Syllabus

Course Description

Course Title	Home - school communication - LAB Primary School
Course Code	80895
Course Title Additional	
Scientific-Disciplinary Sector	PSIC-02/A
Language	German
Degree Course	Specialisation course for the teaching of children with special educational needs - German section
Other Degree Courses (Loaned)	
Lecturers	Dr. phil. Manuel Kiesswetter, Manuel.Kiesswetter@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46216
Teaching Assistant	
Semester	First semester
Course Year/s	2
CP	1
Teaching Hours	0
Lab Hours	20
Individual Study Hours	5
Planned Office Hours	0
Contents Summary	For constructive cooperation between primary school and family that promotes inclusion, it is of fundamental importance to agree on jointly supported educational ideas and goals in terms of inclusion, personal development and the educational success of the child. Firstly, this implies respectful communication and a diversity-sensitive approach in view of the diversity of family circumstances. Secondly, this implies opportunities for co-determination and participation of the child in the coordination processes. In the laboratory, theoretical inputs, discussions, practical exercises and case studies will be used to develop and reflect on

	appropriate approaches.
Course Topics	- Pedagogical views, perspectives of the primary school, the family and the students - Strategies for diversity-sensitive cooperation based on appreciation in the coordination of educational goals - Communicative strategies that tie in with this - Dealing with difficult situations - Case studies from practice
Keywords	Collaboration, focus, communication, objectives, real-life application
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Group work, lectures, discussions
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Reflective action knowledge on participation-oriented cooperation with families in the context of inclusive educational practice at primary schools. - Knowledge and understanding of the educational inclusion and education-related ideas and goals of all those involved, of children's opportunities for co-determination and of cooperation on coordinated goals and tasks of the school, the family and other network partners - Applying knowledge and understanding in specific situations - Inclusion-related reflection and judgement on the appropriateness of goals, measures and strategies when working with families and S*S - Communication in working with families and S*S
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	written exam (MC and open question)
Evaluation Criteria	Knowledge and critical analysis of the course content
Required Readings	Stange, W. (2012). Erziehungs- und Bildungspartnerschaften. Grundlagen, Strukturen, Begründungen. In W. Stange, R. Krüger, A. Henschel & C. Schmitt (Hrsg.), Erziehungs- und Bildungspartnerschaften. Grundlagen und Strukturen von

	Elternarbeit. Band 1. (S. 12–39). Wiesbaden: Springer VS.
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Partnerships fot the goals