SWRK4200
Families, Schools and Communities
Course Outline

Course Coordinator
Lou Johnston
Room: W220
Ph: 4921 6702
Fax: 4921 6933
Email: Lou.Johnston@newcastle.edu.au
Consultation hours: Wed 3–4pm & Thurs 4–5pm. Other times by appointment.

Other lecturers:
Kerrell Bourne
Karen Menzies
Kate Davies
Shayne Toussaint
Ken Blacker
(Students will be advised in class about consultation times)
Kerrell.Bourne@newcastle.edu.au
Karen.Menzies@newcastle.edu.au
Kate.Davies@newcastle.edu.au
TBA
TBA

Semester
Semester 1 - 2010

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 resources that can support teaching practice.

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

Learning Materials/Texts
See workshop readings and other references listed in the final section of this outline. Additional reference materials will be posted on the Blackboard site during the semester.

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>Essays / Written Assignments</th>
<th>Written paper worth 40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>Written paper worth 40%</td>
</tr>
<tr>
<td>Group/workshop participation and contribution</td>
<td>Written paper worth 20%</td>
</tr>
<tr>
<td>Group task and presentation</td>
<td>Ungraded – satisfactory/unsatisfactory</td>
</tr>
</tbody>
</table>

Assumed Knowledge
EDUC1003 Learners and Learning Process
EDUC1006 Professional Preparation
EDUC3026 Special Education
Callaghan Campus Timetable
SWRK4200
Families, Schools and Communities
Enquiries: School of Humanities and Social Science
Semester 1 - 2010
Workshop Monday 9:00 - 12:00 [HA116]
Or Monday 9:00 - 12:00 [TC1]
Or Tuesday 14:00 - 17:00 [HA142]
or Tuesday 14:00 - 17:00 [HB11]
or Tuesday 17:00 - 20:00 [HB11]
or Wednesday 13:00 - 16:00 [HA142]
or Friday 9:00 - 12:00 [RW221]
or Friday 12:00 - 15:00 [RW230]

Port Macquarie Campus Timetable
Workshop Thursday

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;
c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

Plagiarism is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;
b) using another person's ideas without due acknowledgment;
c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During 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 text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in *Late Penalty* (under student) at the link above.

Requests for *Extensions of Time* must be lodged no later than the due date of the item. This applies to students:

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

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

*Note: different procedures apply for minor and major assessment tasks.*

**Students should be aware of the following important deadlines:**

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

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 contact the Disability Liaison Officer on 02 4921 5766, 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 on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

**Students cannot enrol in a new course after the second week of term**, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

**The Student Hubs** are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td><strong>City Precinct</strong></td>
<td><strong>Singapore students</strong></td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>contact your PSB Program Executive</td>
</tr>
<tr>
<td><strong>Central Coast Campus (Ourimbah)</strong></td>
<td></td>
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<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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</table>
### OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th><strong>Faculty Websites</strong></th>
<th><strong>Dean of Students Office</strong></th>
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<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a></td>
<td>The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature.</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/engineering/">www.newcastle.edu.au/faculty/engineering/</a></td>
<td>Phone: 02 4921 5806</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/health/">www.newcastle.edu.au/faculty/health/</a></td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/science-it/">www.newcastle.edu.au/faculty/science-it/</a></td>
<td>Email: <a href="mailto:Dean-of-Students@newcastle.edu.au">Dean-of-Students@newcastle.edu.au</a></td>
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<table>
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<tr>
<th><strong>Rules Governing Undergraduate Academic Awards</strong></th>
<th><strong>Rules Governing Postgraduate Academic Awards</strong></th>
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<table>
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<tr>
<th><strong>Rules Governing Professional Doctorate Awards</strong></th>
<th><strong>University Complaints Managers Office</strong></th>
</tr>
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<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000580.html">www.newcastle.edu.au/policylibrary/000580.html</a></td>
<td>The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students.</td>
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<tr>
<td></td>
<td>There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.newcastle.edu.au/service/complaints/">http://www.newcastle.edu.au/service/complaints/</a></td>
</tr>
<tr>
<td></td>
<td>Phone: 02 4921 5806</td>
</tr>
<tr>
<td></td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:Complaints@newcastle.edu.au">Complaints@newcastle.edu.au</a></td>
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<thead>
<tr>
<th><strong>General enquiries</strong></th>
<th><strong>Campus Care</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Callaghan, City and Port Macquarie</strong></td>
<td>The Campus Care program has been set up as a central point of enquiry for information, advice and support in managing inappropriate, concerning or threatening behaviour.</td>
</tr>
<tr>
<td>Phone: 02 4921 5000</td>
<td><a href="http://www.newcastle.edu.au/service/campus-care/">http://www.newcastle.edu.au/service/campus-care/</a></td>
</tr>
<tr>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
<td>Phone: 02 4921 8600</td>
</tr>
<tr>
<td><strong>Ourimbah</strong></td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td>Phone: 02 4348 4030</td>
<td>Email: <a href="mailto:campuscare@newcastle.edu.au">campuscare@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
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</tbody>
</table>

This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

**Essential Criteria in Assessment**

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course.
Group Work, Peer and/or Self-Assessment

The assessment in this course involves group work/peer and/or self-assessment. Refer - http://www.newcastle.edu.au/policylibrary/000650.html

All group assessment tasks in this course are graded as satisfactory or unsatisfactory. Groups that do not obtain a satisfactory result will be required to submit additional work as directed by the lecturer or course coordinator.

