

Syllabus

Course Description

Course Title	Community work with and in schools
Course Code	51060
Course Title Additional	
Scientific-Disciplinary Sector	GSPS-05/A
Language	German
Degree Course	Bachelor in Social Work
Other Degree Courses (Loaned)	
Lecturers	Dr. Drs. h.c. Walter August Lorenz, Walter.Lorenz@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/125
Teaching Assistant	
Semester	First semester
Course Year/s	1
CP	4
Teaching Hours	24
Lab Hours	0
Individual Study Hours	76
Planned Office Hours	12
Contents Summary	In this lecture, students are introduced to the concepts of school social pedagogy and school social work (SSP) as well as the job description of "social pedagogue" in the Autonomous Province of Bolzano and in an international context. It is based on the fundamental social dimension of all educational concepts and methods as expressed in the educational systems of modern times. The correspondence between the social aspects of educational programmes and the needs of children and young people is critically examined. Based on the endeavours of reform pedagogy, the development of modern school social pedagogy is examined using various country examples. This leads to considerations of the

	corresponding institutions in the Autonomous Province of Bolzano and the examination of current problem areas in educational institutions that require special school social pedagogical interventions. All theoretical considerations are aimed at imparting practical skills in this area of education.
Course Topics	- Job profiles in school social work at regional and international level - History of education - Major historical trends in education - Social aspects of developmental psychology - Current stress factors affecting families, children and young people that are evident in everyday school life - Current characteristics of behavioural problems - Causes of behavioural problems in children and young people - Communication, conflict mediation and 'social learning' as fundamental elements of social education - (Domestic/school) violence: prevention and intervention strategies - Dealing with conflicts in everyday school life - Introduction to educational counselling approaches - Social-educational work with parents - Cooperation with teaching staff and the headteacher - Network and cooperation partners of the SSA/SSP - Educational Counselling Centres (PBZ), supervision provided by the PBZ as a service to ensure the quality of the SSP's work and to support their personal mental wellbeing
Keywords	Social pedagogy Social justice Social space School social work School social pedagogy
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lectures supported by PowerPoint presentations, which will be provided; Group and pair work to explore individual topics covered in the lecture in greater depth; simulation of counselling sessions and conflict mediation; analysis of case studies; presentations by representatives from the relevant professional fields in the region

Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	The aim of the course is to teach basic pedagogical principles and specific professional competences of the SSP. In the lecture, students gain an insight into the concrete work of the school social pedagogue. They reflect on the differences between the job description and areas of responsibility of SSPs and those of teachers and acquire a basic knowledge of constructive cooperation with the respective school partners while avoiding frequently occurring divergences. Students deal with conspicuous behaviour of children and adolescents and learn strategies for school-based prevention and intervention work. At the end of the course, students will be familiar with the cooperation partners and support systems that are important for schools and that they can draw on as future SSPs.
Specific Educational Objectives and Learning Outcomes (additional info.)	Knowledge and understanding: Students gain an insight into key topics in school social pedagogy and school social work. The knowledge acquired is supported in specific areas by academic textbooks and texts. Application and understanding: Students are able to apply the knowledge they have acquired and to argue critically within the subject area. Evaluation: By the end of the lecture, students will be able to identify, analyse and assess the needs of young people and critical school situations affecting school social pedagogy, and to plan supportive social pedagogical measures. Communication: Based on available information and the knowledge they have acquired, students are able to develop new ideas and to seek and find solutions to school-related problems as they arise. Learning strategies: Students acquire sufficient learning and action strategies to be able to carry out their studies and future professional activities as SSPs independently.
Assessment	Written examination: In the written examination, students analyse a case study through which they can demonstrate the practical

	application of the knowledge they have acquired and the practical skills they have developed, by referring to key concepts from the lectures and the recommended specialist literature. The written examination assesses the appropriateness of the key social pedagogical concepts applied to resolve the given problem situation and accounts for 80% of the mark. The oral examination serves to clarify and explore critical aspects of the written work, whilst assessing knowledge of the prescribed compulsory reading. It consists of an open dialogue aimed at assessing the relevance of the knowledge recalled and its flexible application in practical situations. It accounts for 20% of the mark. For students who have not attended the sessions regularly, knowledge of an additional core text from the reading list will be assessed in the oral examination.
Evaluation Criteria	The following factors are taken into account when marking the written examination: logical structure and formal correctness; clear reasoning in the analysis of the case study, demonstrating the ability to apply the social pedagogical knowledge acquired. Knowledge of the social factors that enable a successful school experience and the appropriate support measures. The assessment focuses on the integrated overall performance in the meaningful combination of theoretical knowledge and practical application, which cannot be divided into specific proportions. For the oral examination: The criteria are knowledge of the core concepts of social space-oriented social work as outlined in the literature, and the ability to apply this theoretical knowledge to specific practical scenarios. What counts is the overall impression of the meaningful application of theoretical knowledge and practical skills.
Required Readings	• Karsten Speck: Schulsozialarbeit - Eine Einführung, 5th edition, Ernst Reinhard Verlag, Munich Basel 2022; • Hennig, C. & Knödler, U. (2017) Schulprobleme lösen: A handbook for systemic counselling. Beltz Publishing Group. • Annette Just: Systemische Schulsozialarbeit, Carl Auer Verlag, Heidelberg 2021;
Supplementary Readings	• Dittmar, V. (2023) Systemische Beratung in der Extremismusprävention Theorie, Praxis und Methoden. 1st edition. Stuttgart: Verlag W. Kohlhammer. • Florian Baier/Ulrich Deinet (2011): Praxisbuch

	Schulsozialarbeit: Methoden, Haltungen und Handlungsorientierungen für eine professionelle Praxis, Barbara Budrich Verlag; • Matthias Drilling (2009): Schulsozialarbeit, Haupt Verlag; • Wolfgang Lenhard (ed.) (2022): Psychische Störungen bei Jugendlichen, Springer Verlag; • Nicole Pötter/Gerhard Segel (eds.) (2009): Profession Schulsozialarbeit; VS Verlag für Sozialwissenschaften; • Beate Schuster (2017): Pädagogische Psychologie, Springer Verlag; • Schweitzer, J. (1998) Gelingende Kooperation systemische Weiterbildung in Gesundheits- und Sozialberufen. Weinheim [et al: Juventa-Verl. • Anke Spies (2011): Social work in schools. VS Verlag für Sozialwissenschaften • Anke Spies, Nicole Pötter (2011), Einführung in das Handlungsfeld Schulsozialarbeit, VS Verlag für Sozialwissenschaften;
Further Information	
Sustainable Development Goals (SDGs)	No poverty, Good health and well-being, Peace, justice and strong institutions, Gender equality, Reduced inequalities, Quality education