Course: School, Community & Teacher

Credit Hours: 3

Introduction The purpose of this course is to provide Student 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 educational institutions and the role of the teacher in relating to these institutions will be considered. Student Teachers will also explore how cultural, social, and historical forces have shaped their understanding of the relationship teachers have with schools, communities, and families in Pakistan. The course will explore the social context of schooling and examine 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.

Objectives: Student Teacher are expected to have opportunity to put this knowledge into practice in the accompanying one-credit laboratory by studying a school and its community, so that as teachers, they can mobilize support for educational programmes and contribute positively to their communities. Practical application of the course will be emphasized as Student Teachers explore teaching and learning within both the school and the community. They will identify strategies, practices, and relationships that have proven fruitful within familiar contexts, and learn how to identify and respond to challenges in school, community, and teacher relationships. Student Teachers will identify how culture, gender, special needs, equity and equality, and collaborative working conditions affect the school and community.

Course Content

Society, Community, and Education

Introduction and overview of the course, Introduction to society, community, and education

Handout + Article + Discussion One page reflective note

S. B. Carrington, Home, School and Community Relationships', in A. Ashman and J. Elkins (eds.), Education for Inclusive and Diversity (Frenchs Forest, NSW: Pearson Education Australia, 2008).

1. **Structures and functions of community and schools in Pakistan**

   (Article reading and discussion)

   Causes of Deteriorating Standard of Education in Balochistan: A Review of "Jabeen and Malik" (2003)

   Assignment

   (Article) Quality of Primary Education in Pakistan

   From this article find out the answers of following questions:

   What is quality?

   What is the meaning of quality in the Context of EFA?

   Quality of Education in Pakistan?

   Which Quality Improvement Initiatives and Projects are introduced in this article?

2. **Impact of education on society**

   (Article) Problems in Universalization of Primary Education in Pakistan: A Review of Khan (2010)

3. **Role of education in strengthening Pakistani communities**

   Handout + Class compare the lists offered by Jabeen and Malik with the one offered by Khan.

   II. Understanding social interaction in schools and communities

4. **Meaning of social interaction and socialization**

   Lecture + Discussion

   Assignment

   Video Sense of Self and Self-Socialization: The Development of Self-Views on

   http://education-portal.com/academy/lesson/sense-of-self-and-self-socializationthe-development-of-self-views.html

5. **Levels of social interaction, Elements of social interaction**

Social contacts, Communication, Social attitudes and values

Article reading and discussion on "Models of the Communication Process".

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Assignment

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Make posters of communication models and display these on a wall.

6. **Types of social interaction: Cooperation, Competition, Conflict**

Accommodation, Assimilation

Read 'Assimilation Models, Old and New: Explaining a Long-Term Process' by Susan K. Brown and Frank D. Bean from the University of California, Irvine

7. **Social groups and individual and group behaviour**

Textbook introduction to sociology such as chapter 5 of Essentials of Sociology (8th edn) by Brinkerhoff, Ortega, White, and Weitz (2011)

Chapter 7 of Introduction to Sociology by Cohen and Orbuch (1990).

8. **Meaning of social interaction and socialization**

Peace Education: Working Paper

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III. School and Culture

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9. **Main characteristics of culture**

Pre-class reading a chapter on education in Sindh, such as R. Qureshi, P. Pirzado, and S. Nasim, 'Schooling in Rural Sindh, Pakistan'

Gender and Education in Pakistan (Karachi: Oxford University Press, 2007).

10. **Elementary concepts of culture**

Handout

11. Culture and cultural elements of Pakistani communities

Write a brief essay on how culture affects different people in Pakistan?

12. **Role of education and school in the protection and transmission of culture**

List local and public holidays and festivals.

• Why are local holidays and festivals important? For whom are they important? • How are they celebrated? • Do schools acknowledge these holidays and festivals? • How do schools participate in these events? • Do schools teach about and value these holidays and festivals? • If schools acknowledge and celebrate local holidays and festivals, what is the impact on the transmission and protection of culture? • If schools do not acknowledge and celebrate local holidays and festivals, what is the impact on the transmission and protection of culture?