The ability to work effectively in small groups and teams is an important aspect of teaching practice in classrooms, organisations and with the community. Small group assessment tasks are thus a fundamental component of your learning.

Some class time is set aside for small groups to work on their field project. Groups may, however, need to organise additional group meeting times outside of class times. A group discussion board will also be established for each small group on the online Blackboard site.

Groups are expected to work cooperatively in deciding how to approach each 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 an agreement on how the group can work effectively together. Group members are to take responsibility for developing strategies for managing group processes and addressing any conflict that may arise in the group. Teaching staff will be available as a resource to groups during the group meetings scheduled in class times and are also available during consultation times (as listed above) to discuss any concerns in relation to the content or processes entail in the group task.

Grading of Group Tasks

All group assessment tasks are graded as satisfactory or unsatisfactory. All group members will obtain the same result, unless a case is made by group members, 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 other lecturers for the course. Groups or individuals with an unsatisfactory grade will be required to submit additional work to a satisfactory standard.

Attendance and class participation

In order to satisfactorily complete assessment items students are advised to attend all classes and participate in all class exercises. Attendance records will be kept for all classes. Feedback regarding class participation will be provided verbally by staff to students throughout the semester and in writing as part of feedback on written assignments and group projects. If students are unable to attend a class they are asked to contact the relevant Lecturer. Teaching staff will consult throughout the semester with students who have a poor attendance and/or participation record. In some cases this will result in additional assessment requirements being established. Where it becomes apparent that a student is unable to complete (ungraded) group projects at a satisfactory level due to their poor class attendance and participation, they will be required to undertake additional assessment task(s). Additional make-up assessment tasks will be designed to ensure students demonstrate knowledge and skills equivalent to the original task(s).

Studentmail and Blackboard

Refer - 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 may be subject to the penalties described below.

Hard copy submission:
- **Type your assignments**: All work must be typewritten in 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 will 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/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **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 address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools. **NB: Not all of these services may apply to the Port Macquarie Campus.**
- **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 all written 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

Students wishing to apply for Special Circumstances or Extension of Time should apply online @ 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 Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result – in the course to which the assessment item contributes – has been posted. If a final result in the course has been posted, the student must apply under the Procedures for Appeal against a Final Result (see: http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

Further detail on this University policy can be found at:

Return of Assignments
Students can collect assignments from a nominated Student Hub during office hours. Students will be emailed 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, the APA in-text referencing system should be used 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.

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:

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 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.

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:
Grading Guide

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF) 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>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P) 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>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C) 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>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D) 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>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD) 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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Assignments

<table>
<thead>
<tr>
<th>Assessment Items – Value and Due Dates</th>
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<tbody>
<tr>
<td>Item</td>
</tr>
<tr>
<td>Individual Assignment 1</td>
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<tr>
<td>Individual Assignment 2</td>
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<tr>
<td>Group task</td>
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Individual Assignment 1: School-Family Partnerships

Your task is to prepare a written paper that demonstrates your knowledge about school partnerships, their impact on children and young people’s experiences of school and other parts of their lives, ways of creating good partnerships, and the necessary skills to facilitate partnerships. Your paper needs to be informed by your practicum experience, information and discussions in the workshops so far, Epstein’s levels of involvement (2001), and other relevant literature, theory and research. The six parts of this task are:

1. Identify and focus your paper on one of your practicum schools.
2. For the school you have chosen, complete the Survey for Assessing School Level Family and Community Partnerships (CESDP 2006) (Access via Blackboard, Assignments). Do not complete the ‘summary of strengths and needs’ section. Attach the completed survey to your paper as an appendix, which is not included in the word count.
3. Identify and discuss strengths and needs from the survey results.
4. Present an analysis of the results, drawing conclusions about possible reasons/explanations for the identified strengths and needs. Analysis should be informed by your knowledge and experience of that school supported by relevant source material.
5. Choose two of the identified needs. Propose ways of addressing each need using Epstein’s levels of involvement model. This should include the type of partnerships to be formed, who should be involved, and how you would get people involved.
6. Identify skills you have that would assist creation of these partnerships and how you would use them. Identify other skills you need to develop to improve your partnership work. This can be incorporated in the previous section or presented as a separate section.

