Social Context and School Management 2016/2017

Code: 102007
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	FB	1	1

Contact

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Teachers

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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

There are no prerequisites, although this course is recommended if the student register the pràcticum

Objectives and Contextualisation

The Social Context and School Management course is aimed at understanding the relationship between education and society, and more particularly, the influence of social inequality and the environment on students and schools. Also provides an overall perspective on the functioning of schools.

It is taught by teachers in Sociology and Education and Educational Organisation. The design and location Curriculum allows is perfectly complemented by the subject Practicum I and some of the issues addressed in the course Educational Contexts.

Objectives:

1. Analyze the relationship between the school and the social environment and social relationships that occur within the school.

2. Apply the sociological analysis of the educational and social purposes.

3. Get social functions for the school and the effects of changes (social, cultural, demographic, etc.) on education and school.

4. Understand the factors of social inequality and its effects on education and school performance.

5. Identify the variables that make up a school and their interrelationship.

6. Understand the relationships between the different approaches and institutional dynamics between schools.

7. Understand the organizational structure of the school.

8. Analyze the main governing bodies, participation and support of schools.

9. Analyze the determining spatial and temporal materials that influence the educational activity and its management.

10.Comprendre the importance of relations within the educational community to ensure coexistence and achieve the objectives of school organization

Skills

- Create and maintain communication links with families to have an effective impact on the education process.
- "Critically analyse and incorporate the most relevant issues of contemporary society that affect family and school education: social and educational impact of audiovisual languages and of screens. changes in gender relations and intergenerational changes; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development."
- Demonstrate an understanding of the role, possibilities and limits of education in today's society and core competencies that affect infant schools and their professionals.
- Demonstrate knowledge of the organization of nursery schools and other early childhood services and the diversity of actions involved in their operation.
- Participate and get involved in the events, meetings and events of the institution to which one belongs.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.

Learning outcomes

1. Apply the data obtained in from socio-educational diagnosis to the education planning process.
2. Define the elements that constitute a school as complex organization.
3. Demonstrate knowledge of the evolution of the educational implications of the information and communications technology and in particular of television in early childhood.
4. Diagnose the socio-educational reality in schools by identifying the social factors that condition them.
5. Identifying the influence of social inequality on students and the dynamics of the educational centres.
6. Identifying the processes reproducing educational inequality (social class, gender and ethnicity).
7. Identifying the teachers framework of autonomy in today's society.
8. Recognising the importance of the participation of families in the educational process and in institutional dynamics.
9. Understand how the different organizational structures of the school function.
10. Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.
11. Understand the nature of the most relevant issues of complex societies in terms of gender, age, class and ethnicity and incorporate a critical reading with respect to the various forms of inequality and social exclusion.

Content

SECTION 1. SCHOOL AND SOCIETY

1. Economic and social functions of the school

1.1. Evolution of forms of cultural transmission: Challenges for social cohesion and equity

1.2. Social functions of education: between reproduction and change through the manifest and hidden curriculum

2. Diversity and inequality. Class, gender, ethnicity and territory

2.1. Urban segregation, school segregation and immigration

2.2. School performance and social inequality

2.3. Mixed school versus coeducational school

2.4. Attitudes of students before school

3. Educational policies and social equity

3.1. Educational paradigms and the role of the State

3.2.Educational reforms in Catalonia and Spain

SECTION 2. BASICS OF SCHOOL ORGANISATION

4. Elements for the analysis of educational institutions

5. The institutional approaches and the school

5.1 The long-term approach

5.2 The medium-term approach

5.3 The short-term approaches

6. The structures in schools.

6.1 Structure vertical management bodies

6.2 Structure The horizontal grouping of students and education team

6.3 Support structure

Methodology

Training activities that take place in the course are the type directed or supervised study:

- The classes are run by teachers of the course and are made in the areas of the faculty. They can be large group classes or seminars class allows a large group exhibition of the main elements of content and discussion of the various thematic seminars and working spaces are in small groups to analyze and discuss the activities proposed by staff, to complement the lectures. The seminars are compulsory. The students will be assigned to one of three groups scheduled start of the course.

- The activities supervised by teachers outside the classroom include all individual and group tutoring, and virtual, which should be used to solve problems, target tasks and ensure understanding of learning of the subject.

