



## DEGREE IN PRIMARY SCHOOL EDUCATION

### 1. IDENTIFICATION SHEET

#### Subject information

<b>Code:</b>	33699
<b>Name:</b>	Primary education school placements III
<b>Academic year:</b>	2021-2022
<b>Coordinator:</b>	Elvira Asensi Silvestre

### 2. SUMMARY

The title *Primary education school placements III* defines the subject given in the fourth year corresponding to the *Practicum* module of the Degree in Primary School Education, worth 22.5 ECTS.

The student does this subject under the supervision of a tutor who will oversee the whole process and who is responsible for the assessment. It is up to the tutor to explain to the student and the teacher-mentor from the school placement centre about the meaning and characteristics of the subject; and also guide them in the process, ensuring they meet the established objectives and skills, and determine the final mark.

As a prior requirement to enrolment, it is necessary to have passed the subject *Primary education school placements II*.

This third period of school placements in schools is in the final year of the degree and its general purpose is to facilitate the socialisation of future primary school teachers in the profession. If the school placement period of the previous course (*school placements II*) focused -if not exclusively, certainly predominantly- on the school as the central point of the education project, in this case the unit of observation, analysis and intervention is -predominantly, but not exclusively- the classroom and team of teachers who cover the project in the classroom. In *school placements III* the aim is that the future teacher feels they are an active part of the education community of the school, putting into practice, assessing and expanding the typical skills of the profession under the supervision of professionals from the school and the university.

*School placements III* provides opportunities for study and analysis to be done in the classroom, as a general primary education teacher and, if appropriate, also as a specialist, and which can serve as a reference for the *Final Project for the Degree*.

When choosing the school, it is recommended not to choose the same school as for *School placements II*. Also, one must bear in mind the restrictions that appear in article 6 of the *Rules for external training placements of the University of Valencia*:

- *Students who are related to members of management bodies or to tutors from the companies, institutions or entities up to the third degree of consanguinity, cannot do their placements there.*
- *Nor can they do placements where students have a contractual relationship with the company, institution or entity that is not that stated in the agreement.*

In order to choose/go to the school to do the placement, it will be necessary to have given the University, on the agreed date and as per the established procedure, a negative sex offences certificate issued by the Central Sex Offenders Registry, for the purposes of complying with that provided in Law 26/2015, of 28 July, on modification of the child and adolescent protection system. This certificate will be given to the placement school on the student's first day.

### 3. PRIOR KNOWLEDGE

- Linguistic and communicative competence, oral and written, in the official languages.
- Ability to create oral and written discourses in both languages in a coherent and suitable manner for academia.
- Basic skills in IT and in analysing information from different bibliographic and IT sources.

Remember that, as a prior requirement to *Work Placements III*, it is necessary to have passed the *School placements II* subject.

### 4. SKILLS

#### Common to the Degree

Correctly and suitably express oneself orally and in writing in the official languages of the Autonomous Community.

Proficiently use information and communication technologies as habitual working tools.

Critically analyse and incorporate the most relevant matters of current society that affect family and school education: the social and educational impact of audiovisual languages and of screens; changes in intergenerational and gender relationships; multiculturalism and interculturalism; social discrimination and inclusion and sustainable development; as well as promoting educational actions aimed at preparing an active and democratic citizenship.

Promote cooperative work and individual effort and work.

Accept that the exercise of teaching has to be perfected and adapted to the scientific, teaching and social changes throughout life.

Know the interaction and communication processes in the classroom.

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

Design, plan and assess the teaching and learning activity in the classroom in multicultural contexts.

Know how to work in a team with other professionals inside and outside the centre in caring for each student, and also in the planning of the learning sequences and the organisation of working situations in the classroom and in the play space.

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

Know that systematic observation is a basic tool to be able to reflect on the practice and reality, and also to contribute to innovation and improvement in education.

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

#### Specific to the subject

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

Cooperate with the educational community and participate in the improvement and innovation proposals in the different areas of action that the centre may establish.

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

Participate in the teaching activity and reflect on it establishing connections between theory and practice.

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

Plan, implement and assess primary education curriculum content through appropriate teaching resources and promote the corresponding skills in the students.

Develop curriculum content through media and information and communication technology resources.

Acquire practical knowledge of the classroom and its management.  
 Know and apply the interaction and communications processes in the classroom and master the necessary social skills and abilities to promote an atmosphere that facilitates learning and coexistence.  
 Regulate the interaction processes in the classroom with students between 6 and 12 years old and promote co-education.  
 Monitor the teaching and learning process by mastering the necessary strategies and techniques.  
 Analyse the results obtained in the teaching and learning process and reflect on them and on one's own knowledge, skills, attitudes and actions with regard to the profession of teaching.  
 Design and carry out educational research projects using suitable methodology and resources.  
 Communicate the knowledge, experiences and reflections on the intervention in the school in the academic forums established for this purpose.

