



## COURSE DATA

### DATA SUBJECT

**Code:** 33642  
**Name:** School placement (Infant Education) III  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 21  
**Academic year:** 2026-27

### STUDY (S)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	4	Indefinite (Individuals)
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	4	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

PARDO COY ROSA MARIA

## SUMMARY

The title *School Internships in Early Childhood Education III* defines the subject taught in the fourth year, with a value of 22.5 ECTS credits, corresponding to the *Practicum* module of the Bachelor's Degree in Early Childhood Education.

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 has to explain to the students and the teacher who tutors in the internship center, the meaning and characteristics of the subject, and also has to give them guidance in its development, ensure compliance with the established objectives and competencies, and determine the final grade.

As a prerequisite for enrolment, it is necessary to have passed the subject *School Internships in Early Childhood Education II*.

This third period of internships in schools is located in the last year of the degree and its general purpose is to facilitate the socialization of future teachers in the profession. If the internship period of the previous year (*Early Childhood Education II School Internship*) focused – if not exclusively, then dominantly – on the school as the axis of the educational project, in this case the unit of observation, analysis and intervention is – dominantly, although not exclusively – the



classroom and the team of teachers that covers the classroom project. In *Early Childhood Education School Practices III*, the aim is for the future teacher to feel an active member of the school's educational community, putting into practice, evaluating and expanding the skills of the profession under the tutelage of the professionals of the center and the university.

*Early Childhood Education School Internships III* provides opportunities for study and analysis to be developed in the classroom, as a generalist teacher and, if applicable, also as a specialist, and which can serve as a reference in the *Final Degree Project*.

When choosing a school, it is recommended not to repeat the chosen school in *Early Childhood Education II School Practices*. In addition, 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 record 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 centre 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  
33641 - School placement (Infant Education) II

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

Obligation to have previously passed the subject(s)

33640 - School placement (Infant Education) I  
33641 - School placement (Infant Education) II

### OTHER REQUIREMENTS

- A linguistic and communicative competence, oral and written, in the official languages corresponding at least to level C1 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.

## COMPETENCES / LEARNING OUTCOMES

### 1304 - Degree in Preschool 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.

Analyse the results obtained in the teaching and learning process and reflect on them and on one's own knowledge, skills, attitudes and actions in relation to the teaching profession.

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.

Communicate the knowledge, experiences and reflections on the school intervention to the academic forums established for this purpose.

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

Design and carry out educational research projects using the appropriate resources and methodology.

Develop curriculum content through the media and ICT resources.

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 and apply the processes of interaction and communication in the classroom, and master the social skills and abilities needed to foster a climate that facilitates learning and coexistence.

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

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 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.

Monitor the teaching and learning process by mastering the necessary techniques and strategies.

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

Plan, develop and evaluate curriculum content in pre-primary education through appropriate teaching resources and promote the corresponding competences in students.

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.

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.

Use information and communication technologies effectively as usual working tools.

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

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 results obtained in the teaching and learning process and reflect on them and on one's own knowledge, skills, attitudes and actions in relation to the teaching profession.

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.

Communicate the knowledge, experiences and reflections on the school intervention to the academic forums established for this purpose.

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contexts.

Design and carry out educational research projects using the appropriate resources and methodology.

Develop curriculum content through the media and ICT resources.

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 and apply the processes of interaction and communication in the classroom, and master the social skills and abilities needed to foster a climate that facilitates learning and coexistence.

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

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 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.

Monitor the teaching and learning process by mastering the necessary techniques and strategies.

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

Plan, develop and evaluate curriculum content in pre-primary education through appropriate teaching resources and promote the corresponding competences in students.

Promote cooperative work and individual work and effort.

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

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Use information and communication technologies effectively as usual working tools.

