

## SUBJECT TEACHING GUIDE

G499 - Tutorial Action

Degree in Early Childhood Education

Academic year 2019-2020

1. IDENTIFYING DATA					
Degree	Degree in Early Childhood Education			Type and Year	Compulsory. Year 3
Faculty	School of Teacher Training				
Discipline	Subject Area: Society, Family and Schools Basic Training Module				
Course unit title and code	G499 - Tutorial Action				
Number of ECTS credits allocated	6	Term	Semester based (2)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

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### 3.1 LEARNING OUTCOMES

- The results derived from the purposes and competences of the subject.
- Understanding the relevance of tutorial action as a process of individualisation of teaching
- To be conscious, assess and experience the social abilities as tool in order to communicate with students, families and other teachers.
- Analyzing and understanding the different values , expectations, guidelines, education of families taking into account their diversity
- To be conscious of, analyze and practice different strategies , programs and activities to promote family engagement in schools
- Analizar, evaluar y desarrollar programas de acción tutorial en el marco del proyecto de la escuela.
- Assessing and proposing different strategies for dialogue between the school and the social community.
- Analyzing and developing different programs in order to develop with students in the classroom : coexistence at school, respect for differences according to gender , respect for cultural diversity, etc.
- Assessing and developing different strategies for coordination and collaboration among teachers and external professionals.

### 4. OBJECTIVES

The general aim of the subject is to introduce future teachers to a complex view of their work considering the political nature of education.

- Understand the tutorial action as an essential element of the comprehensive school and therefore, as a essential strategy for schools that welcome all students.
- Understand the tutorial action as a central part of the teaching-learning process in order to help every student find her/his place in the school and in society.
- Develop a relational thinking that is based on dialogue between disciplines such as sociology, politics, psychology or teaching, and allows us to approach shape educational processes from the complex understanding of:
  - Educational organizations such as learning communities.
  - The work of the tutor from the perspective of collegiality .
  - The dynamics of power, knowledge and subjectivity of the teaching process and tutorial action.

### 6. COURSE ORGANIZATION

#### CONTENTS

1	The tutorial action as central aspect of the teaching-learning process: The tutorial action in a multicultural and diverse culture. The tutorial action in the Spanish educational system. Legal and organizational framework in the region of Cantabria. Structures, professional and scopes.
2	Planning the tutorial action as a task of the whole school. Tutorial Action Plan. The tutorial action plan in the context of the school documents and institutional projects. Collaborative design, development and evaluation of the tutorial action plan
3	Framework and collective labor of Tutorial action: Working with families, teachers, students and community. Educational experiences and different ways of collaborative action : Family diversity: differences in upbringing and education. The role of families in the school and the community. Working with students. The creation of a group identity. Roles and functions of the tutor. The sense of community. The role of the tutor in the relationship with the community.
4	The tutorial action in the framework of the design, development and assess of the Curriculum. The tutorial action plan as strategy of researching and improving education.

## 7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Evaluation system Description Final exam	Written exam	Yes	Yes	50,00
Evaluation system Description Classroom activities	Work	No	Yes	50,00
<b>TOTAL</b>				<b>100,00</b>
<b>Observations</b>				
<p>It is necessary to pass both parts (final exam and classroom activities) in order to pass the subject.</p> <p>When the subject is not passed, because the minimum score required in one or more parts of the assessment has not been reached, the final quantitative score that the student will obtain and which will therefore be included in the report will reflect the different evaluation strategies.</p> <p>As stated in article 54.1 of the Regulations of the evaluation processes at the University of Cantabria: 'The fraudulent performance of the tests or evaluation activities will directly suppose the grade of suspense' 0 ' in the subject.</p> <p>The APA Standards are accepted as a citation criterion for all academic work . (<a href="http://www.buc.unican.es/node/9388">Http://www.buc.unican.es/node/9388</a>).</p> <p>It is primordial and obligatory the orthographic correction (spelling, accentuation and punctuation), grammatical and lexical in the works and examinations made as an essential condition to surpass the subject.</p> <p>During the development of the subject will attend a conference linked to the content of the subject (morning or afternoon).</p>				
<b>Observations for part-time students</b>				
<p>Students enrolled in a part-time option and repeaters who do not come regularly to class will do a final exam on the date set by the Faculty. The final calification will be the result only of this final exam (100% grade).</p> <p>Students enrolled in the part-time opcion and repeaters who attend regularly to class, will have the same evaluation as the rest of students (50% final exam, 50% classroom activities).</p>				

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS

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