

| Degree                            | Type | Year | Semester |
|-----------------------------------|------|------|----------|
| 2500797 Early Childhood Education | OB   | 3    | A        |

## Contact

Name: Laia Viladot Vallverdu  
Email: Laia.Viladot@uab.cat

## 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 GUIA ESTÀ PENDENT DE REVISIÓ LINGÜÍSTICA

It is recommended to have completed the practicum I and II.

In order to take this course it is mandatory to hold the negative certificate from the Sex Offender Registry. The student is the unique responsible to get and present it to the center before the [internship](#) starts.

## Objectives and Contextualisation

### contextualization:

Third practices (Practicum III) are designed for students to acquire an overview 3-6 cycle of Childhood Education. This course is taught by teachers of different educational areas: Social Sciences, Music education, Visual arts, B  
Teaching the knowledge of the natural and social environment in early childhood education I and II  
Visual arts education in Early Childhood Education I and II  
Music Education in Early Childhood Education I  
Teaching Language and Literature in Early Childhood Education  
Mathematics in the curriculum of Early Childhood Education  
Teaching corporal expression in Early Childhood Education

### objectives:

Know the educational reality of a school and Primary.  
Observe, analyze and describe the organizational elements of a kindergarten classroom.  
Design and implement adequate educational sequence to the reality studied.  
Analyze and reflect on the teaching task itself.



- Acquiring practical knowledge of the class and its management.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Consider classroom practical work to innovate and improve teaching.
- Controlling and monitoring the educational process, and in particular of teaching and learning by mastering the necessary techniques and strategies.
- Demonstrate knowledge of the evolution of the fundamentals of early care and the bases and developments that make it possible to understand the psychological processes of learning and personality construction in early childhood.
- 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.
- Develop critical thinking and reasoning and know how to communicate effectively both in your own tongues and in other languages.
- Develop strategies for autonomous learning.
- Establish relations between theory and practice and the reality of the classroom and the school.
- Express other languages and use them for educational purposes: corporal, musical, audiovisual.
- Generate innovative and competitive proposals in research and professional activity.
- Manage information related to the professional environment for decision-making and reporting.
- Master social skills in dealing and relating with the family of each pupil and all families.
- Participate and get involved in the events, meetings and events of the institution to which one belongs.
- Promote and facilitate early infant learning, from a global and integrative perspective of different cognitive, emotional, psychomotor and developmental dimensions.
- Promote coexistence in and outside of the classroom and address the peaceful resolution of conflicts.
- Promote the autonomy and uniqueness of each pupil as factors of education in emotions, feelings and values in early childhood.
- Properly express oneself orally and in writing and master the use of different expression techniques.
- Reflect in groups on the acceptance of rules and respect for others.
- Regulate the processes of interaction and communication in student groups aged 0-3 and 3-6 years.
- Understand and apply the processes of interaction and communication in the classroom and master the skills required to foster a climate that facilitates the learning of social skills and coexistence.

## Learning outcomes

1. Adjust one's educational proposals to the maturation of children for whom they are intended.
2. Apply skills and abilities that promote interaction, coexistence and communication among children.
3. Attend as many of the centres programming and coordination meetings as possible.
4. Build relationships and connections between theoretical issues discussed in the faculty and what is observed during work experience.
5. Collecting and analysing data from the direct observation of the classroom and of the documents from the centre.
6. Collecting and analysing data from the direct observation of the classroom in order to create a learning sequence proposal adapted to the specific and innovative environment.
7. Communicate information, facts and events experienced in the classroom and in the school with care and respect for peoples privacy.
8. Deliver proposed activities on time and in the right way.
9. Design an appropriate educational intervention project for a school.
10. Design and apply actions to strengthen the weaknesses identified to improve professional development.
11. Design, apply and evaluate a learning sequence that respects the globality and uniqueness of each child.
12. Detect situations of conflict and act in observance of mediation criteria.
13. Identifying strengths and weaknesses and setting personal milestones in the emotional sphere.
14. Make project proposals taking into account the diversity of the school context.
15. Make the final presentation of the practicum, synthesizing the main ideas and experiences and adjusting them to the given time in ones mother tongue.
16. Making proper use of oral, body, musical, plastic, mathematical, audio-visual languages, etc. in applying the learning sequence.

17. Making proper use of written language to describe and communicate the experiences and lessons learnt in the practicum from memory.
18. Manage and lead a group activity by ensuring that good interaction and communication occurs between participating children.
19. Observing and intervening in the greatest possible number of school situations where students relatives participate.
20. Periodically collecting and analysing in writing the personal reactions and impressions of your stay at the school.
21. Reflecting in a group on the acceptance of standards and respect towards others.
22. Reflecting orally and in writing about the didactic intervention itself.
23. Reflexively describe the dynamics of different meetings and events that one has participated in.
24. Relating orally and in writing the observation made in the classroom and the sequence proposal to be applied with the theoretical elements of different subjects in the degree.
25. Structure work in an organized manner in relation to demands.
26. Using observation sheets to perform the child's educational follow-up.
27. Using the results of the analyses carried out in order to make decisions about how to act.

