

**COURSE DATA****Data Subject**

Code	33612
Name	Nursery schooling
Cycle	Grade
ECTS Credits	4.5
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Faculty of Teacher Training	3	First term
1324 - Degree in Preschool Education (Ontinyent)	Faculty of Teacher Training	3	First term

Subject-matter

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	9 - Preschool education school	Basic Training
1324 - Degree in Preschool Education (Ontinyent)	9 - THE PRESCHOOL EDUCATION SCHOOL	Basic Training

Coordination

Name	Department
ANCHETA ARRABAL, ANA	120 - Comparative Education and History of Education
GARCIA IBAÑEZ, MARIA DEL CONSUELO	120 - Comparative Education and History of Education
LORENTE RODRIGUEZ, MIRIAM	120 - Comparative Education and History of Education

SUMMARY

The course is bringing together an approach to the Early Childhood Education School (EEES) or Institutions from a multidisciplinary perspective including the historical, political, legal, and comparative nature. Therefore, its contents are formulated for getting closer to the knowledge of its foundations and its theoretical frameworks, as well as to its historical evolution, and the corresponding political and legal



determinants; the contents describe and explain too the main reasons for the location of the EEES within the Spanish education system, and the european and international context. Hence, the course is offering the possibility to draw near international experiences and practical cases of innovation on the field, in order to acquire basic learning to develop educative interventions of renewal in the future. With regard to the previous considerations, the following academic guide named “‘La Escuela de la Educación Infantil’” develops as it follows:

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

The course is obviously connected with other disciplines that the student can have done or be doing at the same time, lending with certain conceptual heritage which will help to strengthen analytical frameworks and learning of subjects such as: Social Structure and Education, Management and leadership of centres, History of the School, or Sociology of Education, amongst the most significant ones.

OUTCOMES

1324 - Degree in Preschool Education (Ontinyent)

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.



- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.
- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Situate the pre-primary school in the Spanish educational system and in the European and international context.
- Know international experiences and examples of innovative practices in pre-primary education.
- Value the importance of teamwork, especially with regard to the different professionals working in pre-primary education.
- Participate in the creation and monitoring of educational projects for pre-primary education within the framework of school projects and in collaboration with the territory and other professionals and social agents.
- Know the legislation that regulates pre-primary schools and their organisation.
- Know the principles and strategies for designing a pre-primary school for ages 0-3.
- Be able to lead and coordinate the team of professionals and specialists that make up the staff in a school for ages 0-3.
- Analyse and assess the proper coordination between the principles established in the pre-primary education curricular project and the first cycle of primary education.
- Value the personal relationship with each student and his or her family as a factor of educational quality.
- Value and understand the period of pre-primary education as a set of experiences that are designed so that each child feels that he or she is the main actor in his or her own life.

LEARNING OUTCOMES

English version is not available

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Study and independent work	67,00	0
TOTAL	112,00	

TEACHING METHODOLOGY**English version is not available****EVALUATION****English version is not available****REFERENCES****Basic****- Referències bàsiques**

- ANCHETA ARRABAL, A.: La Escuela Infantil Hoy: Perspectivas Internacionales de la Educación y Atención de la Primera Infancia. Valencia. Tirant Lo Blanch, 2011.
- AMEI: Documentos Internacionales relacionados con la Educación Infantil. Enciclopedia online de AMEI. <http://www.waece.org/enciclopedia/index.php> (Acceso en enero de 2008).
- AUBREY, C., DAVID, T. y THOMPSON, L.: Researching Early Childhood Education: Methodological and Ethical Issues. London. Falmer Press, 2000.
- BAIRRÃO, J. y TIETZE, W.: A Educação Pré-Escolar na União Europeia. Lisboa. Instituto de Inovação Educacional, 1995.
- BENNETT, J.: Early Childhood Services in the OECD Countries. Review of the Literature and Current Policy in the Early Childhood Field. Florence. UNICEF, Innocenti Research Centre, 2008.
- BROOKS-GUNN, J. y BERLIN, J. L. (eds.): Early Childhood Development in the 21st century. New York. Teachers College Press, 2003.
- CHAZAN, Sr.: International Research in Early Childhood Education. Windsor. NFER Publishing Company, 1978.
- Cochran, M. (ed.): International Handbook of Child Care Policies and Programs. Westport, CT. Greenwood Press, 1993.
- DAHLBERG, G. y MOSS, P.: Ethics and Politics in Early Childhood. London y New York. Routledge Falmer, 2005.
- DAVID, T.: Educating our youngest children. European perspectives. London. Paul Chapman Publishing Limited, 1993.
- DAVID, T. (ed.): Researching Early Childhood Education. European Perspectives. London, Paul