## DESCRIPTION OF CONTENTS

### 1. Observation and analysis procedures

- Methodology for the observation and analysis of the school reality.
- Participatory observation in the classroom: objective and usefulness for the teaching task, variables that allow analysis.
- Observation and information collection techniques: class diaries, anecdotes, checklists, estimation scales, behaviour records, questionnaires, interviews, etc.
- Methods for the analysis and interpretation of the information collected.
- Preparation of descriptions and reports on the school reality.

### 2. The Early Childhood School as a framework for the activity

- Knowledge of the school, its environment and organisation.
- Levels of collective planning in the school (school project, language project, cycle planning) as a framework for classroom programming.
- Coordination and teamwork as the foundation of professional development.

### 3. The classroom and the group-class as a unit of analysis

- Organization of spaces and resources in the classroom.
- Distribution of time, routines and activities.
- The distribution of students in the classroom.
- Teaching and learning models and styles.
- Diversity of students and its implications for teaching (curricular and organisational adaptations) and for the students themselves (groupings, cooperation, integration, conflicts, etc.).
- The use of teaching resources and materials: possibilities, limitations and consequences.

### 4. Analysis and intervention in the activity of the class group

- Mastery of teaching skills.
- Planning of a learning situation or an intervention in the classroom within the framework of the development of the curriculum in the group.
- Appropriate use of resources and technologies.
- Learning assessment techniques and procedures.

**WORKLOAD****PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at the internship centre	287,00
Attendance at supplementary activities	26,10
Monitoring and tutoring of internships	15,70
<b>Total hours</b>	<b>328,80</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Independent study and work	182,90
Preparation of supplementary reports	0,00
Preparation of the internship report and evaluation of the internship	12,50
<b>Total hours</b>	<b>195,40</b>

**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 the 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 trainee 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 work related to 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 students will submit, 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 project 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

- (2023) Reglament de pràctiques escolars de Magisteri <https://links.uv>.



es/pracmac/Reglament\_practiques\_externes

- (2016) Orientacions per a pràctiques escolars III <http://www.uv.es/uvweb/magisterio/ca/estudis-grau/graus/practicum-tfg-magisteri/normativa-1285870980583.html>
- (2016) PIII Avaluació dels estudiants pels mestres tutors dels centres de pràctiques. <http://www.uv.es/uvweb/magisterio/ca/estudis-grau/graus/practicum-tfg-magisteri/avaluacio-1285870992286.html>
- (2016) PIII Avaluació dels estudiants pels tutors de magisteri <http://www.uv.es/uvweb/magisterio/ca/estudis-grau/graus/practicum-tfg-magisteri/avaluacio-1285870992286.html>
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- Álvarez, C. (2011). El interés de la etnografía escolar en la investigación educativa. *Estudios pedagógicos*, 37(2), 267-279.
- Domingo, À., & Serés, M. V. G. (2014). La práctica reflexiva: bases, modelos e instrumentos. Narcea Ediciones.
- González, M., & Fuentes, E. J. (2011). El Practicum en el aprendizaje de la profesión docente. *Revista de educación*, 354, 47-70.
- Martínez Figueira, M. E., & Raposo Rivas, M. (2011). Funciones generales de la tutoría en el Practicum: entre la realidad y el deseo en el desempeño de la acción tutorial. *Revista de educación*, 354, 155-181.
- Mauri, T., Onrubia, J., & Colomina, R. (Eds.). (2022). *Mejorar las prácticas de maestro: un modelo basado en la colaboración y la reflexión conjunta entre la escuela y la universidad: Pautas e instrumentos*. Ediciones Octaedro.
- Ramírez-García, A., González-Fernández, N., & Salcines-Talledo, I. (2018). Las competencias docentes genéricas en los grados de educación. *Visión del profesorado universitario*. *Estudios pedagógicos*, 44(2), 259-277.
- Roda, C., Sánchez-Tarazaga, Gil, J., & Martí-Contreras, J. (2023). *Quadern reflexiu. Orientacions per a la tutorització en el pràcticum*. Universitat Jaume I. <http://dx.doi.org/10.6035/MI18MP18>. 202

