

## SUBJECT TEACHING GUIDE

G499 - Tutorial Action

Degree in Early Childhood Education

Academic year 2021-2022

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

Department	DPTO. EDUCACION				
Name of lecturer	NOELIA CEBALLOS LOPEZ				
E-mail	noelia.ceballos@unican.es				
Office	Edificio Interfacultativo. Planta: + 3. DESPACHO NOELIA CEBALLOS LOPEZ (329)				
Other lecturers	JOSE LUIS CABELLO FRIAS				

### 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 continuous evaluation) to pass the subject.</p> <p>As stated in article 54.1 of the Regulations of the evaluation processes at the University of Cantabria: 'Fraudulent performance in the evaluation tests or activities will result in a '0' grade in the final exam. fraudulent performance of the evaluation tests or activities will result directly in a failing grade of '0' in the subject'. subject'.</p> <p>The APA Standards for all academic works are assumed as the citation criteria . (<a href="https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28">https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28</a>).</p> <p>It is essential and compulsory to correct spelling (spelling, accentuation and punctuation), grammar and lexical accuracy in the work and exams as an essential condition for the and exams as an essential condition for passing the course.</p> <p>During the course, students will attend a lecture related to the content of the course (morning or afternoon) of those proposed by the teachers.</p>				
<b>Observations for part-time students</b>				
<p>The evaluation procedure for part-time students who do not attend class regularly will consist of one of the following an exam and/or the handing in of assignments to be agreed with the teaching staff. Those who do attend class will be able to the same evaluation as all the students.</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

### BASIC

- ÁLVAREZ, M. (2017). Hacia un modelo integrador de la tutoría en los diferentes niveles educativos. *Educatio Siglo XXI*, 35, 21-42.
- ÁLVAREZ GONZÁLEZ, M (dir) (2006): La ACCIÓN tutorial:su concepción y su práctica. Madrid: Ministerio de Educación y Ciencia, Secretaría General Técnica
- ANTÚNEZ, S. (2007). La transición entre etapas: reflexiones y prácticas. Barcelona: Graó.
- ARGÜÍS, R (et.al) (2001): La acción tutorial. El alumnado toma la palabra. Barcelona: Grao
- ARNAIZ, P. (2003). La tutoría, organización y tareas. Barcelona: Graó.
- BISQUERRA, R. (Coord.) (2002): La práctica de la orientación y la tutoría. Madrid, CissPraxis.
- BROWN, B. (2009). Desaprender la discriminación en educación infantil (No. 370.19342). Madrid:Ediciones Morata.
- CARAMÉS, N.; DELGADO, J.; GARCÍA, M.; RECOVER, A.; ROSILLO, E. Y VERDIAL, E. (2010). Pido la palabra: el valor educativo de la asamblea. Santander: MCEP.
- COLÁS-BRAVO, P., JIMÉNEZ, J. C., y ROSADO, J. A. C. (2014). La construcción colaborativa de la acción tutorial: la investigación-acción como respuesta. In P. Colás-Bravo, J.C. Jiménez & J. A Rosado. La acción tutorial en la educación actual (pp. 117-138). Madrid: Síntesis.
- DÍEZ NAVARRO, M.C. (2003). ¿Puedo ser de tu banda?. En Díez Navarro, M.C.: la oreja verde de la escuela. Trabajo por proyectos y vida cotidiana en la escuela infantil. Madrid: Proyecto didáctica Quirón
- DURAND, D., FLORES, M., MOSCA, A., y SANTIVIAGO, C. (2016). Tutorías entre iguales, del concepto a la práctica en las diferentes etapas educativas. *InterCambios. Dilemas y transiciones de la Educación Superior*, 2(1), 28-39.
- EXPÓSITO LÓPEZ, J. E. (Ed.). (2014). La acción tutorial en la educación actual. Síntesis.
- GALLEGO, S. y RIART, J. (coord.) (2006). La tutoría y la orientación en el siglo XXI: nuevas propuestas. Barcelona:Octaedro.
- González Pérez, A., y Solano Chía, J. M. (2015). La función de tutoría: Carta de navegación para tutores. Madrid: Narcea Ediciones.
- HOYUELO, A Y RIERA, M.A. (2014). Complejidad y relaciones en educación infantil. Barcelona: Rosa Sensat
- IRANZO GARCÍA,P; TIERNO GARCÍA, J.M y BARRIOS ARÓS, R (2008): La coordinación docente: clave para construir un proyecto colectivo. Cuadernos de pedagogía, Nº 382, págs. 32-35
- LONGÁS, J. y MOLLÁ I TRILL, N. (coord.)(2007): La escuela orientadora. La acción tutorial desde una perspectiva institucional, Madrid: Narcea.
- MÉRIDA, R; RAMÍREZ, A; CORPAS, C; GONZÁLEZ, M.E (2012): la orientación en educación infantil. Una alianza entre los agentes educativos. Madrid: Pirámide
- MENDOZA MATA, A. (2011). Tutoría entre iguales en el aula de 3 años. Cuadernos de pedagogía, (410), 28-30.
- MOLLÁ, N Y LONGÁS, J (coord.) (2007): La escuela orientadora: La acción tutorial desde una perspectiva institucional. Madrid: Narcea
- MORENO, A. B. M. (2010). La acción tutorial en Educación. Hekademos. *Revista educativa digital*, (7), 95- 114.
- MORÓN, S. (2006). La relación con las familias. In A. Geis y longás, J (coord). *Dirigir la escuela 0-3* (pp. 161-174). Barcelona: Graó.
- PANTOJA VALLEJO, A. (2013): La acción tutorial en la escuela Madrid: Síntesis,
- SAN FABIÁN MAROTO, J. L (2005): Participar en las organizaciones educativas: un ejercicio de ciudadanía. En Santos Guerra, M.A: ESCUELAS PARA LA DEMOCRACIA. Consejería de Educación del Gobierno de Cantabria. 179-200
- SÁNCHEZ BLANCO, C. (2006). Las asambleas en la educación infantil: decidir para liberar, liberar para decidir. *Revista Aula de Infantil* 30
- SOLSONA PAIRÓ, N. (2007). ¿Qué quiere decir coeducar en la escuela infantil? *Aula de Infantil*. *Revista Aula de Infantil* 38.
- SUSINOS, T., CEBALLOS, N. Y SAIZ, Á (2018). Cuando todos cuentan. Experiencias de participación de estudiantes en las escuelas. Madrid: Muralla
- SWANN M., PEACOCK A., DRUMMOND M. J., HART S.(2016). Generar aprendizajes sin limitaciones. Madrid:Morata
- TORREGO, J.C GÓMEZ, M.J; MARTÍNEZ, C Y NEGRO, A (2014): 8 ideas clave: La tutoría en los centros educativos. Barcelona: GRAO

