



COURSE DATA

DATA SUBJECT

Code: 33610
Name: Organisation of the scholastic space, material and teaching skills
Cycle: Undergraduate Studies
ECTS Credits: 9
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	2	Annual
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	2	Annual

SUBJECT-MATTER

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	Organisation of the learning environment, school materials and teaching skills	BASIC
1324 - Degree in Preschool Education (Ontinyent)	ORGANISATION OF THE LEARNING ENVIRONMENT, SCHOOL MATERIALS AND TEACHING SKILLS	BASIC

COORDINATION

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SUMMARY

The subject entitled *Organisation of School Space, Materials and Teaching Skills* is part of the Early Childhood Education Teacher degree programme. It is a one-year subject (9 credits) taught during the second year. It is one of the subjects included in the basic training module of the degree programme.

The basic objective of the subject is to introduce students of the Early Childhood Education Degree to a process of systematic, well-founded and critical thinking about nursery school and what the period of schooling from zero to six years of age means. Likewise, the aim is for this introduction to orderly thinking about teaching and learning to take place both through the individual work and reflection of the student and through collective work and debate, whether in the classroom, during class time, or outside of it.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

It is assumed that students have completed the first year and therefore have the basic skills and knowledge required to pass that first year, but in this case, the following subjects are particularly important:

- A) Childhood, health and nutrition.
- B) Developmental psychology.
- C) General teaching methods.
- D) Organisation and management of educational centres.

COMPETENCES / LEARNING OUTCOMES

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Acquire the ability to lead, coordinate and collaborate in the resolution of educational problems.

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.

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

Be able to collect and interpret relevant data to make pedagogical judgments that include a reflection on relevant issues of a social, scientific or technical and ethical nature.

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

Design and conduct activities that promote the values of non-violence, tolerance, democracy, solidarity and justice and reflect on their presence in the contents of textbooks, teaching and educational materials, toys and audiovisual programmes in different technological media aimed at students.

Design research processes and instruments as regards teaching and organisational practice in pre-primary education.



Diagnose needs, complex situations and possibilities of people as a basis for educational actions.

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

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 analyse educational policies, their legislative development and their impact on educational reforms and innovations.

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

Know and value innovative experiences in the field of pre-primary education.

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 factors that affect the pedagogical and organisational dimension from the interaction with the professionals at a school and know how to promote participation in collective activities and cooperative work in order to improve and innovate in the school.

Know the processes of interaction and communication in the classroom.

Plan sequences of learning and work in the classroom and in the play space taking account of the peculiarities of the periods 0-3 and 3-6 years.

Promote cooperative work and individual work and effort.

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

Reflect on the need to eliminate and reject sexist behaviour and contents and stereotypes that discriminate between women and men, particularly in textbooks and educational materials.

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.

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

Use information and communication technologies effectively as usual working tools.

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.

DESCRIPTION OF CONTENTS



1.STARTING WITH THE CHILD

Characterisation of what it means to be a child in the 21st century.

What do we know about children?

How do they learn?

How do they construct and transform the world?

Basic principle of the profession: the problem consists of creating situations for children to learn. Some elements to be seriously considered: activity, play and globalisation.

Planning Units and Projects.

2.EXPLORING THE WORLD THROUGH ACTIVITY AND IMAGINATION IN PLACES CALLED CLASSROOMS AND CENTRES

Building an environment for teaching and learning with children aged 0-6. Programming in the first and in the second cycle of early childhood education. Continuity between early childhood education and primary education.

1. Life and the world in a classroom.
2. Organising spaces and materials: exploring the world at your fingertips, in a classroom, in a playground, at mealtimes...
3. Conquering time: rhythms, rituals and routines in early childhood education. Organising a work project.
4. Aims and objectives of early childhood education.
5. Areas of experience.
6. Work projects, activity corners, centres of interest.
7. Games, stories, images, objects, quantities, excursions, protagonism as teaching and learning tools.
8. Assessment of and in nursery school.



3.TEAMWORK FOR AN EARLY CHILDHOOD EDUCATION PROJECT

1. Being a competent early childhood education teacher. Training, professionalism and experience.
2. Basis for coordinated planning: the early childhood education curriculum project.
3. Management in an early childhood education centre.
4. Communication, agreements and disagreements with families.

