

# Syllabus

## *Syllabus*

Titul dl curs	La comunicazione scuola-famiglia - LAB SP
Codesc dl curs	80895
Titul suplementar	
SSD	PSIC-02/A
Lingaz	Tedesco
Curs de laurea	Percorso di specializzazione per il sostegno agli alunni e alle alunne con disabilità della scuola dell'infanzia, della scuola primaria e della scuola di I e II grado - Sezione in lingua tedesca
D'autri cursc de laurea (cursc deberieda)	
Dozenc	dr. phil. Manuel Kiesswetter, Manuel.Kiesswetter@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/46216">https://www.unibz.it/en/faculties/education/academic-staff/person/46216</a>
Assistent didatich	
Semester	Primo semestre
Ann/Agn de stude	2
Credic universitars	1
Ores de ensegnament	0
Ores de laboratore	20
Ores de stude individual	5
Ores de riceviment prevedudes	0
Ressumè di contegnus	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.
<b>Argomenc dl curs</b>	<ul style="list-style-type: none"> <li>- Pedagogical views, perspectives of the primary school, the family and the students</li> <li>- Strategies for diversity-sensitive cooperation based on appreciation in the coordination of educational goals</li> <li>- Communicative strategies that tie in with this</li> <li>- Dealing with difficult situations</li> <li>- Case studies from practice</li> </ul>
<b>Paroles clef</b>	Collaboration, focus, communication, objectives, real-life application
<b>Prerequisic aconsiés</b>	
<b>Cursc propedeutics</b>	
<b>Modalité de ensegnament</b>	Group work, lectures, discussions
<b>Oblianza de frecuencia</b>	In accordance with the regulation
<b>Obietifs formatifs y competenzes da arjonje</b>	<p>Reflective action knowledge on participation-oriented cooperation with families in the context of inclusive educational practice at primary schools.</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Applying knowledge and understanding in specific situations</li> <li>- Inclusion-related reflection and judgement on the appropriateness of goals, measures and strategies when working with families and S*S</li> <li>- Communication in working with families and S*S</li> </ul>
<b>Obietifs formatifs y competenzes da arjonje (informazioni supplementares)</b>	
<b>Sort de ejam</b>	written exam (MC and open question)
<b>Criters de valutazion</b>	Knowledge and critical analysis of the course content

<b>Bibliografia obligatora</b>	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.
<b>Bibliografia aconsieda</b>	
<b>Deplù informaziuns</b>	
<b>OSS</b>	Partnership per gli obiettivi