

ADE/B.Ed. (Hons) Elementary
Syllabus
School, Community and Teacher
Semester 4

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Technical Support: Education Development Centre (EDC); Teachers College, Columbia University

Syllabus: School, Community and Teacher

YEAR/SEMESTER:	Year 2, Semester 2, B.Ed. Elementary (Honors)
CREDIT VALUE:	2 credits + 1 laboratory credit
PREREQUISITES:	Successful completion of Semesters 1-3

COURSE DESCRIPTION

The purpose of this course is to provide prospective teachers with a strong foundation for understanding the relationship between and among teachers, the school and the families and community that support the school. Basic conceptualizations of institutions that educate and the role of the teacher in relating to these institutions will be considered. Students will also explore how cultural, social, and historical forces have shaped understanding of the relationship teachers have with schools, communities and families in Pakistan. The course will explore the social context of schooling, examining how the work of teachers is nested within school and community. It will provide orientation to the process of socialization in schools and how social factors affect education. Students will have opportunity to build their ability to put this knowledge into practice in the accompanying 1 credit laboratory by study of a school and its community, so that as teachers, they can mobilize support for educational programs and contribute positively to their communities. Practical application of the course will be emphasized as students explore the teaching and learning within both school and community. They will identify strategies, practices, and relationships that have proven fruitful within the contexts with which they are familiar and learn how to identify and respond to challenges in school, community and teacher relationships. Students will identify how culture, gender, special needs, equity and equality and collaborative working conditions affect the school and community.

COURSE OUTCOMES

Prospective teachers will be able to:

- Analyze and describe relationships between teachers, the school and the families and community that support the school.
- Identify how the teacher's role is influenced by social and cultural factors that affect education in schools and their communities.
- Recognize and value diverse cultural, traditional and religious values and learning needs of their students in school as well as in their community.
- List the social factors affecting education and how it can support the development of education in the country in general and community in particular.
- Explain his/her role as a role model for their students in school and in the community in general.

LEARNING AND TEACHING APPROACHES

The teaching and learning in this course is based on the principles of reflective practice, participatory process, and on critical analysis. Short introductory presentations will be made by the instructor and/or invited guests, but much of the class time will be spent in discussion and in group activities; such as role play, presentations, aimed at consolidating understandings and exploring issues in more depth.

Students will be provided course reading pack and they will be directed to certain readings including on-line materials. As ready-made material on topics relevant to the course context; i.e., Pakistani schools and communities, may not be presently available, the students will also be expected to generate their own readings to share with others. As all students will come to this

course having attended high schools they will be expected to reflect on their own experiences of school life especially their roles and relationships as students. Against this familiar backdrop of their student life they will be expected to project their unfamiliar role as a teacher in both social and professional context.

SEMESTER OUTLINE

Unit 1: Society, Community and Education

One of the basic purposes of the course is to understand the nested relationships between school and community and how to capitalize on these relationships for enhancing student achievement. The prospective teachers need to be introduced to the basic building blocks of these institutions in order to understand the nature of interaction between and among these institutions.

Week 1:	• Introduction and overview of the course • Introduction of society, community and education • Structures and Functions of community and schools in Pakistan
Week 2:	• Impact of education on Society • Role of education in strengthening Pakistani communities • Review of Unit 1

These apparently general topics will be grounded in the personal experiences of the prospective teachers. Prospective teachers will be asked to draw on examples from their own regions of birth/ residence. This will help in identifying the social factors affecting education. It will also bring out the contextual role of schools in supporting the development of education in the country in general and community in particular.

Unit 2: Understanding Social Interaction in Schools and Communities

It is important for the prospective teachers to understand group dynamics to be able to appreciate the nature of the nested relationships between school and community for enhancing student achievement. This theme will expose students to the theoretical bases and practical importance of communication and interaction between and among stakeholders.

Week 1:	• Meaning of Social Interaction and socialization • Levels of social interaction • Elements of social interaction ○ Social contacts ○ Communication ○ Social attitudes and values
Week 2:	• Types of social Interaction ○ Cooperation ○ Competition ○ Conflict

	○ Accommodation ○ Assimilation ● Meaning/types of social Groups ● Individual / group behavior ●
Week 3:	● Role of school and teacher in developing Social Interaction for peace, harmony and tolerance in Pakistani communities. ● Review of Unit 2

Prospective teachers and Instructor/s will be invited to bring in local/ regional examples of working harmoniously with different stakeholders in a diverse cultural, traditional and religious landscape. The unit will highlight the importance of teachers being able to assess the learning needs of their students in school as well as in their community

Unit 3: School and Culture

This theme is meant to expose prospective teachers to the concepts of culture ‘within’ school and ‘outside’ school (in the community) and the interaction of these two cultures as they impact the relationships between and among stakeholders. The students will be able to identify how the teacher’s role is influenced by social and cultural factors that affect education in schools and their communities. The major topics to be covered under this theme could include the following:

Week 6:	• Main characteristics of culture • Elementary concepts of culture ○ Cultural trait ○ Cultural complex ○ Cultural pattern ○ Cultural lag • Cultural diversity
Week 7:	• Culture and cultural elements of Pakistani communities • Role of education and school in protection and transmission of culture
Week 8:	• Impact of media on school and culture • Impact of technology on school and culture • Review of Unit 3

Opportunity will be provided to revisit earlier concepts (from themes 1 & 2) to intertwine, for instance, structures of schools and communities where patterns of social interactions can create competitive or cooperative and accommodating climate in schools for marginalized groups. Similarly gender issues and the culture of inclusion/exclusion will also be considered while discussing structures of both school and community and emphasizing the role of schools in creating cultural change. The prospective teacher’s role as a role model for their students in school and in the community in general will be highlighted.

