

SCHOOL ORGANISATION

Curso 2020-2021

(Fecha última actualización: 12/07/2020)

(Fecha de aprobación en Junta de Dirección: 13/07/2020)

MODULE	SUBJECT	COURSE	SEMESTER	CREDITS	TYPE
EDUCATIONAL PROCESSES AND CONTEXTS	SCHOOL ORGANISATION	2º	4º	6	Basic training
TEACHER:			LECTURER CONTACT INFORMATION (address, telephone, e-mail, etc.)		
Katia Caballero Rodríguez, PhD			Faculty of Education Dpt. Didactics and School Organisation		
			Katia Caballero Rodríguez Office #240 or #241 E-mail: kaballero@ugr.es Tel.: 958 24 63 60 / 958 24 39 89		
			OFFICE HOURS		
			<ul style="list-style-type: none"> • Wednesday: 9.30 to 14.00 • Thursday: 12.30 to 14.00 		
DEGREE IN WHICH IS PROVIDED					
Primary education degree					
PRE-REQUIREMENTS AND/OR RECOMMENDATIONS					
None.					
BRIEF DESCRIPTION OF CONTENTS (ACCORDING MEMORY OF DEGREE VERIFICATION)					
Concept, content and evolution of the school organisation. Historic evolution of the educational system. Organisation and management of the school resources. The government entities, the coordination and support of the school. The relation system and the organisational structure of the school. The school peace, coeducation, compensation, bilingualism. Class organisation. The school institutional documents. School external/internal evaluation. School innovation and change.					
GENERAL AND SPECIFIC COMPETENCES					
GENERAL COMPETENCES:					
Instrumental					
<ul style="list-style-type: none"> • CG1. To analyse and synthesize information. • CG2. To organise and plan the work. • CG3. To identify, formulate and research problems. 					



- CG4. To explore alternatives and make decisions.
- CG5. Verbal and written communication with order and clarity, in the own language.
- CG6. To search, select, use and present information using advanced technological means.

Personal

- CG7. To acquire and develop abilities of interpersonal relation.
- CG8. To work in a team and communicate in multidisciplinary groups.
- CG9. To express and accept criticism.
- CG10. To appreciate social and cultural diversity by respecting human rights and the international framework.
- CG11. To encourage and guarantee the principles of universal accessibility, equality, non-discrimination, democratic values and culture of peace.
- CG12. To develop work with ethical commitment towards oneself and towards others.

Systematic

- CG13. To research and follow learning with autonomy.
- CG14. To innovate with creativity.
- CG15. To work autonomously and lead teams.
- CG17. To face personal and work challenges with responsibility, safety, self-improvement will and self-criticism capabilities.

Disciplinary and Professional:

- CG20. To conceive the profession as a long-life learning process.
- CG21. To understand the complexity of educational processes in general and teaching and learning processes in particular.
- CG25. To tackle language learning situations in multicultural and multilingual contexts.
- CG29. To acquire autonomous and cooperative learning skills, strategies and habits by stimulating personal and collective effort.
- CG30. To know the organisation of the Primary Education Schools and the diversity of actions related to their functioning, as well as the evaluation and quality improvement models of schools, critically analysing its results.
- CG33. To promote democratic education for active citizenship and culture of peace, collaborating with different sectors of the educational community and social environment.
- CG34. To keep a critical and autonomous attitude in relation to knowledge, values and practices promoted by social institutions and valuing the role of science and technology in society as well as the importance of a solid humanist training.
- CG36. To know education functions, possibilities and limitations to face the social responsibilities, by promoting alternatives that give answer to necessities in order to get a solidary and sustainable future.

SPECIFIC COMPETENCES:

- C3. To tackle language learning situations in multicultural and multilingual contexts with success. To encourage reading and critical commentaries of diverse scientific and cultural contents.
- C4. To design and regulate learning spaces in diversity contexts that take into consideration gender equality, equity and respect of human rights that conform to values of citizen training.
- C5. To promote coexistence in and outside class, to resolve disciplinary problems and contribute to peaceful resolution of conflicts. To stimulate and value effort, perseverance and personal discipline of students.
- C6. To know the organisation of primary education schools and the diversity of actions that its functioning entails. To perform tutoring and orientation duties with students and their families, paying attention to singular education needs of the students. To assume that the exercise of the teaching activity is to be



perfected and adapted to scientific, pedagogic and social changes during its course.

