IDENTIFYING DATA

Education: Design and development of the early childhood education curriculum

Subject	Education: Design and development of the early childhood education curriculum				
Code	O05G110V01102				
Study programme	(*)Grao en Educación Infantil				
Descriptors	ECTS Credits		Choose	Year	Quadmester
	6		Basic education	1st	1st
Teaching language	Galician				
Department					
Coordinator	Zabalza Cerdeiriña, María Ainoa				
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General description	Curriculum is the axis on which the educational work is developed, both in its conceptual aspects (conceptions, components, levels, etc.) and in the procedural aspects (processes design, implementation, evaluation, etc.), so it is a fundamental subject in the preparation of the future teacher of early childhood education. This subject belongs to the Organization of school spaces, materials and teaching skills block. Together with other subjetcs that will be taken in the first year (as School Organization) constitute a training block that complements each other and is aimed at laying a firm didactic basis in the training of future teachers in Early Childhood Education. Development of this subject will continue with the global training process in Didactics and Curriculum.				

Competencies

Code	
A1	Students have shown to have and understand knowledge in an area of study based on general secondary education, and are at a level in which they can have recourse to advanced textbooks and also to have updated knowledge on the progress made in their field of study.
A2	Students know how to apply knowledge in their work or vocation in a professional manner and have competences that are usually proven through preparation and defence of arguments and problem-solving in their area of study.
A3	Students have the ability to gather and interpret relevant data (usually within their study area) to make judgements that include a reflection on the relevant social, scientific or ethical issues.
A4	Students can transmit information, ideas, problems and solutions to both specialised and non-specialised public.
A5	Students have developed the necessary learning skills to undertake further studies with a high degree of autonomy.
B1	Know the objectives, curricular content, and the evaluation criteria in Primary Education.
B2	Promote and facilitate early childhood learning from a global and integrating perspective, in the different psychomotor, cognitive, emotional and volitional dimensions.
B3	Design and regulate learning spaces within diversity contexts to meet students´singular educational needs, gender equality, equity and respect for human rights.
B4	Promote coexistence in and out of the classroom and address peaceful resolution of conflicts. Know how to systematically follow learning and coexistence contexts and reflect on them.
B5	Group reflection on acceptance of rules and respect for others. Boost autonomy and singularity of each student via the management of emotions, feelings and values in early childhood.
B6	Know how language evolves in early childhood, learn to identify possible problems and assure adequate evolution. Effectively address language learning situations in multicultural and multilingual contexts. Oral and written expression, as well as mastery in the use of the different expression techniques.
B7	Know the educational implications of information and communication technologies and, in particular, of television in early childhood.

