Social Context and School Management

Code: 102069
ECTS Credits: 6

2025/2026

Degree	Type	Year
Primary Education	FB	2

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Teaching groups languages

You can view this information at the of this
document.

Prerequisites

There are no prerequisites, but it is recommended that students have passed the first-year subject Education
and Educational Contexts.

Objectives and Contextualisation

The objectives of the course Social Context and School Management are:

1. Analyse the relation between social and school contexts and the social relations that occur within
   schools.
2. Apply the sociological perspective to the analysis of educational reality and of the different social
   contexts.
3. Approach to the social functions of the institution and the effects of changes (social, cultural,
   demographic, etc.) over education and school.
4. Understand social inequality and its effects on education and school performance.
5. Identify the variables that configure school and their interrelations.
6. Understand the relations between institutional approaches of the institution and school dynamics.
7. Understand the organizational structure of the school.
8. Analyse the main governing, participation and support bodies of school centres.

9. Analyse the spatial, temporal and material determinants and how they influence educational activity and its management.
10. Understand the importance of the relations that occur within the educational community to ensure coexistence and achieve the objectives of school.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analysing the practice of teaching and the institutional conditions that frame it.
- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- Effectively address language learning situations in multicultural and multilingual contexts.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Know how primary schools are organised and about the diversity of actions involved in running them.
- Linking education with the environment and cooperating with families and the community.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Take part in the definition of the educational project and in the general activity of the school taking into account quality management criteria.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand the basics of primary education
- Understanding the function, possibilities and limits of education in today's society and the fundamental skills affecting primary schools and their professionals

Learning Outcomes

1. Analyse the factors affecting the organization of educational stages.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Analyse the structure and content of different institutional documents.
4. Assessing the value of a socio-educational context or scenario and making proposals for educational planning.
5. Critically analyse and incorporate the most relevant issues of today's society affecting education: social and educational impact of audiovisual languages and screens.
6. Define the elements that constitute a school as complex organization.
7. Develop a collaborative project in a team, as a first step towards networking.
8. Diagnose the socio-educational reality in schools by identifying the social factors that condition them.
9. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
10. Identifying the influence of social inequality on students and the dynamics of the educational centres.
11. Identifying the processes reproducing educational inequality (social class, gender and ethnicity).
12. Identifying the teacher's framework of autonomy and role in today's society.
13. Interpreting the data obtained from primary and secondary sources critically and drawing the appropriate conclusions.
14. Proposing specific initiatives for educational intervention in the different areas of the school.
15. Recognising the importance of the participation of families in the educational process and in institutional dynamics.
16. Recognising the social value of education and the value of diversity in order to acquire resources that encourage inclusive education and performance in multicultural contexts.
17. Reflecting on the role of teachers in contexts of social inequality and in a particular institutional framework.
18. Understand how different organizational and relational structures of the school function.
19. Understand the content and processes that affect the design of the CIP (City Education Plans).

20. Understand the organization of the education system and legislation that develops it.
21. 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. Schools' economic and social functions.

