UAB
Universitat Autònoma de Barcelona

2023/2024

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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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

Ana María Forestello

Prerequisites

It is recommended:

- To have a functional knowledge of one European Union language (in addition to one's own).

- To read educational papers related to the contents of this course and that are included in the recommended bibliography.

- To have basic research skills.

- To reflect on one's own educational experience.

- To have a predisposition for teamwork.

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.

By the end of this course, students should:

- Understand the Early Education and Childcare systems and network inside the European region.

- Analyze childcare systems in Spain and Catalonia.

- Identify institutions and innovative programs dedicated to early childhood that promote children's rights.

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

- To use educational research to understand the types of Early Childhood Education institutions and their characteristics.

- To understand evidence-informed educational practices as an approach for the improvement and innovation of teaching practices in Early Childhood Education.

- To develop the research competence as early childhood education teachers.

- To develop the digital competence as early childhood education teachers.

Competences

- Acquire habits and skills for cooperative and autonomous learning and promote the same in pupils.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Know about international experiences and examples of innovative practices in infant education.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- 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. 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.
3. Assessing the value of, and respecting the different pedagogical contributions of, different movements and authors of contemporary relevance.

4. 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.
5. Critically and independently analyse the main current formulations and pedagogical practices, and be able to defend the assumption of criteria.
6. 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.
7. Explain the explicit or implicit code of practice of one's own area of knowledge.
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. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
14. Understand the historical evolution of the main currents of educational thinking in terms of the various changing contexts that affect teaching.
15. Understand the main currents of contemporary thought of educational influence and their impact on nursery and primary education.
16. Using graphic techniques to analyse the legislation regulating infant schools and their organisation.
17. Using social skills in relationships with children, with families and with the professionals from the centres being studied.
18. Using techniques such as the genogram, the video frame, family photos and family albums to critically analyse personal and other family relationships.
19. 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.
20. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

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

As showed in the following sections, this course is designed considering that the students are at the center of the learning process.

This course includes three types of learning activities: guided, supervised, and self-study activities.

• Guided activities are conducted by the teaching staff involving the active participation of the class group in the learning process. These activities can be large group classes, seminars or small group sessions. Classes with the main group are based on presentations of the topics from the syllabus. The seminars and practical sessions are working spaces to deepen, analyze, contrast, debate, experience, reflect and evaluate the contents of the course.

• Supervised activities are learning activities in which students, individually and/or in groups, work towards achieving learning. These activities will be structured in a concrete way, presented at the beginning of the course, and allow the deepening and application of the course content.

• Self-study activities are carried out independently by the student in order to develop skills and achieve the objectives of the course.

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.

Digital TeachingCompetence.

This course includes activities for the development of Digital Teaching Competence.

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			
Field Work Seminars	5	0.2	2, 9, 1, 15, 14, 4, 12, 10, 11, 18, 16, 3
Oral presentations and Lectures	15	0.6	2, 9, 1, 15, 14, 4, 12, 10, 11, 18, 16, 3
Reading Seminars	40	1.6	2, 9, 1, 15, 14, 4, 12, 10, 11, 18, 16, 3
Type: Supervised			

Follow-up activities both face-to-face and on-line	20	0.8	5, 14, 8, 12, 10, 11, 18, 3
Self-assessment, peer assessment	20	0.8	5, 15, 8, 12, 10, 11, 17, 18, 3
Type: Autonomous			
Self-Study activities	100	4	5, 9, 1, 4, 8, 12, 17, 18, 16

Assessment

Learning Portfolio

On the first day of the course, the teachers will present the index of the learning portfolio that will include each of the products and the evidence that makes it up, detailing the delivery and review dates of the portfolio.

The activities will be distributed throughout the course in the different seminars. In the indicated sessions, the Learning Portfolio will be presented with the evidences that the student must have carried out according to the terms of the index.

In order to pass the course, each and every one of the evidences of the proposed learning portfolio must be presented and the self-assessment, peer assessment and teacher assessment activities must be carried out.

Students who wish to, may carry out voluntary tasks that complement their learning portfolio. These tasks and their evidence cannot replace any of the evidence described in the learning portfolio index.

The feedback of each of the activities in the index of the Learning Portfolio will take place in the public presentation sessions of the portfolio and the student who wishes to carry out an individual review will do so in the office hours established for this course.

