

**Centres of Education and Early Childhood
Education**

Code: 102012
ECTS Credits: 8

Degree	Type	Year	Semester
2500797 Early Childhood Education	FB	2	A

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:

- The working knowledge of a language of the European Union (in addition to own / their own).
- Reading of educational articles that address topics related to the content of the subject and listed the basic bibliography recommended.
- The search for documentation and make arguments.
- Reflect on their own learning experience.
- Be willing to work together .

Objectives and Contextualisation

The course is aimed at analyzing the situation of any educational institution (schools, programs and projects) for children in the educational systems of the European Union, with particular emphasis on systems Catalan and Spanish.

It also is designed to identify and understand the processes and institutions that have promoted and promote innovations in any European territory.

This systematic approach will certainly consider the educational institution as a unit of analysis and intervention.

Some emphasize that training objectives of the course are:

- Understand the European network set up different systems of care for children.
- Analyse care systems for children in Spain and Catalonia.
- Identify institutions and innovative programs dedicated to early childhood that promote children's rights.

- Know the different types of institutions of Early Childhood Education (schools, programs and projects)

Competences

- Acquire habits and skills for cooperative and autonomous learning and promote the same in pupils.
- Appreciate the importance of teamwork.
- Assessing the personal relationship with each student and their family as a quality factor of education.
- 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 quality improvement models with application to schools.
- Generate innovative and competitive proposals in research and professional activity.
- Know about international experiences and examples of innovative practices in infant education.
- 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.
- Participate in the development and monitoring of educational programs in infant education in the framework of school projects and in collaboration with the territory and with other professionals and social agents.
- Place infant schooling in the Spanish education system, and in the European and international context.
- Respect the diversity and plurality of ideas, people and situations.
- Understand the law governing kindergartens and their organization.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Accept that the diversity and plurality of ideas, practices and educational institutions is a value to defend.
2. Access basic and contextual information on the main theoretical teaching and practical contributions that affect the teaching profession.
3. Analyse, contextually and pedagogically, educational projects and national and international assessment reports related to nursery and primary education and that help make decisions in the field of education policy.
4. Assessing the value of, and respecting the different pedagogical contributions of, different movements and authors of contemporary relevance.
5. Contrast and synthesize information about infant schools in Catalan, Spanish, European and international education systems, explaining experiences and innovative examples through a study produced by a team.
6. Critically and independently analyse the main current formulations and pedagogical practices, and be able to defend the assumption of criteria.
7. Examining the knowledge of the main international, and especially European, pedagogical movements that have influenced contemporary pedagogical theory and practices that affect nursery and primary schooling.
8. Find out about and develop a monitoring plan for infant education projects in the framework of a school that collaborates with the territory and with other professionals and social agents.
9. Gaining a deeper knowledge of certain authors and educational movements that have had a special importance in educational thinking and practice in our country.
10. Identifying the main changes affecting educational practice and the way teachers exercise their profession today.
11. Observing and describing the main limitations but also the possibilities of current educational projects and practices of different centres and teaching professionals.
12. Produce, in a group, innovative training proposals that include the typical interdisciplinary teams in an institution of early childhood care.
13. Understand the historical evolution of the main currents of educational thinking in terms of the various changing contexts that affect teaching.
14. Understand the main currents of contemporary thought of educational influence and their impact on nursery and primary education.
15. Using graphic techniques to analyse the legislation regulating infant schools and their organisation.

16. Using social skills in relationships with children, with families and with the professionals from the centres being studied.
17. Using techniques such as the genogram, the video frame, family photos and family albums to critically analyse personal and other family relationships.

Content

The Early Childhood Education in the educational system Spanish and Catalan.

- Different child care services and education in Catalonia and Spain.
- Legislative support for the family.
- The school children. Legislative framework.

Situation of Early Childhood Education in the European and international context.

- Services for children and their families.
- Attention collective bargaining and individual attention to different European countries.
- Quantitative and qualitative aspects of the different services.

Educational innovation in stage 0-6. Precedents and current situation.

- Innovations focus on curriculum development.
- Innovations focus on the organization of the center.
- Innovations focus on the relationship with the environment.

Schools Early Childhood Education. Types and functions.

- Different educational support services for children.
- Different services to support motherhood and parenting.
- Activities of daily life.

Methodology

The protagonist in the process of learning and the student is under this premise is planned methodology of the su

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face large group	15	0.6	
Knowledge of field	5	0.2	
Seminars Reading	5	0.2	15
Seminars knowledge field	3	0.12	
Seminars topics	32	1.28	
Type: Supervised			
Self-evaluation, co-evaluation, hetero-evaluation	20	0.8	

Supervised work in the classroom and tutoring	20	0.8	
Type: Autonomous			
Self individual and group	100	4	17, 15

Assessment

The evaluation of the course will be held throughout the academic year through the activities shown in the grid below.