- C7. To cooperate with different sectors of the education community and social environment. To assume the education dimension of the teaching activity and promote democratic education for an active citizenship.
- C8. To maintain a critical and autonomous view in relation with the knowledge, values and public and private social institutions.
- C9. To value the individual and collective responsibility in the achievement of a sustainable future.
- C10. To reflect about the class practices to innovate and improve teaching tasks. To acquire habits and skills for autonomous and cooperation learning and to promote it among students.
- C11. To know and apply in class information and communication technologies. To selectively discern audiovisual information that contributes to learning, to civic information and cultural enrichment.
- C12. To understand the function, possibilities and limits of education in the current society and the main responsibilities that affect primary education schools and their professionals. To know the quality improvement models with application to schools.

OBJECTIVES (EXPRESS AS RESULTS TO BE EXPECTED FROM TEACHING)

1. To acquire the basic conceptual knowledge that constitutes the discipline theoretical body.
2. To reflect about the organisational functions and dimensions of school.
3. To analyse the structure and features of the Spanish Education System and compare it with other education systems.
4. To recognise the impact of international and national policies on education systems.
5. To know the organisational structure of school.
6. To value the importance and influence of organisational culture and climate of relations in the school improvement.
7. To analyse the principal's role and the capacity to promote the school improvement.
8. To analyse planning, evaluation and innovation as key organisational processes to change and improve schools.
9. To develop a reflective, analytical, critical and founded view about education and the organisational aspects that promote its improvement.
10. To demonstrate commitment and responsibility with their future as teachers.
11. To participate and cooperate in elaborating a project by using English as communication and discussion language.
12. To express properly, either orally or in writing, the subject' contents in English as a second language (L2).

CONTENTS

THEORETICAL CONTENT:

The theoretical contents are divided into two broad blocks as follows:

Block 1. The Spanish Education System

- Spanish Education System background.
- Current Spanish Education System.
 - Form (structure)
 - Content (implication)

Block 2. The school as organisation

- Types of schools.
- Space and time in school.
- Planning in school.
- School bodies in primary schools.
- Innovation and Evaluation in school



PRACTICAL CONTENT:

The subject development revolves around the elaboration and defence of the **Project: How to improve schools organisation** that, will be divided into two sub-projects:

- *Sub-project 1. The Spanish Education System.* Based on readings, search for information, analysis and reflection on school, the education system background and the education act in force.
- *Sub-project 2. The school as organisation.* Encompass the definition and analysis of different typologies of schools, the organisational structure of primary schools, the climate of relations, the different planning documents, the innovation and evaluation processes in schools. To complement this sub-project, students will perform a role-playing focused on the contents and will elaborate a creative proposal to improve class climate.

TEACHING METHODOLOGY

The student will have the possibility of choosing between two methodological options. Once one is selected no changes can be made, therefore, it is recommended to think carefully about it.

Option A: For students who will attend class

The classroom dynamic will be focused on a Project-Based Learning methodology. Students will adopt an autonomous role to construct the subject through a project divided into two sub-projects. They will receive the lecturer's guide, support and supervision. This kind of methodology includes:

- AF1. Master lessons (if appropriate). Presentation in class of main concepts to clear up and guide the different sub-projects development.
- AF2. Practical activities (practical classes or teamwork). Oral and written activities as part of the project for students to learn and reflect on subject contents.
- AF5. Non-attending group activities. Teamwork to develop aspects related to the project.
- AF6. Academic supervision. Periodic group meetings to guide and revise the different proposed academic activities.

Attendance to classes will be mandatory.

To carry out the project of the subject, students will work in groups of five people and will have to fill in a group card given by the lecturer.

Option B: For students who will not attend to class

Students who want to belong to this option must apply for a single evaluation. The methodology used will be the Project-Based Learning. Students must prepare a project independently, being able to deal with the material provided by the lecturer. These students will not receive a continuous follow up, but it is important to arrange an appointment with the lecturer in office hours to know the process of work. It is recommended to do it in the first two weeks, since the preparation of the project takes time.

