

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

(Cohort 2019/20 or after)

Part I

Programme Title	: Bachelor of Education (Honours); all undergraduate programmes
Programme QF Level	: 5
Course Title	: Teachers Working across Professions and Communities 教師跨專業協作及與社區聯繫
Course Code	: EDA3096
Department	: Education Policy and Leadership
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: CMI/EMI
Course Level	: 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

1. Professional Excellence;
2. Ethical Responsibility; &
3. Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course aims to equip students with essential knowledge and skills to work with a range of collaborators across professions and communities. Teachers' work in contemporary society is increasingly complicated by what is happening both within and outside the school settings. Teachers and schools working alone cannot fully support the whole-person development and diverse needs of students unless they develop and sustain collaborative partnerships across professions and communities to inform practice and effect change. This course guides students to explore the ideas and dynamics involved in collaborative partnerships with professionals of different organizations or sectors (including public, private & voluntary spheres) in providing learning experiences and support measures for students. It also promotes an understanding of the reciprocal relation between schools and communities, i.e. as mutual resources for both sides and an impetus for developing civil society. Through the sharing of practical experiences from multiple professional perspectives and hands-on skill workshops, students can gain deeper insights into the importance of successful collaboration to promoting the welfare and learning of those they teach in the future.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Demonstrate asound understanding of the rationales and relevant conceptual perspectives concerning collaborative partnerships with different professions and communities.
- CILO₂ Analyze the opportunities and challenges in collaborating with different professions and communities.
- CILO₃ Identify effective strategies in collaborating with different professions and communities in providing learning experiences and support measures for students.
- CILO₄ Apply management, negotiation and other related skills in a range of work scenarios.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Theoretical Perspectives <ul style="list-style-type: none">• Various rationales behind collaborative partnerships (e.g. policy initiatives, issues or gaps; social problems; individual situations; education innovations; fragmentation of services), with promoting the welfare and learning of students in schools as the primary purpose• Related concepts and approaches to collaborative partnerships (e.g. traditional vs. multi-professional collaboration, various types of partnerships, partnership development,	CILO ₁	Lectures, documentary and policy paper analysis, video-viewing, discussion

Course Content	CILOs	Suggested Teaching & Learning Activities
social inclusion and participation, schools as learning organizations) <ul style="list-style-type: none"> School-community partnerships as mutual resources and civil society development 		
Conceptual Application <ul style="list-style-type: none"> Case studies for exploring collaborative partnerships: Other Learning Experience (OLE); drug abuse and suicide cases in schools; community development, etc. Opportunities and challenges in working with professionals of different organizations or sectors, including public, private and voluntary spheres (e.g. benefits, risks, conflicts of interest, philosophy of organisation, orientation of profession, professional accountability, legal obligations) Effective strategies in collaborating with different professions and communities in providing learning experiences and support measures for students 	CILO _{2,3}	Lectures, discussion forums with guest speakers, case studies, presentation
Building Resources, Strategies and Skills <ul style="list-style-type: none"> Appropriate community resources and strategic planning for a range of work scenarios (e.g. student support, community learning and development, holistic development) Skills learning and application (e.g. managing resources, risks and conflicts, negotiation) Critical reflection on the process and impact of collaborative partnerships 	CILO _{3,4}	Lectures, workshops, simulation exercises or games, developing an action plan for a selected scenario, peer feedback and individual reflection

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
Group Presentation Students select a real situation with reference to collaborative partnerships. The selected situation needs to be approved by the course instructor. Students analyze the situation and reflect on their process of learning. They are encouraged to be creative in their presentation (e.g. role-play or drama, visual display).	40%	CILO _{1,2,3,4}

Assessment Tasks	Weighting (%)	CILOs
<ul style="list-style-type: none"> • Individual Essay • Based on the chosen situation of the group project, students prepare an action plan for a community project. This plan needs to be informed by a deeper analysis of the situation, showing clear connections with related conceptual perspectives, strategies that address the opportunities and challenges involved, as well as skill application. (about English 1,800 words / Chinese 2,800 characters) 	60%	CILO _{1,2,3,4}

5. Required Text(s)

Nil

6. Recommended Readings

Bamber, P. M & Moore, J.C. (2016). The changing role of the teacher in multi-agency work, Parr, E. (Eds), *Teacher education in challenging times: Lessons for professionalism, partnership and practice* (pp.116-125), London, Routledge.

Barker, R. (Ed.) (2009). *Making sense of every child matters: Multi-professional practice guide*. Bristol: The Policy Press.

Cartmel, J., Macfarlane, K. & Nolan, A. (2013). Looking to the future: Producing transdisciplinary professionals for leadership in early childhood settings. *Early Years: An International Journal of Research and Development*, 33(4), 398-412.

Cheminais, R. (2009). *Effective multi-agency partnerships: Putting every child matters into practice*. Los Angeles, CA: SAGE.

Cheminais, R. (2010). *Developing and evaluating multi-agency partnerships: A practical toolkit for schools and children's centre managers*. New York: Routledge.

Edwards, A., Daniels, H., Gallagher, T., Leadbetter, J., & Warmington, P. (2009). *Improving inter-professional collaborations: Multi-agency working for children's wellbeing*. London: Routledge.

