



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Department of Educational Studies

Educational Administration and Leadership Program

## EDST 579 - SCHOOL - COMMUNITY RELATIONS

---

Page 1 of 1

Instructor:  
Dr. Mark Aquash, Assistant Professor  
email: mark.aquash@ubc.ca  
Office: Ponderosa G-25

Summer Session Term 2A, 3 Credits  
July 2 – 18, 2014  
WMAX 110, Daily  
2:30 – 5:30 p.m.

---

### Course Overview

During our time in this course we will explore elements that influence successful school-community relations, and how these relations are shaped by broader social, economic, and cultural processes. We will consider the role of educational leadership as a context for promoting student learning through collaboratively planned school community relationship activities grounded in educational and participatory perspectives. We will consider collaborative programming initiated both internally and externally to the school that strives to improve school-community relations through review, analysis and evaluation.

### Course Objectives:

**EDST 579** School – Community Relations will assist participants to:

1. Develop a personal and professional philosophy toward school-community relations.
2. Gain an understanding of the underlying assumptions, implicit values, and political consequences of various approaches to school-community relations.
3. Understand various social contexts of families and communities by developing an insight of the diverse composition and social structuration of communities.
4. Examine and consider the implications of familial and community contexts for teaching and learning and for creating strong instructional partnerships.
5. Understand and examine the approach, arguments, and evidence regarding the effect of school-community relations on student learning.
6. Acquire knowledge about current models and approaches to school-community relations, including knowledge about obstacles and supports, and apply this knowledge to school settings.
7. Create an awareness of and sensitivity toward diverse viewpoints relative to existing models in school-community relations.