plan will be developed by your small group and submitted to your tutor for comment before you go into the field. You will be given instruction in project planning in week 6.

Your project presentation should include:

- An overview of the importance of the chosen topic/issue for this school and community
- Explanation of the project purpose, rationale and methodology with reference to your research paper and project plan
- An overview of the information you gathered
- A focused discussion on how the information could be used by a teaching staff and/or school to build school-community relationships
• A two page summary of findings and recommendations to be distributed to the audience members
• A record of attendance to be submitted to the tutor.

During this presentation you are to assume that you are presenting to your fellow teaching staff, some parents from the school P & C Association and some interested community members. You will need to be creative in your presentation to keep the audience engaged in hearing about the findings and hopefully enthusiastic about actioning some of your proposals!

Project Plan

Due Date: In class week 7/8
Value: Satisfactory/Unsatisfactory

Project Presentation

Due Date: In class week 13
Length: 30 minute presentation, 2 page summary and group attendance sheet
Value: Satisfactory/Unsatisfactory
4. Participation and Tutorial Attendance

**Participation** in the group task will be evaluated through a self-assessment task. Although staff will not always be providing feedback to individual students regarding their performance on group tasks, students will be required to engage in processes of self-evaluation and feedback to peers. This will include a graded self-assessment, where students will be required to evaluate their participation in the group task. Self-assessment is an established way for students to reflect on the content and process of their learning and forms an important component of teacher training. Some time will be spent in the first group session discussing the requirements and expectations of the self-assessment task. Students will be required to submit a self-assessment report commenting on their contribution to the following:

- Attendance at group meetings
- The formulation of ideas
- Project planning
- Group process
- Practical contribution to project and presentation

Students will be supplied with a template for completing this report.

Tutors will assess this report according to the following criteria:

- Degree of self-reported contribution to project planning, process and presentation
- Capacity to reflect on individual contribution, group roles, tasks and processes

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<tr>
<th>CRITERIA</th>
<th>PERFORMANCE</th>
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<tbody>
<tr>
<td>1. Degree of self-reported contribution to project planning, process and presentation</td>
<td>&lt;5------------------------0&gt;</td>
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<tr>
<td>2. Capacity to reflect on individual contribution, group roles, tasks and processes</td>
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**Due Date:** Tuesday, 12th June, 2007 – 5.00pm  
**Length:** Report not to exceed 750 words  
**Value:** 10%
Tutorial attendance will be recorded weekly and graded. Participation is a crucial component of an Experience Based Learning model and full attendance at all classes is therefore essential. A record of attendance will be kept and students are expected to notify staff in advance of their inability to attend any classes. Students will be awarded one mark for each 3 hour tutorial session attended in weeks 2-6, weeks 7 or 8 (depending on tutorial group) and weeks 10, 12, 13 and 14. Marks will not be awarded for partial attendance.

Due Date: Weeks 2-14
Value: 10%

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<tr>
<th>Grading guide</th>
<th>Fail  (FF)</th>
<th>Pass  (P)</th>
<th>Credit  (C)</th>
<th>Distinction  (D)</th>
<th>High Distinction  (HD)</th>
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<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<td>50% to 64%</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<td>65% to 74%</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<td>75% to 84%</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<td>85% upwards</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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Recommended reading
The following readings are available on Blackboard. They are accessible via External links/Short loans folder. Additional readings are also available on Blackboard in Course Documents/Reading folders. Web resources are available on Blackboard via External links/Web resources.

The field of school-family-community partnerships

Social ecology of childhood


Resilience


Levels of involvement


Social capital


Community development

**Strengths based community development**


**Assets mapping**

Kretzman, J., & McKnight, J. (1993). *Building communities from the inside out: a path toward finding and mobilizing a community’s assets*. Chicago: Asset-Based Community Development Institute. (Introduction and Capturing local institutions for community building)

**Communication skills**


**Interagency collaboration**


**Reflection**

Research and issues in relation to school-family-community partnerships


School-family-community partnerships in action