SWRK4200
Families, Schools and Communities

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Semester  Semester 1 - 2009
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.
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Contact Hours
Workshop for 3 hours per week for the Full Term

Learning Materials/Texts
See ‘Recommended Reading’ in Course Outline.

Course Objectives
1. Students will critically analyse the values and assumptions underlying 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 different 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 families, schools, and communities.
5. Students will identify ways of enhancing school-community relationships through field and research project work.
6. Students will enhance skills in interpersonal communication and critical reflection.

Course Content
1. Values, beliefs and contexts relating to family and community and their impact on children.
2. Concepts and stereotypes of family and community.
3. Models of community development.
4. Policy contexts of family-school-community relationships.
5. Strengths approaches to working with families and communities.
6. Project planning and team work.
7. Service learning through participation in a field and research project.
8. Interpersonal skills and critical reflection.

Assessment Items
| Essays / Written Assignments | Written paper worth 40% |
| Essays / Written Assignments | Written paper worth 40% |
| Group/workshop participation and contribution | Written paper worth 20% |
| Group task and presentation | Ungraded – satisfactory/unsatisfactory |

Assumed Knowledge
EDUC1003 Learners and Learning Process
EDUC1006 Professional Preparation
EDUC3026 Special Education
Workshop Timetable

Workshop times are listed below. The workshop day and time a student is required to attend each week is determined via online registration. Students must remain in the same workshop throughout the semester.

<table>
<thead>
<tr>
<th>DAY</th>
<th>TIME</th>
<th>ROOM</th>
<th>TUTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>9:00 - 12:00</td>
<td>HA116</td>
<td>Kylie Agllias</td>
</tr>
<tr>
<td>Monday</td>
<td>9:00 - 12:00</td>
<td>HA149</td>
<td>Lou Johnston</td>
</tr>
<tr>
<td>Tuesday</td>
<td>14:00 - 17:00</td>
<td>RW223</td>
<td>Robert Mackay</td>
</tr>
<tr>
<td>Tuesday</td>
<td>14:00 - 17:00</td>
<td>W202</td>
<td>Nicole Passfield</td>
</tr>
<tr>
<td>Tuesday</td>
<td>16:00 - 19:00</td>
<td>W243</td>
<td>Kerrell Bourne</td>
</tr>
<tr>
<td>Wednesday</td>
<td>13:00 - 16:00</td>
<td>HA142</td>
<td>Nicole Passfield</td>
</tr>
<tr>
<td>Friday</td>
<td>9:00 - 12:00</td>
<td>RW221</td>
<td>Lou Johnston</td>
</tr>
<tr>
<td>Friday</td>
<td>12:00 - 15:00</td>
<td>RW230</td>
<td>Lou Johnston</td>
</tr>
</tbody>
</table>

Online Tutorial Registration

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

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

This 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

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 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

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 below are liable for the full cost of their student contribution or fees for that term.

Block Census Dates

Block 1: 16 January 2009
Block 2: 13 March 2009
Block 3: 15 May 2009
Block 4: 10 July 2009
Block 5: 11 September 2009
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](https://myhub.newcastle.edu.au)

**Student Information and Contacts**

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

**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/study/forms/
• By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:
  o Level 3, Shortland Union, Callaghan
  o Level 2, Student Services Centre, Callaghan
  o Ground Floor, University House, City
  o Opposite Café Central, 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 written assignments to Turnitin via the course Blackboard website available @ www.blackboard.newcastle.edu.au/

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.

Details of the assessment items are in the final section of this Course Outline.

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.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Special Circumstances
Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ 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.
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 ‘Procedures for Appeal Against a Final Result’ (Refer - 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.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

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 the Harvard in-text referencing system (similar to the APA system) 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
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.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

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 is available @ http://www.newcastle.edu.au/currentstudents/index.html

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.

Assessment

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, 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

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 objectives 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.

Grading Guide

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

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 website can be accessed at http://www.newcastle.edu.au/centre/fac/index.html, or via Blackboard.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Commencing</th>
<th>Topics (general overview – detail discussed in class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>02/03/2009</td>
<td>• Welcome and introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Impact of values and attitudes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Family and community contexts</td>
</tr>
<tr>
<td>2</td>
<td>09/03/2009</td>
<td>• Strengths perspective, resilience and social capital</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Community development models</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Asset mapping</td>
</tr>
<tr>
<td>3</td>
<td>16/03/2009</td>
<td>• Formation of project groups, topic selection &amp; preparation time (31st March Last day to withdraw without financial penalty)</td>
</tr>
<tr>
<td>4</td>
<td>23/03/2009</td>
<td>• Welcome and introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Impact of values and attitudes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Family and community contexts</td>
</tr>
<tr>
<td>5</td>
<td>30/03/2009</td>
<td>• Formation of project groups, topic selection &amp; preparation time (31st March Last day to withdraw without financial penalty)</td>
</tr>
<tr>
<td>6</td>
<td>06/04/2009</td>
<td>No classes due to Friday workshops scheduled on a public holiday – to ensure equity in access to classes and content.</td>
</tr>
<tr>
<td>7</td>
<td>20/04/2009</td>
<td>• Project planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ethical considerations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Critical reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communication and interviewing skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Group time to prepare for project</td>
</tr>
<tr>
<td>8</td>
<td>27/04/2009</td>
<td>In the field: research and consultation (in place of class attendance)</td>
</tr>
<tr>
<td>9</td>
<td>04/05/2009</td>
<td>Field updates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Groupwork process, roles and dynamics</td>
</tr>
<tr>
<td>11</td>
<td>18/05/2009</td>
<td>In the field: research and consultation (in place of class attendance)</td>
</tr>
<tr>
<td>12</td>
<td>25/05/2009</td>
<td>Presentations</td>
</tr>
<tr>
<td>13</td>
<td>01/06/2009</td>
<td>Reflections and Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(5th June: Last day to withdraw without failure)</td>
</tr>
</tbody>
</table>