## 5. LEARNING OUTCOMES

If we define the learning outcome as the internalisation, by the student, of concepts, procedures and attitudes that form a substantial part of their development and training of the competence, it is expected that students, at the end of the *School placements III* subject, are able to:

- Be aware of the complexity of the education practice of the exercise of the teaching profession.
- Go deeper into the analysis of the professional practice and, helped by the tutors, reflect on the observations made using the analysis categories and strategies of the profession.
- Analyse the educational reality from the observations of the experience in the school and, above all, in the classroom.
- Design and implement teaching and learning situations in the school.
- Develop attitudes, knowledge, strategies and skills of cooperation with members of the education community.
- Apply theoretical knowledge, covered in the different subjects of the Degree prior to this placement, to the situations observed in the school contexts and particularly in classroom situations.
- Make proposals for innovation and improvement in the primary education centres relating to the context of the centre and the classroom.
- Consider and manage the practical situations with professional criteria.
- Carry out self-assessments of one's own interventions.
- Express, orally and in writing, the educational value of the experience.
- Apply methods for the analysis and interpretation of the collected information.

## 6. DESCRIPTION OF CONTENT

<b>Order number:</b>	1
<b>TU title:</b>	Observation and analysis procedures
<b>Description of contents:</b> <ul style="list-style-type: none"> <li>• Methodology for the observation and analysis of the school reality.</li> <li>• Participative observation in the classroom: objective and use for the teaching function, variables that enable analysis.</li> <li>• Techniques of observation and information gathering: class diaries, collections of stories, checklists, scales of estimation, behaviour registers, questionnaires, interviews, etc.</li> <li>• Methods for the analysis and interpretation of the collected information.</li> <li>• Drafting of descriptions and reports on the school reality.</li> </ul>	

<b>Order number:</b>	2
<b>TU title:</b>	The school as the framework of the activity
<b>Description of contents:</b> <ul style="list-style-type: none"> <li>• Knowledge of the school, its environment and organisation.</li> <li>• Levels of collective planning in the school (centre project, linguistic project, cycle planning, course, etc.) as the framework for the classroom scheduling.</li> <li>• Coordination and teamwork as the foundation for professional development.</li> </ul>	

<b>Order number:</b>	3
<b>TU title:</b>	The classroom and class-group as a unit of analysis
<b>Description of contents:</b> <ul style="list-style-type: none"> <li>• Organisation of spaces and resources in the classroom.</li> <li>• Distribution of time: the school day, weekly distribution and daily distribution: routines and activities.</li> <li>• Distribution of the students in the classroom: rigid, flexible, etc., variables on which it depends.</li> <li>• Teaching and learning models and styles.</li> <li>• Diversity of students and its implications for teaching (curriculum and organisational adaptations) and for the students (groups, cooperation, integration, conflicts, etc.).</li> <li>• The use of teaching materials and resources: possibilities, limitations and consequences.</li> </ul>	

<b>Order number:</b>	4
<b>TU title:</b>	Analysis and intervention in a curriculum subject
<b>Description of contents:</b> <ul style="list-style-type: none"> <li>• Proficiency in the contents to be taught.</li> <li>• Planning of a teaching unit or intervention in the classroom within the framework of implementation of the curriculum in the group.</li> <li>• Coordinated work with the classroom teacher-mentor.</li> <li>• Proficiency and application of teaching procedures and techniques.</li> <li>• Suitable use of resources and technologies.</li> <li>• Techniques and procedures for assessing the learning.</li> </ul>	

## 7. VOLUME OF WORK

TYPE OF IN-PERSON ACTIVITIES	Hours
At the Preschool centre and Primary school	336
Faculty meetings	28
TYPE OF REMOTE ACTIVITIES	Hours
Planning and preparation of activities for the classroom and centre where the placement is done, seminar sessions, preparation of reports, etc.	198.5

## 8. TEACHING METHODOLOGY

To achieve the objectives established for this subject, an active methodology will be used that makes students' involvement essential. The academic practice in this subject is structured in various levels:

### **In-person activities in the placement centre (60% of the total volume of work)**

Attendance and intervention in the classroom: the basic training core of the Practicum will be developed

through the participation in the teaching and learning process in the assigned classroom. The placement student agrees to participate in the education team meetings of which they are part and to collaborate with the innovation projects and in the extra-curricular activities that the centre implements. They must also attend all the organised meetings and activities so that the placement students get in-depth knowledge of the educational reality.

Attendance of the placements is obligatory at all times during the established period. The timetable for the placements is the same as for the school (from 9 a.m. until 5 p.m., normally). For justified reasons, and with the consent of the respective tutors, both of the University and the School, the period may be brought forward or delayed, but by no more than 20%.

**In-person activities at the University (5% of the total volume of work)**

The periodic, individual and collective, tutorials with the university tutors will be used to guide the students.

**Remote activities (35% of the total volume of work)**

Independent study and work: the model of the teacher as a researcher in the classroom focuses the student's activity on the formulation of relevant questions, search for information, analysis, drafting and subsequent communication. The placement student must face the preparation of their teaching interventions from this perspective, supervised by the teacher-mentor and by the university placements tutor, and also the creation of a report on their stay at the school.