“Relevant source material” = experience, literature, theory, research and other relevant information (eg demographics, school promotional materials, DET policy).

Assessment Criteria:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PERFORMANCE Excellent&lt;--------&gt;Poor</th>
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<tbody>
<tr>
<td>1.</td>
<td>Demonstrated understanding of concepts and literature related to families, family involvement in education, and school-family partnerships.</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrated ability to identify and analyse strengths and needs</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrated ability to devise ideas for partnerships that are informed by results of survey and analysis.</td>
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<tr>
<td>4.</td>
<td>Demonstrated ability to describe existing skills, their applicability to partnership work, and skill areas requiring development.</td>
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<tr>
<td>5.</td>
<td>Demonstrated research and appropriate reference to current and relevant literature, theory, research and other source materials.</td>
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<tr>
<td>6.</td>
<td>Demonstrated capacity to structure and present discussion and analysis, including a clear introduction, progressive development of ideas that are explicitly interrelated, and a conclusion.</td>
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<tr>
<td>7.</td>
<td>Professional written expression and formal referencing.</td>
</tr>
</tbody>
</table>

Due Date: Wednesday 21st April 2010 (week 7) – 5.00pm
Length: 2000 words Value: 40%
Individual Assignment 2: Tools, techniques and reflection

Part A: Asset mapping and groupwork
You are required to write a paper about the use of asset mapping and groupwork to help create school-family-community partnerships. This task is informed by your group field project experience and relevant research. Your paper should include the following:

- An overview of community development, ABCD, and groupwork and discussion about their relevance to teaching.
- An analysis of the benefits and limitations of asset mapping and groupwork as tools for creating and sustaining partnerships.
- Analysis of the functioning of your group as it relates to literature about group and teamwork.
- Discussion about how your experience of using these tools and approaches will influence your approach to teaching in the future, including what you think will change and stay the same, and your reasons for those conclusions.

Part B: Reflection
A template will be provided for this part of the task (via Blackboard – Assignments)

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 includes this 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.

You will be required to submit a report commenting on your contribution to the group in terms of:

- Attendance and participation in group meetings
- Formulation of ideas on how to approach the project and presentation
- Planning of project activities
- Group functioning, process, dynamics, roles, etc
- Undertaking project activities and presentations

You should also include:

- A reflection on your values, assumptions and beliefs that were confirmed and challenged during your groupwork and project experience.
- Some comparison between your group and other groups in terms of approaches to groupwork, the project, and presentations based on your observations.

Assessment criteria – next page …
### Assessment Criteria – Part A

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PERFORMANCE</th>
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</thead>
<tbody>
<tr>
<td>1. Demonstrated understanding of community development, ABCHD and groupwork and their applicability to teaching.</td>
<td>6&lt;-----------------------&gt;0</td>
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<tr>
<td>2. Demonstrated capacity to analyse an assets-mapping project in terms of benefits and limitations of the method</td>
<td>6&lt;-----------------------&gt;0</td>
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<td>3. Demonstrated capacity to analyse the functioning of the field project team using relevant groupwork literature</td>
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<td>4. Demonstrated capacity to apply project experience to the teacher role in the future</td>
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<td>5. Demonstrated research and appropriate reference to current and relevant literature, theory, research and other source materials.</td>
<td>6&lt;-----------------------&gt;0</td>
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<tr>
<td>6. Demonstrated capacity to structure and present discussion, including a clear introduction, progressive development of ideas that are explicitly interrelated, and a conclusion.</td>
<td>5&lt;-----------------------&gt;0</td>
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<td>7. Professional written expression and formal referencing.</td>
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### Assessment Criteria – Part B

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PERFORMANCE</th>
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</thead>
<tbody>
<tr>
<td>1. Degree of self-reported contribution to project planning, process and presentation</td>
<td>&lt;5-----------------------&gt;0</td>
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<tr>
<td>2. Capacity to critically reflect on individual contributions, group roles, tasks and processes, and presentations</td>
<td>&lt;5-----------------------&gt;0</td>
</tr>
<tr>
<td>3. Demonstrated capacity to identify and critically reflect on values, assumptions and beliefs</td>
<td>&lt;5-----------------------&gt;0</td>
</tr>
<tr>
<td>4. Demonstrated capacity to observe and compare the activities of other groups doing the same activities</td>
<td>&lt;5-----------------------&gt;0</td>
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**Due Date:** Wednesday 9th June, 2010 – 5.00 pm  
**Length:** Part A: 2500 words  Part B: 750 words  
**Value:** Part A: 40%  Part B: 20%
Group Task: Community Assets and Partnerships

This task is 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.