EVALUATION (EVALUATION CRITERIA, EVALUATION INSTRUMENTS AND PERCENTAGE OVER FINAL QUALIFICATION, ETC.)

Evaluation will be continuous and formative.



EVALUATION CRITERIA

- EV-C1. Observation of domain contents, theoretic and practical and their critical evaluation.
- EV-C2. Evaluation of executed works, individually or in a team, paying attention to presentation, drafting and clarity of ideas, structure and scientific level, creativity, justification of argumentations, capability and diversity of the made criticism as well as update of consulted bibliography.
- EV-C3. Degree of implication and attitude of the student shown by their participation in queries, expositions and debates; as well as preparation of the individual and team works in common sessions.
- EV-C4. Attendance to class, seminars, conferences, tutoring, group sessions.

EVALUATION INSTRUMENTS

- Oral tests: work presentation, debates, role-playing, cine-forum, etc.
- Assignments.
- Rubrics.

EVALUATION PERCENTAGE

Students that follow option A:

The value of the work performed during the semester will be calculated in relation to the following percentages and criteria:

- **Project. How to improve schools organisation: 70%**
 - Sub-project 1. The current Spanish Education System. LOMCE: 35%
 - Sub-project 2. The school as organisation: 35%

The mark for every project will depend on both written and oral presentation.

- **Individual Final Essay: 30%.** Essay on the whole subject (5-6 pages). It consists of a founded reflection about the whole subject. It must contain a good summarize and personal commentary on the subject than can be combined with quotes well cited and referenced. You should include as well a paragraph with a personal reflection on what has been learnt (self-evaluation, positive experiences in the subject and aspects to be improved).

** It will be necessary to obtain 50% for each project and the essay in order to pass the subject. Apart from that, in total a 5 must be reached.*

Those who fail any of these five elements (any of the subprojects or the essay) will have to take an exam on the official date established by Faculty and under the guidelines established by the lecturer.

EVALUATION INDICATORS

- **Written presentation**

The group as a team will be assessed by taking into consideration the following indicators:

- Structure. Organise the work properly and create own titles in a creative way.
- Content. Include the essential aspects of the subject.
- Foundation. Justify correctly the ideas presented.
- Thematic thread. Understand and connect ideas in a proper way.



- Contribution. Reflect on contents and include own contributions.
- Citation. Cite correctly on the text as well as on the references.
- Written expression in L2. Make a correct and understandable use of the L2.
- Creativeness: Include innovative ideas in any part of the project.
- Team organisation: Are well organised and make the most of the time.

These indicators will be also used for assessing the essay (except the last one).

Each indicator will be valued from 1 to 4 points (1. Insufficient; 2. Sufficient; 3. Good; 4. Very good) and will be divided into the total number of indicators.

- **Oral presentation**

Although the oral presentation will be in groups, each intervention will be assessed individually, valuing the following indicators:

- Synthesis capability. Selects and organise in an appropriate way the most relevant information of the sub-project.
- Oral clarity. Transmits the content in an understandable way.
- Attitude in front of the audience: Uses an adequate tone of voice, looks at the audience and feels self-confident.
- Foundation. Justifies correctly the ideas presented.
- Understanding of the content. Understands the content what is explained.
- Oral expression in L2. Has skill to communicate in English.
- Creativeness: Innovates in presenting the contents.
- Organisation: Knows what has to be done and said

Each indicator will be valued from 1 to 4 points (1. Insufficient; 2. Sufficient; 3. Good; 4. Very good) and will be divided into the total number of indicators.

- **Attendance and attitude**

They will be valued individually according to the following indicators:

- Level of cooperation. Shows commitment and participates together with the work team.
- Use of English as language of communication. Makes effort to use the L2 to speak either to the lecturer or the classmates.
- Attendance. Is permanently in class working on the project

The student cannot be absent more than 3 hours in a sub-project, otherwise will not pass it.

Students that follow option B:

1. **Project: 60%.** The characteristics of the Project will be the same as explained in the previous section for students that follow option A, but with a different percentage.
2. **Project defense: 40%.** The student must prepare a presentation of its project, but the lecturer will select the parts that the student must defend on the official date established by Faculty.