## 9. ASSESSMENT

The University tutor is responsible for assessing the *Primary Education School placements III* subject. The final mark will stem from the following criteria, among others:

- Attendance at meetings or seminars on placements (essential requirement).
- Attendance and punctuality at placements as per the official schedule (essential requirement).
- Professional behaviour and attitude at the placement (essential requirement).
- Delivery of requested documentation in due time and form: presentation, modification and structure (essential requirement).
- Ability for oral and written description and presentation (essential requirement).
- Ability to design and implement learning situations in agreement with the evolving and academic level and interests of the group of students.
- Ability to relate it with the content studied in the Degree subjects so far, and also with the current facts, news or situations regarding the world of education.
- Ability to clearly propose and debate own ideas and to carry out a reasoned critical analysis.
- Active participation in the life of the centre and the classroom. Satisfactory resolution of problems and situations of a professional nature.
- Assessment of the teacher-mentor in the placement school.
- (If required) Assessments of other professionals in the placement school.
- Self-assessment.

Non-compliance of any of the requirements will result in the subject being failed.

Acquisition of these abilities will be observed through the following assessment instruments, in accordance with the assessment rubric established by the Academic Committee on Qualifications (CAT):

- ✓ Assessment rubric of the tutor of the placement school.
- ✓ *School placements III* report.
- ✓ Active attendance and participation in the scheduled meetings and seminars of the Faculty.
- ✓ Other considerations made by the tutor (discussion forums, self-assessment, preparation of documents or case studies for scheduled meetings, etc.).

As with the previous placement subjects, participation in the assessment of the teacher who guides the placements in the classroom where the majority of the placement is experienced, is particularly relevant. It is difficult to demonstrate the way in which the student has developed in the classroom, how their way of dealing with problems and situations has evolved, etc., through a report, however long and complete it may be, or through a survey by the schoolteacher. It is recommended that, at least for the placement assessment, there is an

interview between the two tutors responsible for the placement -that of the university and of the school. The objective of this interview would be to exchange and complement the relevant information to be able to better assess the proficiency of the student's skills.

On the other hand, to make it possible to systematically reflect on the school reality, work sessions in the form of seminars convened by the University tutor are deemed of particular importance, as it is in these spaces where, on one hand, a structured and reasoned reflection on what is being experienced and done at the school can be favoured and, on the other, it enables the university tutor to take note, through the students' interventions, of the development of certain skills that, otherwise, would be difficult to verify. So, therefore, it is once again recommended not to focus the weight of the assessment on one single instrument of a written nature, such as the report.

Also, do not forget that while the *School placements III* module is being done it is recommended to start designing and carrying out the *Final Project for the Degree*; therefore, it would be a good idea regarding the request for written documentation from the student, rather than focusing on the creation of a final macro-document, which would probably require dedication and effort during a period that would coincide with the realisation of the *Final Project*, to focus, if deemed relevant, on the delivery of specific documents that respond to the continuity of the assessment than its final nature.

Regarding self-assessment, we can understand this as the image the student has of themselves as a future professional, including their ability for self-criticism and their possibilities for professional development. The space for debate and reflection on the placements provided by the seminar is surely the best context to assess the evolved understanding the student has about themselves as a teacher.

Plagiarising in the placement report results in a mark of zero and the possible opening of an academic disciplinary action. Plagiarism is deemed to be the copy of other people's documents passing them off as one's own; in other words, the use of any other person's paragraph the source of which is not mentioned as a reference.

If the fail mark is related to the stay in the placement school, the second session will show the mark of Not Presented (NP).

## 10. REFERENCES

*School placement regulations of the Faculty of Teacher Training.* <http://www.uv.es/uvweb/magisterio/ca/estudis-grau/graus/practicum-tfg-magisteri/normativa-1285870980583.html>

*School placement III guidelines.* <http://www.uv.es/uvweb/magisterio/ca/estudis-grau/graus/practicum-tfg-magisteri/normativa-1285870980583.html>

*School placement III student assessments by tutor-mentors of the placement centres.* <http://www.uv.es/uvweb/magisterio/ca/estudis-grau/graus/practicum-tfg-magisteri/avaluacio-1285870992286.html>

*School placement III student assessments by the degree in primary education tutors.* <http://www.uv.es/uvweb/magisterio/ca/estudis-grau/graus/practicum-tfg-magisteri/avaluacio-1285870992286.html>

*Learn how to do your classwork.* On-line course of the University of Valencia Library Service. Last updated: 7/09/2016: <http://ci2.blogs.uv.es/>

## 11. COVID-19 ADDENDUM FOR PLACEMENTS BROUGHT FORWARD TO THE FIRST TERM

The content, volume of work, scheduling, teaching methodology, assessment and bibliography of the subject will not be modified. If there are changes to the internal regime of the schools that accept School placements, new stays will be provided throughout the course to guarantee that our students receive the envisaged training, without prejudice to their possible participation in the remote teaching methods that said schools may offer in response to the regulations of the education and health authorities. Monitoring meetings that are held at the Faculty between tutors and their students will be adapted to comply with the established safety parameters and, should the worst happen, Blackboard Collaborate will be used to hold them virtually.