

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	0

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

Aquesta versió en llengua anglesa està feta amb un traductor cibernètic amb la qual cosa no em faig responsable del que pugui dir. La meva competència lingüística en anglès és nul·la.

It is essential to make good use of the subject:

- Identify resources and materials space-time.
- Identify resources that are consistent with the different contexts and institutional approaches in relation to the school.
- Identify reflection on teaching and improving skills and teaching skills.
- Having regard to the educational series 0-3.
- Skilled for teamwork.
- Having approved or validated the following subjects: Organization of school space, materials and teaching skills and Practicum II.

It is recommended:

- Read journal articles in kindergarten and related to the topic of this course.
- Read chapters in books listed in the bibliography basic recommended.

Objectives and Contextualisation

The course is aimed at:

- Understand the needs of children and the daily life of these is the main base for the educational intervention , especially in the series 0-3 .
- Flexible organization of space , of time, materials and staff to adapt them to the needs of children.
- Naturalize and diversify the activities of teaching / learning understood as strategies to promote the harmonious development .
- Use tools and resources to achieve learning different natures : psychomotor , intellectual , socio-emotional , etc.
- Using teaching strategies of individual and group children .
- Design strategies for coordination and collaboration with families and the community.
- Convert the nursery into a node on the network that educates children in a particular community .

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.
- 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.
- 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. Critically apply reflective strategies when working in the classroom to everyday improvement and professional, individual and collective development.
2. Design (in a group) and perform (individually), a sequence of specific actions for inclusive educational intervention, using everyday life as the core focus of the proposal in one of the different levels of 0-3 cycle or an early childhood or family care program.
3. "Identifying the needs of certain children aged 0-3 in the family environment using a variety of tools and strategies for gathering, analysing and evaluating the information obtained; and how to respond in terms of intervention from early childhood onwards, based on the analysis of materials, places, timetables, activities, attitude of the educator, etc."

Content

1. Everyday life as a structural element of the Early Childhood Education .
2. The needs of children as a key for the educational intervention .
3. The components of everyday life at school and in the classroom Childhood Education .
4. The specific educational cycle of Early Childhood Education 0-3 .
5. Coordination with families.
6. The planning team teaching activities : tools and strategies.
7. The intervention team inside and outside the school.

Methodology

This course has a workload of 150 hours per student divided into : 75 Independent study 30 hours of supervised work and assessment and 45 hours of classes distributed as shown in the table below .

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

Activities

Title	Hours	ECTS	Learning outcomes
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Type: Directed			
Face large group	15	0.6	
Learning Workshop	25	1	
Reading Seminar	5	0.2	
Type: Supervised			
Self- evaluation, co- evaluation, hetero - evaluation	15	0.6	
Supervised work in the classroom and tutoring	15	0.6	
Type: Autonomous			
Self individual and group	75	3	

Evaluation

The evaluation of the course will be held throughout the academic year through the activities shown on the grid to pass this course. To pass this course, the student must show, in the activities offered to them, a good general communicative competence. To pass the course will be presented each and every evidence of learning portfolio and proposed activities must be done. Students may wish to perform voluntary supplement their learning portfolio. These tasks and their evidence can be done at any time. The first day of the course teachers will deliver the index of the learning portfolio that includes each of the products that must be done. Each month we will present the portfolio of evidence that the student must have done according to the terms of the calendar. Practical activities will be distributed throughout the course in different seminars and timed to the start date of the activities.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Analysis of all types of documents	15	0	0	1
Daily classroom	15	0	0	1, 2, 3
Diagnostic evaluation	5	0	0	1, 3
Individual analysis of a teaching sequence recorded in an intervention with children aged 0 to 3 years	25	0	0	1, 2, 3
Products partial sequence of the work of workshop	15	0	0	1, 3
Proposal group sequence specific actions for inclusive educational intervention using daily life as axis motion	25	0	0	1, 2, 3

Bibliography

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

- Borghi, B. Q. (2005). Los talleres en educación infantil: espacios de crecimiento. Barcelona: Graó.
- Díez Navarro, M.C. (2013). 10 ideas clave. La Educación Infantil. Barcelona: Graó.
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Web's sites:

Associació de Mestres Rosa Sensat <http://www.rosasensat.org>

Departament d'Ensenyament. Generalitat de Catalunya <http://www20.gencat.cat/portal/site/Educacio>

El Safareig <http://www.xtec.es/~ccols/>

Infància - Educar de 0 a 6 anys <http://www.revistainfancia.org/catal/llibres/novetats.htm>

Iperbole. Scuole d'infanzia <http://www.comune.bologna.it/istruzione/scuoleinfanzia/index.php>

Publicacions Editorial Graó <http://www.grao.com/>

Web de Mari Carmen Díez Navarro <http://www.carmendiez.com/>

Web de Philippe Perrenoud <http://www.unige.ch/fapse/SSE/teachers/perrenoud/php.html>

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