B8	Know the basics of dietetics and hygiene for children. Knowledge of the fundamentals of early attention and the Knowledge- bases and developments that allow us to understand the psychological, learning and personality building processes based in early childhood.
B9	Knowledge of how primary schools are organised and the different actions that comprise their operation. Assume that the practice of teaching has to be improved and adapted to the scientific, pedagogical and social changes throughout life.
B10	Act as a counsellor to parents on the subject of family education in the 0 to 6-year-old age bracket and master social skills for managing and relating to each student's family and to all families.
B11	Reflect on classroom practices to innovate and improve educational tasks, acquire habits and skills for autonomous and cooperative learning, and promote them among students.
B12	Understand the role, possibilities and limits of education in today's society and the core competencies affecting higher education schools and their professionals. Know the quality improvement models that can be applied to educational centres.
C1	Understand the educational and learning processes in the 0 to 6-year-old age bracket, within the family, social and school contexts.
C3	Know the fundaments of early attention.
C4	Know how to identify stages and their cognitive, psychomotor, communicative, social and affective characteristics.
C5	Know how to boost acquisition of habits related to autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and limits, symbolic and heuristics games.
C6	Know the pedagogical dimension of interaction with peers and adults and learn how to promote participation in group activities, cooperative work and individual effort.
C8	Know how to inform other professional specialists regarding centre and teacher collaboration in catering to the special educational needs that may arise.
C9	Acquire resources to promote educational integration of students with difficulties.
C10	Create and maintain communication ties with families to effectively influence the educational process.
C11	Understand and learn to play the role of guardian and counsellor in relation to family education.
C12	Promote and collaborate within and outside the school, in actions organized by families, town councils and other institutions that impact on citizenship education.
C13	Critically analyse and incorporate the most relevant issues of today's society that affect education in the family and at school: social and educational impact of audio-visual languages and of screens; changes in gender and inter-generational relations; multiculturalism and interculturalism; discrimination and social inclusion, as well as sustainable development.
C19	Understand that the daily dynamics in primary education is changeable depending on each student, group and situation and learn to be flexible in the teaching practice.
C20	Value the importance of stability and regularity in the school environment, schedules and moods of the faculty, as factors that contribute to the harmonious and comprehensive progress of students.
C21	Ability to work in a team with other professionals from both inside and outside the centre, to provide attention Procedure-based to every student, and to plan learning sequences and organise work situations in the classroom and playground, by identifying the specific characteristics of the 0 to 3-year-old and the 3 to 6-year-old age brackets.
C22	Cater to students' needs and transmit safety, peace of mind and affection.
C23	Understand that systematic observation is a basic instrument for reflecting on practice and reality, as well as for contributing to innovation and improving primary education.
C24	Master the observation and recording techniques.
C25	Undertake field analysis via observational methodology using information technology, documentation and audio-visual media.
C26	Learn how to analyse data obtained, critically understand reality and draft a report on the findings.
C27	Position the primary school within the Spanish educational system, the European and international contexts.
C28	Learn about international experiences and of innovative practices in primary education.
C29	Value the importance of teamwork.
C30	Participate in the preparation and follow-up of primary education projects within the school's framework of projects, and through collaboration with the region and with other professionals and social agents.
C31	Know the legislation governing primary schools and their organisation.
C32	Value the personal relationship with each student and his/her family as a factor of educational quality.
C33	Know the underlying curricular principles of science, maths and technology in this stage, as well as the theories on the acquisition and development of the corresponding know-how.
C55	Know how to use games as a teaching resource and design learning activities based on principles.
C59	Acquire practical knowledge about the classroom and its management.
C60	Know and apply the interaction and communication processes in the classroom and master the capabilities and social skills needed to foster a climate conducive to coexistence and learning.
C61	Control and follow-up the educational process and, especially teaching and learning by mastering the techniques Procedure-based and the strategies needed.
C62	Relate theory and practice with the reality in the classroom and the centre.
C63	Participate in teaching activity and learn to perform by acting and reflecting through practice.
C64	Participate in improvement proposals in the different fields of action that can be set up in a centre.
C65	Regulate the interaction and communication processes in students from the 0 to 3 and 3 to 6-year-old groups.
C66	Learn ways to collaborate with the different sectors of the educational community and the social environment.

C67	These competences, and those from the remaining subjects, will be reflected in the final year dissertation, to reflect the training acquired in all subjects described herein.
D1	Capacity for analysis and synthesis
D2	Capacity for organisation and planning
D3	Oral and written communication
D4	Knowledge of foreign language
D5	Knowledge of informatics
D6	Information management capacity
D7	Troubleshooting
D8	Decision-making
D9	Team Work
D10	Work in an international context
D11	Skills in interpersonal relations
D12	Critical reasoning
D13	Critical reasoning
D14	Ethical commitment
D15	Autonomous learning
D16	Adaptation to new situations
D17	Creativity
D18	Leadership
D19	Knowledge of other cultures and customs
D20	Initiative and an entrepreneurial spirit
D21	Motivation for quality
D22	Awareness of environmental issues

Learning outcomes

Expected results from this subject	Training and Learning Results			
1. Analyze and understand the different historical moments of the Chlidhood Education	A3	B12	C1 C13 C26 C27 C28 C29	D1 D3 D5 D6 D8 D9 D10 D13 D14 D15

