COURSE DATA

DATA SUBJECT

Code: 33640
Name: School placement (Infant Education) I
Cycle: Undergraduate Studies
ECTS Credits: 7.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	1	Indefinite (Individuals)
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	1	Indefinite (Individuals)

SUBJECT-MATTER

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	Practicum in preschool education	INTERNSHIPS
1324 - Degree in Preschool Education (Ontinyent)	Practicum in preschool education	INTERNSHIPS

COORDINATION

PARDO COY ROSA MARIA

SUMMARY

The title of School Internship in Early Childhood Education I defines the first subject of the Practicum module of the bachelor's degree in early childhood education.

The subject School Internship in Early Childhood Education I is included in the curriculum of the First Year of both degrees offered by the Faculty of Teaching, with a value of 6 ECTS credits for Primary Education and 7.5 for Early Childhood Education. Its purpose is to enable the initial professional reflections resulting from guided observation of school practice. Future teachers have already been in school as students and will now return to it to analyze it from a different perspective, with a certain degree of systematicity and foundation. Furthermore, it is a good time to confirm whether it is truly the profession they want to pursue. It is advisable that this subject examine the school reality in both Early Childhood Education and Primary Education. Let's not forget that undergraduate training includes a series of core subjects that address both realities, and extensive observation will foster greater levels of meaningfulness.

This subject is taken by students under the supervision of a professor who will supervise the entire process and is responsible for the assessment. The tutor is responsible for explaining the meaning and characteristics of the subject to the students and the teacher who tutors at the internship center, as well as providing guidance throughout the process, ensuring compliance with the established objectives and competencies, and determining the final grade.

When choosing a center, the restrictions listed in Article 10 of the University of Valencia's External Internship Regulations regarding student requirements must be considered:

• Not maintain any contractual relationship with the company or public or private institution where the internship will be carried out, except with the express authorization of the Center's Internship Committee.

• Not maintain a relationship up to the third degree with the heads of the company or entity's management bodies or with the tutors, except with the express authorization of the Center's Internship Committee.

In order to attend the center to complete the internship, the student must have submitted to the University, on the agreed date and according to the established procedure, a certificate of no criminal record for sexual offenses issued by the Central Registry of Sexual Offenders, in order to comply with the provisions of Law 26/2015, of July 28, amending the system for the protection of children and adolescents. This same certificate will be delivered to the internship center on the day the student reports to the center.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

- Sufficient oral and written linguistic and communicative competence, corresponding to level B2 of the Common European Framework of Reference for Languages, in the official languages.

- Ability to produce oral and written discourses in the language in which the subject is taught in a coherent manner appropriate to the academic setting.

- Basic computer skills and the ability to retrieve and analyze information from various bibliographic and computer sources.

COMPETENCES / LEARNING OUTCOMES

1324 - Degree in Preschool Education (Ontinyent)

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Analyse the school system and the educational reality through a specific school, as an organisational unit, in its different dimensions and functions, and through the educational community that integrates it.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Communicate the knowledge, experiences and reflections on the school intervention to the academic forums established for this purpose.

Cooperate with the educational community and participate in the proposals for improvement and innovation in the various fields of action that may be established in the school.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Develop curriculum content through the media and ICT resources.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Gain practical knowledge of the classroom and its management.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know forms of collaboration between the different sectors of the educational community and the social environment.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the processes of interaction and communication in the classroom.

Know the sources of information and documentation (informative and research) on the school world and use them in the design of teaching interventions and research projects.

Monitor the teaching and learning process by mastering the necessary techniques and strategies.

Promote cooperative work and individual work and effort.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Use information and communication technologies effectively as usual working tools.

DESCRIPTION OF CONTENTS

1. The Center

- Location of the center in its surroundings: physical, socioeconomic, cultural, and linguistic context.
- General characteristics of the center's students.
- Principles with which the center identifies, educational objectives or goals, and organizational structure.
- Spaces, schedules, and routines as a framework for activities.

