

Academic Year/course: 2021/22

## 26534 - Early Care

### Syllabus Information

**Academic Year:** 2021/22

**Subject:** 26534 - Early Care

**Faculty / School:** 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

**ECTS:** 6.0

**Year:** 4

**Semester:** First semester

**Subject Type:** Optional

**Module:**

## 1. General information

### 1.1. Aims of the course

**The subject and its foreseen results respond to the following considerations and objectives:**

The intention of this subject is for students to acquire competences that offer responses to the requirements needed to promote and develop the integral capacities of human beings. In particular, students will become more competent to exercise their professional practice by detecting and attending to the demands of schoolchildren aged 0-6 years, their families and tutors coherently with scientific development and the practical reality.

### 1.2. Context and importance of this course in the degree

This subject introduces students to knowledge about relevant contents to provide suitable educational responses as early as possible to both families and children with a problem in their development or are at risk of developing one.

### 1.3. Recommendations to take this course

Students' follow-up and their participation in undertaking activities is fundamental to acquire this subject's contents.

## 2. Learning goals

### 2.1. Competences

**Having passed this subject, students will be more competent to...**

General competences

Promote and facilitate learning in early childhood from a globalising and integrative perspective of different cognitive, emotional, psychomotor and volitional dimensions

Design and regulate learning spaces in diversity contexts that address students' singular educational needs, gender equality and equity, and respect human rights

Encourage coexistence inside and outside the classroom and solve conflicts pacifically. Know how to systematically observe learning and coexistence contexts, and how to reflect on them. Interpret educational practices according to reference theoretical frameworks and reflect on them to act accordingly

Reflect in groups on accepting norms and respecting others. Promote students' autonomy and singularity as educational factors of emotions, feelings and values in early childhood

Transversal competences

Integrate the competences of the different subject matters to guide the Final Graduation Project and to apply knowledge to professional practice

Understand learning as a global, complex and significant fact by designing, planning, organising and encouraging learning situations

Manage and self-regulate progress in learning by adapting to new situations and by interrelating knowledge to prepare other new knowledge

Deal with the singular nature of different professional contexts

Engage students in their learning and work

Work as a team to be able to play different roles in the group

Participate in institutional management and the relation with your social setting

Inform and engage society in the institution's purposes

Use and apply Information and Communication Technologies (ICT) to learn, communicate and share knowledge in different contexts

Face the ethical duties and dilemmas of the profession

Organise your own continuous training and motivate improved quality

Investigate the practice itself by introducing innovation proposals that address improvement and by generating new ideas

Search for, manage, process, analyse and communicate information effectively, critically and creatively

Specific competences

Understand educational and learning processes during the 0-6-year-old period in the family, social and school contexts

Know the basis for Early Education Attention

Know how to promote acquiring habits related to autonomy, freedom, curiosity, observation, experimentation, imitation, accepting norms and limits, and symbolic and heuristic play

Know the pedagogic dimension of interacting with peers and adults, and how to promote participation in collective activities, cooperative work and individual effort

Identify learning difficulties, cognitive dysfunctions and attention difficulties

Know how to inform other specialised professionals to deal with the centre's and teacher's collaboration in dealing with any considered special education needs

Acquire resources to favour the educational integration of students with difficulties

Create and maintain communication links with families to efficiently influence the education process

Promote and collaborate in actions inside and outside school organised by families, city/town councils and other institutions that impact citizens' training

Identify sleep and eating disorders, psychomotor development, attention, and auditory/visual perceptions

Collaborate with specialised professionals to solve these disorders

Detect affective, eating and welfare deficiencies that disturb students' suitable physical and psychic development

Know how to work as teams with other professionals inside and outside the centre on each student's attention, in planning teaching-learning sequences, and in organising work situations in class and in play areas by identifying the peculiarities of the 0-3-year-old and 3-6-year-old periods

Understand that systematic observation is a basic instrument to reflect on both practice and reality, and to contribute to innovation and improvement in early childhood education

Know how to analyse collected data, critically understand reality and write a report of the conclusions

Participate in preparing and following up early childhood education projects as part of the centre's projects and collaborate with the territory and with other professionals and social stakeholders

Assess the personal relationship with each student and his/her family as a quality factor of education

Know and apply interaction and communication processes in class, and master the necessary social skills to encourage a climate that facilitates learning and coexistence

Control and follow up the educational process, particularly teaching-learning by mastering the necessary techniques and strategies

Participate in improvement proposals in the various areas of action that might be set up in a centre

Regulate interaction and communication processes in groups of children aged 0-3 years and 3-6 years