2. To know and analyze the different theories and curricular models and critically question the various trends and proposals of the educational administration and other instances.	A1 A2 A3 A4 A5	B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12	C1 C3 C4 C5 C6 C8 C9 C10 C11 C12 C13 C19 C20 C21 C22 C23 C24 C25 C26 C27 C28 C29 C30 C31 C32 C33 C55 C59 C60 C61 C62 C63 C64 C65 C66 C67	D1 D2 D3 D4 D5 D6 D7 D8 D9 D10 D11 D12 D13 D14 D15 D16 D17 D18 D19 D20 D21 D22
3. To know the different levels of curricular concretion.	A1 A3 A4		C24 C25 C26 C27	D1 D2 D3 D4 D5 D6 D7 D8 D10 D13 D15
4. To select, develop and evaluate the childhood education curriculum for projects that demonstrate the understanding of the curriculum elements and competencies in early childhood education. To prepare and select teaching materials, based on the basic theoretical principles of globalization and its application to the stage of Childhood Education.	A1 A2 A3	B1 B3 B9 B10 B11 B12	C1 C31 C32 C33 C55 C59 C60	D2 D6 D8 D9 D12 D13
5. To know the evolution of professor rol and reflect on the ideal teacher, his competencial level and training.	A3	B9 B12	C11 C12 C13 C21	D2 D3 D5 D8 D13 D14 D15

Contents

Topic	
1. The childish education from his starts to the actuality	History of the childhood and history and current perspective of the childish education. The pending diaries.

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2. Theories and curricular models	Concept of curriculum
	Types of curriculum
	Functions of the curriculum
	The official and the institutional curricula
	Main models of teaching and currículum in Childhood Education
	Projects and curricular design
3. Levels of curricular concretion	First, second and third level of curricular concretion
4. The curriculum of Childish Education	Characteristics of the curriculum of Childish Education
5. Didactic components of the process of education-learning in Childhood Education	Objectives and competences
	Contents selection and sequention
	Methods, principles and didactic strategies
	Teaching tasks and organization of teaching-learning processes
	Resources and didactic materials construction and analysis
	Evaluation of the process of education-learning
6. Programming in Childhood Education	Programming by competences and projects
7. Early Childhood Education teacher	Competencies and roles
	Lifelong Learning

Planning

	Class hours	Hours outside the classroom	Total hours
Lecturing	15	30	45
Mentored work	7	15	22
Seminars	7	0	7
Workshops	8	10	18
Learning-Service	7	11	18
Presentation	6	17	23
Objective questions exam	2	15	17

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

	Description
Lecturing	Presentation by the teachers of the contents about the subject, theoretical bases and/or guidelines of an exercise or project to be developed by the student.
Mentored work	The student develops exercises or projects in the classroom under the guidelines and supervision of the professors. It may be linked to its development with autonomous activities of the student and may sometimes be carried out collaboratively with students and professors from other colleges and universities.
Seminars	Interviews that the student maintains with the teacher for advice/development of activities.
Workshops	Activities focused on the acquisition of knowledge and manipulative and instrumental skills on a specific topic, with specific assistance from the teacher to the individual and/or group activities that students develop.
Learning-Service	The ApS is a teaching-learning methodology through which the students put into practice knowledge, develop abilities and attitudes through a service to the community. It combines two elements: learning through experience and community service. Participation in this project will be voluntary. It will be part of the evaluation of the subject for the students that wish to participate.
Presentation	Presentations of the tutored work carried out in groups.

Personalized assistance

Methodologies	Description
Mentored work	Specific demands presented by students will be attend in a personalized or group meeting. Timely guidelines and supervision for the development of learning will be offered, linking with the autonomous activity of the student. This personalized attention to students will also be done through: - face-to-face tutoring or by phone during tutoring hours. - tutoring via email: to address urgent questions - Teleformation with the Faitic platform: for communications / notices, delivery of documents / materials, activities / exercises, etc.
Seminars	Specific demands presented by students will be attend in a personalized or group meeting. Timely guidelines and supervision for the development of learning will be offered, linking with the autonomous activity of the student. This personalized attention to students will also be done through: - face-to-face tutoring or by phone during tutoring hours. - tutoring via email: to address urgent questions - Teleformation with the Faitic platform: for communications / notices, delivery of documents / materials, activities / exercises, etc.

