

## Syllabus

### HEAD TEACHER: WORKING WITH FAMILIES FOR STUDENT SUCCESS

#### A. General Information

1. Academic Unit	Facultad de Educación					
2. Program	Pedagogía en Educación Básica con Mención Inglés					
3. Code	EBI417					
4. Location in the curriculum	4 <sup>th</sup> year, 7 <sup>th</sup> semester					
5. Credits	4					
6. Type of course	Mandatory	x	Elective		Optional	
7. Duration	Bimonthly		Semi-annual	X	Annual	
8. Modules per week	Theoretical	--	Practical	2	T.A.	--
9. Class hours	Classes	68	Teaching Assistance		--	
10. Prerequisites	No tiene					

#### B. Contribution to the Graduate's Profile

Homeroom teachers are guides and counselors of their classes and of each one of the students. They need to be able to manage collaborative relationships among students and with their guardians as a way to involve them in the educational process of the children. Studies show that the participation of guardians in the education of their children contributes to better academic performance, better living in harmony and achievements in their holistic development. How can we build these relationships?

This course provides the future homeroom teacher with helpful management tools to promote the development and learning of every student, during the actual Counseling subject as well as in other occasions, while seeking alliances with the actors that make up the educational team such as parents, students and other teachers.

You will learn to lead the shaping of a classroom community as a formative opportunity for day-to-day life that allows the development of students' social-affective skills and to growth of collaborative relationships with parents through parent-teacher conferences and meetings that will let you follow the formative and academic process of students, all in search of a shared educational responsibility for the children.

The course tribute to the generic competences of Entrepreneurship and leadership, Communication, Ethics, Autonomy, Analytical Vision and Efficiency, and to the following competences of the graduate profile:

- C1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery.
- C3. Handles effective Classroom Management strategies that engage students in their own learning process, as well as that of others.
- C4. Creates and maintains collaborative relationships with the school community, engaging and participating in different instances that support student's learning.
- C5. Demonstrates professionalism in his/her teaching in benefit of student's learning.

The course is part of the curricular axis "Core Teaching Formation" and the line "Classroom management and communication with families". The course is part of the "ciclo de Licenciatura".

### C. Competencies and Learning Outcomes from the Course

Generic Competencies	General Learning Outcomes
Entrepreneurship and leadership	1. Shows knowledge of the Guidance National Curriculum for 1 <sup>st</sup> to 6 <sup>th</sup> grade, identifying and explaining the axes, learning outcomes and the planning and assessment strategies of the subject.  2. Communicates in an effective way with students, families, guardians and colleagues in order to promote the learning and wellbeing of the students in: <ul style="list-style-type: none"> <li>• One on one interviews with students.</li> <li>• One on one interviews with parents (Parent Teacher Conference).</li> <li>• Parent meetings (Open House).</li> <li>• Teacher meetings.</li> </ul> 3. Creates and manages a classroom environment with students, that secures learning and wellbeing of every member of the class.  4. Demonstrates a respectful relation with students, parents or guardians and colleagues, in order to establish a positive bond.
Communication	
Ethics	
Autonomy	
Analytical Vision	
Efficiency	
Specific Competencies	
C1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery.	
C3. Handles effective Classroom Management strategies that engage students in their own learning process, as well as that of others.	
C4. Creates and maintains collaborative relationships with the school community, engaging and participating in different instances that support student's learning.	
C5. Demonstrates professionalism in his/her teaching in benefit of student's learning.	

### D. Units, Content and Learning Outcomes

Units and Content	Competency	Learning Outcomes
<b>UNIT 1.</b> Guidance and the creation of Classroom Communities:  <ul style="list-style-type: none"> <li>• Guidance National Curriculum for 1<sup>st</sup> to 6<sup>th</sup></li> </ul>	<i>Entrepreneurship and leadership</i>  <i>Communication</i>  <i>Ethics</i>	Shows knowledge of the Guidance National Curriculum for 1 <sup>st</sup> to 6 <sup>th</sup> grade, identifying and explaining the axes, learning outcomes and the planning and assessment strategies of the subject.

<p>grade.</p> <ul style="list-style-type: none"> <li>• Students' affective development.</li> <li>• Classroom community: learning and wellbeing for everyone.</li> <li>• Classroom agreements.</li> <li>• Formative Discipline.</li> </ul>	<p><i>Analytical vision</i></p> <p><i>C1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery</i></p> <p><i>C3. Handles effective Classroom Management strategies that engage students in their own learning process, as well as that of others</i></p> <p><i>C4. Creates and maintains collaborative relationships with the school community, engaging and participating in different instances that support student's learning</i></p>	<p>Creates and manages a classroom environment with students, that secures learning and wellbeing of every member of the class.</p>
<p><b>UNIT 2.</b> Communicate in an effective way and create positive bonds:</p> <ul style="list-style-type: none"> <li>• Principles of Effective Communication.</li> <li>• Strategies to favor parent's participation.</li> <li>• Key aspects of a teacher–Student Conference.</li> <li>• Key aspects of a Parent–Teacher Conference.</li> <li>• Key aspects of a Parent's Meeting (Open House).</li> <li>• Improvement Plan.</li> </ul>	<p><i>Entrepreneurship and leadership</i></p> <p><i>Communication</i></p> <p><i>Ethics</i></p> <p><i>Autonomy</i></p> <p><i>C3. Handles effective Classroom Management strategies that engage students in their own learning process, as well as that of others</i></p> <p><i>C4. Creates and</i></p>	<p>Communicates in an effective way with students, families, guardians and colleagues in order to promote the learning and wellbeing of the students in:</p> <ul style="list-style-type: none"> <li>• One on one interviews with students.</li> <li>• One on one interviews with parents (Parent Teacher Conference).</li> <li>• Parent meetings (Open House).</li> <li>• Teacher meetings.</li> </ul> <p>Demonstrates a respectful relation with students, parents or guardians and colleagues, in order to establish a positive bond.</p>