## Content

1. The profession of nursery school teacher: functions, strategies, techniques and professional attitudes .
  
2. Analysis of the processes of communication and interaction in the classroom.
  - 2.1 Study of interventions for classroom learning.
  - 2.2 Reflection on methodologies that promote cooperation and learning autonomy.
  - 2.3 Analysis of attention to the diversity of learning pace.
  - 2.4 Value of inclusion as a learning strategy.
3. Analysis of the tutorial function: classroom organization and management.
  
4. Analysis of coexistence guidelines, approaches and strategies of conflict resolution.
5. Analysis of Early Childhood Education Curriculum (3-6 years).
6. Contextualization, design, implementation and evaluation of a teaching and learning sequence .
7. Self-analysis and self-regulation of the practice and learning processes.

## Methodology

In the seminars the activities developed are the following: Exchange, discussion and evaluation of the processes designed in small group; attending conferences and workshops on specific topics of the practicum; group tutorials on the design of the teaching sequence. Oral presentations of papers and conclusions.

The activities carried out in the center are the following: observing, reporting, document analysis; study of everyday situations at school: type of dynamic activities; preparation of field diary and observation notes; exchange of views and readjustments with the classroom teacher, and application of the teaching sequence designed (between 6 and 8 sessions intensive applied in the second period).

The activities carried out autonomously are of the type: Reading recommended bibliography; analysis and study of school reality; design a teaching-learning sequence; reflection on the sequence implementation; preparation of the final report, and prepare the oral presentations.

At the end of the course, there will be a public exhibition with displayed materials and projects made in school.

## Activities

| Title  | Hours | ECTS | Learning outcomes                                |
|--|-------|------|--|
| <b>Type: Directed</b>  |       |      |  |
| Group seminars, final exposition and individual tutoring                 | 25    | 1    | 7, 4, 15, 13, 8, 6, 21, 22, 24                   |
| <b>Type: Supervised</b>  |       |      |  |
| Stay at the Early Childhood school center                                | 245   | 9.8  | 1, 2, 3, 12, 11, 10, 4, 14, 18, 19, 5, 6, 16, 26 |
| <b>Type: Autonomous</b>  |       |      |  |
| Reading and writing the documents, the report and the final presentation | 80    | 3.2  | 10, 25, 15, 8, 22, 17                            |

## Evaluation

There are three indicators for evaluation: the final report, participation in tutorials and seminars (including the final

In order to pass the course, each item has to be approved separately. A result <5 (out of 10 ) in the memory, the Attendance at seminars and tutoring is mandatory: Students must attend a minimum of 90% of seminars, otherwise Classroom attendance at school is a prerequisite as well. There must have been a minimum of 245h in the middle

## Evaluation activities

| Title   | Weighting | Hours | ECTS | Learning outcomes  |
|---|-----------|-------|------|--|
| Evaluation from the school teacher (stay at the center) | 33,3%     | 0     | 0    | 1, 11, 10, 9, 4, 25, 15, 14, 8, 5, 6, 20, 21, 22, 24, 17, 26 |
| Final report  | 33,4%     | 0     | 0    | 1, 2, 3, 7, 12, 11, 9, 14, 18, 13, 19, 6, 16, 26             |
| Group seminars, individual tutoring and exposition      | 33,3%     | 0     | 0    | 7, 23, 10, 4, 25, 13, 5, 6, 20, 22, 24, 27                   |

## Bibliography

### Professional journals:

Aula De Información Educativa (Graó)

Guix d'Infantil (Graó)

In-fàn-cia (Rosa Sensat)

Perspectiva escolar (Rosa Sensat)

### Articles:

Cubero, R. (2001): Maestros y alumnos conversando: el encuentro de las voces distantes. Investigación en la escuela, 45, 7-19.

Pozuelos, F. (2007). Trabajo por proyectos en el aula: Descripción, investigación y experiencias. MCEP.

**Books:**

Escamilla, A. (2011, 2ª ed). Las competencias en la programación de aula. Barcelona: Graó.

Hernández, F. & Ventura, M. (2008). La organizacion del curriculum por proyectos de trabajo. El conocimiento es un calidoscopio. Barcelona: Octaedro.

Martín, X. (2006). Investigar y aprender cómo organizar un proyecto. Barcelona: Horsori.

Mercer, N. (2001): Palabras y mentes. Cómo usamos el lenguaje para pensar juntos. Barcelona: Paidós.

Sanmartí, N. (2007): Evaluar para aprender. 10 Ideas clave. Barcelona: Graó.

**Website:**

Generalitat de Catalunya. Departament d'ensenyament. <http://www.xtec.cat/>