4.THE MOST EXCITING PROBLEM: PREPARING CHILDREN FOR A PROBLEM WE DO NOT KNOW ABOUT

1. Children and their social invisibility: the role of nursery schools.
2. Children and technology: the role of nursery schools.
3. Children, diversity and multiculturalism: the role of nursery schools.
4. Children and new family and cohabitation models: the role of nursery schools.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	90,00
Total hours	90,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	135,00
Preparation of lessons	0,00



Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	135,00

TEACHING METHODOLOGY

The methodological principles common to all groups and teachers of the subject, beyond the right of each of these teachers, as autonomous professionals, to develop a specific teaching style, are as follows:

- Consideration of learning as a process of meaning construction by students, both from an individual development context and from the framework of collective and, in the best cases, cooperative work.
- The model of the teacher as a researcher in the classroom focuses student activity on formulating relevant questions, searching for information, analysing, elaborating and subsequently communicating.
- Assumption that teaching the subject consists of designing and developing activities and situations through which students have the greatest possibilities of construct their own learning.
- Individual and group tutorials should serve as a means of coordinating students in individual and group tasks, as well as evaluating both individual progress and teaching activities and methodology.
- Respect for the rights of students as established in the university statutes.
- Fulfilment of the duties established in the university statutes, particularly with regard to dedication to teaching and attention to students.
- Compliance with the duties established in the university statutes, especially with regard to dedication to teaching and attention to students.
- Respect for and compliance with the aspects relating to teaching set out in the degree verification document.

EVALUATION

The course assumes that assessment is the determination of the quality or merit of learning developed by students. Thus, regardless of the duty of each teacher of each of the groups in the course to establish in their group planning the criteria, instruments, and moments in which evidence of student learning will be collected in that group and with that teacher, as established in the verification report of the degree in reference to the assessment of the subject, the aspects common to all teachers of the subject regarding assessment are as follows:

The assessment will cover the competencies common to the subjects of the degree, as well as those specific to the subject.

The assessment will be continuous and comprehensive, will be of a guiding and formative nature, and will analyse the processes individual and collective learning.



The grade, the final representation of the assessment process, will reflect individual learning, understood not only as the acquisition of knowledge, but also as a process that is fundamentally related to intellectual and personal changes in students when they encounter new situations that require them to develop new comprehension and reasoning skills.

The information to demonstrate learning will be collected mainly through:

- Regular monitoring of students' progress, both in the classroom and in individual and group tutorials.
- Assessment of assigned work, including analysis and evaluation of observations on work produced by third parties.
- Assessment of individual and group participation, both in the classroom and in tasks carried out outside the classroom.
- Oral and written tests.

Plagiarism or misuse of artificial intelligence tools may be penalised in accordance with Article 15 of the University of Valencia's assessment and grading regulations.

The student assessment process may include the preparation of a report on the degree of individual learning acquisition.

Contribution of each activity to the final grade:

Activity: written or oral development of a set of questions, problems, commentary on texts or materials (written or audiovisual) or case studies, in relation to the content of the subject and the skills outlined. As part of a continuous assessment framework, the teacher will have to collect these developments throughout the course, and not necessarily through a final exam, which, in any case, will be held on the date and time indicated in the Faculty's exam calendar.

This will account for 80% of the final grade, with the remaining 20% will be reserved for the teacher's duly justified assessment of the student's attendance and active participation in class. However, if the teacher asks students to do one or more group assignments, where the grade for the assignment is shared by the students in the group, 10% of the 80% of the assessment activity `written or oral development`, and 10% of the 20% of the activity "class attendance and participation", adding up to a maximum of 20% of the final grade.

Second attempt assessment: in order to comply with the criteria established by ANECA and to ensure that students who failed/did not take the first exam and who have not been able to complete/submit continuous assessment activities considered non-recoverable by the teacher are given the opportunity to pass the course, they will be entitled to take a final exam worth at least 60% of the total mark for the course on the same day as the official exam.



The specification of the above principles in the form of criteria, percentages and specific assessment practices must be included in the teacher's programme for their group and, in any case, be made known to students before the start of classes.

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