



COURSE DATA

DATA SUBJECT

Code: 33602
Name: Organisation and management of centres
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	1	First quarter, Second quarter
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	1	Second quarter, First quarter
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	Educational processes and contexts	BASIC
1305 - Degree in Primary School Education	Educational processes and contexts	BASIC
1324 - Degree in Preschool Education (Ontinyent)	EDUCATIONAL PROCESSES AND CONTEXTS	BASIC

COORDINATION

VALLE APARICIO JOSE ELISEO

SUMMARY

The course Organization and Management of Centers has a basic training character and is located in the first course of the Degree of Teacher in Early Childhood Education and the Degree of Teacher in Primary Education. Both for its basic training character and for its location in the first course of this degree, the course has a general introductory character. The objective to be achieved in this course, in a transversal way, is that students are able to place themselves in a reflective relationship with the school as a complex institution and privileged scenario for the construction of democracy where fundamental rights must be developed and experienced.

PREVIOUS KNOWLEDGE



RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

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Address and solve discipline issues.

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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; multicultural and intercultural issues; 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.

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Analyse teaching practice and the institutional conditions that frame it.

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

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

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Know and deal with school situations in multicultural and co-educational contexts.

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Know the fundamentals of pre-primary and primary education.

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Know the processes of interaction and communication in the classroom.

Know the processes of interaction and communication in the classroom.

Promote cooperative work and individual work and effort.

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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.

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Understand that the daily dynamics of education change according to each student, group and situation and know how to be flexible when teaching.

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Use information and communication technologies effectively as usual working tools.

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Value the importance of stability and regularity in the school environment, schedules and teachers' moods as factors contributing to the harmonious and comprehensive progress of students.

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DESCRIPTION OF CONTENTS

1. EDUCATIONAL ORGANIZATION AS A FIELD OF STUDY AND RESEARCH

- Theoretical perspectives on the organization of educational centers.
- Different approaches to quality in education.

2. POLITICAL FRAMEWORK IN THE ORGANIZATION AND MANAGEMENT OF EDUCATIONAL CENTERS.

- The educational system and compulsory education: structure and functions
- Definition and characteristics of early childhood and primary education centers



- Public and private schools. Types of centers (CRAs, CAEs, CEE,)
- Legislative framework: ROF, C-1978, LOECE, LODE, LOGSE, LOPEG, LOCE, LOE, LOMCE, LOMLOE
- Declaration of Human Rights and Children's Rights.
- Educational administrations: powers and relationship between educational administrations and educational institutions. Educational reforms and educational policies.

3. DEMOCRATIC SCHOOLS: MANAGEMENT, COORDINATION, PARTICIPATION, AND CULTURES IN THE DAILY LIFE OF EDUCATIONAL INSTITUTIONS

- Governing bodies and teaching coordination. Institutional documents as instruments of coordination (PEC, PCC, PGA, RRI) Institutional programs and plans
- Management as community (pedagogical) guidance and management of participation, teaching coordination and school autonomy. Financial and administrative management (of human and material resources, spaces and time), curriculum
- Models and strategies for managing educational institutions.
- Resources and materials for working in early childhood and primary education classrooms
- School cultures and micro-politics in schools. Relationships, communication, decision-making and conflict management in educational institutions.
- Student voices and participation.
- The social context of schools and their relationship with the social environment (families, municipal services municipal services, neighborhood groups)
- Functions and tasks of teachers. Teachers-tutors. Academic freedom, coordinated work, and democratic control of teaching practice. Conditions, contradictions, and conflicts in teaching work. Teacher training and professional development.
- Multicultural school contexts: new challenges for school organizations.

4. EVALUATION AND INNOVATION IN EDUCATION

- Evaluation of the education system, schools, teachers, and students.
- Schools as units of innovation. Innovation projects in schools (strategies for addressing diversity in



inclusive schools, coeducational school projects, learning communities, democratic schools, 21st-century school agenda, mediation projects). Schools in community project contexts. Experiences of good practices in teaching teams, school participation, school-environment collaboration,

-Relationships between institutional and organizational dimensions: management models and criteria for the evaluation

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

1.- Face-to-face activities (40% of total time commitment)

- Theoretical-practical classes.

Face-to-face theoretical-practical classes in which the contents of the subjects will be worked on, discussed, and activities carried out using different teaching resources: lectures, seminars, workshops, working groups, etc.

- Group work.

The purpose of group work is to highlight the importance of cooperative learning and reinforce individual learning. These projects may be defended individually or collectively, and may be presented to the entire group in the classroom or in tutorials and seminars with smaller audiences.



- Individual and/or group tutorials.

Individual and group tutorials should serve as a means of coordinating students in individual and group tasks, as well as to evaluate both individual progress and activities and teaching methodology.

- Complementary Activities

The activities, which are organized during the weeks of complementary activities, will delve deeper the study of certain topics in the subject through conferences, workshops, seminars, etc. Attendance at these activities will be assessed, as well as the completion of the work assigned by the teaching staff in relation to them.

2.- Non-classroom activities (60% of total time commitment).

- Study and independent work.

Individual assignments, readings, and access to and processing of information will be assigned, as well as other cooperative activities, all of which will be guided, supervised, and evaluated by the instructors.

EVALUATION

Assessment will be continuous and comprehensive, formative in nature, and may analyze individual and collective learning processes. The final grade will be derived from the assessment. In this sense, the grade will seek to reflect individual learning, understood not only as the acquisition of knowledge, but also as a process that has to do fundamentally with intellectual and personal changes in students as they encounter new situations that require them to develop new skills in comprehension, reasoning, and decision-making.

Information to demonstrate learning may be collected mainly through:

- a) Periodic monitoring of student progress, both in the classroom and in individual and group tutorials.
- b) Evaluation of assigned work, including analysis and assessment of observations on work produced by third parties.
- c) Assessment of individual and group participation, both in the classroom and in tasks carried out outside the classroom.
- d) Oral and written exercises and/or tests.

In any case, each teacher of each of the Organization and Management of Centers groups will specify the assessment criteria and instruments more precisely based on the principles set out above.

In accordance with the Assessment and Grading Regulations of the University of Valencia (Articles 6.6 and 6.7), students have the right, in the second exam session, to pass the course after taking an oral and/or written test. In the course syllabus, each teacher must make clear which continuous assessment activities can be retaken and which cannot. In any case, non-retakeable activities cannot exceed 50% of the final grade.



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