

**Teaching in the 0-3 Cycle**

Code: 102009  
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	2

## Contact

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## 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

Neus Ballesteros Ventura

## 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.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
4. Propose new methods or well-founded alternative solutions.
5. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

## 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.

### Inclusive Education

Taking into account the Universal Design for Learning (UDL) and the principles of equity and inclusion promoted by the European Union (Declaration of Paris, 2015), the commitment made by the Faculty of Education Sciences and UAB regarding educational inclusion, and following the Decree 150/2017 on the inclusive education system in Catalonia, the professors of this course recognizes the value of diversity and are committed to considering the uniqueness of the learning needs of the students. Therefore, an inclusive perspective will be considered transversally incorporated in the teaching practices, activities and productions of the students, and contents of this course.

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			
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.

It must be taken into account that the student will have the opportunity to recover the subject by taking a written test with a maximum grade of 5 (five).

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.

Copying and plagiarism are intellectual theft and therefore constitute a crime that will be punished with a zero in the entire block where the work is located. In the case of copying between two students, if it cannot be known who has copied from whom, the sanction will be applied to both students.

An assignment, activity or test will be considered "copied" when it reproduces all or a significant part of the work of one or more of the other partners.

An assignment or activity will be considered "plagiarized" when it presents as its own a part of an author's text without citing the sources, regardless of whether the original sources are in paper or digital format (more information on plagiarism can be found at [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)).

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 assessment date is 17/06/2024 and the re-assessment date is 01/07/2024.

One-time Evaluation

This course does not provide One-time Evaluation System.

## Assessment Activities

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Title	Weighting	Hours	ECTS	Learning Outcomes
Analysis of all types of documents (individual assessment)	25	0	0	2, 5, 4
Daily classroom (individual assessment)	30	0	0	1, 2, 3
Personal assessment (individual)	5%	0	0	2
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, 5, 4

## Bibliography

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## Software

Not required.