2. Classrooms

- General characteristics of the Preschool and Primary students. Organization, materials, and resources of the observed classes.
- Classroom programming and methodology of the observed classes.
- Recess and complementary and extracurricular activities.
- Attention to diversity and individual differences.

3. Teachers

- Teachers' schedules and professional activities.
- Preparation and planning of activities and resources.
- Collegiate activities.
- Communication between teachers and families.

4. Procedures for accessing and using information and documentation sources

The University's library(s) and, especially, the ability to effectively use the resources available in the María Moliner Education Library.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours

Attendance at the internship centre	101,00
Attendance at supplementary activities	9,60
Monitoring and tutoring of internships	5,80
Total hours	**116,40**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Independent study and work	66,90
Preparation of supplementary reports	0,00
Preparation of the internship report and evaluation of the internship	4,20
Total hours	**71,10**

TEACHING METHODOLOGY

To achieve the objectives of this course, an active methodology will be used, making student involvement essential.

The academic internship in this course is structured into several levels:

In-person activities at the Internship Center (55% of the total workload)

1. Intervention in the Preschool and Primary classroom (45%). The fundamental training core of the internship will be developed through participation in the teaching-learning process of the assigned Preschool and Primary classroom.

2. Group work at the Internship Center (10%). The intern will participate in the meetings of the educational teams they are part of and collaborate on innovative projects and extracurricular activities organized by the center. They will also attend all meetings and activities organized so that the interns gain an in-depth understanding of the educational reality.

Attendance at the internship is mandatory during all hours of the internship period. The internship schedule is the same as that of the school. For justified reasons, and with the consent of the tutors from both the University and the school, the period may be brought forward or delayed, but not by more than 20%.

In-person activities at the University (10% of the total workload)

Regular individual and group tutorials with university tutors will serve as guidance for students.

Off-campus activities (35% of the total workload)

Independent study and work. The teacher-as-researcher model in the classroom focuses students' activity on formulating relevant questions, searching for information, analyzing, elaborating, and then communicating it.

Internship students will be required to approach the preparation of their teaching interventions from this perspective, supervised by the tutors who tutor the subject at the school and the University, as well as the preparation of reports on the different periods of their stay at the school.

EVALUATION

The faculty tutor is responsible for assessing the internship subjects. The instruments and weighing used to evaluate the acquisition of skills will be:

1. The Internship Report that the student will submit, within the established period, to the faculty tutor, and the details of which are included in the respective documents. (between 50% and 70%).
CAN BE REPAID IN THE 2ND CALL
2. The evaluation of the school mentor, according to the corresponding rubrics published on the faculty website. (between 20% and 40%):
CANNOT BE REPAID IN THE 2ND CALL
3. All follow-up meetings, whether individual, small group, or large group. (between 10% and 20%)
NOT REPOSSIBLE IN THE 2ND CALL
4. Any other proposal made by the Teaching tutor. (up to 20%). In the Early Childhood Education I School Internship, this 4th block will correspond to checking access to and use of information and documentation sources.
NOT REPOSSIBLE IN THE 2ND CALL

Completing the 4 previous points will be essential requirements for passing the course.

Plagiarism in the Internship Report will result in a grade of zero and the possible opening of an academic record. Plagiarism is understood as copying other people's documents by passing them off as your own; that is, the use of any other person's paragraph, the source of which is not mentioned as a reference. It will be considered in the same grading as plagiarism, and the improper or unauthorized use of artificial intelligence software tools. Plagiarism or the misuse of artificial intelligence tools may be penalized in accordance with Article 15 of the University of Valencia's assessment and grading regulations.

If the failing grade is related to the placement at the internship center, given that the internship component is a non-recoverable activity, the grade for the second sitting will be NP.

In any case, the current regulations of the School Internship Regulations for the Teaching Degrees at the University of Valencia will apply.

REFERENCES

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