**Task overview:** There are two parts to this task (see below for more details):

**Part A: Community asset mapping exercise**

- **Field project**

**Part B: School-family-community partnership ideas**

- **In-class activities**

**Group membership & attendance:** Your group will be determined in the Week 3 workshop. A record should be maintained of attendance at your group meetings, to be submitted in the final class. Establishment and ongoing group functioning of the group will be supported by class activities that are linked to groupwork theory and practice. This includes regular review of your group that can inform the final individual assignment.

**Identifying a community:** Each group chooses the community/locality/suburb in which they will do their project. The final decision about the community that each group will be looking at will be made in class, ensuring each small group is working in a different community.

**Time to complete project activities:** You will be given some time in class to work on this task and two weeks have no classes to provide some field project time (ie six hours you would otherwise spend in class to cover time spent on the project, which can be used flexibly by the group as agreed between them). Lecturers will be available for consultation during these class times and this can be discussed with them individually around the time of the field project.

**PART A:** Your task is to undertake an assets-mapping project to identify and assess the resources and assets in a community that could potentially be drawn upon to develop school-community partnerships in that community.

**In the field – research and consultation:** Time has been provided for you to visit your community of focus and to conduct research for the task in lieu of classes in Weeks 8 and 10. Additional time for the project and field work should be negotiated in the group. The field work involves:

- Create a demographic profile of the community (using data sources, eg Australian Bureau of Statistics (ABS), local government area (LGA) data, etc)
- 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.
- Create a community assets inventory.

**PLEASE NOTE – This does not include schools in the area. DO NOT enter schools. This task is focused on community assets. School assets will be discussed in general terms in one of the workshops.**

Continued …
**Project presentation:** Your group is required to make a 15 minute presentation to the class in week 11. There will also be a 5 minute question time at the end of your presentation.

Be creative in your presentation to keep the audience engaged. The presentation should include:

- Description of the approach your group took to the asset mapping exercise, eg tools used, roles and responsibilities, organisational activities, record keeping, etc.
- An overview of your findings/ information gathered and your asset map
- A handout for class providing an overview of your results/ asset map provided during or after your presentation (no more than 2 pages)

**PART B:** This is an in-class activity in Week 12 where groups demonstrate ways the community assets they mapped could be used in relation to particular scenarios that may occur in schools (eg related to strengths, needs, issues, situations, etc.).

Scenarios will be provided in that class.

From the ideas generated by groups there should be focused discussion on how a range of community assets can be used by a teaching staff and/or school to build school-family-community partnerships.

**Project Presentation**

**Due Date:** In class week 11

**Length:** 15 minute presentation, 5 minute question time,

Handout overview (no more than two pages)

**In-class activity**

**Due Date:** In class week 12

**Value:** Satisfactory/Unsatisfactory
Workshop reading lists

The following list is the required reading for week-to-week workshops. Students should also do additional reading for the workshops in terms of their personal interests and learning needs and for their field project. These readings are available via Blackboard.

Unless otherwise stated, readings listed for each week are essential reading for the workshop.

For Week 2


For Week 3


Additional readings


For Week 4


Additional readings


For Week 5  
No classes. Use this to start readings for week 6.

For Week 6


*My School website* [http://www.myschool.edu.au/](http://www.myschool.edu.au/) (to prepare for Week 6 workshop activity)


Additional readings


For Week 7

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


Additional readings


For Weeks 8, 9, 10, 11 & 12  
No workshop readings

For Week 13

Other references/ reading material

Chapters and articles listed here are available via blackboard and short loans. Most of the books are in short loans.


**Useful websites**

**Family-School & Community Partnerships Bureau**

“The Family-School & Community Partnerships Bureau has been set up to help Australian schools, families and communities build sustainable, collaborative, productive relationships. Research has shown that where effective partnerships exist, the quality of schooling improves, students enjoy more satisfying educational experiences, and communities are strengthened.”

http://www.familyschool.org.au/

**Families-schools.org**

“When the school functions as a community rather than in a community, its constituents associate with one another and share common values about the education of children. Those children become our children, and parents are full partners in the education of their children and each other’s children. Teachers are professionals integrated into the web of community and buoyed by common purpose.”

Resources to make families a part of the school community.

http://families-schools.org/

**Working together: School-family-community partnerships.**

A toolkit. Lots of resources, checklists and ideas for building SFC partnerships

http://www.cesdp.nmhu.edu/toolkit/index.html

**Harvard family research project**

Research about strategies to involve families in schools

http://www.hfrp.org/

The SEDL national centre for family and community connections with schools

A range of literature about the importance of SFC partnerships. In particular see the 2008 review of literature pertaining to this topic. Not in your course readings because of its length.

http://www.sedl.org/connections/

http://www.sedl.org/connections/resources/sfclitrev.pdf (Literature review)