Syllabus

Course Description

Course Title	Institutional Frame and School Laws
Course Code	12428
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	German
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Katja Julia Kansteiner, Katja.Kansteiner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50296 Dott. Mag. Artur Pernstich, artur.pernstich@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29302
Teaching Assistant	
Semester	Second semester
Course Year/s	5.
CP	5
Teaching Hours	40
Lab Hours	0
Individual Study Hours	85
Planned Office Hours	15
Contents Summary	The lectures link the legal and institutional framework of educational institutions in the primary sector with the development of a professional understanding of the profession and of instruments for the reflexive processing of pedagogical activity, in particular portfolio work.
Course Topics	Development of professional skills:

	- Be able to navigate the legal and organisational framework of kindergartens and primary schools as places of learning and realise your professional potential. - Using examples of specific legal cases from the school and kindergarten sector, becoming familiar with and understanding the complex legal environment of these educational institutions; - Being able to make well-founded, objective and problem-oriented decisions based on acquired scientific knowledge and exemplary, specific professional situations - Reflecting on one's own educational path and actively developing one's own professional profile individually and cooperatively - be familiar with theories and instruments, reflect on professionalism within the framework of educational institutions and develop the ability to think through evidence-based further development - be able to theoretically substantiate and conceptually initiate cooperation within and outside educational institutions
Keywords	Educational institutions, professionalism and professionalisation, law and legal cases, human resources development, organisational development, cooperation
Recommended Prerequisites	At least successful completion of academic years 1-3
Propaedeutic Courses	
Teaching Format	Lecture, presentation and joint discussion of cases, inputs, multi-method cooperative learning forms, mandatory short contributions as part of compulsory group work along the concept of professional learning communities
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	The module is about teaching the following basic, job-related competences: - To find one's way within the legal and organisational framework of kindergarten and primary school as places of learning and to be able to realise this professionally; - to know and understand the complex legal area of these educational institutions based on examples of specific legal cases from the school and kindergarten sector; - to be able to make well-founded, factual and problem-orientated decisions based on the academic knowledge acquired and examples of concrete situations, to individually shape their own

	educational path and to actively develop their own professional profile; - to know theories and instruments, to develop professionalism and to develop the ability to use one's own professional actions and competences autonomously and flexibly for changes in the world of education. Expected learning outcomes and competences: Knowledge and understanding Students know the most important provisions of the Italian and South Tyrolean kindergarten regulations/school regulations as well as the rights and duties of the children/pupils and the educational staff/teachers. They are familiar with the job description and tasks of educational staff/teaching staff, can describe them and correctly categorise the developments of this job description in the context of new challenges due to various reforms in the education system. You will familiarise yourself with the complex legal areas of the kindergarten and school institutions. Applying knowledge and understanding Students will be able to apply their knowledge of kindergarten and school regulations in everyday teaching/educational work. They know and analyse the scope of tasks, the areas of specialisation and the various competences of the job description of a kindergarten teacher. Judgement Students are aware of the impact and legal responsibility of their professional decisions. They recognise, collect, analyse and assess indicators for the evaluation and self-assessment of their competences and the further development of their professional profile. Communication They know the importance of new media and digital communication within the kindergarten/school, between different kindergartens/schools and with other educational institutions. They know educational institutions, specialised services and authorities

	as contact points and cooperation partners Learning strategies Students - develop their ability to engage in discursive debate within a peer group in order to discuss specific, concrete work-related situations. - are able to identify their professional skills in terms of specific characteristics and develop points of reference for further professional development.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The written examination consists of a section with multiple-choice questions on a jointly agreed part of the topics covered in the lectures relating to kindergarten and school legislation and the institutions of kindergarten and school, and a second section consisting of an essay on a specific legal case from the aforementioned areas of education and a question for reflection on the job profile and one's own professionalism.
Evaluation Criteria	The assessment relates to the topics covered, the expected learning outcomes and the specific educational objectives. Criteria for assessment are: Detailed treatment of the topic, legal correctness, correctness of the answers, structure and presentation of the various arguments, reference to sources, ability to analyse and reflect, use of technical language, personal conclusions and in-depth reflection on the individual topics. In the event of a negative assessment of the overall module, any positively assessed parts of the module will be credited the next time you take the module examination. Please note, however, that a negative assessment will also be included in the count of examination attempts in this case. According to the examination regulations, three attempts without passing will result in a block for three examination dates (see also Art. 6, para. 4 of the current examination regulations)
Required Readings	Die Pflichtliteratur im Bereich Kindergarten und Schule / Berufsbild besteht im Wesentlichen aus drei Teilen: 1. Staats – und Landesgesetze bezüglich Kindergartens und Schule – davon nur einschlägige Gesetzesartikel:

