UAB
Universitat Autònoma de Barcelona

Social Context and School Management

Code: 102007
ECTS Credits: 6

2024/2025

Degree	Type	Year
2500797 Early Childhood Education	FB	1

Contact

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Teachers

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Teaching groups languages

You can view this information at the end of this
document.

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.

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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

Activities and Methodology

Learning

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Title	Hours	ECTS	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

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.

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.

Assessment

Continous 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

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, the 4 required evidences on 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 November 5. The evaluation of Block 2 will be carried out on the 21st of January.

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 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, etc.

It will be considered NOT ASSESSABLE (NA) when the student has not attended any of the evaluation activities(written tests, individual and group work). It is also essential to make appropriate use of electronic devices (mobile phone, computer, touch screen, etc.) in the classroom. These devices can ONLY be used to carry out activities related to the course.

In case of not passing the evaluation tests of Block 1 and/or Block 2 or the single evaluation test, a recovery exam will be held on February 4th from 6 to 9 pm. The exam of recovery and single assessment of groups 61 and 62 will be held in the same classroom. In order to participate in the recovery, students must have been previously evaluated in a set of activities, the weight of which is equivalent to a minimum of two thirds of the total qualification of the course.

In order to participate in the recovery process of each of the evaluation evidences, it will be necessary to have obtained a minimum grade of at least 3.5 in each of the evidences to be recovered. The deadline to submit any of the recovery evidences will be the same date of the exam (November 5th if it is the individual evidence related to block 1 and January 21st if it is the individual evidence related to block 2. When the evidence to be recovered is the group work of block 1 or the pair work of block 2, the date of presentation will be February 4th.

In case of failing the recovery test (Block 1 and/or Block 2), the grade obtained in the failed part will be recorded in the transcript.

Attendance in class is compulsory. A minimum of 80% attendance is required, 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.

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.

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 attitudeof 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.

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 morecolleagues.

Awork 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 (7th edition). In the following link you will find more information: https://normas-apa.org/introduccion/

Single assessment

The course 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 held on the same day as the two single assessment exams. The date set for the single evaluation will be the 21st of January. At the time stipulated in the schedule. In the case that the student who participates in the single evaluation does not pass the exam or the work, he/she will have the right to a recovery that will be on February 4 from 6 to 9 p.m., both for the morning and afternoon groups. The review of the final grade follows the same procedure as the continuous assessment.

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

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

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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.

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	611	Catalan	first semester	morning-mixed
(SEM) Seminars	612	Catalan	first semester	morning-mixed
(SEM) Seminars	613	Catalan	first semester	morning-mixed
(SEM) Seminars	621	Catalan	first semester	afternoon
(SEM) Seminars	622	Catalan	first semester	afternoon
(SEM) Seminars	623	Catalan	first semester	afternoon
(TE) Theory	61	Catalan	first semester	morning-mixed
(TE) Theory	62	Catalan	first semester	afternoon