- The independent work is carried out independently of student and is preparing lectures, case studies and other tasks, exercises or works in order to take full advantage of the sessions and achieve the objectives of the course

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			

Seminar: Analysis of documents, articles, data and shootings .Elaboració conceptual maps.	15	0.6	1, 4, 8
With the whole group class	30	1.2	
Type: Supervised			
Support: Tutorials Monitoring, evaluation training and supervision	30	1.2	
Type: Autonomous			
Study, carrying out tasks and exam preparation	75	3	1, 4, 8

Evaluation

The evaluation of the course Social Context and School Management must allow verification of the achievement of competencies identified. He must also bear in mind the overall design of the matter and its methodological approaches.

The assessment is carried out on this subject is ongoing and final. Regarding continuous assessment, types of training, will take into account the different content blocks and its general direction:

- Regarding the first block (25%) will be considered: the delivery of a working group on a topic of the seminar (15%) and individual work on a proposed reading (10%).

- With regard to Section 2 (25%) must deliver two works (15%) set by the teacher in class and provide evidence (10%) on the seminars.

The final evaluation consists of two written tests and final character added that includes all the contents of the blocks. This test has a final assessment weighting of 50% (25% of the Block I and Block 2 25%).

In order to pass the course, the average grade must be of at least 5 and all evaluative activities must also be graded with a 5 or plus. Class attendance is mandatory, otherwise students will be considered absent. Students that during the course have had an adequate tracking of the subject and still have not achieved one of the aspects will be given the opportunity to pass the course doing additional work or redoing some of the activities. Each case will be studied individually, according to the specific situation of each student. The results obtained in each of the assessment activities will be published in the classroom or the CV. Given the qualifications, students can revise the marks during office hours.

The ratings of each of the evaluative evidence will be published in the campus in the 20 days following delivery. Students who wish to review the note must do so within 15 days after its publication in the schedule of tutorials that teachers have set for this subject and are stated in the same program.

All activities are subject to formal criteria evaluated, including spelling, written and presentation. Teachers may suspend or lower the grade of activity deemed not meet minimum academic aspects mentioned.

It will consider the conceptual rigor and accuracy of information, clarity and consistency exhibition (oral and written) and the suitability and linguistic correctness. Also, consider the participation, involvement and attitude of the students during the development of the activities and classroom sessions.

In order to get a pass mark in this course, students should prove, through their oral presentations and their written assignments, they have superior communicative skills and an excellent command of the vehicular language or languages listed in the course syllabus. Assessment of all course individual and group work tasks include criteria based on the quality, in terms of accuracy and fluency, of the assignments submitted by the learners. Learners are expected to display academic skills, which include the abilities of expressing themselves fluently and accurately and comprehending written academic texts. All potential primary and early years teachers should prove they have a very good command of Catalan (C1 Level for first and second year students and C2 Level for third year students, as describe here: http://www.uab.cat/web/elsestudis/competencialinguistica1345698914384.html).

Copying and plagiarism is intellectual theft and, therefore, constitutes a crime which shall be punished with a zero in the entire section where the plagiarism took place. In the case of copying between two students, the sanction applies to both students. In case of repeat offend it will be a fail for the entire course. Students should bear in mind that plagiarism is reproducing all or a large part of work from another without proper should bear in mind that plagiarism is reproducing all or a large part of work from another without proper referencing. By definition "plagiarism" is the use of all or part of a text by an author as if it is his/her own work, without citing sources, whether on paper or in digital format. (See documentation about plagiarism of the UAB http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html).

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Block Seminar 1	25%	0	0	3, 4, 7, 6, 5, 8
Block Seminar 2	25%	0	0	9, 10, 2, 4, 7, 8
Written test (exam)	50%	0	0	1, 9, 11, 2, 4, 7, 5, 8

Bibliography

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Websites

Departament d'Ensenyament de la Generalitat de Catalunya . http://www20.gencat.cat/portal/site/ensenyament

Consell Superior d'Avaluació del Sistema Educatiu de Catalunya. Generalitat de Catalunya.

http://www20.gencat.cat/portal/site/ensenyament/menuitem.0abe0881c305d9a1c65d3082b0c0e1a0/?vgnextoid= Jaume Bofill. http://www.fbofill.cat/

Ministerio de Educación Cultura y Deporte. http://www.mecd.gob.es/ministerio-mecd/

Instituto Nacional de Evaluación Educativa. ttp://www.mecd.gob.es/inee/portada.html