Organisation of the School Space, Teaching Materials and Skills

2016/2017

Code: 102000
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	FB	2	1

Contact

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Use of languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

Prerequisites

It is recommended:

- Identify the organizational components of the process of learning as well as the analysis of teaching resources, and organizational assessment process. These issues are part of the contents of first-year course called "Social Context and School Management" and "Education and Educational Contexts."

- Read educational articles related to topics that address the contents of the subject and listed the basic bibliography recommended.

- Reflect on their own school experience.

- Be willing to work together.

Objectives and Contextualisation

The course is designed to understand the **"espai-temporal"** resources in relation to the general organization of the school and they have consistency in the realization of some institutional approaches.

At the same time laid the foundations of professional development as a tool to accompany / the teacher / a throughout his professional career in a constantly changing reflection sustained in practice itself. All these elements are structured based on the needs of children.

Some emphasize that training objectives of the course are:

- Prepare proposals for intervention in space, in time and materials that consider the situation of school contexts and the people involved.

- Develop teaching skills.

- Use reflection on daily practice as a strategy for continuous improvement of the professional activity.

- Develop attitudes cooperative work with other professionals.

Skills

- Accept that the exercise of the teaching function must be refined and adapted lifelong to scientific, educational and social changes.
- Address pupils needs, providing security, tranquillity and affection.
- Assess the importance of stability and regularity in the school environment, timetables and moods of teachers as factors contributing to harmonious and comprehensive pupil progress.
- Consider classroom practical work to innovate and improve teaching.
- Critically analyse personal work and use resources for professional development.
- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Demonstrate knowledge of quality improvement models with application to schools.
- Design and regulate learning spaces in diverse contexts which attend to the particular issues of pupils regarding gender equality, equity and respect for human rights.
- Generate innovative and competitive proposals in research and professional activity.
- Know how to work in teams with other professionals in and outside of the school to give attention to each pupil, and in planning of learning sequences and in organizing work situations in the classroom and playground, identifying the peculiarities of the 0-3 and 3-6 periods.
- Manage information related to the professional environment for decision-making and reporting.
- Reflect in groups on the acceptance of rules and respect for others.
- Understand that the daily dynamic in infant education changes according to each pupil, group and situation and we must learn to be flexible in the exercise of the teaching function.

Learning outcomes

1. Apply quality strategies to improve professional activity on the basis of scientific, pedagogical and social changes.
2. Critically analyse educational practices from the perspective of stability and regularity of the components that make up and contribute to the development of children.
3. Critically analyse educational practices that promote attention to the needs of children.
4. Critically apply work strategies in the classroom and outside the classroom, both individually and collectively to improve teaching skills.
5. Develop flexible educational intervention proposals respecting the characteristics of children and the context in which they are involved.
6. Maintaining an attitude that considers lifelong learning as an element that is inherent to the profession.
7. On site, get to know schools and innovative projects and educational renovation as engines of change to improve the quality of schools.
8. Planning proposals for organising space, time and materials in the school in line with contemporary educational principles, the typology of the users and the context being intervened in.
9. Planning teacher training activities.
10. Produce, in a group, educational intervention and / or continuing training proposals in which collaborative reflection is a major component.
11. Using information that is meaningful for the teaching profession in the development of the proposals made.
12. Using teamwork to plan educational proposals, planning teaching and learning sequences which integrate the organisation of space, time and materials in different ways in the 0-3 age-group and the 3-6 age-group.
13. Using the design of the current curriculum to develop proposals for educational intervention which favour respect for the cognitive, motor, and affective uniqueness of learners, and taking into consideration the universal rights of individuals.

Content

•Space school and school settings.

- Architecture School in Early Childhood Education.

- Area schools and educational interaction.

- The classroom as a nodule school activity.

- General classrooms and specific classrooms in Early Childhood Education.

- Child safety education spaces

•**The school schedule and educational time.**

- Kairos and Chronos in Early Childhood Education.

- Educational time and school time in Early Childhood Education.

- Time and time adult children in the care of Early Childhood.

- Rhythms and cadences in the schedules and school calendars.

• **Educational materials inside and outside the center.**

- Educational materials and teaching resources in Early Childhood Education.

- The market for educational materials.

- Materials for children and materials for teachers: roles.

- Material design "ex profess."

• **The teaching skills and professional development of teachers and teachers of Primary Education.**

- Functions and duties of the teacher.

- Skills and competences of the teacher.

- Attitudes, skills and abilities of the teacher.

- Professional development and educational innovation.

• **Reflection in action as a strategy for improving teaching individual and collegial.**

- Reflective practice.

- The teacher, the teacher and the educational team as an agent of change.

The elements that constitute the microprogramming teaching (programming unit, classroom programming).

- The fundamental elements: bases sociological, psychological, pedagogical and epistemological.

- Recipients of intervention proposal: characteristics and profiles.

- The elements of intention: the content, objectives and competences.

- Action items: activities of teaching / learning and assessment activities.

