

# Syllabus

## *Course Description*

<b>Course Title</b>	Home - school communication - LAB High School
<b>Course Code</b>	80978
<b>Course Title Additional</b>	
<b>Scientific-Disciplinary Sector</b>	PSIC-02/A
<b>Language</b>	German
<b>Degree Course</b>	Specialisation course for the teaching of children with special educational needs - German section
<b>Other Degree Courses (Loaned)</b>	
<b>Lecturers</b>	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>
<b>Teaching Assistant</b>	
<b>Semester</b>	First semester
<b>Course Year/s</b>	2
<b>CP</b>	1
<b>Teaching Hours</b>	0
<b>Lab Hours</b>	20
<b>Individual Study Hours</b>	5
<b>Planned Office Hours</b>	0
<b>Contents Summary</b>	For constructive cooperation between 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 young person. Firstly, this implies respectful communication and a diversity-sensitive approach in view of the diversity of family life situations. Secondly, this implies opportunities for co-determination and participation of students 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>Course Topics</b>	<p>Pedagogical views, perspectives of the school, the family and the students</p> <ul style="list-style-type: none"> <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>Keywords</b>	Collaboration, focus, communication, objectives, real-life application
<b>Recommended Prerequisites</b>	
<b>Propaedeutic Courses</b>	
<b>Teaching Format</b>	Group work, lectures, discussions
<b>Mandatory Attendance</b>	In accordance with the regulation
<b>Specific Educational Objectives and Learning Outcomes</b>	<p>Reflective action knowledge on participation-oriented cooperation with families in the context of inclusive educational practice at middle and secondary 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 the opportunities for children and young people to have a say 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 students</li> <li>- Communication in working with families and students</li> </ul>
<b>Specific Educational Objectives and Learning Outcomes (additional info.)</b>	
<b>Assessment</b>	written exam (MC and open question)
<b>Evaluation Criteria</b>	Knowledge and critical analysis of the course content
<b>Required Readings</b>	Stange, W. (2012). Erziehungs- und Bildungspartnerschaften. Grundlagen, Strukturen, Begründungen. In W. Stange, R. Krüger,

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	A. Henschel & C. Schmitt (Hrsg.), Erziehungs- und Bildungspartnerschaften. Grundlagen und Strukturen von Elternarbeit. Band 1. (S. 12–39). Wiesbaden: Springer VS.
<b>Supplementary Readings</b>	
<b>Further Information</b>	
<b>Sustainable Development Goals (SDGs)</b>	Partnerships fot the goals