| | Presentation | Specific demands presented by students will be attend in a personalized or group meeting. Timely guidelines and supervision for the development of learning will be offered, linking with the autonomous activity of the student. This personalized attention to students will also be done through: - face-to-face tutoring or by phone during tutoring hours. - tutoring via email: to address urgent questions - Teleformation with the Faitic platform: for communications / notices, delivery of documents / materials, activities / exercises, etc. |
| | Learning-Service | Specific demands presented by students will be attend in a personalized or group way. Tutoring and supervision for the development of the learning process will be offered, linking to the autonomous activity of the student. |

Assessment

	Description	Qualification	Training and Learning Results			
Mentored work	In this section, participation in class activities will be taken into consideration. Learning outcome: know and analyze the different theories and curricular models and critically question the various trends and proposals of the educational administration and other instances.	40	A1 A2 A3 A4 A5	B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12	C1 C3 C4 C5 C6 C8 C9 C10 C11 C12 C13 C19 C20 C21 C22 C23 C24 C25 C26 C27 C28 C29 C30 C31 C32 C33 C55 C59 C60 C61 C62 C63 C64 C65 C66 C67	D1 D2 D3 D4 D5 D6 D7 D8 D9 D10 D11 D12 D13 D14 D15 D16 D17 D18 D19 D20 D21 D22
Presentation	This section will take into consideration the presentation of reports, individual or in group, carried out throughout the course under the supervision of the teacher. Learning outcome: select, develop and evaluate a curriculum of Early Childhood Education by projects in which it demonstrates knowledge of the elements and competencies of the curriculum.	10	A1 A2 A3 A4	B1 B2 B11 B12	C1 C4 C8 C13 C21 C29	D1 D2 D3 D5 D6 D8 D9 D11 D14 D15 D17 D21 D22

		50	A3	B12	C1	D1
Objective questions exam	This section will take into account the results in the objective test and/or short answer exam that will be carried out at the end of the semester. Learning outcome: to analyze and understand the different models and conceptions of Early Childhood Education curriculum.				C13 C26 C27 C28 C29	D3 D5 D6 D8 D9 D10 D13 D14 D15

Other comments on the Evaluation

To pass the subject it is recommended to attend classes. The qualification will be the sum of the puntuation obtained in each of the parties, a minimum of 5 must be obtained to pass the subject. Also, it is necessary to have passed the test or exam to be able to add the specifics puntuations of the rest of the activities under evaluation. The exam format will be specificated by the teacher during the first week of class. It is likely that some activity is scheduled in coordination with other subjects, so that their evaluation will be carried out by the corresponding professors. If so, students will be notified in the first month of class. Students who, due to justified circumstances, cannot periodically attend classes must communicate to teachers that cirucunstance during the first month of classes. The evaluation to be adopted with this students will be the realization of a theoretical test of the contents of the subject (70%) and a supervised practical inform (30%). The competences not acquired in the January call (1st period) can be recovered in the July call. Qualification of approved activities will be kept for the second call. This document is a declaration of intentions, so the information contained herein is indicative and may undergo slight modifications arising from the consensus with the class group or unforeseen circumstances. The dates and location of the exam can be consulted on the Faculty website (exam dates section).

