



COURSE DATA

DATA SUBJECT

Code: 33641
Name: School placement (Infant Education) II
Cycle: Undergraduate Studies
ECTS Credits: 16.5
Academic year: 2025-26

STUDY (S)

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

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SUMMARY

The title *School Practices in Early Childhood Education II* designates the subject taught in the third year corresponding to the *Practicum* module of the Bachelor's Degree in Primary Education Teaching. It has a dedication of 16.5 ECTS credits.

This subject is carried out by the students under the supervision of a teacher who will tutor the entire process and who is responsible for the evaluation. It is the person who tutors who must explain to the students and the teacher who tutors in the internship center, the meaning and characteristics of the subject; it must also provide guidance in the process, ensure compliance with the objectives and competencies established and determine the final grade.

As a prerequisite for enrolment, it is necessary to have passed a total of 100 credits of the degree that includes the subject *School Practices in Early Childhood Education I*.

Its purpose is to introduce students to a systematic, well-founded and critical reflection on the school reality, which allows them to consider the school as: (a) an organizational structure that is part of the school administration, (b) a space for citizen participation in an educational, social and cultural project, and (c) the framework in which they are designed, develop and evaluate teaching and learning processes.



It is of special importance in this subject to see the school from a global perspective and not as a sum of independent aspects; For this reason, it is advisable to have the experience of observing different stages and classrooms, attending teacher coordination meetings, analysing the school's own documentation and, in general, the daily experience of the school's activity as an opportunity for the development of new knowledge and techniques, as well as to start the construction of a professional identity. It is also intended that students progressively assume responsibility for the planning and execution of teaching experiences, taking as a starting point the scientific-technical knowledge of a future student, and also their active participation in some of the school's activities.

When choosing a centre, the restrictions that appear in article 10 of the *External Internship Regulations of the Universitat de València* on the requirements of the student body must be taken into account:

- *Not to maintain any contractual relationship with the company or the public or private institution in which the internship is carried out, except with the express authorisation of the Centre's Internship Committee.*
- *Not to maintain a relationship of kinship up to the third degree with the heads of the management bodies of the company or entity or with the tutors, unless expressly authorised by the Centre's Internship Committee.*

In order to be able to go to the centre to do the internship, it will be necessary to have delivered to the University, on the agreed date and according to the established procedure, a negative certificate of background for sexual offences issued by the Central Register of Sex Offenders, for the purposes of complying with the provisions of *Law 26/2015, of 28 July. modification of the child and adolescent protection system*. This same certificate will be delivered to the internship center on the day the student appears.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

1304 - Degree in Preschool Education

Obligation to have previously passed the subject(s)

33640 - School placement (Infant Education) I

1324 - Degree in Preschool Education (Ontinyent)

Obligation to have previously passed the subject(s)

33640 - School placement (Infant Education) I

OTHER REQUIREMENTS



- A linguistic and communicative competence, oral and written, in the official languages corresponding, at least, to level B2 of the Common European Framework of Reference for Languages.
- Ability to elaborate oral and written discourses in both languages in a coherent and appropriate way for the academic field.
- Basic skills in computer science and in analysing information from different bibliographic and computer sources.
- It should be remembered that, as a prerequisite for School Internships II, a total of 100 credits must have been passed.

COMPETENCES / LEARNING OUTCOMES

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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; 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.

Be familiar with the objectives, curriculum content and assessment criteria of pre-primary education.

Be familiar with the organisation of pre-primary schools and the diversity of actions involved in their management. 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.

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 promote the acquisition of habits as regards autonomy, co-education, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and limits, symbolic and heuristic play.

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 basics of children's diet and hygiene. Know the fundamentals of early care and the bases and developments that allow us to understand the psychological, learning and personality-building processes in early childhood.

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.

Participate in the teaching activity and reflect on it by linking theory and practice.

Promote and facilitate learning in early childhood from a global perspective that integrates the cognitive, emotional, psychomotor and volitional dimensions.

Promote cooperative work and individual work and effort.

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

Recognise the identity of this educational stage and its cognitive, psychomotor, communicative, social and affective characteristics.

Reflect on classroom practices in order to innovate and improve teaching. Acquire habits and skills for independent and cooperative learning and promote it in students.

Regulate the processes of interaction in the classroom with students from 0 to 3 and from 3 to 6 years of age.

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 the educational implications of information and communication technologies and, in particular, of television in early childhood.

Understand the evolution of language in early childhood and be able to identify possible dysfunctions and to watch over its proper development. Deal effectively with situations of language learning in multicultural and multilingual contexts. Express oneself orally and in writing and master the use of different expression techniques.

Understand the role, possibilities and limits of education in today's society and the fundamental



competences that affect pre-primary schools and their professionals. Be aware of quality improvement models that can be applied to schools.

Use information and communication technologies effectively as usual working tools.

DESCRIPTION OF CONTENTS

1. Analysis of the school as a teaching context

It is essential to place the educational process in its context and to analyse both the spaces where it takes place and all the agents involved.

- Characteristics of the school to be able to plan activities and strategies in a contextualized way.
- Relationship between the school and the environment: physical, socioeconomic, cultural and linguistic context.
- Principles with which the school identifies and educational objectives or purposes.
- Organisational structure of the centre.
- General characteristics of the students of the school.
- The school and educational administration: the legislative framework of reference. Documents that refer to the identification data of the centre.
- Recess. Complementary and extracurricular activities.