1.1. Origin and evolution of educational systems

1.2. Schools' economic and social functions

1.3. Functionalism and human capital theory: main principles

2. Diversity and inequality. Social class, gender, ethnicity and territory.

2.1. Social class and educational inequalities: mechanisms and explanatory theories

2.2. Urban segregation, school segregation and school choice

2.3. Gender, ethnicity and hidden curriculum

2.4. School and cultural reproduction: sociolinguistic codes and educational codes

2.5. Students' attitudes towards school

3. Educational policies and social equity.

3.1. Educational paradigms and the role of the State

3.2. Educational politics and legal framework in Catalonia and Spain

SECTION 2. INSTITUTIONAL APPROACHES

4. Institutional approaches.

4.1. Analysis of educational institutions: basic elements

4.2. Long-term document planning

4.3. Medium-term document planning

4.4. Short-term document planning

SECTION 3. THE ORGANIZATIONAL STRUCTURE OF THE SCHOOL

5. Human resources management.

5.1. Governing and participatory bodies

5.2. Students and teachers grouping

5.3. Support structures

6. Time management.

6.1. Managing teachers' teaching time

6.2. Managing students' learning time

6.3. School calendar and timetable

7. Material resources management.

7.1. Management of indoor and outdoor spaces

7.2. Management of infrastructure, technology and furniture

7.3. Management of material resources

SECTION 4. MANAGING INTERPERSONAL RELATIONSHIPS

8. Relationship among members of the educational community.

8.1. Participation and decision making

8.2. Conflict resolution

8.3. Communication and information management

8.4. School's culture and organizational climate

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars: Analysis of documents, articles and data; analysis of videos; case resolution and elaboration of conceptual maps	30	1.2	2, 19, 18, 9, 13, 21, 4
Whole-group sessions: lectures, presentation of readings, papers or documents by the students; debates and reflections over key aspects of the contents	16	0.64	2, 19, 18, 6, 9, 15, 17, 21
Type: Supervised			
Tutorials and supervision of the tasks and activities proposed	14	0.56	19, 18, 13, 4
Type: Autonomous			
Individual and group preparation of the assignments. Study of the contents and preparation of the exams.	86	3.44	1, 3, 19, 18, 20, 6, 12, 13, 15, 17, 4

The formative activities of this course include on-site, supervised and autonomous activities:

- On-site classes are directed by the professors of the course and will take place in the facilities of the Faculty. They can be large group classes or seminars: these classes allow the exposition, reflection and debate of the

main contents and discussion elements of the four Blocks. The seminars are small group work spaces to analyze and debate the activities proposed by the teaching staff to complement the contents. The students will be assigned to one of the groups scheduled at the beginning of the course.

- Supervised activities include individual or group activities to be completed by the students on their own with the supervision of the professors. These activities include the on-site or virtual tutorial sessions addressed at solving difficulties, orienting tasks and ensure the comprehension of the course contents.

- Autonomous work is carried out by the student independently and includes the preparation of readings, cases or other equivalent activities.

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
Section 1 Tasks GROUP	15%	0	0	5, 2, 20, 8, 11, 10, 9, 13, 16, 15, 17, 21
Section 2 Tasks GROUP	15%	0	0	3, 19, 6, 12, 17
Section 3 Tasks GROUP	10%	0	0	1, 18, 6
Section 4 Tasks GROUP	10%	0	0	18, 6, 7, 14, 15, 21
Written INDIVIDUAL exams	50%	4	0.16	1, 3, 19, 18, 20, 6, 12, 13, 15, 17, 4

The evaluation of the subject Social Context and School Management must allow the verification of the achievement of the identified competences. Likewise, the global design of the subject and its methodological guidelines must be kept in mind.

The evaluation of this subject is continuous and final. As far as the continuous formative evaluation is concerned, the different blocks and their general orientation will be taken into acoount:

• In Block 1 (15%) it is necessary to carry out a cooperative work proposed in class and other evidence of monitoring the seminars. GROUP

• In Block 2 (15%) it is necessary to carry out a cooperative work proposed in class and other evidence of monitoring the seminars. GROUP

• In Block 3 (10%) it is necessary to carry out a cooperative work proposed in class and other evidence of monitoring the seminars. GROUP

• In Block 4 (10%) it is necessary to carry out a cooperative work proposed in class and other evidence of monitoring the seminars. GROUP

The note of the group work will be qualified by the individual contributions.

The final evaluation consists of two final INDIVIDUAL and summative written tests that include all the contents of the different blocks. These tests have a weight in the final evaluation of 50% (20% Block 1, 10% Block 2, 10% Block 3 and 10% Block 4). If necessary, all final assessment tests will have a second chance of recovery. The dates of the evaluations will be:

• Groups 21, 31, 41 and 71: final test Blocks 1 and 2 (13/11/2025), final test Blocks 3 and 4 (15/1/2026). Recovery of Blocks 1, 2, 3 and 4 (29/1/2026).

To passthe subject, you must have an average equal to or greater than 5. To be able to do the average with the activities, you must obtain at least 5 in each of the exams. It will be considered NOT ASSESSABLE when the student has failed to takeany ofthe written tests. In relation to the other evidenceof learning, when any of these is not delivered, the grade will be 0.

Group and individual work is excluded from the recovery process.

To pass the subject it is essential to show an attitude compatible with the educational profession. In this sense, the student must demostrate active listening, respect, participation, cooperation and punctuality in the classroom. It is also essential to make proper use of electronic devices (mobile, computer, touch tablet, etc.) in the classroom. These devices can only be used to carry out activities related to the subject.

The activities that are carried out from the team work in the classroom can be signed by the members of the team who have worked in the classes continuously in the classroom. Otherwise, the activities must be done individually.

Students who do not pass any of the exams will have the possibility of recovery on the indicated date.

The marks obtained in each of the evaluating activities will be delivered to the students by publishing results in Moodle, or in the classroom or in SIGMA. Once the grades have been delivered, the students will be able to review the grade in the hours that the teachers have for tutoring.