Sources of information
Basic Bibliography
Zabalza, M., **Didáctica de la Educación Infantil**, Narcea,

Antón, M., **Planificar la etapa 0-6.**, Graó,

Borghi, Q., **Educar en el 0-3**, Graó,

Complementary Bibliography
Willis, A. & Ricciuti, H., **Orientaciones para la escuela infantil de cero a dos años**, Morata,

Majem, T. y Ódena, J., **Descubrir jugando**, Octaedro,

Goldschmied, E. y Jackson, S., **La Educación Infantil de 0 a 3 años.**, Morata,

Recommendations
Subjects that continue the syllabus
Education: Organisation in schools/O05G110V01203

Education: Inclusive schooling and emphasis on diversity/O05G110V01302

Subjects that are recommended to be taken simultaneously
Education: New technologies applied to children´s education/O05G110V01103

Psychology: Developmental psychology from 0-6 years/O05G110V01104

Other comments
The proposed teaching proposal aims to familiarize students with the correct management of the vocabulary and the concepts that are typical of the curricular area. Therefore, it is not a matter of memorizing definitions, names and dates but rather clearly understanding the meaning of the terms and notions that will serve as work material in this and in other subjects.

Living education is much more than knowing how to use technical tools. Children need teachers who know how to work with a committed and joyful style capable of generating in them illusion of learning new things; let them know by opening new paths in their development. That is why we will attach great importance, through writing, to the way in which each student lives and feels the world of childhood.

The classes of this subject will count with the support of the materials that will be available of the students in the platform of teleformación TEMA

Contingency plan

Description
=== EXCEPTIONAL PLANNING ===

Given the uncertain and unpredictable evolution of the health alert caused by COVID-19, the University of Vigo establishes an extraordinary planning that will be activated when the administrations and the institution itself determine it, considering safety, health and responsibility criteria both in distance and blended learning. These already planned measures guarantee, at the required time, the development of teaching in a more agile and effective way, as it is known in advance (or well in advance) by the students and teachers through the standardized tool.

=== ADAPTATION OF THE METHODOLOGIES ===

Teaching methodologies that are maintained:
The teaching methodologies will be the same in the three scenarios, since they were designed to facilitate a smooth transfer from a 100% classroom setting to another 100% remotely. In any case, the only difference reaches the space in which the activity will take place. Within the possible mixed or blended teaching scenario, the methodologies would be carried out in a blended and virtual way. On the other hand, in the virtual learning scenario, the planned methodologies would be adapted to a virtual modality.

Teaching methodologies that are modified:
The dynamics of teaching methodologies are not modified, except, as stated in the previous section, its modality of execution, presential and virtual (in case of a mixed scenario); and exclusively virtual (in case of a virtual scenario).

Non presential support mechanism for students (tutoring):
In the potential blended teaching scenario, the tutoring sessions may be conducted in person and / or in the virtual office, under the modality of prior appointment and at the time established. In the case of a teaching scenario in virtual mode, tutoring will be carried out only by the aforementioned telematic means.
Modifications (if appropriate) of the contents:
There are no modifications.

Additional bibliography to facilitate self-learning:
The additional bibliography will be detailed throughout the development of the subject.

Other modifications:
Tools for virtual teaching. In the blended teaching scenario, in addition to presential teaching in the classrooms, the virtual teaching activity will be through Campus Integra and the use of the Faitic platform will be provided as reinforcement, without prejudice to other measures that can be adapted for the student accessibility to teaching content. In the virtual teaching scenario, the teaching activity will be carried out exclusively virtually.

=== ADAPTATION OF THE EVALUATION ===

There are no changes either in the instruments or in the evaluation criteria established in the teaching guide.

Pending evidence that remains:
All the tests proposed in the teaching guide for the next calls are maintained in any of the three teaching modalities: presential, blended and virtual, for the 2020-21 academic year. The evaluation criteria, as well as their weighting on the final note, are maintained, both for the assistant and non-assistant students. The procedures or typology of evaluation tests are not modified in their content, but in their way of execution, in the case of the two potential extraordinary educational scenarios foreseen. Thus, in the case of being in a mixed or blended teaching situation, the tests may be organized in a presential mode, depending on the facilities and means available. If it was not possible to do them in person, the presential modality would be combined with the virtual one or carried out exclusively in a virtual way. If the situation is virtual learning, evaluation tests will be carried out virtually.

Evidence that is modified
For the 2020-2021 academic year there are no modifications in the evaluation tests, except evaluation modality: presential or virtual, depending on the scenario.

New tests:
No further evaluation tests are planned.

Additional Information
No additional Information.