Teaching in the 0-3 Cycle

Code: 102009
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Cecilia Inés Suarez Rivarola

Email: CeciliaInes.Suarez@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

It is recommended:
- Identify the organizational components of the process of learning as well as the analysis of teaching resources, and organizational assessment process.
- Identify space-time and material resources.
- Identify the coherence that the resources have with the different contexts and in relation to the institutional approaches of the educational center.
- Identify the reflection on the teaching practice and the improvement of the abilities and the teaching competences.
- Have a formative relationship with the 0-3 cycle.
- Skilled for teamwork.

Objectives and Contextualisation

The course is aimed to:

- 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, time, materials and staff to adapt them to the children necessities.
- 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.

Competences

- 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. "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."
2. Critically apply reflective strategies when working in the classroom to everyday improvement and professional, individual and collective development.
3. 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.

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
Type: Directed			

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

Assessment

The evaluation of the course will be held throughout the academic year through the activities shown on the grid that is in continuation. The attendance at the classes of the course is required. Students who do not attend at least 80%, at least of the sessions and all sessions aimed assessment can not be evaluated with the instruments described below and it will be considered absent. The proof that sometimes occur in absence only serve to explain the absence, in any case, an exemption of presence. Only in cases related to legal and medical issues, and properly documented, the teacher responsible for the subject can arbitrate, if possible, to offset the additional activities required presentiality.

To pass this course, the student must show, in the activities offered to them, a good general communicative competence, both orally and in writing and a good command of the language and communication language contained in the syllabus.

To pass the course will be presented each and every evidence of learning portfolio and proposed activities must be carried out self-assessment, peer review and assessment by teachers.

Students may wish to perform voluntary supplement their learning portfolio. These tasks and their evidence can not replace any of the evidence described in the table above.

The first day of the course teachers will deliver the index of the learning portfolio that includes each of the products and the evidence that up detailing deadlines and review it.

Each month we will present the portfolio of evidence that the student must have done according to the terms of the index presented on the first day of the public presentation curs. Durant teachers will improve returns. Students who wish to review the folder individually will in the schedule of tutorials that teachers have set for this course and will be specified in the program.

Practical activities will be distributed throughout the course in different seminars and timed to the start date of the practiceanddelivery at the end of each seminar will be dedicated to each practice. The return of all activities that are part of the qualification will be at the monthly public presentations folder.

The final evaluation- presentation of the learning portfolio: last day of the course.

Retake (recuperation): two weeks from the last day of the course.

Assessment Activities

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

Bibliography

Amorós, E.; Hortal, A. (2013). *44 experiències 0-3.* Bracelona: Graó.

Ander-Egg, E.; Aguilar, M. J. (2001). *El trabajo en equipo.* México D.F.: Progreso.

Bassedas, 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.

Elliott, J. (2000). *El cambio educativo desde la investigación-acción.* Madrid: Morata.

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

Goldschmied, E.; Jackson, S. (2007). *La educación infantil de 0 a 3 años.* Madrid: Morata.

Kemmis, S.; MacTaggart, R. (1988). *Cómo planificar la investigación-acción.* Barcelona: Alertes.

Lleixa, T. (2005). *La educación infantil 0-6 años.* Barcelona: Paidotribo.

López , F. (2007). *La escuela infantil: observatorio privilegiado de las desigualdades.* Barcelona: Graó.

Malaguzzi, L. (2005). *Els cent llenguatges dels infants. Los cien lenguajes de la infancia.* Barcelona: Rosa Sensat.

Morrison, G. S. (2005). *Educación infantil.* Madrid: Pearson educación.

Quinto Borghi, B. (2013). *Educar en el 0-3. La práctica reflexiva en los nidi d'infanzia.* Barcelona: Graó.

Rovira, B. (2004). *Maternitats.* Barcelona: Graó.

Somé, S. (2011). *Recibiendo al Espíritu. Rituales africanos de bienvenida para la vida.* México: Grupo CUDEC.

Zabalza, M. A. (2006). *Didáctica de la educación infantil.* Madrid: Narcea.

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

XTEC http://www.xtec.es/