

## *The Hebrew University of Jerusalem*

### *Syllabus*

## **THE COMMUNITY-SYSTEMS APPROACH TO EARLY CHILDH. - 3759**

*Last update 17-05-2015*

*HU Credits:* 2

*Degree/Cycle:* 2nd degree (Master)

*Responsible Department:* The Schwarz Graduate Early Childhood Studies

*Academic year:* 2

*Semester:* 1st Semester

*Teaching Languages:* Hebrew

*Campus:* Mt. Scopus

*Course/Module Coordinator:* Elisheva Sadan

*Coordinator Email:* [mssadan@mscc.huji.ac.il](mailto:mssadan@mscc.huji.ac.il)

*Coordinator Office Hours:* Mondays , 14.00-15.00

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Teaching Staff:

Dr. Edith Blit-Cohen

Course/Module description:

The course starts with the system approach. The Community Approach is derived from the general system approach and is especially relevant to professionals in EC settings. The course gives a special emphasis to The design of appropriate physical environments for young children.

Course/Module aims:

To learn the values, principles and base assumptions of a community approach.  
To understand the importance of community and building community for families and children.

To teach professionals how to develop a community approach as part of their daily practice within early childhood settings.

Learning outcomes - On successful completion of this module, students should be able to:

The students will think systematically, and will understand the community approach and its principles in the framework of their early childhood practice. The students will incorporate into their system of work the importance of community for families and children, and will know how to develop community in their professional service.

Attendance requirements(%):

80%

Teaching arrangement and method of instruction: Frontal lectures that involve the students in a discussion of the issues of each lesson. The students are expected to be active participants in the course

Course/Module Content:

1. A system approach and a community approach - the conceptual framework.
2. The community - definitions, meanings and new issues pertaining to the community in the 21st century.
3. Implementing the principles of community approach to EC.
4. A professional community approach in EC practice.
5. Children and the physical (especially urban built) environment.

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### Required Reading:

Mattaini, A.M. & Meyer, C.H. (2002). *The ecosystem perspective: Implications for practice*. In M. A. Mattaini, C.T. Lowery & C.H. Meyer (Eds.). *Foundations of social work practice: A graduate text*. Washington: NASW Press.

Nelson, G. & Prilleltensky, I. (2005). *Community Psychology: In pursuit of liberation and well being*. Palgrave Mcmillan. Pp. 70-91.

סדן, א. (2009). עבודה קהילתית: שיטות לשינוי חברתי. תל אביב: הקיבוץ המאוחד.  
חלק א': פרק ב', קווים לתולדות הקהילה בישראל 43-64.

קוורטרופ, י. (2002). ילדים והילדות כחלק ממבנה חברתי. ביטחון סוציאלי, 63, דצמבר, 97-114.

Sandercock, L. (2003). *Cosmopolis II: Mongrel cities of the 21st century*. London: Continuum. Pp. 59-75.

Dalton, J.H., Elias, M.J. & Wandersman, A. (2007). *Community Psychology: Linking individuals and communities*. Australia: Wadsworth Thomson Learning. Ch. 6: *Understanding community*, 168-201.

סדן, א. (2009). עבודה קהילתית: שיטות לשינוי חברתי. תל אביב: הקיבוץ המאוחד.  
חלק א': פרק א', קהילה 19-41

סדן, א. (2009). עבודה קהילתית: שיטות לשינוי חברתי. תל אביב: הקיבוץ המאוחד.  
חלק ב': פרק א', מטרות, ערכים ועקרונות פעולה, 91-104

Benson, P. L. (2006). *All kids are our kids: what communities must do to raise caring and responsible children and adolescents*. San Francisco: Jossey-Bass Pub. Pp. 99-115, 275-302.

Seita, J.R. (2000). *In our best interest: Three necessary shifts for child welfare workers and children*. Child Welfare league of America.

דוידוביץ-מרטון, ר. וכרמלי, ע. (2003). ילדים מתכננים פארק ילדים. בא. צ'רצ'מן וא. סדן (עורכות).  
השתתפות: הדרך שלך להשפיע. קו אדום, הקיבוץ המאוחד. עמודים 140-152.

