

SUBJECT TEACHING GUIDE

1294 - Teaching and Management Competences

Master's Degree in Research and Innovation in Educational Contexts

Academic year 2023-2024

1. IDENTIFYING DATA					
Degree	Master's Degree in Research and Innovation in Educational Contexts			Type and Year	Optional. Year 1
Faculty	School of Teacher Training				
Discipline	Training Module GUIDANCE, VOCATIONAL EDUCATION AND LIFELONG LEARNING				
Course unit title and code	1294 - Teaching and Management Competences				
Number of ECTS credits allocated	4	Term	Semester based (2)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. EDUCACION				
Name of lecturer	MARIA DEL CARMEN ALVAREZ ALVAREZ				
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Other lecturers	MINERVA ISABEL PEREZ ORTEGA				

3.1 LEARNING OUTCOMES

- 1. Acquires sufficient knowledge and skills for the identification and characterisation of research problems specific to the field of the subject.
- 2. Applies the knowledge acquired to develop empirical research on some content/s of the subject.
- 3. Develops and orientates with respect to the techniques, skills and strategies that favour a more efficient professional activity.
- 4. Acquires a good command of those competences that are worked on in the subject: interpersonal skills of empathy, active listening skills, effective communication, leadership, etc.

4. OBJECTIVES

TEACHING COMPETENCES

- To understand the identity, features and areas of the teaching profession that lead to the construction of a professional profile and teaching research based on competences and that take into account the demands of the 21st century.
- To know the main teaching competences and especially those that place the teacher as an agent of innovation and research .

MANAGERIAL COMPETENCES

- To understand the importance of leadership , direct teams, school governance and the role of the head teacher.
- To understand the complexity of the management function , the selection process and access to the post, its competences, the Management Project, the role of the head teacher as a leader, possibilities and limits, etc.
- To know the main management competences: management, organisation, leadership, relationship, evaluation, safety, curricular, communication and collaboration with the environment, among others.

6. COURSE ORGANIZATION

CONTENTS

1	BLOCK OF MANAGERIAL COMPETENCES. The complexity of the management function today. Management, leadership and management teams. Management competences: management, organisation, leadership, relationship, evaluation, safety, curricular, communication and collaboration with the environment, among others. The Management Project. Research into management competencies.
2	BLOCK OF TEACHING COMPETENCES. The professionalisation of the teaching function in the 21st century. 1. Professional development based on competences: a) Interpersonal competences of teachers. b) Innovation and research competences: critical thinking and citizenship competences. 2. Educational innovation and research as strategies for teacher professional development.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Individual work	Work	No	Yes	50,00
Group work	Work	No	Yes	50,00
TOTAL				100,00

Observations

Both parts must be passed in order to pass the course (individual and group work).
If a student does not obtain the minimum grade required to pass an assessment test, the overall grade for the subject will be the lowest value between 4.9 and the weighted average of all the assessment tests.
With regard to the fraudulent performance (plagiarism) of the assessment tests, the grade will be in accordance with the provisions of Article 32 of the Regulations of the assessment processes at the University of Cantabria: 'The fraudulent performance of the assessment tests or activities will result directly in a grade of '0' in the subject in the corresponding exam session, thereby invalidating any grade obtained in all assessment activities for the extraordinary exam session. This circumstance must be brought to the attention of the Centre'.
We understand that university students are expected to have language skills in relation to oral and written expression . Therefore, spelling (spelling, accentuation and punctuation), grammatical and lexical correctness in assignments and exams is essential and compulsory in order to pass the course.
With regard to the citation rules, the APA rules for all academic work are used as citation criteria:
<https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28>

Observations for part-time students

Part-time students who attend classes regularly can be assessed like other students. For part-time students who do not attend classes regularly, the teaching staff will determine the assessment activities that best suit the case .

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

COMPETENCIAS DOCENTES

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- Díaz Barriga, A. (2006). El enfoque de competencias en la educación. ¿Una alternativa o un disfraz de cambio? *Perfiles Educativos*, XXVIII, 111. México: Instituto de Investigaciones sobre la Universidad y la educación. ISSN: 0185-2698, 7-36
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- López, G. (2012). Pensamiento crítico en el aula en Docencia e Investigación, XVII (22), 41- 60. Universidad de Castilla La Mancha.
- López Rupérez, F. (2015). Fortalecer la profesión docente. Un desafío crucial. *Teoría de la Educación. Revista Interuniversitaria*. 27, 1. Madrid. ISSN 1130-3743.
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- Organization for Economic Cooperation and Devepment OECD. (2018). *The Future of Education and Skills. Education 2030*.
- Pagés, J. (2009). Competencia social y ciudadana. *Aula de Innovación Educativa*, 187, 7- 11.
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- San Fabián Maroto, J. L. (2006). La coordinación docente: condiciones organizativas y compromiso profesional. *Participación educativa. Participación del profesorado en la educación*. 3, Universidad de Oviedo ISSN 1886-5097, 6- 11.
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- UNESCO. (2018). *Preparing teachers for global citizenship ducation: a template*. Bangkok, Tailandia.

COMPETENCIAS DIRECTIVAS

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- Álvarez Álvarez, C. (2018). La gestión de reuniones en los centros escolares: una competencia a desarrollar por el director escolar. In *Tendencias nacionales e internacionales en orga-nización educativa: entre la estabilidad y el cambio*. <http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2203>
- Álvarez, C., & Fernández, E. (2022). Valoración del modelo vasco de evaluación del desempeño directivo. *Avances En Supervisión Educativa*, 37, 1–26. <https://avances.adide.org/index.php/ase/article/view/751/777%0Ahttps://avances.adide.org/index.php/ase/article/view/751%0Ahttps://avances.adide.org>
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