13. **Impact of media on school and culture**

Discussion + Assignment

14. Impact of technology on school and culture

IV. Relationships Between School and Community

15. **School as a social, cultural, and community institution**

Pre Reading of article

G. M. Arif's 'Production of Cognitive Life Skills in Public, Private, and NGO Schools in Pakistan'

Discuss the similarities and differences between the systems in terms of their social and cultural standing in Pakistani society. Which school system is culturally more acceptable? Why?

16. **Effects of schools on communities and communities on schools**

   http://www.sedl.org/connections/resources/evidence.pdf

17. **School as a hub for community services**

   Pre class reading

   http://www.policyalternatives.ca/sites/default/files/uploads/publications/ourselves/docs/OSOS_Summer10_Preview.pdf

18. **A critical analysis of the effective roles of school and teachers in   Pakistani communities**

   http://www.nccrest.org/Briefs/Diversity_Brief.pdf

V. Social Institutions

19. **Definition and types of social institutions**

20. **Educational and religious institutions**

   Handout

21. **Critical analysis of the role of social institutions in Pakistani schools**

   Handout

VI. The Teacher's Role in School and the Community

22. **Teacher as an integral part of community**

   Guest Lecture

23. **Teacher as a change agent in Communities and Schools**

   Handout on 'Overcoming Exclusion through Inclusive Approaches in Education: A Challenge and a Vision'

   http://unesdoc.unesco.org/images/0013/001347/134785e.pdf

24. Teachers as role models through their participation in community activities

   Handout

25. Effects of teachers and schools on individual and group behaviour

VII. The Working Context of Pakistani Teachers

26.	Teacher as a social activist
	http://www.curriculumsupport.education.nsw.gov.au/secondar y/pdhpe/assets/ pdf/tlsupp_004.pdf
27.	Teacher's leadership roles within and outside schools
	Handout
28.	Teacher's role in establishing linkage among stakeholders

Evaluation Criteria

Examination	Type	Marks
Internal Examination	Sessional Work	15%
	Mid-Semester	25%
External Examination	Final Semester	60%

Suggested Textbooks and References

A. Bashiruddin and J. Retallick (eds.), *Becoming Teacher Educators* (Karachi: Aga Khan University-

Institute of Educational Development, 2009).

S. Hafeez, *The Changing Pakistan Society* (Karachi: Royal Book Company, 1991).

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

L. Marshall and F. Rowland, *A Guide to Learning Independently* (4th edn.) (French Forest, NSW: Pearson Longman, 2006).

M. J. Abdalla and R. Qureshi, 'Teacher Leadership for School-Based Professional Development: A Case Study', in R. Qureshi and F. Shamim (eds.), *Schools and Schooling Practices in Pakistan: Lessons for Policy and Practice* (Karachi: Oxford University Press, 2009).

R. Qureshi, P. Pirzado, and S. Nasim, 'Schooling in Rural Sindh, Pakistan', in R. Qureshi and J. Rarieya (eds.), *Gender and Education in Pakistan* (Karachi: Oxford University Press, 2007).

R. Qureshi, 'Education for Inclusion: What Would It Take to Have an Inclusive Primary School in Pakistan?', *Educational Awakening*, 3: 20–31

R. Qureshi, 'Colonial Legacy: Understanding the Historical Roots of Female Illiteracy in Pakistan', *Muslim Education Quarterly*, 23 (2006), 20–37.

R. Qureshi, 'Is Child-Friendly School on the Agenda for School Reforms? Conversations with Pakistani School Heads', Paper presented and published in the Conference Proceedings of the International Conference on the Teacher Education: Transformative Society & Teacher Education Reform, 19–20 Sept 2008, Changchun, China, 1–10.

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

R. Qureshi and F. Shamim (eds.), *Schools and Schooling Practices in Pakistan: Lessons for Policy and Practice* (Karachi, Oxford University Press, 2008).

M. Shaaban and R. Qureshi, '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', 21–23 Feb 2006, Pakistan: Aga Khan University-Institute for Educational Development, 558–64.