Alderson, P. (2008) *Young children's rights: Exploring beliefs, principles and practice*. (143-170; 190-206). London: Jessica Kingsley Publishers.

סדן, א. (2009). עבודה קהילתית: שיטות לשינוי חברתי. תל אביב: הקיבוץ המאוחד.  
חלק ד' פרק ג', "אמא בפסק זמן", 213-238.

Churchman, A. (2003). *Is there a place for children in the city?* *Journal of Urban Design*, 8(2):99-111.

*Child Friendly Cities*. [www.childfriendlycities.org](http://www.childfriendlycities.org)

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### Additional Reading Material:

#### 1. גישה מערכתית וגישה קהילתית

לילה אינדיאני: נאומו של צ'יף סיאטל (2005). תרגמה מאמריקנית: ניצה פלד. בנימינה: נהר ספרים.  
קמינסקי, ש., סדן, א. וגלעד ח. (1987). עוד דרך: פיתוח גישה קהילתית. השרות  
לעבודה קהילתית, משרד העבודה והרווחה.

Mattaini, A.M. & Meyer, C.H. (2002). The ecosystem perspective: Implications for practice. In M. A. Mattaini, C.T. Lowery & C.H. Meyer (Eds.). *Foundations of social work practice: A graduate text*. Washington: NASW Press.

Morris, J. (1997). *Community care: Working in partnership with service users*. Birmingham: Venture Press. pp. 17-31.

Nelson, G. & Prilleltensky, I. (2005). *Community Psychology: In pursuit of liberation and well being*. Palgrave Mcmillan. Pp. 70-91.

Sandercock, L. (2003). *Cosmopolis II: Mongrel cities of the 21st century*. London: Continuum. Pp. 59-75.

Sternin, J. & Choo, R. (2000). The power of positive deviancy, *Harvard Business Review*, Jan.-Feb, 14-15.

#### 2. הקהילה - משמעויות מסורתיות וחדשות

סדן, א. (2009). עבודה קהילתית: שיטות לשינוי חברתי. תל אביב: הקיבוץ המאוחד.  
חלק א': פרק א', קהילה 19-41; פרק ב', קווים לתולדות הקהילה בישראל 43-64.  
קלינטון, ה. ר. (1997). נדרש הכפר כולו: ולקחים אחרים שילדינו מלמדים אותנו. אור-עם.

Block, P. (2008). *Community: The structure of belonging*. San Francisco: Berrett-Koehler.

Brager, G., Specht, H. & Torczyner, J.L. (1987). *Community organizing (Second edition)*. NY: Columbia University Press. Ch. 2, The community, 32-52.

Brueggemann, W. G. (1996). *The practice of macro social work*. Chicago: Nelson-Hall Pub. Ch. 5, Communities.

Dalton, J.H., Elias, M.J. & Wandersman, A. (2007). *Community Psychology: Linking individuals and communities*. Australia: Wadsworth Thomson Learning.  
Ch. 6: Understanding community, 168-201.

McMillan, D.W. & Chavis, D. M. (1986). Sense of Community: A definition and theory. *Journal of Community Psychology*, 14(1), 6-23.

Sampson, R.J. (2008). What community supplies. In J. DeFilippis & S. Saegert (Eds.). *The community development reader*. (163-173). New York: Routledge.

Somerville, P. (2011). *Understanding community: Politics, policy and practice*. Bristol: The Policy Press. Ch. 1. The nature of community, 1-32.

#### 3. מעבר להגדרות הקהילה - דיון בסוגיות

Bauman, Z. (2001). *Community: Seeking safety in an insecure world*. Cambridge: Polity.

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Bookman, A. (2004). *Starting in our own backyards: How working families can build community and survive the new economy*. New York: Routledge. Pp. 77-105; 249-260.

Dominelli, L. (2006). *Women and community action*. 2nd Edition. Bristol: BASW The Policy Press. Ch. 1, *Constructing, deconstructing and reconstructing communities*, 1-28. Ch. 2, *Gendered communities*, 29-48.

