UAB

Universitat Autònoma de Barcelona

2021/2022

Social Context and School Management

Code: 102069
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	FB	2	1

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

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Use of Languages

Principal working language: catalan (cat)

Some groups entirely in English: Yes

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

Teachers

Helena Troiano Gomà

Ainhoa Flecha Fernandez Sanmamed

Esther Salat Llorente

Enric Saurí Saula

Maria Carme Armengol Asparo

Prerequisites

There are no prerequisites, but it is recommended that students have passed the first-year subject Education and Educational Contexts.

Objectives and Contextualisation

The objectives of the course Social Context and School Management are:

1. Analyse the relation between social and school contexts and the social relations that occur within schools.
2. Apply the sociological perspective to the analysis of educational reality and of the different social contexts.
3. Approach to the social functions of the institution and the effects of changes (social, cultural, demographic, etc.) over education and school.
4. Understand social inequality and its effects on education and school performance.
5. Identify the variables that configure school and their interrelations.
6. Understand the relations between institutional approaches of the institution and school dynamics.
7. Understand the organizational structure of the school.
8. Analyse the main governing, participation and support bodies of school centres.
9. Analyse the spatial, temporal and material determinants and how they influence educational activity and its management.

10. Understand the importance of the relations that occur within the educational community to ensure coexistence and achieve the objectives of school.

Competences

- "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."
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analysing the practice of teaching and the institutional conditions that frame it.
- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- Effectively address language learning situations in multicultural and multilingual contexts.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Know how primary schools are organised and about the diversity of actions involved in running them.
- Linking education with the environment and cooperating with families and the community.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Take part in the definition of the educational project and in the general activity of the school taking into account quality management criteria.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand the basics of primary education
- Understanding the function, possibilities and limits of education in today's society and the fundamental skills affecting primary schools and their professionals

Learning Outcomes

1. Analyse the factors affecting the organization of educational stages.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Analyse the structure and content of different institutional documents.
4. Assessing the value of a socio-educational context or scenario and making proposals for educational planning.
5. Critically analyse and incorporate the most relevant issues of today's society affecting education: social and educational impact of audiovisual languages and screens.
6. Define the elements that constitute a school as complex organization.
7. Develop a collaborative project in a team, as a first step towards networking.
8. Diagnose the socio-educational reality in schools by identifying the social factors that condition them.
9. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
10. Identifying the influence of social inequality on students and the dynamics of the educational centres.
11. Identifying the processes reproducing educational inequality (social class, gender and ethnicity).
12. Identifying the teachers framework of autonomy and role in today's society.
13. Interpreting the data obtained from primary and secondary sources critically and drawing the appropriate conclusions.
14. Proposing specific initiatives for educational intervention in the different areas of the school.
15. Recognising the importance of the participation of families in the educational process and in institutional dynamics.
16. Recognising the social value of education and the value of diversity in order to acquire resources that encourage inclusive education and performance in multicultural contexts.
17. Reflecting on the role of teachers in contexts of social inequality and in a particular institutional framework.
18. Reflecting on the role of the school in a changing society.
19. Understand how different organizational and relational structures of the school function.

20. Understand the content and processes that affect the design of the CIP (City Education Plans).
21. Understand the organization of the education system and legislation that develops it.
22. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

Content

SECTION 1. SCHOOL AND SOCIETY

1. Schools' economic and social functions

1.1. Origin and evolution of educational systems

1.2. Schools' economic and social functions

1.3. Functionalism and human capital theory: main principles

2. Diversity and inequality. Social class, gender, ethnicity and territory

2.1. Social class and educational inequalities: mechanisms and explanatory theories

2.2. Urban segregation, school segregation and school choice

2.3. Gender, ethnicity and hidden curriculum

2.4. School and cultural reproduction: sociolinguistic codes and educational codes

2.5. Students' attitudes towards school

3. Educational policies and social equity

3.1. Educational paradigms and the role of the State

3.2. Educational politics and legal framework in Catalonia and Spain

SECTION 2. INSTITUTIONAL APPROACHES

4. Institutional approaches

4.1. Analysis of educational institutions: basic elements

4.2. Long-term document planning

4.3. Medium-term document planning

4.4. Short-term document planning

SECTION 3. THE ORGANIZATIONAL STRUCTURE OF THE SCHOOL

5. Human resources management

5.1. Governing and participatory bodies

5.2. Students and teachers grouping

5.3. Support structures

6. Time management

6.1. Managing teachers' teaching time

6.2. Managing students' learning time

6.3. School calendar and timetable

7. Material resources management

7.1. Management of indoor and outdoor spaces

7.2. Management of infrastructure, technology and furniture

7.3. Management of material resources

SECTION 4. MANAGING INTERPERSONAL RELATIONSHIPS

8. Relationship among members of the educational community

8.1. Participation and decision making

8.2. Conflict resolution

8.3. Communication and information management

8.4. School's culture and organizational climate

Methodology

The formative activities of this course include on-site, supervised and autonomous activities:

- On-site classes are directed by the professors of the course and will take place in the facilities of the Faculty. They can be large group classes or seminars: these classes allow the exposition, reflection and debate of the main contents and discussion elements of the four blocks. The seminars are small group work spaces to analyze and debate the activities proposed by the teaching staff to complement the theoretical contents. The seminars are compulsory attendance and the students will be assigned to one of the groups scheduled at the beginning of the course.

- Supervised activities include individual or group activities to be completed by the students on their own with the supervision of the professors. These activities include the on-site or virtual tutorial sessions addressed at solving difficulties, orienting tasks and ensure the comprehension of the course contents.