	<i>maintains collaborative relationships with the school community, engaging and participating in different instances that support student's learning</i>  <i>C5. Demonstrates professionalism in his/her teaching in benefit of student's learning</i>	
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## E. Teaching Methods

This course methodology is based on practice and application of the contents. Also, it includes the revision of literature of the topics and lectures.

The following teaching techniques will be used:

- Individual work.
- Collaborative work.
- Flipped Classroom.
- Inquiry based learning.
- Role playing.
- Continuous feedback.

## F. Evaluation

Due to the characteristics of the course most of the evaluations will be done as homework. The focus of the assessments will be in the student's capacity to apply what they have learned.

Type of assessment	Rank	Weight (%)	Final Weight
Guidance Class Planning	1	20%	70%
Student's Interview Planning	1	15%	
Student's Interview Role Playing	1	25%	
Parent – Teacher Conference Planning	1	15%	
Parent – Teacher Conference Roleplaying	1	25%	
Exam: Parent's Meeting (Open House) Planning	1		30%

## G. Learning Resources

### Mandatory:

- Agencia de Calidad de la Educación (2016). La entrevista con apoderados: un espacio de colaboración recíproca. <https://www.agenciaeducacion.cl/>
- Andrades-Moya, J., Castrillón-Correa, E. M., Pérez-Álvarez, E. O., & Philominraj, A. (2020). Family (ies) in Studies about School Coexistence in Chile: A Systematic Review. *Journal of Education and Learning (EduLearn)*, 14(3), 424-433.
- Banz, C. (2008). La disciplina y la convivencia como procesos formativos. [www.valoras.uc.cl](http://www.valoras.uc.cl)
- Ch, H. (2018). Head Teacher as an Instructional Leader in School. *Bulletin of Education and Research*, 40(1), 77-87.
- Emmer, E., & Sabornie, E. J. (Eds.). (2014). *Handbook of classroom management*. Routledge.
- Mena, I. (2007). Acuerdos de convivencia escolar: para que todos aprendan y se sientan bien tratados. [www.valoras.uc.cl](http://www.valoras.uc.cl)
- Mineduc. Bases Curriculares de Enseñanza Básica, asignatura de Orientación.
- Palma, A., Álvarez, V. (2007). Manual para Profesores Jefe, construyendo una alianza efectiva familia – escuela. Santiago: UNICEF. <https://www.comunidadescolar.cl/>
- Redding, S., Murphy, M., & Sheley, P. (Eds.). (2011). *Handbook on family and community engagement*. IAP. Disponible en: <https://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf>
- Romagnoli, C., Gallardo, G. (2007). Alianza efectiva familia escuela: Para promover el desarrollo intelectual, emocional, social y ético de los estudiantes. [www.valoras.uc.cl](http://www.valoras.uc.cl)
- Ruskovaara, E., Hämäläinen, M., & Pihkala, T. (2016). HEAD teachers managing entrepreneurship education—Empirical evidence from general education. *Teaching and Teacher Education*, 55, 155-164.

### Supplementary:

- Arancibia, V., Herrera, P., Strasser, K. (1997). Manual de Psicología Educacional. 6ª edición. Santiago: Ediciones UC.
- Banz, C. (2008). Convivencia Escolar. Recuperado desde [www.valoras.uc.cl](http://www.valoras.uc.cl)
- Bugueño, X., Barros, C. (2008). Formación de equipos de trabajo colaborativo. Recuperado desde [www.valoras.uc.cl](http://www.valoras.uc.cl)
- Calsamiglia, H., & Tusón, A. (1999). Las cosas del decir: manual de análisis del discurso. Ariel.
- Echeverría, R. (2003). Ontología del lenguaje. JC Sáez editor.
- EducarChile (2014). Orientaciones para el desempeño del Profesor jefe de Educación Básica. Recuperado desde <https://www.educarchile.cl/>
- Mena, A. (2008). ¿Por qué educar lo social, afectivo y ético en las escuelas? Recuperado desde [www.valoras.uc.cl](http://www.valoras.uc.cl)
- MINEDUC (2006). Marco para la Buena Enseñanza
- Moreno, L., & Luis, A. (2009). Comunicación efectiva para el logro de una visión compartida. CULCyT.
- Valores UC (2008). Propuesta General Valores. Recuperado desde [www.valoras.uc.cl](http://www.valoras.uc.cl)
- Valores UC (2007). Participación y apoyo de los apoderados en la conformación de Comunidades de Curso. [www.valoras.uc.cl](http://www.valoras.uc.cl)
- Valores UC (2006). Herramientas para la construcción de acuerdos de convivencia en todos los niveles educativos. [www.valoras.uc.cl](http://www.valoras.uc.cl)