



## IDENTIFYING DATA

### Education: Tutoring and guidance with the family

Subject	Education: Tutoring and guidance with the family			
Code	O05G110V01303			
Study programme	(*)Grao en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Basic education	2nd	1st
Teaching language	Spanish			
Department				
Coordinator	González Fontão, María del Pilar			
Lecturers	González Fontão, María del Pilar			
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General description	<p>The subject Tutoria and Orientation with the Family, is integrated in the module of Basic Training. It gives in the 1º quarter of the 2º corresponding course the Plan of Studies of Childish Education.</p> <p>This matter pretends to be a tool effective, practical and operative for the educational future student- when treating to situate the processes of orientation and tutorial in the what to do educational newspaper as well as establish plans of action tutorial splitting of an educational approach inclusive and highly customised in collaboration with the family.</p> <p>It fulfils an important paper in the plan of studies derived of his formative character when being considered this matter like a basic piece that agglutinates the different educational acts and treats to contribute to the improvement of the quality of the education.</p>			

## 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.
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.
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.
C1	Understand the educational and learning processes in the 0 to 6-year-old age bracket, within the family, social and school contexts.
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.
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.
C14	To know the historical evolution of the family, the different types of families, lifestyles and education in the family context.
C24	Master the observation and recording techniques.
C32	Value the personal relationship with each student and his/her family as a factor of educational quality.
C40	To promote interest in and respect for the natural, social and cultural environments through appropriate teaching projects.

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.

C66 Learn ways to collaborate with the different sectors of the educational community and the social environment.

D1 Capacity for analysis and synthesis

D2 Capacity for organisation and planning

D3 Oral and written communication

D6 Information management capacity

D7 Troubleshooting

D8 Decision-making

D9 Team Work

D11 Skills in interpersonal relations

D12 Critical reasoning

D13 Critical reasoning

D15 Autonomous learning

D16 Adaptation to new situations

D17 Creativity

D18 Leadership

D19 Knowledge of other cultures and customs

D21 Motivation for quality

## Learning outcomes

Expected results from this subject	Training and Learning Results			
1. Know the historical evolution of the family, the different types of families, of lifestyles and education in the familiar context.	A1	C10	D1	C11 D12 C14 D19
2. Know and exert the function tutorial and guiding in relation with the familiar education in the period of 0-6 years and coordinating the educational action referred to his group of students.	A2	B10	C11	D2 D8 D16 D17 D21 C24
3. Create and keep bows of communication with the families for influence effectively in the process educational	A4	B10	C1	D3 D8 D18 C10
4. Relate the education with the half and cooperate with the families and the community	A3		C1	D11 D16 D19 C40 C66
5. To design strategies of support the families to avoid problematic of uprooting and school abandonment	A5		C11	D7 D8 D12 D17
6. Show social skills to understand the families and do understand by them.		B10	C10	D11 D12 D17
7. Promote and to collaborate in actions inside and had been of the school, organised by the families, city councils and other institutions with incident in the training citizens.			C40	D6 D9 D12 C66
8. Analyse and incorporate of critical form the questions more notable of the current society that affect the familiar and school education with respect to the changes in the relations of gender and intergenerational, the multiculturalism and interculturality, discrimination and social inclusion and development sustainable.	A3		C13	D1 D7 D12 D13
9. Promote the integration of the family and the community to the programs of special education.				D6 D8 D12
10. Tackle and resolve problems of discipline in the classroom and conflicts in the family promoting the cooperative work and the work and the individual effort.		B4	C32	D1 D7 D8 D9 D15 C60

## Contents

### Topic

1. Orientation and tutoría in the normative frame.
  - 1.1. Conceptual frame and relation between Tutoría and Educative Orientation.
  - 1.2. Tutor, tutoría and Orientation in the Spanish Legislation.
  - 1.3. The Orientation in Childish Education.