Methodology

The protagonist in the process of learning and the student is under this premise is planned methodology of the subject as shown in the table below:

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Face large group	15	0.6	3, 2, 4, 1, 7, 5, 10, 6, 9, 8, 13, 12, 11
Reading seminars	10	0.4	3, 2, 4, 1, 7, 5, 10, 6, 9, 8, 13, 12, 11
Thematic seminars	20	0.8	3, 2, 4, 1, 7, 5, 10, 6, 9, 8, 13, 12, 11
Type: Supervised			
Supervised work in the classroom and tutoring	30	1.2	3, 2, 4, 1, 7, 5, 10, 6, 9, 8, 13, 12, 11
Type: Autonomous			
individual self and group work	75	3	3, 2, 4, 1, 7, 5, 10, 6, 9, 8, 13, 12, 11

Evaluation

The evaluation of the course will be held throughout the semester by the activities carried out in the classroom and beyond. Attendance at classes of the course is required. Students who do not attend at least 80%, at least of the sessions addressed can not be evaluated. The proof that sometimes occur in absence only serve to explain the absence, in any case, an exemption of presence.

In the final evaluation of learning achieved by students will be considered active and continued participation in the sessions of classroom work, the proper execution of the work, practices and proposed activities (both the individual and the group) as well as personal involvement in research and development information.

There will also be a written test (minimum 50% of the final mark) on the subject and content of the proposed bibliography. The work group will have an overall grade. Each group will decide what percentage falls on each individual group members.

If necessary, it will conduct a personal interview to determine learning gaps or errors.

It is necessary to pass separate the two sides, and works written test -individual grupals- order to pass the course.

The copying or plagiarism, in the case of works as in the case of the tests are an offense that can represent suspend the subject.

It will be considered a work activity or consideration is "copied" when you play all or part of a work of Other companion.

It will consider a job or activity is "faked" when it presents itself as a part of the text of an author without citing sources, whether the sources are originating on paper or in digital format. (More about plagiarism http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)

Remember that you have a space for tutoring (see "data subject").

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Individual and group activities	50%	0	0	3, 2, 4, 1, 7, 5, 13, 11
Written test	50%	0	0	3, 2, 4, 1, 7, 5, 10, 6, 9, 8, 13, 12, 11

Bibliography

Books:

Artiga, C. (1991). El material escolar: parvulari i cicle inicial. Vic: Eumo.

Bassedas, E.; Huguet, T.; Solé, I. (2007). Aprendre i ensenyar a l'educació infantil. Barcelona: Graó.

Bernal, J.A. (2002). Juegos y actividades con material de desecho. Sevilla: Wanceulen.

Cruz, D. (2009). Uso del tiempo y el espacio en el aula infantil. Màlaga: Ediciones Didácticas y Pedagógicas.

Elliot, J. (2005). El cambio educativo desde la investigación-acción. Madrid: Morata.

Fermoso, P. (1993). El tiempo educativo y escolar: estudio interdisciplinar. Barcelona: PPU.

Gather, M.; Maulini, O. (2010). La organización del trabajo escolar. Barcelona: Graó.

Kemmis, S.; MacTaggart, R. (1988). Cómo planificar la investigación-acción. Barcelona: Alertes.

Malaguzzi, L.; et al. (2005). Els cent llenguatges dels infants. Los cien lenguajes de la infancia. Barcelona: Associació de Mestres Rosa Sensat.

Marcelo, C. (2001). La función docente. Madrid: Síntesis.

Marcelo, C. (2009). El profesorado principiante: Inserción a la docencia. Barcelona: Octaedro.

Perrenoud, P. (2004). Diez nuevas competencias para enseñar. Barcelona: Graó.

Perrenoud, P. (2007). Desarrollar la práctica reflexiva en el oficiode enseñar. Barcelona: Graó.

RCR Aranda Pigem Vilalta Arquitectes; et al. (2006). Arquitectura escolar: Guarderías, parvularios, centros de enseñanza infantil, primaria y secundaria. Madrid: Munilla-Lería.

Schön, D. (1992). La formación de profesionales reflexivos: Hacia un nuevo diseño de la enseñanza y el aprendizaje en las profesiones. Barcelona: Paidós.

CD-ROM:

Teixidó, M.P. (2010). Arquitectura escolar: paisatge "l'escola com un joc d'espais: aconteixements" Barcelona: UPC.

Web links:

- Generalitat de Catalunya. Departament d'Ensenyament. Recuperat de:

http://www20.gencat.cat/portal/site/ensenyament

- Xarxa Telemàtica Educativa de Catalunya. Recuperat de:

http://www.xtec.es/

- Revista Infància. Recuperat de:

http://www.revistainfancia.org/catal/llibres/novetats.htm

- El safareig. Recuperat de:

http://www.xtec.es/~ccols/

- Pàgina de Mari Carmen Díez. Recuperat de:

http://www.carmendiez.com/

- Université de Genève. Pàgina de Philippe Perrenoud. Recuperat de:

http://www.unige.ch/fapse/SSE/teachers/perrenoud/php.html

- Comune di Bologna. Scuole d'infanzia. Recuperat de:

http://www.comune.bologna.it/istruzione/scuoleinfanzia/index.php