

**COURSE DATA****DATA SUBJECT**

Code: 44536
Name: Management and monitoring of the education system
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2216 - Master's Degree in Policies, Administration and Management of Educational O	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2216 - Master's Degree in Policies, Administration and Management of Educational O	Administration, management and organisation of education	COMPULSORY

COORDINATION

LOPEZ REQUENA ESTEFANIA

SUMMARY

The management and supervision of educational systems goes beyond their mere administration and inspection. 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**COMPETENCES / LEARNING OUTCOMES**

-



Que los estudiantes sean capaces de utilizar estrategias e instrumentos propios de la práctica profesional directiva eficiente y satisfactoria, siempre en el marco de instituciones educativas democráticas

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

DESCRIPTION OF CONTENTS

1. Multidimensionality of the Organization category. Models, functions and approaches of educational organization, management and supervision.

The management and supervision of educational systems is not carried out from a single model. The organization's approaches are various and its functions are also different. Thus, it is advisable to know the different spheres to be aware of the complexity involved in the management and supervision of educational systems.

2. From the system to the centers: effects of social policies on macro and micropolitics in school organizations.

Educational policies see tensions that have to be resolved between the macro and micro spheres of organizations. The analysis of the different logics (bureaucratic, post-bureaucratic and/or new public management) will allow us to identify its effects at the micro (centre) level.

3. Supervision and participatory management of and in educational systems in accordance with the principle of equal opportunities.

The supervision and participatory management of and in educational systems is addressed in accordance with the principle of equal opportunities. To do this, the influence of the design and development of the different components of the educational system will be worked on.

4. Design and development of Training Programs in Centers as strategies for change and innovation in the educational system. The case of the Valencian Community.

Educational innovation is about creating learning opportunities. It is possible by accepting that schools and educational centers are laboratories where very varied pedagogical experiences are tested. The alternatives available in the Valencian Community are presented.

**WORKLOAD****PRESENCIAL ACTIVITIES**

Activity	Hours
Tutorials	4,00
Theory	7,00
Group work	5,00
Classroom practices	5,00
Total hours	21,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	10,00
Independent study and work	44,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	54,00

TEACHING METHODOLOGY

- Presentations by the teacher and discussion and argued debate on the issues addressed (participatory master lesson).
- Analysis and commentary of texts and materials (collaborative learning).
- Individualized and/or group attention.
- Final theoretical-practical test.

EVALUATION

The evaluation of the subject will be based on three fundamental aspects:

- Argued participation in the discussion of texts and materials and in class debates.10%
- Individual work with the preparation of a report-essay in relation to the topics addressed in class and the recommended bibliography.45%
- Class presentations of the work done. fifteen%
- Oral and/or written exam/test. 30%

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without



prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

- Referència b1: LUENGO, J. y SAURA, G. (2013). La performatividad en la educación: la construcción del nuevo docente y el nuevo gestor performativo. REICE: Revista Electrónica Iberoamericana sobre Calidad, Eficacia y Cambio en Educación, 11 (3), 139-153. Referència b2: BALL, S. J. (2008). El desempeño, la privatización, los profesionales de la educación y el Estado. Educación y ciudad, 14, 115-137. Referència b3: COLLET, J. y TORT, A. (Coords.) (2016). La gobernanza escolar democrática. Madrid. Morata. Referència b4: Teixidó, J. (1996). Organización y dirección. Conceptualización y establecimiento de relaciones entre ambos términos. I Jornadas Andaluzas de Organización y Gestión de Centros Educativos.
- Referència c1: BELTRÁN LL., F. y SAN MARTÍN A., A. (2000): Diseñar la coherencia escolar. Madrid: Morata. Referència c2: Media Pérez-Medina, J., Del Valle-Giraldoth, D., Valles de Rojas, M., Lugo-Cueva, L., y Nava, N. (2018). SUPERVISIÓN EDUCATIVA COMO ACOMPAÑAMIENTO PEDAGÓGICO POR LOS DIRECTORES DE EDUCACIÓN MEDIA. Revista Panorama, 12(23), 63-72. Referència c3: Esteban Frades, S. (2019) La supervisión educativa como función principal de la Inspección. Características y propósitos. Aula, Revista de Pedagogía de la Universidad de Salamanca, 27-58.