Ife, J. (2010). *Human right from below: Achieving rights through community development*. Cambridge: Cambridge University Press.

Ch. 6. *Seven arenas of human rights from below*, 157-199.

Ch. 7. *Practicing human rights from below*, 200-234.

Milofsky, C. (2008). *Smallville: Institutionalizing community in twenty-first-century America*. Medford, Mass.: Tufts University Press.

Ch. 1. *Where non-profits come from*, 1-32.

Ch. 2. *The Wild River Institute and Smallville's social treasury*, 33-49.

Sennett, R. (2008). *The myth of a purified community*. In J. DeFilippis & S. Saegert (Eds.). *The community development reader*. (174-180). NY & London: Routledge.

Shaw, M. (2011). *Community development and the politics of community*. In G. Craig et al (Eds.). *The community development reader::History, themes and issues*. (Pp. 301-308) Bristol: The Policy Press.

Schwartz, D.B. (1997). *Who cares? Rediscovering community*. Boulder, Co. Westview Press.

4. עקרונות הגישה הקהילתית בגיל הרך

אמנת האו"ם בדבר זכויות הילד. (20.11.89). פרסום בהוראות והודעות משרד העבודה והרווחה. מדינת ישראל, 10.8.97.

דולב, ט. ובן רבי, ד. (2002). האמנה בדבר זכויות הילד: עקרונות כלליים ויישומם בישראל. ביטחון סוציאלי, 63, דצמבר, 131-153.

נוי, ב. (2002). האמנה הבינלאומית בדבר זכויות הילד כמצפן וכאתגר לשיפור מערכת הבריאות. ביטחון סוציאלי, 63, דצמבר, 187-209.

קדמן, י. (2002). זכויות הילד בישראל: הלכה ומעשה. ביטחון סוציאלי, 63, דצמבר, 154-186.

קוורטרופ, י. (2002). ילדים והילדות כחלק ממבנה חברתי. ביטחון סוציאלי, 63, דצמבר, 97-114.

Golombek, S.B. (2006). *Children as citizens*. *Journal of Community Practice*, 14(1/2), 11-30.

Hart, R. A. (1997). *Children's participation: The theory and practice of involving young citizens in community development and environmental care*. London: Earthscan. pp. 3-85.

Melaville, A.I., Blank, M. J. & Asayesh, G. (1993). *Together we can: a guide to crafting a profamily system of education and human services*. Washington DC: US Departments of Education, Health and Human Services.

Seita, J.R. (2000). *In our best interest: Three necessary shifts for child welfare workers and children*. Child Welfare league of America.

