

DRAFT COURSE SYLLABUS

Module on Disciplinary procedures in schools and the duty of care, negligence and the duty of care and liability law

<i>Authors:</i>	Writing handed over to: GOMEL (contact: Aleksandr Grahotsky & Vladislav Bejzerov) Supported in the task completion by: KAUNAS (contact: Ausrine Pasvenskiene and Agne Margeviciute) Closing of the task through internal consortium evaluation by: MCU (Anna Vavilova)
<i>ECTS:</i>	2
<i>Module workload:</i>	70 hours

<i>Module workload¹</i>		
■ Reading tasks		
Page² density <input type="checkbox"/> max 20 pages <input type="checkbox"/> 20–30 pages <input type="checkbox"/> 30-40 pages <input checked="" type="checkbox"/> 40-50 pages	Text Difficulty <input type="checkbox"/> No new concepts ³ <input type="checkbox"/> Some new concepts ⁴ <input checked="" type="checkbox"/> Many new concepts ⁵	Reading Purpose <input type="checkbox"/> Survey ⁶ <input type="checkbox"/> Understand ⁷ <input checked="" type="checkbox"/> Engage ⁸
Writing tasks		
<input type="checkbox"/> applicable for this course <input checked="" type="checkbox"/> not applicable for this course		
Page Density <input type="checkbox"/> less than 250 words <input type="checkbox"/> 250-500 words	Text Genre <input type="checkbox"/> Narrative ⁹ <input type="checkbox"/> Argument ¹⁰ <input type="checkbox"/> Research ¹¹	Drafting <input type="checkbox"/> Drafting only with no revision ¹² <input type="checkbox"/> Minimal drafting with at least one revision ¹³ <input type="checkbox"/> Extensive drafting with multiple revision ¹⁴

¹ Criteria used are those of the online Course Workload Estimator <http://cte.rice.edu/workload/> developed by RICE University CTE (Center for Teaching Excellence)

² Single-Spaced, Times New Roman, 11-Point Font

³ The student knows the meaning of each word and has enough background knowledge to immediately understand the ideas expressed

⁴ The student is unfamiliar with the meaning of some words and does not have enough background knowledge to immediately understand some of the ideas expressed.

⁵ The student is unfamiliar with the meaning of many words and does not have enough background knowledge to immediately understand most of the ideas expressed.

⁶ Reading to survey main ideas, student skips entire portions of text

⁷ Reading to understand the meaning of each sentence

⁸ Reading while also working problems, drawing inferences, questioning, and evaluating

⁹ Paper that requires very little planning or critical engagement with content

¹⁰ Paper that requires critical engagement with content and detailed planning, but no outside research

¹¹ Paper that requires detailed planning, outside research, and critical engagement

¹² The student submits an essay that was never revised

¹³ The student submits an essay that was revised at least once

¹⁴ The student submits an essay that was revised multiple times

DESCRIPTION OF THE CONTENT OF THE MODULE	
Chapter Nr.	Title, content, learning outcomes
1	<p>Disciplinary procedures at school.</p> <ol style="list-style-type: none"> 1. Disciplinary procedures at school, definitions. 2. The essence and meaning of discipline at school. 3. Legal framework of teachers and students' everyday activity. <p>In the first chapter one will find topics, connected with disciplinary procedures at school, which will help the reader to obtain necessary theoretical and practical skills to implement in everyday practice. The essence and meaning of discipline at school is shown. Legal framework of teachers and students' activity is depicted.</p>
2	<p>Interaction of the stakeholders in educational process at school.</p> <ol style="list-style-type: none"> 1. Interaction is an important link of educational process 2. Problems of interaction in modern education 3. Social, psychological and pedagogical aspects of interaction <p>The second chapter deals with interaction of educational actors. Interaction is an important link of educational process which expands possibilities of social and training forms and ability to cooperate. Interaction assumes change not only in the activity relations, but also in the interacting parties. The contradictions in understanding of the purposes, problems of modern education by parents, teachers and students are discussed in the chapter. Parents are inclined to consider school as the establishment first of all for training young people. Students often perceive training at school as something compelled, forcing to get the sum of knowledge unclaimed by life. Many teachers see the purpose of their work in ensuring such educational process at which almost all pupils successfully reproduce knowledge gained by them at lessons, irrespective of understanding of its sense.</p>
3	<p>Ensuring interests of stakeholders in educational process at school.</p> <ol style="list-style-type: none"> 1. Social, psychological, pedagogical and legal aspects of protecting interests of the main stakeholders of the educational process at school. 2. Ensuring interests of students and parents. 3. Ensuring interests of teachers and administration. <p>In the third chapter we deal with social, psychological and pedagogical aspects of protecting interests of the main stakeholders of the educational process at school.</p>
4	<p>The responsibility of students and parents at modern school.</p> <ol style="list-style-type: none"> 1. Contradictions between legal and administrative regulation. 2. Responsibility of actors of the educational relations. 3. Real, logical and objective assessment of duties. 4. Responsibility of students. 5. Responsibility of parents. <p>The fourth chapter analyzes the questions of responsibility of students and parents at modern school. Improvement of quality of education is one of the most urgent and constantly discussed in scientific literature questions. One of urgent ways of the solution of the problem is elimination of contradictions between legal and administrative regulation which are connected with responsibility of actors of the educational relations (student, his parents, teachers) and a real, logical and objective assessment of duties of each of them.</p>
5	<p>The responsibility of teachers and administration at modern school.</p> <ol style="list-style-type: none"> 1. Responsibility of teachers 2. Responsibility of administration. 3. The characteristics of the main kinds of teachers' and administration' responsibility. 4. General responsibility. <p>In the fifth chapter the essence of definitions, connected with modern school, responsibility of teachers and administration is defined. The characteristics of the main kinds of teachers' responsibility is proposed.</p>