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Additional

- AMEI: Documentos Internacionales relacionados con la Educación Infantil. Enciclopedia online de AMEI. <http://www.waece.org/enciclopedia/index.php>
- BENNETT, J.: Early Childhood Services in the OECD Countries. Review of the Literature and Current Policy in the Early Childhood Field. Florence. UNICEF, Innocenti Research Centre, 2008.
- CAMERON, C. y MOSS, P.: Care Work in Europe: current understandings and future directions, London. Routledge, 2007.
- GARCÍA GARCÍA, M.: Propuesta y validación de un modelo de calidad en Educación Infantil. Madrid. Universidad Complutense de Madrid, 2002.
- GÓMEZ-CAMINERO GARCÍA, R. (coord.): La educación infantil a debate. Actas del I Congreso Internacional de Educación Infantil. Granada, 1998.
- GONZÁLEZ-AGAPITO, J.: La educación infantil. Lecturas de un proceso histórico en Europa. Barcelona. Ediciones Octaedro, 2003.
- PENN, H.: Early Childhood Education and Care. Key Lessons from Research for Policy Makers. Brussels. Nesse, 2009. http://www.nesse.fr/nesse_top/tasks/analytical-reports/eccec-report_pdf
- RUXTON, S.: Child Well Being and Quality of Childcare. European Commission. Employment, Social Affairs and Equal Opportunities DG. European Alliance for Families, 2011.
- UNESCO: Informe de seguimiento de la EPT en el mundo 2007: Bases sólidas. La atención y educación de la primera infancia. Paris. UNESCO, 2006.
- UNICEF: El cuidado infantil en los países industrializados: transición y cambio. Report Card Innocenti N°8. Florencia.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available

1. Contenidos:

- Se mantienen los contenidos inicialmente recogidos en la guía docente.

2. Volumen de trabajo y planificación temporal de la docencia:

- Posible reducción del peso de unas actividades (prueba objetiva).
- Sesiones programadas en las mismas fechas y horas con la misma duración.

3. Metodología docente:



1. Subida de materiales al Aula virtual 2. Propuesta de actividades por aula virtual 3. Videoconferencia síncrona BBC 4. Videoconferencia asíncrona BBC 6. Transparencias locutadas 7. Debates en el Aula Virtual 9. Desarrollo de proyectos 10. Tutorías mediante videoconferencia, correo electrónico, mensajería del Aula virtual o foro específico del Aula Virtual. 11. Sesiones de trabajo autónomo

Para sustituir las clases presenciales: 1-2-3-4-5-11

Para realizar ejercicios prácticos sobre los contenidos: 2-3-7-8-11

Para realizar tutorías: 7-10

4. Avaluació: 1. Increment del pes en la nota final de l'avaluació contínua. 2. Prova objectiva (tipus test) en Aula virtual i/o Prova escrita oberta (examen tradicional) però distribuït en aula virtual en un període limitat el dia i l'hora fixada oficialment per la Facultat de Magisteri. Seguint les orientacions emeses pels responsables de la UV s'apostarà per atorgar major percentatge de la qualificació final al procés d'avaluació contínua. En coherència amb això, el professorat dels grups podrà modificar el pes inicial assignat a la prova objectiva en la qualificació final de la matèria, el rang de la qual oscil·larà entre un mínim del 30% i un màxim del 40%.

5. Bibliografía 1 y 2. Una parte de la bibliografía recomendada se mantiene pues es accesible, pero también podrá sustituirse parte de esta por otra complementaria disponible en línea.