

**COURSE DATA****DATA SUBJECT****Code:** 33612**Name:** Nursery schooling**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	3	First quarter
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	3	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	Preschool education school	BASIC
1324 - Degree in Preschool Education (Ontinyent)	THE PRESCHOOL EDUCATION SCHOOL	BASIC

**COORDINATION**

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**SUMMARY**

The course is bringing together an approach to the Early Childhood Education School (EEES) or Institutions from a multidisciplinary perspective including the historical, political, legal, and comparative nature. Therefore, its contents are formulated for getting closer to the knowledge of its foundations and its theoretical frameworks, as well as to its historical evolution, and the corresponding political and legal determinants; the contents describe and explain too the main reasons for the location of the EEES within the Spanish education system, and the European and international context. Hence, the course is offering the possibility to draw near international experiences and practical cases of innovation on the field, in order to acquire basic learning to develop educative interventions of renewal in the future. With regard to the previous considerations,

the following academic guide named -La Escuela de la Educación Infantil- develops as it follows:



## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

The course is obviously connected with other disciplines that the student can have done or be doing at the same time, lending with certain conceptual heritage which will help to strengthen analytical frameworks and learning of subjects such as: Social Structure and Education, Management and leadership of centres, History of the School or Sociology of Education, amongst the most significant ones. However, the ultimate aim which is adding its singular character is being determine somehow by its object of study: international contexts of the EEES and its standing at the national level in the regulation and practice fields.

## COMPETENCES / LEARNING OUTCOMES

### 1324 - Degree in Preschool Education (Ontinyent)

Analyse and assess the proper coordination between the principles established in the pre-primary education curricular project and the first cycle of primary education.

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 lead and coordinate the team of professionals and specialists that make up the staff in a school for ages 0-3.

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

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

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 international experiences and examples of innovative practices in pre-primary education.

Know the legislation that regulates pre-primary schools and their organisation.

Know the principles and strategies for designing a pre-primary school for ages 0-3.

Know the processes of interaction and communication in the classroom.

Participate in the creation and monitoring of educational projects for pre-primary education within the framework of school projects and in collaboration with the territory and other professionals and social agents.

Promote cooperative work and individual work and effort.

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

Situate the pre-primary school in the Spanish educational system and in the European and international context.

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.

Value and understand the period of pre-primary education as a set of experiences that are designed so that each child feels that he or she is the main actor in his or her own life.

Value the importance of teamwork, especially with regard to the different professionals working in pre-primary education.

Value the personal relationship with each student and his or her family as a factor of educational quality.

## **DESCRIPTION OF CONTENTS**

### **1.A PERSPECTIVE ON THE HISTORICAL DEVELOPMENT OF EARLY CHILDHOOD EDUCATION AND CARE**

Topic 1.- Historical overview of early childhood education and care in European societies

### **2.THE IMPORTANCE AND EXTENT OF THE PROVISION OF EARLY CHILDHOOD EDUCATION AND CARE SERVICES IN A GLOBALISED WORLD**

Tema 2. La concepción de la educación y atención para el desarrollo integral de la primera infancia en el



contexto global.

Tema 3: El impulso de políticas favorables a la provisión y expansión de la educación y atención de la primera infancia desde una perspectiva internacional.

### **3.CONTEXTUALISATION OF EARLY CHILDHOOD EDUCATION AND CARE IN THE EUROPEAN UNION**

Topic 4. Advances, challenges and trends in early childhood policies in the current reality of the European Union (EU)

### **4THE PRESENT STATE OF EARLYCHILDHOOD SCHOOLS IN SPAIN**

Topic 5. Early childhood education and care in Spain: current challenges and trends

## **WORKLOAD**

### **PRESENCIAL ACTIVITIES**

<b>Activity</b>	<b>Hours</b>
Theoretical and practical classes	45,00
<b>Total hours</b>	<b>45,00</b>

### **NON PRESENCIAL ACTIVITIES**

<b>Activity</b>	<b>Hours</b>
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	67,50
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>67,50</b>

## **TEACHING METHODOLOGY**



Theoretical classes	Presentation of contents by the teacher or the students, to justify, frame and clarify the different thematic contents.
Practical classes	Reading, analysis and critical evaluation of sources. Comments individual and group of pedagogical texts
Seminars and Workshops	Study and deepening in particular experiences of education children in Spain and in international contexts
Study and autonomous work	Study related to the theoretical classes, practices, seminars and workshops, about the contents of the subject
Study and work in group	Design, elaboration and written and oral presentation of works in group
Tutorials	Study and work in group



Complementary activities	Complementation with optional tasks of deepening, proposed by the own student.
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## EVALUATION

Student assessment will take into account the following aspects:



Continuous assessment:

- Assessment of specific readings on the subject (journal articles or book chapters) through short questionnaires. This may be done before or after each thematic unit.
- Assessment of individual and/or small group work on topics indicated by the teacher, with particular emphasis on: bibliographic and information search skills; time management of the work carried out; organisation of ideas and arguments expressed; appropriate writing and presentation; scientific criteria (index, presentation, citations, conclusion, appendices, etc.). This may be done orally or in writing, individually or collectively.
- Common activities (lectures, seminars, etc.)

Final assessment:

- Objective test or written/oral test on the topics covered in the programme.

Special emphasis will be placed on the adequate acquisition and understanding of knowledge.

Self-assessment (if applicable):

Assessment by the student of the learning process and results.

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