	· Autonomiestatut – DPR Nr.670/72 · Durchführungsbestimmungen im Bildungsbereich – GVD Nr.434/96 · Pariser Vertrag vom 5.09.1946 · Autonomie der Schulen – Landesgesetz (LG) Nr.20/1990 · Mitbestimmung: LG Nr.20/1995 · Reform Unterstufe: LG Nr.5/2008 2. Kollektivverträge, Beschlüsse der Landesregierung und Rundschreiben des Schulamtsleiters: · LKV vom 23.04. 2003 – Kollektivvertrag Lehrpersonal · BÜKV vom 14.06.2005 – Bereichsvertrag Kindergarten · Beschluss der Landesregierung vom 29.07-2014 – Verhaltenskodex der öffentlich Bediensteten · Rundschreiben des Schulamtsleiters Nr. 12/2010 3. Dokumente des Deutschen Schulamtes, Artikel des Informationsblattes „INFO“, Artikel und Unterlagen, die von den Dozenten erstellt worden sind, und folgende Fachliteratur: · „Die Rechte und Pflichten des Lehrpersonals“ – Dr. Heinrich Brugger – Athesia – Kapitel Aufsicht und Haftung · „Rechtskunde für Oberschulen“ von Dr. Marta Fischer – Band I – Kapitel Allgemeine Rechtskunde **Die Institutionen Kindergarten und Schule:** Juul, J. & Jensen, H. (2005). Vom Gehorsam zur Verantwortung. Für eine neue Erziehungskultur. Beltz Verlag. Rahmenrichtlinien für den Kindergarten in Südtirol: http://www.provinz.bz.it/schulamt/kinder-schueler-eltern/kindergarten.asp Rahmenrichtlinien für die Grund- und Mittelschule in Südtirol: http://www.bildung.suedtirol.it/unterricht/deutsch/rahmenrichtlinien/ **Entwicklung des Berufsbilds und Portfolioarbeit**

	Neuß, N. & Kähler, S. (Hrsg.) (2022). Grundwissen Kindheitspädagogik (Kapitel zu den Veransatltungsthemen). Mühlheim a.d.R.: Verlag an der Ruhr. Kansteiner, K., Welther, S. & Schmid, S. (2023). Professionelle Lern-gemeinschaften für Schulleitungen und Lehrkräfte. Weinheim: Beltz Juventa (Kap. 2-5). https://www.pedocs.de/frontdoor.php?source_opus=29173 Miceli, N. (2018). Schulautonomie als Element neuer Steuerung. Wiesbaden: Springer (Kap. 2-4). https://link.springer.com/book/10.1007/978-3-658-20494-5 Rothland, M. (Hrsg.) (2015). Beruf Lehrer/Lehrerin: Ein Studien-buch. Münster: Waxmann (ausgenommen Kapitel 4, 5). Strehmel, P. & Ulber, D. (Hrsg.) (2024). Kitas leiten und entwickeln. Ein Lehrbuch zum Kita-Management. Stuttgart: Kohlhammer, 3. erweiterte Aufl. (Kap. 5, 7, 8).
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Quality education

Course Module

Course Constituent Title	Kindergarten and School as Institutions
Course Code	12428A
Scientific-Disciplinary Sector	GIUR-05/A
Language	German
Lecturers	Dott. Mag. Artur Pernstich, artur.pernstich@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29302
Teaching Assistant	
Semester	Second semester
CP	3
Responsible Lecturer	
Teaching Hours	24
Lab Hours	0

Individual Study Hours	51
Planned Office Hours	9
Contents Summary	The lecture deals with the institutional and organisational structures of kindergarten and primary school, especially in South Tyrol, and takes into account the embedding of these educational institutions in the legal structures.
Course Topics	- The organisational forms KITA, kindergarten, primary school etc.; - Kindergarten and school as parts of the education system; - the basic concepts of law; - the legal norms: Mode of origin, hierarchy of legal sources; - the most important stages in the development of school legislation in South Tyrol and Italy; - the main points of the Statute of Autonomy and the implementing provisions for the education sector; - the main differences between South Tyrolean school legislation and state school legislation; - the main rights and duties of a kindergarten teacher and teacher; - the most important school reforms of recent decades, such as the autonomy of schools and the reform of the lower and upper school levels; - the legal basis for the integration of children with disabilities and with a migration background. - Co-determination bodies and student charters - Admission to the service and ranking lists
Teaching Format	Lecture, presentation and joint discussion of real cases and judgements on the various areas of law, repetition
Required Readings	The compulsory literature in the field of kindergarten and school / job profile essentially consists of three parts: 1. state and provincial laws relating to kindergartens and schools - of which only relevant articles of law: - Autonomy Statute - DPR No. 670/72 - Implementing regulations in the field of education - GVD No. 434/96 - Paris Treaty of 5 September 1946 - Autonomy of schools - Provincial Law (LG) No. 20/1990 - Co-determination: LG No. 20/1995

