

Syllabus

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Titul dl curs	Quadro istituzionale e diritto scolastico
Codesc dl curs	12428
Titul suplementar	
SSD	NN
Lingaz	Tedesco
Curs de laurea	Corso di laurea magistrale a ciclo unico in Scienze della Formazione primaria - sezione in lingua tedesca
D'autri cursc de laurea (cursc deberieda)	
Dozenc	<p>prof. dr. Katja Julia Kansteiner, Katja.Kansteiner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50296</p> <p>Dott. mag. Artur Pernstich, artur.pernstich@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29302</p>
Assistent didatich	
Semester	Secondo semestre
Ann/Agn de stude	5.
Credic universitars	5
Ores de insegnament	40
Ores de laboratore	0
Ores de stude individual	85
Ores de riceviment prevedudes	15
Ressumé di contegnus	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.

Argomenc dl curs	<p>Development of professional skills:</p> <ul style="list-style-type: none"> - 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
Paroles clef	<p>Educational institutions, professionalism and professionalisation, law and legal cases, human resources development, organisational development, cooperation</p>
Prerequisic aconsiés	<p>At least successful completion of academic years 1-3</p>
Cursc propedeutics	
Modalité de ensegnament	<p>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</p>
Oblianza de frecuencia	<p>In accordance with the regulation</p>
Obietifs formatifs y competenzes da arjonje	<p>The module is about teaching the following basic, job-related competences:</p> <ul style="list-style-type: none"> - 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

	<p>know educational institutions, specialised services and authorities as contact points and cooperation partners</p> <p>Learning strategies</p> <p>Students</p> <ul style="list-style-type: none"> - 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.
Obietifs formatifs y competenzes da arjonje (informaziuns suplementares)	
Sort de ejam	<p>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.</p>
Criters de valutazion	<p>The assessment relates to the topics covered, the expected learning outcomes and the specific educational objectives.</p> <p>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.</p> <p>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)</p>
Bibliografia obligatora	<p>Die Pflichtliteratur im Bereich Kindergarten und Schule / Berufsbild besteht im Wesentlichen aus drei Teilen:</p>

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/>

	<p>Entwicklung des Berufsbilds und Portfolioarbeit</p> <p>Neuß, N. & Kähler, S. (Hrsg.) (2022). Grundwissen Kindheitspädagogik (Kapitel zu den Veransattlungsthemen). Mühlheim a.d.R.: Verlag an der Ruhr.</p> <p>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</p> <p>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</p> <p>Rothland, M. (Hrsg.) (2015). Beruf Lehrer/Lehrerin: Ein Studienbuch. Münster: Waxmann (ausgenommen Kapitel 4, 5).</p> <p>Strehmel, P. & Ulber, D. (Hrsg.) (2024). Kitas leiten und entwickeln. Ein Lehrbuch zum Kita-Management. Stuttgart: Kohlhammer, 3. erweiterte Aufl. (Kap. 5, 7, 8).</p>
Bibliografia aconsieda	
Deplù informaziuns	
OSS	Istruzione di qualità

Modul

Titul	La scuola come istituzione; i soggetti previsti dall'istituzione
Codesc dl curs	12428A
SSD	GIUR-05/A
Lingaz	Tedesco
Dozenc	Dott. mag. Artur Pernstich, artur.pernstich@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29302
Assistent didatich	
Semester	Secondo semestre
Credic universitars	3
Dozent/a responsabel/bla	
Ores de ensegnament	24

Ores de laboratore	0
Ores de stude individual	51
Ores de riceviment prevedudes	9
Ressumé di contegnus	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.
Argomenc dl curs	<ul style="list-style-type: none"> - 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
Modalité de insegnament	Lecture, presentation and joint discussion of real cases and judgements on the various areas of law, repetition
Bibliografia obligatora	<p>The compulsory literature in the field of kindergarten and school / job profile essentially consists of three parts:</p> <ol style="list-style-type: none"> 1. state and provincial laws relating to kindergartens and schools - of which only relevant articles of law: <ul style="list-style-type: none"> - Autonomy Statute - DPR No. 670/72 - Implementing regulations in the field of education - GVD No. 434/96 - Paris Treaty of 5 September 1946

	<ul style="list-style-type: none"> - Autonomy of schools - Provincial Law (LG) No. 20/1990 - Co-determination: LG No. 20/1995 - Lower school reform: LG No. 5/2008 <p>2. collective agreements, resolutions of the provincial government and circulars of the head of the school district:</p> <ul style="list-style-type: none"> - 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 <p>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:</p> <ul style="list-style-type: none"> - "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 <p>Juul, J. & Jensen, H. (2005). Vom Gehorsam zur Verantwortung. Für eine neue Erziehungskultur. Beltz Verlag.</p> <p>Rahmenrichtlinien für den Kindergarten in Südtirol: http://www.provinz.bz.it/schulamt/kinder-schueler-eltern/kindergarten.asp</p> <p>Rahmenrichtlinien für die Grund- und Mittelschule in Südtirol: http://www.bildung.suedtirol.it/unterricht/deutsch/rahmenrichtlinien/</p>
Bibliografia aconsieda	

Modul

Titul	Costruire il proprio profilo professionale: dal portfolio dello studente al portfolio del docente
Codesc dl curs	12428B
SSD	PAED-02/B
Lingaz	Tedesco
Dozenc	prof. dr. Katja Julia Kansteiner,

	<p>Katja.Kansteiner@unibz.it</p> <p>https://www.unibz.it/en/faculties/education/academic-staff/person/50296</p>
Assistent didatich	
Semester	Secondo semestre
Credic universitars	2
Dozent/a responsabel/bla	
Ores de ensegnament	16
Ores de laboratore	0
Ores de stude individual	34
Ores de riceviment prevedudes	6
Ressumè di contegnus	<p>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.</p>
Argomenc dl curs	<ul style="list-style-type: none"> - 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
Modalité de ensegnament	Inputs, multi-method cooperative learning forms, mandatory short

	<p>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.</p>
Bibliografia obligatoria	<p>Neuß, N. & Kähler, S. (Hrsg.) (2022). Grundwissen Kindheitspädagogik (Kapitel zu den Veransatlungsthemen). Mülheim a.d.R.: Verlag an der Ruhr.</p> <p>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</p> <p>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</p> <p>Rothland, M. (Hrsg.) (2015). Beruf Lehrer/Lehrerin: Ein Studienbuch. Münster: Waxmann (ausgenommen Kapitel 4, 5).</p> <p>Strehmel, P. & Ulber, D. (Hrsg.) (2024). Kitas leiten und entwickeln. Ein Lehrbuch zum Kita-Management. Stuttgart: Kohlhammer, 3. erweiterte Aufl. (Kap. 5, 7, 8).</p>
Bibliografia aconsieda	