To pass this course, the student must show, in the activities offered to them, a good general communicative competence.

The copy or plagiarism, both in the case of works and in the case of exams, constitute an offense that may represent a serious breach of the code of ethics of the profession.

It is necessary to show an attitude compatible with the educational profession as a requirement to pass the subject.

The dates of the evaluation activities, which must be attended obligatorily to be qualified are:

Group 61: 31/10, 05/12, 05/03, 07/05 and 21/05. The recovery date is June 15/06.

Group 62: 10/09, 29/10, 03/12, 03/03, 19/05 and 02/06. The recovery date is June 15/06.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Analysis of other types of documents	5	0	0	2, 17, 15
Analysis of readings	10	0	0	17, 15
Daily classroom	15	0	0	17, 15

Diagnostic evaluation	5	0	0	2, 6, 8
Evidence of seminar activities	15	0	0	17, 15
Graphic documentation of a legislative framework	5	0	0	7, 15
Information about the types of schools presented	10	0	0	6, 9, 13, 5, 10, 11
Study group on one type of service, program or center including hen intervention proposal	25	0	0	2, 3, 9, 1, 14, 5, 8, 12, 11, 15, 4
Using a technical analysis of family relationships	10	0	0	16, 17

Bibliography

Angel, C. et.al. (1994). *Temes d'Infància. Educar de 0 a 6 anys*. Volum I i II. Barcelona: Associació de Mestres Rosa Sensat.

Casas, F. (coord.) (1998). *Primera infància. Demanda social i propostes de treball en els ens locals*. Barcelona: Diputació de Barcelona, Serveis Socials.

Díez Navarro, C. (1995). *La oreja verde de la escuela. Trabajo por proyectos y vida cotidiana en la escuela infantil*. Madrid: Ediciones de la Torre.

Forner, A. (coord.) (1999). *L'educació dels més petits*. Barcelona: Diputació de Barcelona.

Forner, À.; Acedo, C. i Recasens, J. (2001). *Serveis per a la infància: Marc de referència per a polítiques educatives en l'àmbit municipal*. (Estudis educació 7): Barcelona, Diputació de Barcelona.

Penn, H. (1997). *Què passa a les escoles bressol? Comparació de les escoles bressol a Espanya, Itàlia i Regne Unit*. Temes d'Infància, núms. 28-29, Barcelona: Rosa Sensat.

Pérez-Testor, C. (1995). *Nous models família en l'entorn urbà*. Barcelona: Department de Benestar Social. Generalitat de Catalunya.

Quinto Borghi, B. (2010). *Educar en el 0-3. La práctica reflexiva en los nidi d'infanzia*. Barcelona: Graó.

Rodríguez García, A. (s.d.). *Género, sexo y la construcción de la identidad*. Recuperat de <https://anarodriguezgarcia.com/publicaciones/1117-2/>

Trotta, T. i Troya, M.S. (2018, octubre 4). La pobreza infantil en España nos lleva a desaprovechar talento. *El País, sección Planeta Futuro*. Recuperat de https://elpais.com/elpais/2018/10/03/planeta_futuro/1538570523_817380.html

Zabalza, M. (1996). *Calidad en la Educación Infantil*, Madrid: Narcea.

Magazines:

Revista Infància

Revista Infancia

Revista Infància a Europa

Revista GUIX d'Infantil

Useful web sites:

[Temes d'Educació del web de la Generalitat de Catalunya: http://www.gencat.cat/temes/cat/educacio.htm](http://www.gencat.cat/temes/cat/educacio.htm)

[Observatorio dela Infancia de la Junta de Andalucía:
http://www.juntadeandalucia.es/observatoriodelainfancia/oia/esp/index.aspx](http://www.juntadeandalucia.es/observatoriodelainfancia/oia/esp/index.aspx)

[Institu d'Infància i Món Urbà: http://www.ciimu.org/](http://www.ciimu.org/)

[Unió Europea en espanyol: http://europa.eu/index_es.htm](http://europa.eu/index_es.htm)

[Organización para la Cooperación y Desarrollo Económicos \(OCDE\) en espanyol:
http://www.oecd.org/document/12/0,3343,es_36288966_36287974_36316364_1_1_1_1,00.html](http://www.oecd.org/document/12/0,3343,es_36288966_36287974_36316364_1_1_1_1,00.html)

[Diputació de barcelona: http://www.diba.es/](http://www.diba.es/)

[Revista Infància a Europa: http://www.childrenineurope.org/catalan.php](http://www.childrenineurope.org/catalan.php)