	- Lower school reform: LG No. 5/2008 2. collective agreements, resolutions of the provincial government and circulars of the head of the school district: - LKV of 23 April 2003 - Collective agreement for teaching staff - BÜKV of 14/06/2005 - Kindergarten sector contract - Resolution of the state government dated 29 July 2014 - Code of conduct for public servants - Circular letter from the head of the school authority no. 12/2010 3. documents of the German Education Authority, articles of the information sheet 'INFO', articles and documents prepared by the teachers and the following specialised literature: - "Die Rechte und Pflichten des Lehrpersonals" - Dr Heinrich Brugger - Athesia - chapter Aufsicht und Haftung - „Rechtskunde für Oberschulen" by Dr Marta Fischer - Volume I - General Legal Studies chapter Juul, J. & Jensen, H. (2005). Vom Gehorsam zur Verantwortung. Für eine neue Erziehungskultur. Beltz Verlag. Rahmenrichtlinien für den Kindergarten in Südtirol: http://www.provinz.bz.it/schulamt/kinder-schueler-eltern/kindergarten.asp Rahmenrichtlinien für die Grund- und Mittelschule in Südtirol: http://www.bildung.suedtirol.it/unterricht/deutsch/rahmenrichtlinien/
Supplementary Readings	

Course Module

Course Constituent Title	Teacher Professional Development and Portfolio Work
Course Code	12428B
Scientific-Disciplinary Sector	PAED-02/B
Language	German
Lecturers	Prof. Dr. Katja Julia Kansteiner, Katja.Kansteiner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50296

Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	16
Lab Hours	0
Individual Study Hours	34
Planned Office Hours	6
Contents Summary	The lecture deals with the development and structure of the pedagogical job profile of kindergarten and primary school teachers in South Tyrol against the background of general theories of pedagogical action as well as concrete determinations about the activities and tasks of pedagogical professionals.
Course Topics	- General conditions of the job description and educational mandate of society - Activities and areas of responsibility and critical analysis, profile and refinement of the job description - Competencies for practising the teaching profession and professionalisation over the course of one's career - The job description in progressive educational concepts and teaching models, as well as its significance in the context of (quality) development of educational institutions and school development - Planning and implementation of educational processes and their assessment - Public relations and cooperation with partners and forms of cooperation - Networking and the importance of professional support systems - Self-evaluation and external evaluation as well as professional development - foundation and forms of portfolio work - Conflicts and solutions in everyday kindergarten and school life
Teaching Format	Inputs, multi-method cooperative learning forms, mandatory short contributions for cooperative learning forms, which are practised as compulsory learning group work (can be scheduled flexibly) in line with the concept of professional learning communities.

Required Readings	Neuß, N. & Kähler, S. (Hrsg.) (2022). Grundwissen Kindheitspädagogik (Kapitel zu den Veransatltungsthemen). Mühlheim a.d.R.: Verlag an der Ruhr. Kansteiner, K., Welther, S. & Schmid, S. (2023). Professionelle Lern-gemeinschaften für Schulleitungen und Lehrkräfte. Weinheim: Beltz Juventa (Kap. 2-5). https://www.pedocs.de/frontdoor.php?source_opus=29173 Miceli, N. (2018). Schulautonomie als Element neuer Steuerung. Wiesbaden: Springer (Kap. 2-4). https://link.springer.com/book/10.1007/978-3-658-20494-5 Rothland, M. (Hrsg.) (2015). Beruf Lehrer/Lehrerin: Ein Studien-buch. Münster: Waxmann (ausgenommen Kapitel 4, 5). Strehmel, P. & Ulber, D. (Hrsg.) (2024). Kitas leiten und entwickeln. Ein Lehrbuch zum Kita-Management. Stuttgart: Kohlhammer, 3. erweiterte Aufl. (Kap. 5, 7, 8).
Supplementary Readings	