Gaspar, M. (2010). *Multi-agency working in the early years: Challenges and opportunities*. London: Sage.

Hands, C. M. (2014). Connecting to the world beyond the school: Social contexts that influence school leaders' school - Community collaboration. *Journal of Educational Administration and Foundations*, 24, 41-56.

Hartman, S. L., Stotts, J., Ottley, J. R., & Miller, R. (2017). School-community partnerships in rural settings: Facilitating positive outcomes for young children who experience maltreatment. *Early Childhood Education Journal*, 45(3), 403-410.

Kamerman, S. B., Shelley, P., & Ben-Arieh, A. (Eds) (2010). *From child welfare to child well-being: An international perspective on knowledge in the service of policy making*. Dordrecht: Springer.

Kladifko, R. (2013). Practical school community partnerships leading to successful educational leaders. *Educational Leadership and Administration*, 24, 54-61.

Noddings, N. (2005). Differing concepts of citizenship: Schools and communities as sites of civic development. In N. Noddings, *Educating citizens for global awareness* (pp.69-80). New York: Teachers College Press.

Purinton, T., & Azcoitia, C. (Eds.) (2016). *Creating engagement between schools and their communities: Lessons from educational leaders*. Lanham, MD: Lexington Books.

Senge, Peter, M. (2006). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday/Currency.

Valli, L. (2016). School-community partnership models: Implications for leadership. *International Journal of Leadership in Education*, 21(1), 1-19.

Valli, L., Stefanski, A., & Jacobson, R. (2016). Typologizing school-community partnerships: A framework for analysis and action. *Urban Education*, 51(7), 719-747.

大橋佳代子著，鄭祥琳主編 (2009)：《大橋媽媽的移動式教養：一位母親與兒女的海外冒險之旅》，臺北，遠流。

多部田憲彥著，周若珍譯 (2014)：《1 枝筆 + 1 張紙，說服各種人》，臺北，核果文化。

何嘉妍編 (2016)：《活學社區通識手冊》，香港，香港兆基創意書院。

何瑞珠 (2010)：《家庭學校與社區協作：從理念研究到實踐》增訂版，香港，中文大學出版社。

柯秋桂編著 (2003)：《好戲開鑼：兒童劇場在成長》，臺北，成長基金會。

李昂、劉克襄和林文義 (2008)：《上好一村：十八個充滿 Sun 與 hope 的小鎮故事》，臺北，天下雜誌。

劉克襄 (2014)：《四分之三的香港：行山、穿村、遇見風水林》，香港，中華書局。

黃宗潔 (2017)：在移動中尋路：從劉克襄的香港書寫論港臺環境意識之對話與想像《東華漢學》，25，頁 203-228。

郭玉美 (2009)：《視藝教學交流系列一：考察及探究式學習》，香港，形藝製作。

阮衛華 (2009)：學校與社區關係，輯於吳迅榮、黃炳文編《廿一世紀的學校領導 - 持續與創新》，(頁 307-318)，香港，學術專業圖書中心。

吳俊憲 (2008)：建立學校－社區教育夥伴關係：途徑與挑戰，《國教之友》，587，頁 16-22。

吳迅榮 (2009)：建立家庭、學校與社區協作文化，輯於吳迅榮和黃炳文編，《廿一世紀的學校領導 - 持續與創新》，(頁 287-306)，香港，學術專業圖書中心。

吳迅榮 (2017)：《家庭、學校及社區協作 — 理論、模式與實踐：香港的經驗與啟示》，香港，學術專業圖書中心。

香港小童群益會 (2002)：《歷奇為本輔導概念與實踐》，香港，香港小童群益會。

余孟和 (2013)：以全球在地化觀點推動學校社區化之實踐，《學校行政》，83，頁 121-133。

張曉華 (2003)：《創作性戲劇教學原理與實作》，臺北，成長基金會。

鄭來長 (2015)：美國夥伴關係學校全國網絡 (NNPS) 對我國學校經營之啟示，《學校行政》96，頁 90-117。

7. Related Web Resources

Against Child Abuse

<http://www.aca.org.hk>

Centre for Mental Health in school at UCLA.School-Community Partnerships: A Guide

<http://smhp.psych.ucla.edu/pdfdocs/guides/schoolcomm.pdf>

Education Bureau

<http://www.edb.gov.hk>

Every Child Matters

<http://www.everychildmatters.gov.uk>

Hong Kong Arts Development Council

<http://www.hkadc.org.hk>

Hong Kong Council of Social Service

<http://www.hkcss.org.hk>

International Democratic Education Network

<http://idenetwork.org/>

Quality Education Fund Cyber Resource Center

<http://qcrc.qef.org.hk>

Social Welfare Department

<http://www.swd.gov.hk>

Sustainable Development

<http://www.susdev.gov.hk>

不一樣的教育

<https://www.edu2point1.hk/>

香港樂施會無窮校園

<http://cyberschool.oxfam.org.hk/>

香港區議會

<https://www.districtcouncils.gov.hk/>

香港特別行政區立法會

<https://www.legco.gov.hk/index.html>

8. Related Journals

Nil

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

10. Others

Nil

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