

## SUBJECT TEACHING GUIDE

### G552 - Schools as Educational Communities

#### Double Degree in Teaching in Early Childhood Education and Primary Education Degree in Primary Education Teaching

Academic year 2023-2024

1. IDENTIFYING DATA					
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education			Type and Year	Core. Year 2 Core. Year 2
Faculty	School of Teacher Training				
Discipline	Subject Area: Educational Contexts and Processes Basic Training Module				
Course unit title and code	G552 - Schools as Educational Communities				
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	MARIA DEL CARMEN ALVAREZ ALVAREZ
E-mail	carmen.alvarez@unican.es
Office	Edificio Interfacultativo. Planta: + 3. DESPACHO PROFESORES (315)
Other lecturers	MARIA LUISA CALLEJA GONZALEZ GISELA CAROLINA ALTAMIRANO

3.1 LEARNING OUTCOMES
- Analyze and develop coherent educational projects and housing diversity of educational practices and approaches. Knowing the legal framework of the education system and the educational plans and programs stimulated from the national and regional administration. Understand and analyze the European educational challenges. Understand the importance of transformational leadership and governance of the center from participation. Understanding participation as an inherent component of any educational process, analyzing its possibilities, limits and difficulties. Analyze processes and school improvement projects and understanding the formative role of democratic evaluation of central and external expertise.

#### 4. OBJECTIVES

The subject "The school as an educational community" offer to students a broad view of educational organizations that will develop your work. It is an approach to the schools not only from the formal point of view or structural, that is, as regards education legislation, governing bodies, teacher participation bodies, etc., but also from a functional point of view: culture of the school, strategies for developing collaborative teaching style, principles of comprehensive school, etc.

- To acquire the concept of School Organization and to situate this discipline within the scientific corpus of Educational Sciences, knowing its main topics, without exhausting its great complexity.
- To know the main developments in School Organization in the Primary Education stage .
- To identify the different levels of intervention of School Organization in Educational Policy : state, autonomic and local, and to understand that we are in a partially decentralized educational system.
- To know the legal framework of the educational system , as well as the educational plans and programs stimulated from the national and autonomous administration.
- To understand the latest educational reform in matters related to school organization .
- To understand and differentiate the different types of existing educational centers .
- To know and differentiate the different competences of the different organs of participation , autonomy and government of the centers. To understand the organization chart of an educational center .
- To understand the importance of leadership, school governance and inspection.
- To understand the complexity of the management function in Primary Education , the selection process and access to the position, its competencies, the Management Project, the role of the director as a leader, possibilities and limits, etc.
- To be introduced to the role of educational inspection : types, functions, possibilities and limits, etc.
- To know the institutional documents that guide the educational action in the educational centers of Primary Education .
- To understand participation as an inherent element of any educational process , analyzing its possibilities and limits.
- To understand the meaning and value of the Parents' Associations (AMPAS).
- To understand the current role of teachers, students, families and community in school development and the role of the educational center as a dynamic agent of the environment and the community.
- To understand the school as a cultural crossroads and the different types of professional cultures of teachers .
- To understand the current relevance of school evaluation processes , their types (internal and external), examples of each, their possibilities and limits, future challenges, etc.
- To analyze school improvement processes and projects and to understand the formative role of democratic evaluation of the center and of external assessment.
- To know strategies that promote coexistence, participation and improvement in schools.

#### 6. COURSE ORGANIZATION

CONTENTS	
1	Educational organization of the center. Complexities and characteristics. The rural school. Decentralization. National and international reforms. The school culture.
2	Educational coordination and governing organs of a center. Governance and Leadership. Autonomy of schools. Planning processes. Center Documents, plans and programs, from the local to the international. Educational plans environment. Educational coordination bodies and government of the center. Governance and Leadership.
3	School evaluation, innovation, quality and school improvement. Educational advice and school inspection.
4	School culture and climate. Sense and meaning of the educational community. The role of teachers, students, families and community. Parents associations. Coexistence in the school.

## 7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Final exam	Written exam	Yes	Yes	50,00
Practices in the classroom	Work	No	Yes	50,00
TOTAL				100,00
Observations				
<p>It is necessary to pass both parts of the course to overcome the subject. The failed part can only be recovered by taking it and passing it in a new exam.</p> <p>When the subject is not overcome, because the minimum grade required in one or more parts of the assessment has not been reached, the final quantitative grade that will be obtained by the student and that will therefore appear in the report will reflect his performance in the set of the different evaluation tests .</p> <p>With Erasmus students other forms of evaluation can be considered, especially when they present difficulties with Spanish .</p> <p>It would penalize:</p> <p>ORTHOGRAPHY: We understand that the university students have assumed the linguistic abilities in relation to the oral and written expression. Therefore, spelling (punctuation, punctuation and punctuation), grammatical and lexical correctness in the works and exams carried out as an essential condition to overcome the subject is essential and obligatory.</p> <p>PLAGIO: As regards fraudulent conduct (plagiarism) of the evaluation tests, the qualification will conform to what is established in Article 32 of the Regulations of the evaluation processes at the University of Cantabria: 'The fraudulent performance of the tests or Evaluation activities will directly imply the suspension grade '0' in the subject '.</p> <p>CITATION RULES: Finally the Board of the Center approved that the Faculty assumes as a criterion of citation the APA Rules for all academic works. Although these rules have different editions , as an initial reference we attach the link of the BUC hoping that this is of help and reference for its development: <a href="http://www.buc.unican.es/node/9388/">http://www.buc.unican.es/node/9388/</a></p>				
Observations for part-time students				
Students partial enrollment must pass a final exam on the date established in the calendar of examinations of the Faculty. The score on the same will be the final mark of the subject.				

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS

- BASIC
- Carda, R. y Larrosa, F. (2007). La organización del centro educativo. Manual para maestros. Alicante: Editorial club universitario.
  - González, M. T. (2003). Organización y gestión de centros escolares. Madrid: Pearson.
  - Woykowska, C. (Coord.) (2008). Cómo dirigir un centro. Guía para asumir las funciones de director. Barcelona: Graó.