The notes of each one of the evaluation evidences will be made public in the virtual campus in the 20 days following its delivery. The student who wants to review the note will be able to do so within 15 days after its publication in the tutoring schedule that the teaching staff has established for this subject and that is stated in the program.

In order to pass this course, the student must show a good general communicative competence, both orally and in writing, and a good command of the vehicular language(s) listed in the Teaching Guide. In all activities (individual and group), linguistic correctness, writing and formal aspects of presentation will be taken into account. Students must be ableto express themselves fluently and correctly andshowahigh levelof understanding of academic texts. An activity may be returnet (not evaluated) or failed if the teacher considers that it does not meet these requierements.

We recall that, in the case of the Catalan language, in 1st and 2nd courses students are required to have a linguistic competence equivalent to Level 1for Infant and Primary Education Teachers; and that from the 3rd year of the Degree the students must have shown a competence equivalent to Level 2 for Early Childhood and Primary Education Teachers. More info at:
https://www.uab.cat/web/estudiar/graus/graus/competencia-linguistica-1345737529755.html

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

Copying or plagiarism in any type of evaluation activity constitutes a crime, and will be penalized with a 0 as a grade of the course, losing the possibility of recovery, whether it is an individual or group work (in this case, all members of the group will have a 0). If during the performance of an individual activity in class, the teacher considers that the student is trying to copy or is discovered some type of document or device not authorized by the teacher, the student will be graded with a 0, without the opcion of recovery, and therefore, the student will fail the course. Ir will be considered that and activity, work or exam is copied when it reproduces all or a significant part of another company. An activity or work will be considerd plagiarized when it presents as its own a part of a text by an author without citing the sources, regardless of whether the original sources are in paper or digital format.

Use of Generative Artificial Intelligence (AIg). In this subject, the use of AI tenchologies is allowed as an integral part of the development of the work, provided that the final result reflects a significant contribution of the student in the analysis and personal reflection. The student must clearly identify which parts have been

generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The lack of transparency in the use of AI will be considered a lack of academic honesty and may lead to a penalty of 0 in the grade of the activity.

The Moodle Classroom space has the URKUND tool to detect the % of similarities of the documents delivered.

It is recommended to follow the APA regulations (7th version).
https://normas-apa.org/wp-content/uploads/Guia-Normas-APA-7ma-edicion.pdf

For more information on the "Criteria and general guidelines for the evaluation of the Faculty of Education Sciences" approved by the COA on May 28, 2015 and modified at the Faculty Board on April 6, 2017, you can consult:https://www.uab.cat/web/estudiar/guia-del-pdi-1345732500524.html

This subject does not consider the completion of a final synthesis test fot students enrolled for the second time.

SINGLE EVALUATION

The course includes the option of a single evaluation.

In the case of taking single evaluation, a reasoned request must be made to the Faculty within the deadline set by it, and also inform the teachers of the subject at the beginning of the course.

The single evaluation of this subject will consist, on the one hand, in the completion of an exam of Block 1 of Social Context (30%) and an exam of Blocks 2, 3 and 4 of School Management (50%). And, on the other hand, in the completion of a course activity on Social Context (5%) and another course activity on School Management (15%). Students who take advantage of the single evaluation should contact the teachers at the beginning of the course to receive the corresponding instructions regarding teh activities to be developed.

The course activities will be handed in on the same day on which thetwo single evaluation exams will take place.

The date set for the single evaluation will be: 15/1/2026. In the even that students participating in the single evaluation do not pass the exams, they will have the right to make up the exams (29/1/2026).

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

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Webs d'interès:

https://educacio.gencat.cat/ca/inici/

https://educacionyfp.gob.es/portada.html

https://www.oecd.org/education/

Software

No specific software is 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	211	Catalan	first semester	morning-mixed
(SEM) Seminars	212	Catalan	first semester	morning-mixed
(SEM) Seminars	311	Catalan	first semester	morning-mixed
(SEM) Seminars	312	Catalan	first semester	morning-mixed
(SEM) Seminars	411	Catalan	first semester	afternoon
(SEM) Seminars	412	Catalan	first semester	afternoon
(SEM) Seminars	711	English	first semester	afternoon
(SEM) Seminars	712	English	first semester	afternoon
(TE) Theory	21	Catalan	first semester	morning-mixed
(TE) Theory	31	Catalan	first semester	morning-mixed
(TE) Theory	41	Catalan	first semester	afternoon
(TE) Theory	71	English	first semester	afternoon