6	<p>Legal basics of responsibility at school and duty of care.</p> <p>1. Legal base of responsibility of the school stakeholders.</p> <p>2. Duty of care.</p> <p>3. Balance of duty, responsibility and interests.</p> <p>The sixth chapter deals with the analyses of the legal basics of responsibility at school and the duty of care. Also practical aspects of legislation's use are shown.</p>
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LEARNING OUTCOMES OF THE MODULE:

Nr.	
1	Formation of full understanding of the legal, educational and moral aspects of relations at modern school
2	Building the ability to use necessary tools in practice by the students.
3	Graduates will be able to evaluate educational research critically and participate in the research community.
4	Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning
5	Students will be able to use technology of interaction described in the Module effectively in the delivery of instruction, assessment, and professional development.

TEACHING METHODS:

Nr.	
1	Lecture
2	Guided Discussion Method
3	Problem-based learning and case methods
4	Simulations

ASSESSMENT CRITERIA AND %

1	Classes activity	30
2	Essay	25
3	Project	25
4	Final test	20

Grade	4	5	6	7	8	9	10
Points	00 to 40	41 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100
ECTS	F	FX	E	D	C	B	A

MANDATORY READING MATERIALS:

Asmolov (2009) Strategy of sociocultural modernization of education as institute of socialization. Development of personality. 1 pp. 38-63.

Brighton (2013) Socio-cultural values in the development of intercultural communication competence. New York : Peter Lang. 217 p.

Christenson (1998) Critical issues for families and school: Plights, responsibilities, resources and relationships. University of Minnesota press. 616 p.

Danilova (2015) Readiness of parents to bear responsibility for education of the children. Science

Time. 9 (21). pp. 65-70.

Dmitriyev (2010) Fundamentals of legal pedagogics as branches of pedagogics of science and subject matter. Education and Law. 8. pp. 7-23.

Homenko (2007) School and parents: stages of development of social partnership. Principal. 2007. 4. pp. 83-88.

Interaction of subjects of educational process – basis of social efficiency of education (2011). SPb. LOIRO. 130 p.

Oleynikova (2006) Social partnership in the sphere of professional education in the countries of the European Union. Higher education in Russia. 6. pp. 111-120.

Sakhipgareeva (2014) L. A. Problem of school discipline. Innovative pedagogical technologies. Kazan. 205 p.

Seleznyova (2012) The dictionary of the coordinated terms and definitions in the field of education of the State Parties of the Commonwealth of Independent States Moscow. NITU "MISIS" . 2012. 244 p.

The code of Republic of Belarus about education. TamBy.info. Directory portal of Belarus [An electronic resource]. – Access mode: <http://www.tamby.info/kodeks/edu.htm>.

Uskova (2008) Cooperation of the teacher and parents in education and training of children of school age. SPb. APO. 61 p.

OPTIONAL READING MATERIALS:

Dmitriyev, Y.A. The basics of law pedagogics as a branch of pedagogics as a science and a subject, Education and Law, 2010, 8, pp. 7-23.

Makarenko, A.S. How to bring up children right? Moscow, AST, 2013, 150 p.

Pevcova, E.A. The basics of law, Moscow, Vlados, 2010, 212 p.

Sakhipgareeva, L.A. The problem of school discipline//Innovation pedagogical technologies: the materials of the international scientific conference Kazan, Buk,2014, 205 p.

CASE LAW – JUDGMENTS OF THE COURTS TO ILLUSTRATE THE COURSE

BELARUS

RUSSIA

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FLEMISH COMMUNITY OF BELGIUM

STAFF

- <http://www.agodi.be/kamer-van-beroep-beslissingen>
- Council of State Case nr. 234.408 van 18 april 2016 A. 207.831/IX-8101 M.W. v. AUTONOOM GEMEENTEBEDRIJF STEDELIJK ONDERWIJS ANTWERPEN

STUDENTS

- Council of State Case nr. 228.541 van 25 september 2014 A. 212.256/IX-8358, Egzon MURIQI v. GEMEENSCHAPSONDERWIJS
(<http://www.raadvanstate.be/Arresten/228000/500/228541.pdf#xml=http://www.raadvanstate.be/apps/dtsearch/getpdf.asp?DocId=32642&Index=c%3a%5csoftware%5cdtsearch%5cindex%5carrets%5fnl%5c&HitCount=2&hits=16+17+&0543720172923>)