

**Social Context and School Management**

Code: 102007  
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	FB	1	1

## Contact

Name: Maria Isabel Garcia Gracia

Email: maribel.garcia@uab.cat

## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Teachers

Rosa Maria Pallarés Mercader

Carme Sanjuan 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.
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

## 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.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

## Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Apply the data obtained in from socio-educational diagnosis to the education planning process.
3. Define the elements that constitute a school as complex organization.
4. Demonstrate knowledge of the evolution of the educational implications of the information and communications technology and in particular of television in early childhood.
5. Diagnose the socio-educational reality in schools by identifying the social factors that condition them.
6. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
7. Identifying the influence of social inequality on students and the dynamics of the educational centres.
8. Identifying the teacher's framework of autonomy in today's society.
9. Recognising the importance of the participation of families in the educational process and in institutional dynamics.
10. Understand how the different organizational structures of the school function.
11. Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.

12. 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.
13. 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. 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 group classes or seminars class allows a 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.

Note: 15 minutes of a class, within the timetable established by the centre/degree, will be set aside for students to complete the teacher performance evaluation and subject/module evaluation surveys.

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			
Seminar: Analysis of documents, articles, data and shootings. Elaboració conceptual maps.	15	0.6	2, 5, 9
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	2, 5, 9

## Assessment

The assessment 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 assessment 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:

With respect to 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%).

With respect to Block 2 (25%) it is necessary to submit 1 work proposed by the teachers to class, which will be done in pairs (15%) and provide, individually, evidence of the seminars (10%).

The final assessment 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 October 31. The evaluation of Block 2 will be carried out on January 16.

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 evaluation tests of Block 1 and/or Block 2, it is expected that he/she will make up the course on 6 February.

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. In the case that a student presents a percentage lower than 50% of the evaluation activities will be considered not presented.

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. This also applies to the misuse of artificial intelligence tools. The Moodle Classroom space has the URKUND tool to detect the % of similarities of the submitted documents. It is recommended to follow the APA guidelines (2010, 6th version). You will find a proposal for a standard at the following link: [https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa\\_a2016.pdf](https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf).

Single assessment

The subject includes the option of a single evaluation.

If you wish to take the single assessment option, you must make a reasoned request to the Faculty within the deadlines set by the latter, and inform the subject's teaching staff at the beginning of the academic year.

The single assessment of this subject will consist, on the one hand, of an exam of Block 1 of Social Context (40%) and another exam of Blocks 2 (40%). And, on the other hand, the completion of a course activity on Social Context (10%) and another course activity on School Management (10%). Students who take advantage of the single assessment must contact the teaching staff at the beginning of the course to receive the corresponding instructions regarding the activities they will have to carry out.

The course activities will be carried out on January 16.

The date set for the single assessment will be on January 16. In the event that students participating in the single evaluation do not pass the exams or course activity, they will have the right to make up the exams on 6 February.

The revision of the final grade follows the same procedure as for continuous evaluation.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Block Seminar 1	25% (15% group and 10% individual)	0	0	1, 12, 4, 5, 8, 7, 6, 9
Block Seminar 2	25% (15% group and 10% individual)	0	0	10, 11, 3, 5, 8, 9
Written test (Individual)	50% (individual)	0	0	1, 2, 10, 12, 3, 5, 8, 7, 6, 9, 13

## Bibliography

### Bibliografia bàsica

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

Anyon, J. (1999). Clase Social y conocimiento escolar. Dins: Fernández, M. (comp.) *Sociología de la educación. Textos fundamentales* (pp. 615-627). Barcelona: Ariel

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

OECD (2010): La naturalesa de l'aprenentatge: Utilitzant la recerca per inspirar la pràctica.. Traducció en català disponible en:  
[https://serveiseducatiu.xtec.cat/vallesoccidental5/wp-content/uploads/usu1111/2019/03/The\\_Nature\\_of\\_Learning.pdf](https://serveiseducatiu.xtec.cat/vallesoccidental5/wp-content/uploads/usu1111/2019/03/The_Nature_of_Learning.pdf)

### Bibliografia complementaria

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.

Bazarra, L. (2014). *Ser profesor y dirigir profesores en tiempos de cambio*. Madrid: Narcea.

