

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

<b>Code</b>	33642
<b>Name</b>	School placement (Infant Education) III
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	21.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1304 - Degree in Preschool Education	Faculty of Teacher Training	4	First term
1324 - Degree in Preschool Education (Ontinyent)	Faculty of Teacher Training	4	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1304 - Degree in Preschool Education	25 - Practicum in preschool education	External Practice
1324 - Degree in Preschool Education (Ontinyent)	25 - Practicum in preschool education	External Practice

**Coordination**

<b>Name</b>	<b>Department</b>
PLA CASTELLS, MARTA	85 - Mathematics Education

**SUMMARY****English version is not available**

Con el título *Prácticas escolares en Educación Infantil III* se define la asignatura que se imparte en cuarto curso correspondiente al módulo *Practicum* de los títulos de Grau de Maestro en Educación Infantil, con un valor de 21 créditos ECTS.

Esta asignatura la realiza el estudiante bajo la supervisión de un profesor o profesora que tutorizará todo el proceso y sobre quien recae la responsabilidad de la evaluación. Es el profesor tutor quien debe explicar al estudiante y al maestro que lo tutore en el centro de prácticas el sentido y las características de la asignatura, así como tiene que orientarlo en el proceso, velar por el cumplimiento de los objetivos y de las competencias establecidas, y determinar la calificación final.



Como requisito previo a su matrícula es necesario haber superado la asignatura *Prácticas escolares en educación Infantil II*.

Este tercer periodo de prácticas en escuelas se sitúa en el último curso de la carrera y su finalidad general es la de facilitar la socialización de los futuros y las futuras maestros y maestras en la profesión. Si el periodo de prácticas del curso anterior (*Prácticas escolares de educación Infantil II*) se centraba –si no de forma exclusiva, sí de forma dominante– en el centro escolar como eje del proyecto educativo, en este caso la unidad de observación, análisis e intervención es –de forma dominante, aunque no excluyente– el aula y el equipo de docentes que da cobertura al proyecto de aula. En *Prácticas escolares en educación Infantil III* se pretende que el futuro maestro se sienta integrante activo de la comunidad educativa de la escuela, poniendo en práctica, evaluando y ampliando las competencias propias de la profesión bajo la tutela de los profesionales del centro y de la universidad.

*Prácticas escolares en educación infantil III* proporciona oportunidades de estudio y análisis a desarrollar al aula, como maestro generalista y, si es el caso, también como especialista, y que pueden servir de referencia en el *Trabajo de Fin de Grado*.

En el momento de elegir centro se recomienda no repetir el centro de prácticas elegido en Prácticas escolares II. Además, hay que tener en cuenta las restricciones que aparecen en el artículo 6 de la *Normativa de prácticas formativas externas de la Universitat de València*:

- *Los estudiantes que tengan alguna relación de parentesco hasta el tercer grado con los componentes de los órganos de dirección o con los tutores de las empresas, instituciones o entidades, no podrán realizar allí prácticas.*
- *Tampoco podrán realizar prácticas los estudiantes que mantengan una relación contractual con la empresa, institución o entidad que no sea la que viene indicada por el convenio.*

Para poder ir al centro para hacer las prácticas, habrá que haber entregado a la Universidad, en la fecha acordada y según el procedimiento establecido, un certificado negativo de antecedentes por delitos sexuales emitido por el Registro Central de Delincuentes Sexuales, a los efectos de cumplir con lo establecido en la *Ley 26/2015, de 28 de julio, de modificación del sistema de protección a la infancia y la adolescencia*. Este mismo certificado se entregará en el centro de prácticas el día en el que el estudiante se presente.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

1304 - Degree in Preschool Education :

1324 - Degree in Preschool Education (Ontinyent) :



R4-OBLIGATION TO HAVE SUCCESSFULLY COMPLETED THE COURSE

33641 - School placement (Infant Education) II

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**Other requirements**

- Una competencia lingüística y comunicativa, oral y escrita, en las lenguas oficiales correspondiente, como mínimo, al nivel C1 del Marco Europeo Común de Referencia para las Lenguas.
- Capacidad de elaborar discursos orales y escritos en ambas lenguas de forma coherente y adecuada al ámbito académico.
- Habilidades básicas en informática y en analizar información desde diferentes fuentes bibliográficas e informáticas.

**COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)**

**1304 - Degree in Preschool Education**

- 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.
- Analyse the school system and the educational reality through a specific school, as an organisational unit, in its different dimensions and functions, and through the educational community that integrates it.
- Know forms of collaboration between the different sectors of the educational community and the social environment.
- Recognise the identity of this educational stage and its cognitive, psychomotor, communicative, social and affective characteristics.
- Participate in the teaching activity and reflect on it by linking theory and practice.
- Know the sources of information and documentation (informative and research) on the school world and use them in the design of teaching interventions and research projects.
- Plan, develop and evaluate curriculum content in pre-primary education through appropriate teaching resources and promote the corresponding competences in students.
- Develop curriculum content through the media and ICT resources.
- Gain practical knowledge of the classroom and its management.
- Know and apply the processes of interaction and communication in the classroom, and master the social skills and abilities needed to foster a climate that facilitates learning and coexistence.
- Regulate the processes of interaction in the classroom with students from 0 to 3 and from 3 to 6 years of age.
- Monitor the teaching and learning process by mastering the necessary techniques and strategies.
- Analyse the results obtained in the teaching and learning process and reflect on them and on one's own knowledge, skills, attitudes and actions in relation to the teaching profession.
- Design and carry out educational research projects using the appropriate resources and methodology.
- Communicate the knowledge, experiences and reflections on the school intervention to the academic forums established for this purpose.

#### **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.
- Analyse the school system and the educational reality through a specific school, as an organisational unit, in its different dimensions and functions, and through the educational community that integrates it.
- Know forms of collaboration between the different sectors of the educational community and the social environment.
- Recognise the identity of this educational stage and its cognitive, psychomotor, communicative, social and affective characteristics.
- Participate in the teaching activity and reflect on it by linking theory and practice.
- Know the sources of information and documentation (informative and research) on the school world and use them in the design of teaching interventions and research projects.
- Plan, develop and evaluate curriculum content in pre-primary education through appropriate teaching resources and promote the corresponding competences in students.
- Develop curriculum content through the media and ICT resources.
- Gain practical knowledge of the classroom and its management.
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- Regulate the processes of interaction in the classroom with students from 0 to 3 and from 3 to 6 years of age.
- Monitor the teaching and learning process by mastering the necessary techniques and strategies.



- Analyse the results obtained in the teaching and learning process and reflect on them and on one's own knowledge, skills, attitudes and actions in relation to the teaching profession.
- Design and carry out educational research projects using the appropriate resources and methodology.
- Communicate the knowledge, experiences and reflections on the school intervention to the academic forums established for this purpose.

**LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)****English version is not available****WORKLOAD**

ACTIVITY	Hours	% To be attended
Internship		100
Internship	336,00	0
Seguimiento y tutorización de Prácticas externas	28,00	0
<b>TOTAL</b>	<b>364,00</b>	

**TEACHING METHODOLOGY****English version is not available****EVALUATION****English version is not available****REFERENCES****Basic**

- (2016) Reglament de pràctiques escolars de Magisteri <http://www.uv.es/uvweb/magisterio/ca/estudis-grau/graus/practicum-tfg-magisteri/normativa-1285870980583.html>
- (2016) Orientacions per a pràctiques escolars III <http://www.uv.es/uvweb/magisterio/ca/estudis-grau/graus/practicum-tfg-magisteri/normativa-1285870980583.html>



- (2016) PIII Avaluació dels estudiants pels mestres tutors dels centres de pràctiques. <http://www.uv.es/uvweb/magisterio/ca/estudis-grau/graus/practicum-tfg-magisteri/avaluacio-1285870992286.html>
- (2016) PIII Avaluació dels estudiants pels tutors de magisteri <http://www.uv.es/uvweb/magisterio/ca/estudis-grau/graus/practicum-tfg-magisteri/avaluacio-1285870992286.html>
- Aprèn a fer els teus treballs de classe. Curs online del Servei de Biblioteques de la Universitat de València. Data d'actualització: 7/09/2016: <http://ci2.blogs.uv.es/>