Examination period: Monday 9th June to Friday 26th June 2009

Assignments

Assessment Items – Value and Due Dates

<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>21 April 2009</td>
</tr>
<tr>
<td>2. Individual Assignment: Project Report</td>
<td>40%</td>
<td>9 June 2009</td>
</tr>
<tr>
<td>3. Group task</td>
<td>Satisfactory/ Unsatisfactory</td>
<td>Project Plan: Week 8 – at starting time of your workshop Presentation: Week 12</td>
</tr>
<tr>
<td>4. Report: Participation and reflective capacity</td>
<td>20%</td>
<td>9 June 2009</td>
</tr>
</tbody>
</table>
1. Individual Assignment: Research Paper

This assignment incorporates research and planning to help you complete the group task and the 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
- A discussion about the relevance of school-family-community partnerships to your group’s chosen 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------------</td>
</tr>
<tr>
<td>partnerships.</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrated understanding of the concept of community development</td>
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<td>and its application to the development of school-community</td>
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<td>partnerships.</td>
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<tr>
<td>Demonstrated understanding of assets-based community development</td>
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<td>and its applicability to the topic of your group task.</td>
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<td>Demonstrated research and review of the available literature on the</td>
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<td>issue to be addressed through an assets-mapping exercise.</td>
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<td>Demonstrated research and appropriate reference to current and</td>
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<td>relevant literature/research.</td>
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<td>Demonstrated capacity to structure and present discussion, including</td>
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<td>a clear introduction, progressive development of ideas that are explicitly</td>
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<td>interrelated, and a conclusion.</td>
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<tr>
<td>Professional written expression and formal referencing.</td>
<td>5&lt;-------------</td>
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Due Date: Tuesday 21st April 2009 (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 with a group of other students (as outlined in the group task).

Your report should include 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 influence your role as a teacher in the future.

Assessment Criteria

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PERFORMANCE</th>
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<tbody>
<tr>
<td>1. Demonstrated capacity to analyse an assets-mapping project in terms of benefits and limitations of the method</td>
<td>&lt;7-&gt;-0&gt;</td>
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<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-&gt;-0&gt;</td>
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<td>3. Demonstrated capacity to identify and reflect on values, assumptions and beliefs</td>
<td>&lt;7-&gt;-0&gt;</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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<tr>
<td>5. Demonstrated capacity to structure and present discussion, including a clear introduction, explaining relevance of the topic and project, progressive development of ideas that are explicitly interrelated, and a conclusion.</td>
<td>&lt;7-&gt;-0&gt;</td>
</tr>
<tr>
<td>6. Professional written expression and formal referencing.</td>
<td>5-&gt;-0&gt;</td>
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</tbody>
</table>

Due Date: Tuesday 9th June, 2009 – 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.

**Task overview:** 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. 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.

You are required to produce a project plan, work as a team to conduct the project, make a presentation to the class, and produce a handout for other students in the workshop. You will be given time in class to work on this task and some weeks will be allocated solely to work in the field.

**Group membership & attendance:** Your group will be determined in class during Week 3 workshops. A record should be maintained of attendance at your group meetings, to be submitted at the end of your presentation.

**Identifying a community & topic/issue:** The group needs to choose a community and an issue/topic that is of mutual interest and relevant to school-community partnerships. (Examples will be discussed in class).

**Project Plan:** (one plan per group) Your project plan will be developed by your small group and submitted to your tutor for comment at the start of your workshop in Week 8 before you go into the field. Activities and discussion in Week 7 will focus on project planning.

**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 9 and 11. Additional time for the project and field work should be negotiated in the group. 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.**

Continued …
**Project presentation**: Your group is required to make a 20 minute presentation to the class in week 12. There will also be a 5 minute question time at the end of your presentation.

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! The 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 your findings/ 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.

**Project Plan**

**Due Date**: In class week 8 (at start of class)

**Value**: Satisfactory/Unsatisfactory

**Project Presentation**

**Due Date**: In class week 12

**Length**: 20 minute presentation, 5 minute question time, 2-page summary and group attendance sheet

**Value**: Satisfactory/Unsatisfactory
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:

- Participation in group meetings
- Formulation of ideas
- Project planning
- Group process
- Practical contribution to project and presentation

Students should also include:

- A realistic and comparative assessment and grading relating to the quality of their own presentation and provision of a rationale as to why they would award their presentation this particular grade

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 and quality of group presentation

<table>
<thead>
<tr>
<th>CRITERIA</th>
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<tr>
<td>Excellent &lt;-------------------&gt; Poor</td>
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<tr>
<td>1. Degree of self-reported contribution to project planning, process and presentation</td>
<td>&lt;10--------------------------0&gt;</td>
</tr>
<tr>
<td>2. Capacity to reflect on individual contribution, group roles, tasks and processes, and quality of group presentation</td>
<td>&lt;10--------------------------0&gt;</td>
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Due Date:  
Tuesday 9th June 2009 – 5.00pm

Length:  
Report not to exceed 750 words

Value:  
20%
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.

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**