Bellver, C. (8 abril 2018). Per què ens hauria de preocupar l'augment de les diferències entre escoles públiques? *Crític*. Recuperat de:

<https://www.elcritic.cat/reportatges/per-que-ens-hauria-de-preocupar-laugment-de-les-diferencies-entre-escoles->

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

Bisquerra, R. (2017). Educació emocional: de la recerca a la pràctica fonamentada. *Revista Catalana de Pedagogia*, 13 (2018), p. 145-171. DOI: 10.2436/20.3007.01.102. ISSN (edició electrònica): 2013-9594. <http://revistes.iec.cat/index.php/RCP/index>

Blejmar, B. (2018). *Gestionar es hacer que las cosas sucedan*. Buenos Aires: Noveduc.

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

Cantón, I., Pino, M. (coords). (2014). *Organización de centros educativos en la sociedad del conocimiento*. Madrid: Alianza Editorial.

Collet, J., Tort, A. (2017). *Escoles, famílies i comunitat*. Barcelona: Octaedro.

Coronel, J.M., López, J., Sánchez, 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*. Barcelona: Fundació Jaume Bofill.

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

Ferrer-Esteban, G. (2019). *Mesures i suports d'atenció a les necessitats educatives i diversificació curricular: què funciona per millorar els aprenentatges i reduir l'abandonament?* Fundació Jaume Bofill. Què funciona en educació, núm 15. Recuperat de [https://www.fbofill.cat/sites/default/files/Que\\_funciona\\_15\\_diversificaciocurricular251119.pdf](https://www.fbofill.cat/sites/default/files/Que_funciona_15_diversificaciocurricular251119.pdf)

Fundació Jaume Bofill. (2019). *LECXIT: Lectura per a l'èxit educatiu*. Recuperat de <https://www.fbofill.cat/lecxit>

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. Dins Fernández, F. (Coord). *Sociología de la educación* (pp. 87-114). Madrid: Pearson.

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

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

Lafuente M. Millora l'aprenentatge de l'alumnat mitjançant el treball per projectes? Fundació Jaume Bofill. Què funciona en educació, núm 16. Recuperat de: [https://www.fbofill.cat/sites/default/files/Que\\_funciona\\_16\\_aprenentage.pdf](https://www.fbofill.cat/sites/default/files/Que_funciona_16_aprenentage.pdf)

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

OECD (2017): The OECD Handbook for Innovative Learning Environments. Traducció en català disponible en: <https://drive.google.com/file/d/1r4mZPBDHPbBNbLM6nrXTYzgM4JtYlub/view>

Rist, R. (1991). Sobre la comprensión del proceso de escolarización: aportaciones de la teoría del etiquetado. Dins: Fernández, M. (comp.) *Sociología de la educación. Textos fundamentales*. (pp.615-627). Barcelona: Ariel.

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

Solís G., P, González B., i V (2017) El efecto Pigmalión en la práctica docente. *Publicaciones Didacticas*. N° 83. Recuperat de: [http://www.sedcaldas.gov.co/alianza/images/Archivos\\_pesados/2018/el%20efecto%](http://www.sedcaldas.gov.co/alianza/images/Archivos_pesados/2018/el%20efecto%20pigmalion%20en%20la%20practica%20docente.pdf)

[20pigmalion%20en%20la%20practica%20docente.pdf](http://www.sedcaldas.gov.co/alianza/images/Archivos_pesados/2018/el%20efecto%20pigmalion%20en%20la%20practica%20docente.pdf)

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

Tarabini, A. (2012). Sociologia del curriculum i la praxi educativa. Dins Rotger. J.M. (coord.) *Sociologia de l'educació per a professorat d'educació secundària* (pp. 289-315) Barcelona: El Roure.

UNESCOCAT. Educació 2030. Declaració d'Incheon i marc d'acció per a la implementació de l'Objectiu de Desenvolupament Sostenible 4. Centre UNESCO de Catalunya, 2018.

Disponible a:

<http://unesccat.org/2019/02/28/declaracio-dincheon-i-marc-daccio-per-a-la-implementacio-de-lobjectiu-de-deser>

#### Websites

Consell Superior d'Avaluació del Sistema Educatiu de Catalunya. Generalitat de Catalunya.

<http://csda.gencat.cat/ca/>

Departament d'Educació. Generalitat de Catalunya. <http://www20.gencat.cat/portal/site/ensenyament>

Fundació Jaume Bofill. <https://www.fbofill.cat/>

Instituto Nacional de Evaluación Educativa. Ministerio de Educación y Formación Profesional.

<http://www.educacionyfp.gob.es/inee/portada.html>

Ministerio de Educación y Formación Profesional. <https://www.educacionyfp.gob.es/portada.html>

OCDE. <http://www.oecd.org/education/>

#### Software

Not required.