

SUBJECT TEACHING GUIDE

G499 - Tutorial Action

Degree in Early Childhood Education

Academic year 2022-2023

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	40,00
Evaluation system Description Classroom activities	Work	No	Yes	60,00
TOTAL				100,00
Observations				
<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 . (https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28).</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>				
Observations for part-time students				
<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

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