2. The action tutorial: organization and planning.	2.1. Action tutorial: organization and planning 2.1.1. Programming of the Action Tutorial 2.1.2. Proposal of Plan of Action Tutorial
3. Technical and instruments for the action tutorial and the educative orientation.	3.1. The observation 3.2. The interview 3.3. The questionnaire 3.4. Analysis of material documents 3.5. Other technicians and instruments
4. Tutoria and familiar orientation	4.1. Period of adaptation 4.2. The tutor in front of the specific needs of educative support 4.3. Collaboration bidireccional family-school

## Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	1	0	1
Lecturing	8	30	38
Mentored work	5	25	30
Presentation	10	5	15
Problem solving	26	35	61
Portfolio / dossier	1	3	4
Objective questions exam	1	0	1

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

## Methodologies

	Description
Introductory activities	Activities directed to take contact and gather information on the students, as well as to present the matter.
Lecturing	Exhibition by part of the professor of the contents on the matter object of study, theoretical bases and/or guidelines of a work, exercise or project to develop by the student.
Mentored work	Development of a work or project by part of the student under the guidelines and supervision of the professor.
Presentation	Exhibition by part of the students of some contents referred to the matter or product of a work.
Problem solving	Resolution of exercises or problems proposed by the teacher to reflect and interpreting the knowledges of the matter and developing suitable solutions.

## Personalized assistance

Methodologies	Description
Mentored work	Support and orientation in works of classroom.
Lecturing	It will loan suitable attention to the students so as to resolve his doubts so much in relation to the organisation as to the own content of the matter.
Problem solving	Support and orientation to the students so as to resolve his doubts, so much individually like grupalmente in the classroom or in tutorías.

Tests	Description
Objective questions exam	It will attend through *tutorías the questions or doubts that can present the students previously to the examination.

## Assessment

	Description	Qualification	Training and Learning Results
Mentored work	Evaluation of the works realised and delivered by the students/the	30	A3 B4 C1 D1 A4 B10 C11 D2 C13 D3 C32 D7 C40 D9 D12 D13 D16 D17

Problem solving	Resolution of exercises or problems with suitable solutions	30	A1 A2	B4 B10	C1 C10 C13 C24 C32 C60	D2 D3 D6 D7 D8 D9 D11 D12 D13 D17 D18 D21
Objective questions exam	Proof with base in the fundamental contents of the matter	40	A1 A3 A5	B10	C1 C11 C14 C24 C60 C66	D1 D2 D6 D7 D8 D12 D13 D15

### Other comments on the Evaluation

#### Criteria to surpass the matter:

- Student Assistant: it understands by student assistant that that took with regularity to the classes (minimum 80%). East will have to participate in the modalities indicated in the section of Evaluation and will be indispensable condition to surpass the matter obtain in the examination 50% of the note.

- Student No assistant: it understands by student no assistant that that did not take with regularity to the classes (fault more than 20%). This will have to realise an examination in which they go in all the contents of the matter, included the tackled in the practical works. It will be indispensable condition to surpass the matter obtain like minimum 5 points.

#### Second announcement:

The no purchased competitions in the first announcement will be evaluated in the second (July). Of not surpassing this last announcement will not save the scores obtained. It answers to the same requirements and proofs realised in the first announcement.

The official dates of exams can consult in the web of the Faculty.

### Sources of information

#### Basic Bibliography

Cury, A., **Padres brillantes, maestros fascinantes. No hay jóvenes difíciles sino una educación inadecuada**, Planeta, 2013

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Parejo, J.L. Pinto, J.M., **La orientación y tutoría escolar con familias: teoría y práctica**, UOC, 2015

#### Complementary Bibliography

Álvarez González, M. y Bisquerra Alzina, R. (Coords.), **Orientación educativa. Modelos, áreas, estrategias y recursos**, WK Educación, 2012

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Cassà-López, E., **La educación emocional en la Educación Infantil y Primaria**, Ediciones Universidad de San Jorge, 2016

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Castro Santisteban, M., **¿Cómo diseñar e implementar una Escuela de Padres? Manual práctico**, PsicoEditores, 2007

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Duarte, S. R., Vasconcelos, P. V., Asencio, E. N., & Martínez, A. M. M., **Orientación educativa: fundamentos teóricos, modelos institucionales y nuevas perspectivas**, Ministerio de Educación, 2012