5. גישה קהילתית עם משפחות וילדים

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- סדן, א. (2009). עבודה קהילתית: שיטות לשינוי חברתי. תל אביב: הקיבוץ המאוחד.  
חלק ד': פרק ג', "אמא בפסק זמן": שינוי ארגוני בקהילה, 213-237.  
עברני, ש. ושפירא, ר. (1997). מקולות בודדים למעורבות והשפעה. בדרך לשינוי מדיניות חברתית  
בגיל הרך. ירושלים: משו"ב.  
שמר, א. (2009). מריבוי תרבויות לרב-תרבותיות: אתגרים מקצועיים בעבודה רגישת תרבות עם ילדים  
והוריהם. עט השדה, יולי, 4-10.  
Alderson, P. (2008) *Young children's rights: Exploring beliefs, principles and practice*. London: Jessica Kingsley Publishers.  
Benson, P. L. (2006). *All kids are our kids: what communities must do to raise caring and responsible children and adolescents*. San Francisco: Jossey-Bass Pub. Pp. 99-115, 275-302.  
Buchanan, A. (1995). *The Dolphin Project: the impact of the Children Act*. In C. Cloke & M. Davies (Eds.). *Participation and empowerment in child protection*. (120-139). NY: Pitman Pub.  
Green, J. & Thomas, R. (2007). *Learning through our children, healing for our children: Best practice in First Nations communities*. In L. Dominelli (Ed.). *Revitalizing communities in a globalizing world*. (175-192). Aldershot: Ashgate.  
Jones, T. M., Garlow, J. A., Turnbull, H.R. & Barber, P. A. (1996). *Family empowerment in a family support program*. In G.H.S. Singer, L.E. Powers & A.L. Olson (Eds.). *Redefining family support: innovations in public - private partnerships*. (87-112). Baltimore: Paul H. Brookes.  
Jonson-Reid, M. (2000). *Evaluating empowerment in a community -based child abuse prevention program: Lessons learned*. *Journal of Community Practice*, 7 (4), 57-76.  
Modi, P., Marks, C. & Wattley, R. (1995). *From the margin to the centre: empowering the black child*. In C. Cloke & M. Davies (Eds.). *Participation and empowerment in child protection*. (80-103). NY: Pitman Pub.  
Morrison D.M., Feldman, N. & Winnick G.A. (2006). *Family of friends: Creating a supportive day care community to prevent child abuse and neglect*. In A. Lightburn & P. Sessions (Eds.). *Handbook of community-based clinical practice*. (245-260). Oxford: Oxford University Press.  
Munger, R. L. (1998). *The ecology of troubled children: Changing children's behavior by changing the places, activities and people in their lives*. Cambridge, Mass.: Brookline Books. pp. 1-62.  
Murphy-Berman, V. & Melton, G.B. (2002). *The self-help movement and neighborhood support for troubled families*. In G. B. Melton, R. A. Thompson and M.A. Small. (Eds.). *Toward a child -centered, neighborhood-based child protection system*. (233-244). Westport, Cnct.: Praeger.  
Roberts, R.N., Rule, S. & Innocenti, M.S. (1998). *Strengthening the family-professional partnership in services for young children*. Baltimore Paul Brookes. ch. 2, ch. 13.  
Sewpaul, V. & Holscher, D. (2007). *Against the odds: Community-based interventions for children in difficult circumstances in post-apartheid South Africa*. In L. Dominelli (Ed.). *Revitalizing communities in a globalizing world*. (193-206). Aldershot: Ashgate.  
Scutt, N. (1995). *Child advocacy - getting the child's voice heard*. In C. Cloke & M.

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Davies (Eds.). *Participation and empowerment in child protection*. (232-247). NY: Pitman Pub.

Sviridoff, M. & Ryan, W. (1997). *Community-centered family service*. *Families in Society*, 78, 128-139.

Warren, C. (1997). *Family support and the journey to empowerment*. In C. Cannan & C. Warren (Eds.). *Social action with children and families; a community development approach to child and family welfare*. (103-125). London: Routledge.

Warren-Adamson, C. & Lightburn, A. (2006). *Developing a community-based model for integrated family center practice*. In A. Lightburn & P. Sessions (Eds.). *Handbook of community-based clinical practice*. (261-284). Oxford: Oxford University Press.

## 6. שיתוף ילדים

Alderson, P. (2008) *Young children's rights: Exploring beliefs, principles and practice*. (143-170; 190-206). London: Jessica Kingsley Publishers.

Ataov, A. & Haider, J. (2006). *From participation to empowerment: Critical reflections on a participatory action research project with street children in Turkey*. *Children, Youth and Environments*, 16(2), 127-152.

Joseph, Y. (1995). *Child protection rights: can an international declaration be an effective instrument for protecting children*. In C. Cloke & M. Davies (Eds.). *Participation and empowerment in child protection*. (1-17). NY: Pitman Publishing.

Hallett, C. (1998). *Children's participation in child welfare services*. In G. Flosser & H.U. Otto (Eds.). *Towards more democracy in social services: Models and culture of welfare*. (249-262). NY: Walter de Gruyter.

Hart, R. A. (1997). *Children's participation: The theory and practice of involving young citizens in community development and environmental care*. London: Earthscan..

Lansdown, G. (1995). *Children's rights to participation and protection: a critique*. In C. Cloke & M. Davies (Eds.). *Participation and empowerment in child protection*. (19-38). NY: Pitman Pub.