Unit 4: Relationships between School and Community

This theme is important for re-conceptualising the place of school in relation to community. Prospective teachers need to understand the multi-dimensional identity of school as a social institution which is more than just a place for learning three basic Rs-reading, writing and arithmetic.

Week 9:	• School as a social, cultural and Community Institution ○ Effects of school on communities ○ Effects of communities on school
Week 10:	• School as a hub for community services • A critical analysis of effective role of school and teachers in Pakistani communities • Review of Unit 4

Discussion will be grounded in students own experiences of schools and their observations of communities. Students can contribute case studies as discussion material for this unit.

Unit 5: Social Institutions

This unit is important for grounding the theoretical and practical aspects of social institutions into local realities which students are familiar with. Students will be exposed to the interrelated and interdependent nature of the beliefs and practices that tie schools, families and religious institutions.

Week 11:	• Definition and Types of social institutions • The family • Educational Institutions • Religious institutions
Week 12:	• Critical analysis of the role of Social Institutions in Pakistani school. • Review of Unit 5

Discussion will be grounded in students own experiences of their daily lives.
The unit may be covered in 1.5 weeks

Unit 6: Teacher's Role in School and Community

This is the most important unit of this course where students will identify pre-requisites for promoting collaborative working conditions in order to promote a culture of inclusion in schools as well as community. Through conceptualizing their own role as change agent they will be able to recognize and identify how culture, gender, special needs, equity and equality issues affect the school and community.

Week 13:	• Teacher as an integral part of community • Teacher as a change agent in ○ Community ○ School
Week 14:	• Teacher as role models through their participation in community activities • Effects of teachers and schools on individual and group behavior • Review of Unit 6

Students will be invited to consider future aspirations while at the same time grounding their discussion in experience of school life, especially their recollections of 'good' teachers or their role models.

Unit 7: Working Context of Pakistani Teacher

The focus of this unit will be on the non-traditional roles of Pakistani teachers within their real working context.

Week 15:	• Teacher as a social activist • Teacher's leadership roles within and outside schools.
Week 16:	• Teacher's role in establishing linkage among stakeholders. • Review of Unit 7

The instructors of this theme need to distinguish traditional roles of teachers (within the classroom only) from non-traditional roles that go beyond the classroom, e.g., teacher as a community mobilizer, or social activist as well as the formal and informal leadership roles that teachers could perform.

Unit 8: Practical Experience

The concluding unit will be a practical task in the community or other field experiences as assigned by the course instructor.

SUGGESTED TEXTBOOKS AND REFERENCES

There is no standard textbook for this course. The books listed below should be treated as 'suggested' readings that can provide support material for both students and the Instructor. Chapters will be assigned chapters when deemed appropriate.

Marshall, L & Rowland, F. (2006). *A guide to learning independently*, 4th edn, Pearson Longman, French Forest, NSW.

Kotley, S.B, (2008). *The Basics of Sociology*, Greenwood Press: USA

Bashiruddin, A.& Retallick, J, (eds), (2009). *Becoming Teacher Educators*, Aga Khan University-Institute of Educational Development: Karachi

Hafeez, S, *Pakistani Society*,

In addition to the above, the following is a list of suggested (recommended) readings that may be used to supplement class sessions where appropriate:

Abdalla, M.J. & Qureshi, R. (2009). Teacher leadership for school-based professional development: A case study. In Qureshi, R. & Shamim, F.(eds) *Schools and schooling practices in Pakistan: Lessons for Policy and Practice*, Oxford University Press: Pakistan

Qureshi, R. , Pirzado, P. & Nasim, S. (2007), Schooling in Rural Sindh, Pakistan, In Qureshi, R. & Raricaya, J. (eds), *Gender and Education in Pakistan*. Oxford University Press: Pakistan, pp.126-146.

Qureshi, R. (accepted for publication). Education for Inclusion: what would it take to have an inclusive primary school in Pakistan?' *Educational Awakening*, Journal of the Islamic University Malaysia.

Qureshi, R. (2006). Colonial Legacy: Understanding the historical roots of female Illiteracy in Pakistan, *Muslim Education Quarterly*, vol. 23 (1 & 2): pp.20-37.

Qureshi, R. (2008). Is Child-Friendly School on the agenda for school reforms? Conversations with Pakistani school heads,' Conference proceedings of the International Conference on the Teacher Education: Transformative Society & Teacher Education Reform, September 19-20,2008, Changchun, China:pp.1-10.

Shaaban, M. & Qureshi, R. (2007) "Teacher leaders: Experiences of Pakistani Teachers in leading school improvement activities." Conference proceedings of the International Conference on "Quality in Education: Teaching and Leadership in Challenging Times" February 21-23, 2006, Pakistan: Aga Khan University-Institute for Educational Development:pp.558-564.

Qureshi, R. & Shamim, F.(Eds). (2009). *Schools and schooling practices in Pakistan: Lessons for Policy and Practice*, Oxford University Press: Pakistan.

Qureshi, R. & Rarieya, J. (Eds) (2007). *Gender and Education in Pakistan*. Karachi, Pakistan: Oxford University Press: Pakistan.

Additional readings will be handed out in class.

COURSE ASSIGNMENTS

Details of assignments will be listed on a separate handout to be provided by your instructor at the beginning of the course. These assignments will be designed to help you achieve course outcomes.

GRADING POLICY

Grading for this course follows the university's policies. This will be explained by the Instructor early in the course and will include both coursework and examinations. IT is recommended that at least 50% of the course grade be determined by course work.