

**Organisation of the School Space, Teaching  
Materials and Skills**

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."
- 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**

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Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Deepening seminars	30	1.2	3, 2, 4, 1, 7, 5, 10, 6, 9, 8, 13, 12, 11
Face large group	15	0.6	3, 2, 4, 1, 7, 5, 10, 6, 9, 8, 13, 12, 11
<b>Type: Supervised</b>			
Supervised work in the classroom and tutoring	30	1.2	3, 2, 4, 1, 7, 5, 10, 6, 9, 8, 13, 12, 11
<b>Type: Autonomous</b>			
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 realise along all the academic semester by means of activities that will realise so much to the classroom and out of her, including the visit programmed to a kindergarten scheduled. The assistance to the seminars of the course is compulsory, so that the student that do not assist to 80%, at least, will not be able to be evaluated.

In the evaluation of the learnings attained by the students will consider the participation continued and active in the sessions of work to the classroom, the correct execution of the works, of the practical and of the activities proposed (so much the individual like the group), as well as the personal implication in the research and preparation of information.

It is indispensable to approve separately the two blocks, the individual part and the group works, for can surpass the course.

The evidences avaluatives will feature of three practices (an individual and two grupal works), a work of reflexive end of individual brink and a didactic microprogramming of group work. All the deliveries have to obtain a minimum of 4 in his score for can do average, although the final note to approve the course has to be the same or upper to 5.

The practical of the classroom will submit once have finalised the thematic block 1, the practical of the materials in the ending of the thematic block 3 and the practical of the forum in the ending of the thematic block 4. The individual work of reflexive end will submit before the period on holiday of Christmas and the didactic microprogramming to starts of the month of January. Also will carry out a presentation of the individual reflexive work the last week of class. The date of recovery will be the 28 of January of the 2019.

The practical will not take place to recovery, conversely, the work of reflexive end and the didactic microprogramming will beable to be recovered if the note is inferior to 3,5. In that case, theperiod of recovery will be the last week of January.

If a person does not attend class in the realisation of a group practice, will have to realise him of individual way for can be evaluated.

All those activities avaluatives submitted out of term, at the latest four days after the date fixed, will be accepted but will have penalty.

If it does not submit an evidence of compulsory evaluation, this will not be able to be evaluated and in his effect the assignatura will remain directly suspended.

In all the activities (individual and in group) will take into account, the linguistic correction, the writing and the formal aspects of presentation. The alumnat has to be able to express fluently and correction and has to show a high degree of understanding of the academic texts. An activity can be returned (no evaluated) or suspended

if the teacher considers that it does not fulfil these minimum requirements.

It copies it or plagiarism, constitute a crime that represents to suspend the assignatura.

It will consider that a work, activity or examination is "copied" when reproduces all or a part of the work of one/to other/to companion/to.

It will consider that a work or activity is "plagiat" when presents as a own a part of a text of an author without quoting the sources, independently that the sources originàries are in paper or in digital format. (More information on plagiarism to [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html))

The students repetidors have to put in contact with the professorat the first month of the assignatura, in order to pactar his plan of work.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Individual work	45%	0	0	3, 2, 4, 1, 7, 5, 13, 11
group work	55%	0	0	3, 2, 4, 1, 7, 5, 10, 6, 9, 8, 13, 12, 11

## Bibliography

### Books:

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

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

Domingo, A. y Gómez Serés, M.V. (2014). *La práctica reflexiva. Bases, modelos e instrumentos*. Madrid: Narcea.

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

Fernández Enguita, M. (2017). *Más escuela y menos aula*. Madrid: Morata

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

Gaita, C. (2015). *Cronos va a mi clase: reflexiones sobre el tiempo en la educación*. Boadilla del Monte (Madrid): PPC.

Holzschuler, C. (2016). *Cómo organizar Aulas Inclusivas. Propuestas y estrategias para acoger las diferencias*. Madrid: Narcea.

Honoré, C. (2013). *La lentitud como método. Cómo ser eficaz y vivir mejor en un mundo veloz*. Barcelona: RBA

Lahora, C. (2013). *Las aulas de 0 a 3 años. Su organización y funcionamiento*. Madrid: Narcea.

Macbeath, J. (2013). *Col·laborar, innovar i liderar. El futur de la professió docent*. Barcelona: Fundació Jaume Bofill i UOC.

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.

Palou, J. Fons, M. i Cela, J. (2016). Escenaris nous, aprenentatges nous. Barcelona: Graó.

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

Prakash, N. (2016). Diseño de espacios educativos. Rediseñar las escuelas para centrar el aprendizaje en el alumno. Boadilla del Monte: SM.

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

Sancho, J.M., y Hernández-Hernández, F. (Coord.). (2014). Maestros al vaivén. Aprender de la profesión docente en el mundo actual. Barcelona: Octaedro.

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

Silvente, J. (2016) *Diseñar espacios educativos: calidad, estética y amabilidad en el diseño*. Barcelona: Veure, pensar sentir

Trueba, B. (2017). Espacios en armonía: Propuestas de actuación en ambientes para la infancia. Octaedro

#### **Thesis:**

Díaz-Vicario, A. (2015). La gestión de la seguridad integral en centros educativos: facilitadores y obstaculizadores (Tesis doctoral, Universitat Autònoma de Barcelona).

#### **CD-ROM:**

Teixidó, M.P. (2010). *Arquitectura escolar: paisatge "l'escola com un joc d'espais: aconeximents"* 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/>

El safareig. Recuperat de:

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

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>