Lansdown, G. (2001). *Promoting children's participation in democratic decision-making*. Florence: UNICEF, United Nations Children's Fund, Innocenti Research Center.

Nicotera, N. (2008). *Building skills for civic engagement: Children as agents of neighborhood change*. *Journal of Community practice*, 16(2), 224-242.

Percy-Smith, B. (2006). *From consultation to social learning in community participation with young people*. *Children, Youth and Environments*, 16(2), 153-179.

Rogers, P. (2006). *Young people's participation in the renaissance of public space – a case study in Newcastle Upon Tyne, UK*. *Children, Youth and Environments*, 16(2), 105-126.

Skivens, M. & Strandbu, A. (2006). *A child perspective and children's participation*. *Children, Youth and Environments*, 16(2), 10-27.

Treseder, P. (1995). *Involving and empowering children and young people: overcoming the barriers*. In C. Cloke & M. Davies (Eds.). *Participation and empowerment in child protection*. (205-231). NY: Pitman Pub.

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7. ילדים והסביבה הפיזית  
דוידוביץ-מרטון, ר. וכרמלי, ע. (2003). ילדים מתכננים פארק ילדים. בא. צ'רצ'מן וא. סדן (עורכות).  
השתתפות: הדרך שלך להשפיע. קו אדום, הקיבוץ המאוחד. עמודים 140-152.  
צ'רצ'מן, א. (1993). נקודת מבט מבחנת על איכות החיים העירונית: נשים, ילדים וקשישים. עיר ואזור,  
23, 151-165.

Baldassari, C., Lehman, S. & Wolf, M. (1987). *Imagining and creating alternative environments with children*. In C.S. Weinstein & T.G. David (Eds.) *Spaces for children: The built environment and child development*. (241-268). NY: Plenum.

Bartlett, S. (1996). *Housing as a factor in the perpetuation of poverty*. (Not published).

Chawla, L. (2002). *Toward better cities for children and youth*. In L. Chawla . *Growing up in an urbanizing world*. (219-247). London: Earthscan Pub.

Child Friendly Cities. [www.childfriendlycities.org](http://www.childfriendlycities.org)

Churchman , A. (2003). *Is there a place for children in the city?* *Journal of Urban Design*, 8(2):99-111.

Heft, H. (2002). *Commentary: North-South dialogues on child friendly environments*. IAPS 17 symposium.

Horelli, L. & Prezsa, M. (2004). *Child-friendly environments: Approaches and lessons*. Helsinki: Helsinki University of Technology, Centre for Urban and Regional Studies.

Karsten, L. & Van Vliet, W. (2006). *Children in the city: reclaiming the street*. *Children, Youth and Environments* 16(1), 152-167.

Kemp, S.P. (2010). *Place matters*. In W. Borden (Ed.). *Reshaping theory in contemporary Social Work*. (Pp. 114-145). New York: Columbia University Press.

Korpela K. (2002). *Children's environment*. In R.B. Bechtel & A. Churchman. (Eds.). *Handbook of environmental psychology*. (363-373). NY: John Wiley.

Nordstrom, M. (2002). *North-South dialogues on child-friendly environments, children's mobility and participation in the new millennium*. IAPS 17 symposium.

Riggio, E. (2002). *Child friendly cities: Good governance in the best interests of the child*. *Environment & Urbanization*, 14 (2), 45-58. (Can be found as well in [www.childfriendlycities.org](http://www.childfriendlycities.org)).

Sanoff, H. (2001). *A visioning process for designing responsive schools*. Washington: National clearinghouse for educational facilities.

Sannoff, H. (2010). *Community participation in school planning*. Saarbrücken, Germany: VDM. (Environments for young children, 90-107).

#### Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 80 %



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*Assignments 20 %*  
*Reports 0 %*  
*Research project 0 %*  
*Quizzes 0 %*  
*Other 0 %*

*Additional information:*

*The exercise and participation in class are included in the calculation of the 20% of the grade in the course.*