

## EDUC90578 Linking School and Community

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2014.
<b>Time Commitment:</b>	Contact Hours: 24 hours Total Time Commitment: 125 hours total commitment. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
<b>Contact:</b>	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
<b>Subject Overview:</b>	A study of contemporary theories and models of school-home, school-community partnerships and cross-sectoral practice; critical perspectives on concept of community.
<b>Learning Outcomes:</b>	On completion of this subject students should be able to: <ul style="list-style-type: none"> <li># demonstrate a critical understanding of contemporary theories on the development of school-community partnership</li> <li># understand and analyse the research on the impact of parent engagement to identify appropriate practices for improving parent participation in their own setting</li> <li># establish effective and coordinated cross sectoral community partnerships to enhance student wellbeing and learning in educational settings</li> </ul>
<b>Assessment:</b>	There are two assessment components: One assignment of 1,000 words (20 per cent) due mid semester One 4,000 word assignment (80 per cent) due end of semester There are two hurdle requirements: Completion of an on site visit (after Day 3) to a selected Community Agency relevant to their school context. Guideline Questions are provided to structure the visit and discussion with Agency staff and field notes are required to be taken. The visit will normally entail being at the Agency for an hour minimum. Using the knowledge gained on this field visit students are required to prepare a 10 minute presentation on the work of the agency and the potential for collaboration between the school and the agency. This presentation is shared in class, in groups of 6/7 organised around specific wellbeing services
<b>Prescribed Texts:</b>	None
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<ul style="list-style-type: none"> <li># Use advanced knowledge to provide leadership in the promotion of student wellbeing;</li> <li># Demonstrate highly developed cognitive, analytic and problem-solving skills;</li> <li># Articulate their knowledge and understanding in effective oral and written presentations.</li> </ul>

<b>Related Course(s):</b>	Master of Education (Student Wellbeing)
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