

Social Context and School Management

Code: 102007
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	FB	1	1

Contact

Name: Maribel García Gracia
Email: Maribel.Garcia@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

Teachers

Rosa Maria Pallarés Mercader
Aina Tarabini-Castellani Clemente
Carme Sanjuán González

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, with special reference to social and gender inequalities.
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

- "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."
- Create and maintain communication links with families to have an effective impact on the education process.
- 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 subject Social Context and School Management must allow the achievement of the identified competences to be verified. It must also take into account the overall design of the subject and its methodological orientations.

The evaluation carried out in this subject is continuous and final. With regard to continuous assessment, in terms of training, the different blocks of content and their general orientation will be taken into account:

For which it respects Block 1 (25%), it will be considered: the delivery of a group work on one of the seminar topics (15%) and an individual work on a proposed reading (10%).

For those who respect Block 2 (25%), it is necessary to submit 2 papers (15%) proposed by the teaching staff in class and to provide evidence (10%) on the seminars.

The note of the group work can be corrected by the individual contributions.

The final evaluation consists of two final and summative written tests that include all the contents of the different blocks. This test has a weighting in the final evaluation of 50% (25% of Block 1 and 25% of Block 2). The evaluation of Block 1 will be carried out on November 6 (in the case of group 61) and October 27 (in the case of group 62). The evaluation of Block 2 will be carried out on January 15 (in the case of group 61) and January 17 (in the case of group 62).

To pass the course you must have an average of 5 or more. To be able to do the average with the activities you must obtain at least 5 in each of the empirical evidences of the blocks that make up the course evaluation system. It will also be necessary to have shown an attitude compatible with the teaching profession such as: commitment and responsibility to teamwork, respect, participation, cooperation, empathy, kindness, punctuality, non-judgement, argumentation, use of the appropriate motive, etc.

If the student does not pass the final assessment tests of Block 1 and/or Block 2, it is expected that he/she will make up the course on 5 February, in the case of Group 61, and on 7 February in the case of Group 62. In no case will this subject be made up if the results obtained in one of the two final written tests are less than 3.5.

Attendance in class is compulsory, otherwise the activities developed during the seminars will be considered not presented. All the evaluation tasks carried out during the course must be submitted by the deadline indicated by the teaching staff in the programme.

Students who have done an adequate follow-up of the course during the course and still have some suspended activity will be given the opportunity to rework some of the activities delivered or carried out.

The grades obtained in each of the evaluation activities will be given to the student by publishing the results to the moodle or the classroom, within 20 working days of their delivery. Once the grades have been submitted,

the student can review the grade in the hours that the teaching staff has assigned to tutorials. Students who wish to review the grade must do so within 15 days of its publication in the tutorial schedule established by the teaching staff for this subject and included in the program of the same.

All evaluable activities will be subject to formal criteria, including spelling, writing and presentation. The teaching staff may suspend or lower the grade of the activity they consider does not meet academic minimums in the aforementioned aspects.

Rigorous information and conceptual correctness, clarity and consistency of presentation (oral and written) and linguistic appropriateness and correctness will be taken into account. Likewise, the participation, involvement and attitude of the students during the development of the activities and classroom sessions will be considered.

All activities (individual and group) will therefore take into account linguistic correctness, editing and formal aspects of presentation. Students must be able to express themselves fluently and correctly and have a high degree of understanding of academic texts. An activity may be returned (not assessed) or suspended if the teacher considers that it does not meet these requirements.

We remind you that, in the case of the Catalan language, the 1st and 2nd grade students are required to have a linguistic competence equivalent to Level 1 for Infant and Primary Education Teachers; and that from the 3rd grade onwards the student must have shown a competence equivalent to Level 2 for Infant and Primary Education Teachers (more information on these levels at <http://www.uab.cat/web/els-estudis/-competencia-linguistica-1345698914384.html>).

Copying or plagiarism, both in the case of papers and exams, is a crime that can represent a failing grade. A work, activity or examination will be considered to be "copied" when it reproduces all or part of the work of one or more colleagues.

A work or activity will be considered "plagiarized" when it is presented as its own when part of an author's text is presented without citing the sources, regardless of whether the original sources are in paper or digital format (more information on plagiarism at http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_0_1.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

Alegre, M. A. (Coord.) (2010). *Les famílies davant l'elecció escolar. Dilemes i desigualtats en la tria de centre a la ciutat de Barcelona*. Fundació Jaume Bofill, Col.Polítiques, 72.

Antunez, S.; (1993). *Claves para la organización de centros escolares*. Barcelona: Horsori.

Antunez, S. ; Gairín, J. (1996). *Fundamentos y prácticas de la organización escolar*. Barcelona: Grao.

Anyon, J. (1999). Clase Social y conocimiento escolar. Dins: Fernández Enguita, M. (comp.) *Sociología de la educación. Textos fundamentales*. Barcelona: Ariel.

Armengol, C., Pallarès, R.M.; Feixas, M. (2003). *Seguint el fil de l'organització*. Col.lecció Materials. Servei de Publicacions, Universitat Autònoma de Barcelona.

Benito, R. y Gonzalez, I (2009). *Processos de segregació escolar a Catalunya*. Fundació Jaume Bofill. Col. Polítiques 59

Bonal, X. (2012) *Municipis contra la segregació escolar. Sis experiències de política educativa local*. Fundació Jaume Bofill. Col. Polítiques 78

Coronel, J.M.; López, J.; Sanchez, M. (1994). *Para comprender las organizaciones escolares*. Sevilla: Repiso.

Dronkers, J. (2008), *l'Educació com a pilar de la desigualtat. La política educativa europea: limitacions i possibilitats*. Fundació Jaume Bofill, 2008.

Fernández Palomares, F. (Coord)(2003). *Sociología de la Educación*. Madrid: Pearson.

Gairín, J.; Darder, P. (Coord.) (1996). *Organización de centros educativos. Aspectos básicos*. Barcelona: Práxis.

Garcia, M. (2003). El sistema de enseñanza como construcción histórica y social. A Fernández Palomares (Coord). *Sociología de la educación*. Madrid; Pearson. pp.87-114.

Garcia, M (2013). *Absentismo y abandono escolar*. Madrid, Síntesis

Gratacós, P. i Ugidos, P. (2011). *Diversitat cultural i exclusió social. Dinàmiques educatives, relacions interpersonals i actituds del professorat*. Fundació Jaume Bofill.

Lorenzo, M (2011). *Organización de centros educativos. Modelos emergentes*. Madrid: La Muralla.

Rist, R. (1991). Sobre la comprensión del proceso de escolarización: aportaciones de la teoría del etiquetado. *Educación y Sociedad*, 9.

Santos, M. (2000). *La escuela que aprende*. Madrid: Morata.

Taberner, J.(1999). *Sociología y Educación*. Tecnos: Barcelona.

Tarabini, A (2012) Sociologia del curriculum i la praxi educativa. A J.M. Rotger (coord.) *Sociologia de l'educació per a professorat d'educació secundària*. El Roure: Barcelona.

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=JaumeBofill>. <http://www.fbofill.cat/>

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

Instituto Nacional de Evaluación Educativa. <http://www.mecd.gob.es/inee/portada.html>