

# TEAC 2008 CONNECTING SCHOOLS AND COMMUNITIES

**Credit Points** 10

**Legacy Code** 102127

**Coordinator** Terrence Wright ([https://directory.westernsydney.edu.au/search/name/Terrence Wright/](https://directory.westernsydney.edu.au/search/name/Terrence%20Wright/))

**Description** The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit is a service learning unit that focuses on the link between the school and the community. It incorporates a 5 day placement in a local school to enable students to develop their understanding of the value of community involvement for a school. Students will negotiate a project in the school that links the school with their community. They will build a research base in the areas of community engagement and service learning with an emphasis on the benefits to both student, the community, the school, the teachers and the school children. They will learn how to plan, negotiate, implement and use reflective practices to evaluate their project.

**School Education**

**Discipline** Teacher Education: Primary

**Student Contribution Band** HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Undergraduate Level 2 subject

**Equivalent Subjects** TEAC 2007 - Connecting Schools and Communities

**Restrictions** Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

## Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the services available to schools from the community.
2. Explain the benefits of community involvement and service learning to schools, themselves and the community.
3. Liaise with their local school, community, community organizations and businesses.
4. Design and implement a small negotiated school-based project related to community involvement.
5. Create a multimodal and written project report with supporting evidence.
6. Identify the principles of self-evaluation and appraisal.
7. Critically evaluate and gauge their own progress and be capable of articulating how and in what ways they have developed.
8. Examine and demonstrate ethical considerations relating to teaching and the practice of research involving individuals from diverse groups.
9. Integrate and apply professional approaches while working in school and community settings including child protection obligations.

## Subject Content

1. School - Aboriginal and Torres Strait Islander community links & projects.
2. Communities of practice within school settings that embrace support personnel from the extended community. Community engagement and establishing partnerships.
3. Understandings of agency settings specifically aimed at improving the educational outcomes for disadvantaged learners.
4. Issues faced by learners from diverse groups including those of Aboriginal and Torres Strait Islander backgrounds.
5. Understandings about reflective and reflexive practice.
6. The use of evidence-based strategies for appraising achievement and documenting experiences.
7. Collating and reporting in a professional learning portfolio.
8. Knowledge integration through theory, service learning experience and relevant policy and its application in school settings.
9. Knowledge construction and skill development related to civic engagement and people from a range of backgrounds.
10. Program development, application and evaluation for improving educational outcomes for individuals from diverse groups.
11. Ethics related to service learning, teaching practice and research.
12. Professional conduct and legal obligations in child protection

## Special Requirements

Legislative pre-requisites

Students must have: Working with Children Check, Completion of Child Protection Training, Anaphylaxis certification.

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report: Annotated bibliography and project plan	1,000 words	40	N	Individual
Presentation: Multimodal, oral and written project reflection	10 minute presentation	30	N	Individual
Report: Implementation and evaluation of negotiated community-school project	Plus 500 words and reflection	30	N	Individual
Practical: Service Learning	5 days equivalent	S/U	Y	Individual

Teaching Periods