** To pass the subject it will be necessary to obtain 3 points out of 6 in the project and 2 out of 4 in the defense. In total 5 points.*



IMPORTANT SUBJECT MATTERS TO BE TAKEN INTO CONSIDERATION:

- To carefully read the syllabus, particularly the methodology and evaluation and do not remain with any doubts.
- **Works presentation rules: Calibri 12 font, simple line spacing, one space between paragraphs, margins 2.5cm each side and justified text.**
- Those works that are not submitted on time will not be valid for evaluation purposes.
- **Beware of plagiarism! Those students who copy text or paragraphs from other authors or from colleagues without commenting them will automatically fail the practical part and therefore the subject.**
- It is recommended to request an appointment to be attended in office hours with the purpose of avoiding unnecessary waiting. The lecturer can be contacted on the e-mail provided at the beginning.

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NORMATIVA

- Real Decreto 126/2014, de 28 de febrero, por el que se establece el currículo básico de la educación primaria (BOE nº 52, 1/3/2014).
- Decreto 97/2015, de 3 de marzo, por el que se establece la ordenación y las enseñanzas correspondientes a la educación primaria en Andalucía (BOJA nº 50, 13/3/2015).
- Orden de 4 de noviembre de 2015, por la que se establece la ordenación de la evaluación del proceso de aprendizaje del alumnado de educación primaria en la Comunidad Autónoma de Andalucía (BOJA nº 230, 26/11/2015).
- Decreto 328/2010, de 13 de julio, por el que se aprueba el Reglamento Orgánico de las escuelas infantiles de segundo grado, de los colegios de educación primaria, de los colegios de educación infantil y primaria, y de los centros públicos específicos de educación especial (BOJA nº 139, 16/07/2010).
- Orden de 20 de agosto de 2010, por la que se regula la organización y el funcionamiento de las escuelas infantiles de segundo ciclo, de los colegios de educación primaria, de los colegios de educación infantil y primaria y de los centros públicos específicos de educación especial, así como el horario de los centros, del alumnado y del profesorado (BOJA nº 169, 30/08/2010).
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- Ley Orgánica 2/2006, de 3 de mayo, de Educación (Texto consolidado, 2018).
- Ley 12/2011, de 16 de diciembre, de modificación de la Ley Andaluza de Universidades (BOJA nº 251, 27/12/2011).
- Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa (BOE nº 295, 10/12/2013).

RECOMMENDED LINKS

<http://www.educacion.gob.es/portada.html>



<http://www.juntadeandalucia.es/educacion>
<http://www.juntadeandalucia.es/averroes>
<http://www.adideandalucia.es>
<http://www.ite.educacion.es>
<http://www.juntadeandalucia.es/educacion/agaeve/#>

SITUATION A (BLENDED LEARNING)

OFFICE HOURS

TIMETABLE

Wednesday: 9.30 to 14.00
 Thursday: 12.30 to 14.00

TOOLS

Prado & Google Meet

MEASURES TO ADAPT TEACHING

There will not be special measures. The methodology will continue being applied the same. Place-based classroom, Prado and Google Meet will be the meeting points for teaching and learning.

MEASURES TO ADAPT ASSESSMENT

Ordinary Call

- See page 4, 5 and 6

Extraordinary Call

- See page 4, 5 and 6

Unique and Final Assessment

- See page 6

SITUATION B (ONLINE LEARNING)

OFFICE HOURS

TIMETABLE

Wednesday: 9.30 to 14.00
 Thursday: 12.30 to 14.00

TOOLS

Prado & Google Meet

MEASURES TO ADAPT TEACHING



- There will not be special measures. The methodology will continue being applied the same. Prado and Google Meet will be the meeting points for teaching and learning.

MEASURES TO ADAPT ASSESSMENT

Ordinary Call

- See pages 4, 5 and 6

Extraordinary Call

- See pages 4, 5 and 6

Unique and Final Assessment

- See page 6

ADDITIONAL INFORMATION

Dates for the Projects' submission and defence will be published in Prado