González, R., **Valores en familia: orientación, tutoría y escuela de padres en Educación Infantil, Primaria y ESO**, CCS, 2010

González Falcón, I., **Integración socio-educativa de los padres y madres inmigrantes en los Centros**, Servicio de Publicaciones de la Universidad de Hue, 2009

López Urquizar, N. y Solá Martínez, T., **Orientación escolar y tutoría**, Grupo Editorial Universitario, 2005

Martínez, R., Rodríguez, B., y Gimeno, J., **Áreas de cooperación entre los centros docentes y las familias. Estudio de caso.**, 2010

Martínez González, M. de C.; Álvarez González, B. y Fernández, A.P., **Orientación Familiar: Contextos, evolución e intervención**, Sanz y Torres, 2009

Martínez González, M<sup>a</sup> de C., **Orientación educativa y tutoría**, Sanz y Torres, 2007

M.E.C.(Inst. Sup. de Form. del Prof.), **La acción tutorial: su concepción y su práctica**, MEC-Subdirección General de Información y Publicaci, 2006

Mollá, N, y Longás, J., **La escuela orientadora: La acción desde una perspectiva institucional.**, Narcea Ediciones, 2009

Mendez, L., **La tutoría en Educación Infantil.**, WK Educación, 2007

Monje, M.C., **Tutoría y orientación educativas: nuevas orientaciones**, WK Educación, 2009

Navaridas, F., & Raya, E., **Indicadores de participación de los padres en el sistema educativo: un nuevo enfoque para la calidad educativa**, 2012

Riart, J. (coord.), **Manual de Tutoría y Orientación en la Diversidad**, Pirámide, 2007

Ruz Martín, I., **Diseño y elaboración de materiales informatizados en el ámbito de la orientación educativa y la tutoría**, 2010

Simón, C. Giné, C. y Echeita, G., **Escuela, familia y comunidad: construyendo alianzas para promover la inclusión**, 2016

Torrego, J.C., **8 ideas clave. La tutoría en los centros educativos**, Graó, 2014

## Recommendations

### Subjects that are recommended to be taken simultaneously

Education: Inclusive schooling and emphasis on diversity/O05G110V01302

### Subjects that it is recommended to have taken before

Education: New technologies applied to children's education/O05G110V01103

Education: Organisation in schools/O05G110V01203

## Contingency plan

### Description

=== EXCEPTIONAL MEASURES SCHEDULED ===

In front of the uncertain and unpredictable evolution of the sanitary alert caused by the COVID-19, the University of Vigo establishes an extraordinary planning that will activate in the moment in that the administrations and the own institution determine it attending to criteria of security, health and responsibility, and guaranteeing the teaching in a no face-to-face stage or partially face-to-face. These already scheduled measures guarantee, in the moment that was prescriptive, the development of the teaching of a more agile and effective way when being known in advance (or with a wide \*antelación) by the students and the teacher o through the tool normalised and institutionalised of the educational guides.

=== ADAPTATION OF THE METHODOLOGIES ===

\* educational Methodologies that keep

Will keep the use of the platform Fatic like reinforcement to guarantee the access of the students to the educational contents and the Moodle personal of the professor. The educational activity and the integrated methodologies will develop through Remote Campus.

\* Educational methodologies that modify

The educational activity will give through Remote Campus. There are not changes with regard to practical activities and educational methodology.

\* Mechanism no face-to-face of attention to the students (tutorials)

Virtual Dispatch of the faculty

\* Modifications (if they proceed) of the contents to give

There are not changes with regard to the educational guide

\* additional Bibliography to facilitate the car-learning

There are not changes with regard to the educational guide

\* Other modifications

=== ADAPTATION OF THE EVALUATION ===

\* Test already made

There are not changes with regard to the educational guide

\* pending Proofs that keep

There are not changes with regard to the educational guide

\* Proofs that modify

There are not changes with regard to the New educational

\* guide test

\* additional Information

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