- Autonomous work is carried out by the student independently and includes the preparation of readings, cases or other equivalent activities.

- Our teaching approach and assessment procedures may be altered if public Health authorities impose new restrictions on public gatherings for COVED-19.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars: Analysis of documents, articles and data; analysis of videos; case resolution and elaboration of conceptual maps	30	1.2	2, 20, 19, 9, 13, 22, 4

Whole-group sessions: lectures, presentation of readings, papers or documents by the students; debates and reflections over key aspects of the contents	0	0	2, 20, 19, 6, 9, 15, 17, 22
Type: Supervised			
Tutorials and supervision of the tasks and activities proposed	26	1.04	20, 19, 13, 4
Type: Autonomous			
Individual and group preparation of the assignments. Study of the contents and preparation of the exams.	90	3.6	1, 3, 20, 19, 21, 6, 12, 13, 15, 17, 4

Assessment

The evaluation of the subject Social Context and School Management must allow the verification of the achievement of the identified competences. Likewise, the global design of the subject and its methodological guidelines must be kept in mind.

The evaluation of this subject is continuous and final.Por lo que se refiere a la a la evaluación continua de tipo formativo se tendrán en cuenta los diferentes bloques de contenido y su orientación general:

• In Block 1 (15%) it is necessary to carry out a cooperative work proposed in class and other evidence of monitoring the seminars. GROUP

• In Block 2 (15%) it is necessary to carry out a cooperative work proposed in class and other evidence of monitoring the seminars. GROUP

• In Block 3 (10%) it is necessary to carry out a cooperative work proposed in class and other evidence of monitoring the seminars. GROUP

• In Block 4 (10%) it is necessary to carry out a cooperative work proposed in class and other evidence of monitoring the seminars. GROUP

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

The final evaluation consists of two final INDIVIDUAL and summative written tests that include all the contents of the different blocks. These tests have a weight in the final evaluation of 50% (20% Block 1, 10% Block 2, 10% Block 3 and 10% Block 4). If necessary, all final assessment tests will have a second chance of recovery. The dates of the evaluations will be:

• Groups 21 and 31: final test Blocks 1 and 2 (after completion of Blocks I and II), final test Blocks 3 and 4 (after completion of Blocks III and IV). Recovery of Blocks 1, 2, 3 and 4 (at the end of the semester).

• Groups 41 and 71: final test Blocks 1 and 2 (after completion of Blocks I and II), final test Blocks 3 and 4 (after completion of Blocks III and IV). Recovery of Blocks 1, 2, 3 and 4 (at the end of the semester).

To passthe subject, you must have an average equal to or greater than 5. To be able to do the average with the activities, you must obtain at least 5 in each of the exams. It will be considered NOT PRESENTED (NP) when the student has failed to take any of the written tests. In relation to the other evidence of learning, when any of these is not delivered, the grade will be 0.

Attendance is compulsory. The supporting documents only serve to explain the absence, in no case do they exempt from attendance. Students who do not pass any of the written tests will have the possibility of recovery on the indicated date.

The marks obtained in each of the evaluating activities will be delivered to the students by publishing results in Moodle or in the classroom. Once the grades have been delivered, the students will be able to review the grade in the hours that the teachers have for tutoring.

The notes of each one of the evaluation evidences will be made public in the virtual campus in the 20 days following its delivery. The student who wants to review the note will be able to do so within 15 days after its publication in the tutoring schedule that the teaching staff has established for this subject and that is stated in the program.

Linguistic correction, writing and formal presentation aspects will be taken into account in all activities. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or suspended if teachers consider that it does not meet these requirements.

We recall that, in the case of the Catalan language, in 1st and 2nd courses students are required to have a linguistic competence equivalent to Level 1 for Infant and Primary Education Teachers; and that from the 3rd year of the Degree the students must have shown a competence equivalent to Level 2 for Early Childhood and Primary Education Teachers (more info at: https://www.uab.cat/web/estudiar/graus/graus/competencia-linguistica-1345737529755.html).

Copying or plagiarism, both in the case of work and in the case of exams, constitute a crime that may represent failing the subject:

• A work, activity or exam will be considered to be "copied" when it reproduces all or part of another partner's work.

• A work or activity will be considered "plagiarized" when a part of a text by an author is presented as its own without citing the sources, regardless of whether the original sources are on paper or in digital format (more info at: https://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html).

It is recommended to follow the APA regulations (2010, 6th version). See: https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf

For more information on the "Criteria and general guidelines for the evaluation of the Faculty of Education Sciences" approved by the COA on May 28, 2015 and modified at the Faculty Board on April 6, 2017, you can consult:https://www.uab.cat/web/estudiar/guia-del-pdi-1345732500524.html

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Section 1 Tasks GROUP	15%	0	0	5, 2, 21, 8, 11, 10, 9, 13, 16, 15, 17, 22
Section 2 Tasks GROUP	15%	0	0	3, 20, 6, 12, 18, 22, 4
Section 3 Tasks GROUP	10%	0	0	1, 19, 6
Section 4 Tasks GROUP	10%	0	0	19, 6, 7, 14, 15, 22
Written INDIVIDUAL exams	50%	4	0.16	1, 3, 20, 19, 21, 6, 12, 13, 15, 17, 4

Bibliography

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Webs d'interès

http://educacio.gencat.cat/ca/inici

http://www.fbofill.org

http://www.oecd.org/education/

http://www.mecd.gob.es/

Software

No specific software is required.