2. Analysis of the context of the classroom as a framework for learning

The teaching profession focuses on the classroom and is mainly focused on the design of the different subjects of the curriculum, their implementation and the evaluation of educational interventions. The observation and analysis of the relationships between the teacher and the students, between teaching and learning, between programming and implementation, etc., are essential factors for students who are being trained as future teachers.



- The school's linguistic project and its impact on the classroom. Multilingual education programmes.
- Basic legislation and levels of curricular specification. Curricular contents. Methodologies and techniques of work in the classroom.
- School educational planning at its different levels. The adaptation of the curricular framework to the educational reality: objectives and contents. The general methodological criteria. The evaluation criteria of the student learning process.
- The teaching practice observed in the classroom. Classroom programming. The characteristics of the group-class. Interaction in the classroom. The teaching and learning methodology. The resources and materials used.

3. The student as a subject of learning

There are schools and teachers because there are students. This obviousness implies the importance that students have in the educational process and, for this reason, it is convenient to see the school from their eyes.

- Early Childhood Education students.
- Psychoevolutionary characteristics of children (0-6 years).
- Relations between the school and the family, external educational services (psycho-pedagogical services, teacher advice centres, etc.) and community services (libraries, museums, etc.).
- The treatment of diversity within the framework of the ordinary curriculum. The treatment of multiculturalism and coeducation. Curricular adaptations.
- The organization of educational guidance and the tutorial action plan.

4. The teaching profession

A teacher is the engine of the life of a school and a classroom. But, in addition to transmitting knowledge, a teacher has other functions within the school: for example, he or she is a tutor, he or she is part of a faculty, he or she can be part of the School Council, he or she is part of different commissions, he or she can belong to the management of the center... All these aspects must also be known and recognized by the students of our Faculty because they will be an important part of their future professional life.

- Planning and design of teaching.
- The organization of educational guidance and the tutorial action plan.
- Coordination and cooperation between teachers in educational cycles and stages.
- The management of the center and the work of the educational team.
- Professional ethics.

WORKLOAD

PRESENCIAL ACTIVITIES



Activity	Hours
Attendance at the internship centre	228,00
Attendance at supplementary activities	20,40
Monitoring and tutoring of internships	12,20
Total hours	260,60

NON PRESENCIAL ACTIVITIES

Activity	Hours
Independent study and work	142,70
Preparation of supplementary reports	0,00
Preparation of the internship report and evaluation of the internship	8,20
Total hours	150,90

TEACHING METHODOLOGY

To achieve the objectives set out in this subject, an active methodology will be used that makes the involvement of the students essential. The academic practice in this subject is structured in several levels:

Face-to-face activities at the Internship Centre (60% of the total workload)

Assistance and intervention in the classroom: the fundamental training core of the *Practicum* will be developed through participation in the teaching and learning process of the assigned classroom. Internship students should participate in the meetings of the educational teams of which they are part and collaborate in innovation projects and extracurricular activities that the centre develops. They must also attend all the meetings and activities organized so that the students in internships know in depth the educational reality.

Attendance at the internship is mandatory during all hours of the period it covers. The schedule of the internships is the same as that of the school. For justified reasons, and with the consent of

tutors, both from the University and the School, the period may be advanced or delayed, but not by more than 20%.

Face-to-face activities at the University (5% of the total volume of work)

Periodic, individual and collective tutorials with university tutors will serve as advice to students.

Non-face-to-face activities (35% of total workload)

Study and autonomous work: the model of the teacher as a researcher in the classroom, focuses the activity of the student body on the formulation of relevant questions, search for information, analysis, elaboration and subsequent communication. From this perspective, the trainees will have to face the preparation of their teaching interventions, supervised by the people who tutor the subject at the Centre and at the University, and also the preparation of a report on the stay at the educational centre.



EVALUATION

The responsibility for the evaluation of the internship subjects falls on the tutor of the Faculty. The instruments and weighting to assess the acquisition of the competences will be:

1. The final internship project that the student will send, within the established period, to the tutor of the Faculty and the characteristics of which is in the respective documents (between 50% and 70%)

RECOVERABLE IN 2ND CALL

2. The evaluation of the school mentor, in accordance with the corresponding rubrics published on the Faculty's website (between 20% and 40%):

NOT RECOVERABLE IN 2ND CALL

3. All follow-up meetings, whether one-on-one, small group, or large group (between 10% and 20%)

NOT RECOVERABLE IN 2ND CALL

4. Any other proposal proposed by the Faculty tutor (up to 20%)

NOT RECOVERABLE IN 2ND CALL

Compliance with points 1, 2 and 3 will be essential requirements to pass the subject.

Plagiarism in the internship report entails a grade of zero and a possible opening of an academic record. Plagiarism is understood to be copying other people's documents as one's own; that is, the use of any other paragraph, the source of which is not mentioned as a reference. It will have the same consideration in the qualification as plagiarism, improper or unauthorized use of artificial intelligence computer tools. Plagiarism or the improper use of artificial intelligence tools may be sanctioned in accordance with article 15 of the evaluation and grading regulations of the Universitat de València.

If the grade of failure is related to the stay at the internship center, given that the practical part is a non-recoverable activity, in the second call the grade will be NP.

In any case, the current regulations of the School Internship Regulations of the Teaching Degrees of the University of Valencia will be applied.



REFERENCES

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