

Degree	Type	Year
Early Childhood Education	FB	2

Contact

Name: Carme Sanjuan González

Email: carme.sanjuan@uab.cat

Teachers

Neus Ballesteros Ventura

Teaching groups languages

You can view this information at the [end](#) of this document.

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. These issues are part of the contents of first-year course called "Social Context and School Management" and "Education and Educational Contexts."
- Reflect on their own school experience.
- Be willing to work together.
- Participate actively in the preparation of classroom sessions and engage in reflective pedagogical debate.

Objectives and Contextualisation

The course is designed to understand the "espai-temporal" resources in relation to the general organization of the school and they have consistency in the realization of some institutional approaches.

At the same time laid the foundations of professional development as a tool to accompany / the teacher / a throughout his professional career in a constantly changing reflection sustained in practice itself. All these elements are structured based on the needs of children.

Some emphasize that training objectives of the course are:

- Prepare proposals for intervention in space, in time and materials that consider the situation of school contexts and the people involved.
- Develop teaching skills.
- Use reflection on daily practice as a strategy for continuous improvement of the professional activity.
- Develop attitudes cooperative work with other professionals.

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.
- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Demonstrate knowledge of quality improvement models with application to schools.
- 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.
- Manage information related to the professional environment for decision-making and reporting.
- Reflect in groups on the acceptance of rules and respect for others.
- 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. Apply quality strategies to improve professional activity on the basis of scientific, pedagogical and social changes.
2. Critically analyse educational practices from the perspective of stability and regularity of the components that make up and contribute to the development of children.
3. Critically analyse educational practices that promote attention to the needs of children.
4. Critically apply work strategies in the classroom and outside the classroom, both individually and collectively to improve teaching skills.
5. Develop flexible educational intervention proposals respecting the characteristics of children and the context in which they are involved.
6. Maintaining an attitude that considers lifelong learning as an element that is inherent to the profession.
7. On site, get to know schools and innovative projects and educational renovation as engines of change to improve the quality of schools.
8. Produce, in a group, educational intervention and / or continuing training proposals in which collaborative reflection is a major component.
9. Propose new methods or well-founded alternative solutions.
10. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
11. Using information that is meaningful for the teaching profession in the development of the proposals made.

12. Using teamwork to plan educational proposals, planning teaching and learning sequences which integrate the organisation of space, time and materials in different ways in the 0-3 age-group and the 3-6 age-group.
13. Using the design of the current curriculum to develop proposals for educational intervention which favour respect for the cognitive, motor, and affective uniqueness of learners, and taking into consideration the universal rights of individuals.

Content

- Space school and school settings.
 - Architecture School in Early Childhood Education.
 - Area schools and educational interaction.
 - The classroom as a nodule school activity.
 - General classrooms and specific classrooms in Early Childhood Education.
 - Child safety education spaces
- The school schedule and educational time.
 - Kairos and Chronos in Early Childhood Education.
 - Educational time and school time in Early Childhood Education.
 - Time and time adult children in the care of Early Childhood.
 - Rhythms and cadences in the schedules and school calendars.
- Educational materials inside and outside the center.
 - Educational materials and teaching resources in Early Childhood Education.
 - The market for educational materials.
 - Materials for children and materials for teachers: roles.
 - Material design "ex profess."
- The teaching skills and professional development of teachers and teachers of Primary Education.
 - Functions and duties of the teacher.
 - Skills and competences of the teacher.
 - Attitudes, skills and abilities of the teacher.
 - Professional development and educational innovation.
- Reflection in action as a strategy for improving teaching individual and collegial.
 - Reflective practice.
- The teacher, the teacher and the educational team as an agent of change.
 - The elements that constitute the early childhood education curriculum (learning situations, classroom programming).
 - The fundamental elements: sociological, psychological, epistemological and pedagogical bases.
 - The recipients of the intervention proposal: characteristics and profiles.
 - The elements of intention: contents, objectives and specific capacities or competences, learning outcomes.
 - The elements of action: typology of teaching/learning and evaluation activities.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Deepening seminars	30	1.2	3, 2, 4, 1, 7, 5, 8, 6, 13, 12, 11
Face large group	15	0.6	3, 2, 4, 1, 7, 5, 8, 6, 13, 12, 11
Type: Supervised			
Supervised work in the classroom and tutoring	30	1.2	3, 2, 4, 1, 7, 5, 8, 6, 13, 12, 11
Type: Autonomous			
individual self and group work	75	3	3, 2, 4, 1, 7, 5, 8, 6, 13, 12, 11

The protagonist in the process of learning and the student is under this premise is planned methodology of the subject as shown in the table below:

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
Educational spaces (in group)	10%	0	0	5, 8, 13
learning situation (in group)	20%	0	0	5, 8, 9, 10, 13, 12
Participation in the reflection and learning of classroom proposals (individual)	15%	0	0	3, 2, 6, 11
Reflective in-depth, informative article (individual)	30%	0	0	3, 2, 4, 1, 6
Self-report on teaching skills (individual)	15%	0	0	3, 2, 4, 7, 6, 13
Teaching material (in group)	10%	0	0	12, 11

The evaluation of the subject will be carried out throughout the academic semester through activities that will be carried out both in the classroom and outside of it. Attendance at the subject seminars is mandatory, so that students who do not attend at least 80% will not be able to be evaluated.

In the evaluation of the learning achieved by the students, the continuous and active participation in the preparation of the sessions and the participation in the face-to-face work sessions in the classroom will be considered, the correct execution of the assignments, the practices and the proposed activities (both individual and group), as well as the personal involvement in the research and preparation of information.

It is essential to approve each block of content separately in order to pass the subject, both the individual part and the group proposals.

The evaluation evidence will consist of three practices (one individual and two group), a final reflective in-depth work of an individual nature and a group learning situation. All submissions must obtain a minimum score of 4 in order to be averaged, although the final grade to pass the subject must be equal to or greater than 5.

The classroom practice will be submitted once thematic block 1 has been completed, the materials practice at the end of thematic block 3 and the self-report on learning teaching skills at the end of thematic block 4. The final reflective individual work will be submitted before the Christmas holiday period, as well as the learning situation. A presentation of the individual reflective work will also be carried out in the last week of teaching.

The practices will not be retaken, on the other hand, the final reflective in-depth work and the learning situation may be retaken if the grade is lower than 5. In this case, the retake date will be during the first half of January 2026. The retake activities will be delivered in the virtual campus environment of the subject.

If a person does not attend class to carry out a group practice, they must carry it out individually in order to be evaluated.

No evaluation activity submitted after the deadline will be accepted.

If mandatory evaluation evidence is not delivered, it cannot be evaluated and as a result the subject will be directly failed.

In all activities (individual and group) linguistic correction, writing and formal aspects of presentation will be taken into account. 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 the teacher considers that it does not meet these minimum requirements.

Copying or plagiarism, in any type of assessment test, constitutes a crime and will be penalized with a 0 as the grade for the subject, losing the possibility of recovering it.

A work, activity or exam will be considered to be "copied" when it reproduces all or part of the work of another classmate.

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

Repeating students must contact the teaching staff in the first month of the subject, in order to agree on their work plan.

Each assessment activity has a maximum return time of 15 working days.

Single assessment. Due to the content, methodology and assessment of this subject, a single assessment is not possible.

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

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Software

Not required

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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