In order to pass the course, an average equal to or greater than 5 must be achieved. To be able to do the average with the activities, a minimum of 5 must be obtained in each of the obligatory evaluation activities.

The grades obtained in each of the evaluation activities will be given to the student through the publication of the results in the On-line Campus within 20 days of their delivery. The student who needs to review the grade will have to do so within 15 days after its publication during office hours established.

Students who have adequately followed the course through the year, but still have some aspect not achieved, will be given the opportunity to pass the course, doing additional assignments or redoing some of the activities carried out before. Each case will have to be studied depending on the situation of each student. The teachers will indicate to the students the requirements to be able to recover the parts not overcome.

Students who repeat the course may request only a final summary evaluation, but this must be discussed with the teaching staff at the beginning of the course.

One-time Evaluation

This course does not provide One-time Evaluation System.

Other Assessment Policies

Attendance to the seminar sessions of the course and to the assessment sessions' is mandatory. The student who does not attend at least 80% of the seminar sessions and 100% of the assessment sessions will not be evaluated and will be considered as Not presented.

The supporting documents that are sometimes presented in case of absence serve only to explain the absence, in no case do they exempt from attendance. Only in cases related to medical and legal issues, and duly documented, the faculty responsible for the course may arbitrate, if possible, complementary activities that compensate for the required attendance.

An attitude compatible with the education profession must be shown as a requirement for passing the course. Some skills are active listening, respect, participation, cooperation, empathy, kindness, punctuality, non-judgment, argumentation, proper use of the mobile phone, etc.

To pass this course, the student must show, in the activities proposed, a good general communicative competence, both orally and in writing, and a good command of the language or languages used in the syllabus.

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).

We remind you that in the case of Catalan language in 1st and 2nd-year students are required to have a linguistic competence equivalent to Level 1 for Teachers of Childhood and Primary Education; and that from 3rd year onwards students must have shown a competence equivalent to Level 2 for Teachers of Childhood and Primary Education (more information about these levels http://www.uab.cat/web/els-estudis/-competencia-linguistica-1345698914384.html).

Information rigor and conceptual correctness, clarity and consistency of presentation (oral and written) and linguistic adequacy 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. The teaching staff may suspend or lower the mark of the activity that they consider does not meet the academic minimums in the aforementioned aspects.

All evaluable activities will be subject to formal criteria, including spelling, wording and presentation. Before delivering evidence of learning, it must be checked that the sources, notes, textual citations and bibliographical references have been correctly written following the APA 7thEd. regulations and according to the documentation summarized in UAB sources:

https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf
http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_03.htm

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).

The assessment and re-assessment dates are:

Group 61: 9/11, 02/22; 04/11 and 06/06. The re-assessment date is June 27th, 2024.

Group 62: 07/11; 20/02; 09/04 and 25/06. The re-assessment date is July 2nd, 2024.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam (individual evaluation)	30%	0	0	5, 9, 15, 14, 7, 10, 6, 13, 3, 19
Group Project Child and Family Care Services in Catalonia (Group Project)	25%	0	0	5, 2, 9, 1, 15, 4, 8, 12, 7, 11, 17, 16, 3
Individual assessment (individual evaluation)	30%	0	0	5, 1, 14, 11, 20, 13, 18, 16, 3
Seminar activities, practical evidences/ exercises (group activities)	15%	0	0	2, 9, 1, 15, 14, 4, 12, 10, 6, 11, 20, 13, 18, 16, 19

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Revistes i pàgines electròniques d'interés:

Diputació de Barcelona

http://www.diba.es/

Institut Infància i adolescència

https://institutinfancia.cat/

Observatorio de la Infancia de la Junta de Andalucía:

https://www.observatoriodelainfancia.es/oia/esp/index.aspx

Organización para la Cooperación y Desarrollo Económicos (OCDE)

https://www.oecd.org/

Revista Infància a Europa

https://www.rosasensat.org/revistes/infancia-europa/

Temes d'Educació- Generalitat de Catalunya:

http://web.gencat.cat/ca/temes/educacio/

Unió Europea

https://europa.eu/european-union/index_en

(*) Specific bibliography and web links for each content block may be provided throughout the course.

Software

Not required.