## 2.2. Learning goals

**To pass this subject, students should obtain the following outcomes...**

1. Acquire basic knowledge to participate in prevention and Early Education Attention of the school population with difficulties or at risk of having them.
2. Acquire basic theoretical and methodological knowledge related to training in early childhood processes to apply and promote improvements to educational practices in different scenarios
3. Evaluate Early Education Attention actions from the inclusive education benchmark
4. Design Early Education Attention activities for family and school scenarios

## 2.3. Importance of learning goals

The intention of these learning outcomes is for them to impact the quality of exercising professional tasks from benchmarks of prevention, optimisation and collaboration among educational stakeholders

# 3. Assessment (1st and 2nd call)

## 3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

**Students should demonstrate that they have achieved the foreseen learning outcomes by the following evaluation activities**

**Written exam** in which students demonstrate their knowledge of the subject's contents, readings and any practical activities performed while learning the subject. By an agreement reached by the Department's Board on 06/06/14, at least 50% of the written exam will be the same for all groups learning this subject.

Presenting a **portfolio** that will include:

- Design and analyse an Early Education Attention session
- Visualisation of Early Education Attention
- Child development as a basis of Early Education Attention

- Evaluation in Early Education Attention
- Intervention programmes in Early Education Attention

Access to materials and outlines about what students must do during each activity will be provided on the Moodle platform.

### **Evaluation criteria**

#### **\* For the Written exam**

- Level of knowledge, capacity to analyse, relate and distinguish concepts. Suitable accurate use of technical vocabulary
- Capacity to correctly manage language: expression, spelling, etc.

#### **\* For the Portfolio**

- FAIL. When proposals are unsuitable for the contemplated situation. When mistakes appear in formal aspects (spelling mistakes, mistaken citations, etc.). When foundations are insufficient or inadequate
- PASS. When proposals are suitable, rightly correspond to the situation and are coherent
- Exam B pass. Apart from components being coherent, the best development of each one will be considered. Students must reflect in-depth by the corresponding readings and a well prepared theoretical-practical analysis
- Exam A pass. When creative and feasible proposals for Early Education Attention are considered

### **Marking criteria and requirements to pass the subject**

To pass this subject, both the written exam and all the documents in the portfolio must have a pass mark.

\* Written exam: 50%

\* Portfolio: 50%

### **Overall test and second call**

All the students, regardless of their circumstances, should deliver the portfolio with the report of the practical activities, and do the written exam to learn the subject. The aforementioned outcomes, criteria and evaluation requirements shall apply to all students.

If any student in the first call only passes either the portfolio or the written exam, this result can be maintained for the second call. Thus to pass the subject in the second call, students shall have to perform only the activity that they did not pass in the first call.

### **Fifth and sixth calls**

The students of the fifth and sixth calls must be aware that their evaluation shall be made before a Board of Examiners, and cannot be renounced. Nonetheless, students can opt in advance to do the test with the other students in the group and then place it inside an envelope to hand it in to the Board of Examiners (Art. 23 of the Agreement of 22 December 2010 of the Governing Board, by which the Regulation on Evaluation Norms for Learning of the Universidad de Zaragoza was pa

In either case, the same evaluation criteria and requirements shall apply, which shall be specified as ordinary and general for the subject.

## **4. Methodology, learning tasks, syllabus and resources**

### **4.1. Methodological overview**

The teaching process is set up based on a socio-constructivist model that centres on students' activity, and also on the

mediation of peers and teachers

## 4.2. Learning tasks

**The syllabus offered to students to help them achieve the foreseen outcomes comprises the following activities**

Large group classes taught by teachers about theoretical Early Education Attention contents

Debates about basic articles and intervention proposals

Permanent seminar to prepare the process portfolio

Case studies

Practicals with simulations, audiovisual practicals, etc.

Tutorials

Individual work

## 4.3. Syllabus

**Block 1. Conceptual and organisational aspects of Early Education Attention**

- Terminology/conceptual controversies

- Theoretical perspectives

- Organising Early Education Attention

- The Foundations of Early Education Attention

**Block 2. Evaluation processes**

-Skills and warning signs

-Limited concepts

-Techniques and instruments

**Block 3. Intervention programmes**

-Intervention modules

-Intervention from school

-Intervention resources

**Block 4. The family in Early Education Attention**      ?Communication  
with the family

-The family-centred intervention model

## 4.4. Course planning and calendar

Students will be provided with the schedule of the different sessions at the beginning of the subject's teaching period.

The subject will include final evaluation activities on the official dates set by the centre

## 4.5. Bibliography and recommended resources

[http://biblos.unizar.es/br/br\\_citas.php?codigo=26534&year=2020](http://biblos.unizar.es/br/br_citas.php?codigo=26534&year=2020)