

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **ORGANIZACIÓN DE CENTROS EDUCATIVOS**

Code: 272061

Degree/Master: **GRADO DE EDUCACIÓN PRIMARIA**

Year: 1

Name of the module to which it belongs: PROCESOS Y CONTEXTOS EDUCATIVOS

Field: LA EDUCACIÓN PRIMARIA EN EL SISTEMA EDUCATIVO

Character: BASICA

Duration: SECOND TERM

ECTS Credits: 4.5

Classroom hours: 45

Face-to-face classroom percentage: 40.0%

Study hours: 68

Online platform: .

LECTURER INFORMATION

Name: ABAD MERINO, SILVIA (Coordinator)

Department: EDUCACIÓN

Area: DIDÁCTICA Y ORGANIZACIÓN ESCOLAR

Office location: Planta alta. Módulo E

E-Mail: m22abmes@uco.es

Phone: +34 957 218403

PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

CM2.3 To analyse the teaching practice and the institutional conditions that frame it.

CM2.7 To promote cooperative work and individual work and effort.

CM2.12 To participate in the creation of the educational project and in the general activity of the centre according to criteria of management-quality and sustainability.

CM2.14 To know and apply resources to address the demands of teaching-work without compromising one's emotional balance.

CM2.1 To know the composition and functions of the management bodies as well as alternative organisations and the operation of the educational centres.

Recommendations

None specified

INTENDED LEARNING OUTCOMES

CM2.3 To analyse the teaching practice and the institutional conditions that frame it.

CM2.7 To promote cooperative work and individual work and effort.

CM2.12 To participate in the creation of the educational project and in the general activity of the centre according to criteria of management-quality and sustainability.

CM2.14 To know and apply resources to address the demands of teaching-work without compromising one's emotional balance.

CM2.15 To know the composition and functions of the management bodies as well as alternative organisations and the operation of the educational centres.

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OBJECTIVES

1. To analyse the teaching practice and the institutional conditions that frame it.
2. To promote cooperative work and individual work and effort.
3. To participate in the creation of the educational project and in the general activity of the center according to criteria of management-quality and sustainability.
4. To know and apply resources to address the demands of teaching-work without compromising one's emotional balance.
5. To know the composition and functions of the management bodies as well as alternative organizations and the operation of the educational centers

CONTENT

1. Theory contents

- Unit 1. Conceptualization of School as an organization. The educational community.
- Unit 2. Organizational structure of Primary Education schools. Personal, material and functional elements.
- Unit 3. School organization and attention to diversity.
- Unit 4. Planning in the school organization.
- Unit 5. School evaluation.
- Unit 6. Organizational culture of schools

2. Practical contents

The previous contents are both of theoretical and practical nature. This is specified in the Methodology section.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

- Quality education
- Gender equality
- Reduced inequalities
- Sustainable cities and communities

METHODOLOGY

General clarifications on the methodology (optional)

In the case of the bilingual group, appropriate adjustments according to the CLIL will be made.

Methodological adaptations for part-time students and students with disabilities and special educational needs

It is mandatory that students attend tutoring at the beginning of the semester in order to reach an agreement with the professor on the most appropriate methodology. The methodological strategies and the evaluation system included in this Guide will be adapted according to the requirements of students with disabilities and specific educational needs. These adaptations shall comply with the regulations for successfully incorporating and including people with specific needs into the University of Córdoba (acuerdo de Consejo de Gobierno, en sesión ordinaria de 28 de abril de 2017, UCO BOUCO -Link: <https://sede.uco.es/bouco/bandejaAnuncios/BOUCO/2017/00290>), and following the recommendations of the Unit of Inclusive Education (UNEI)



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Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	3	-	3
<i>Case study</i>	-	1.5	1.5
<i>Conference</i>	3	-	3
<i>Debates</i>	4	-	4
<i>Group presentation</i>	2.5	2	4.5
<i>Group work (cooperative)</i>	-	2.5	2.5
<i>Learning agreement</i>	-	1.5	1.5
<i>Lectures</i>	13.5	-	13.5
<i>Projects</i>	-	2	2
<i>Text analysis</i>	2	2	4
<i>Text commentary</i>	2	-	2
<i>Tutorials</i>	-	2	2
<i>Workshop</i>	-	1.5	1.5
Total hours:	30.0	15.0	45.0

Off-site activities

Activity	Total
<i>Analysis</i>	30
<i>Information search</i>	38
Total hours	68

WORK MATERIALS FOR STUDENTS

Coursebook
Dossier
Exercises and activities

EVALUATION

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Intended learning	Exams	Oral Presentation	Project
CM2.12		X	X
CM2.14	X	X	X
CM2.15	X	X	X
CM2.3			X
CM2.7		X	X
Total (100%)	60%	10%	30%
Minimum grade	5	5	5

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Method of assessment of attendance:

In-person attendance to lectures is expected at the University of Córdoba. A consistent lack of attendance to the theoretical and/or practical classes may negatively affect the final grade and even lead to course failure.

General clarifications on instruments for evaluation:

Projects ratings will be valid until the Extraordinary call for exam. An attitude of respect between men and women will be taken into consideration, in written texts, in classroom behaviors and within the university community. Students training in the field of gender equality is a fundamental issue, in order to develop in students the ability to select appropriate materials and to develop a critical attitude and respect. The Regulation of Coexistence of the University of Córdoba is based on mutual respect among all members of the university community. Non-compliance with the rules of coexistence may negatively affect the final grade and even lead to course failure. A good level of linguistic and communicative abilities is essential to pass the subject. Failure to prepare written pieces of work and oral presentations may have a negative impact on the final grade.

Those groups that participate in teaching innovation projects may incorporate the percentage related to the oral presentation to the percentage of the academic project carried out during the course.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

The assessment methods will have sufficient flexibility to meet the needs of students with specific educational support needs and part-time students who may require it.

Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:

The evaluation of the first extraordinary call and the extraordinary call for completion of studies will follow the general criteria established in the subject.

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Qualifying criteria for obtaining honors:

Students that showed consistent commitment and participation in the course may achieve course honors from a grade of 9.5

BIBLIOGRAPHY

1. Basic Bibliography

- Beare, H., Caldwell, B. J., & Millikan, R. H. (2018). Creating an excellent school: Some new management techniques. Routledge.
- Bernal Agudo, J. L. (2004). Organización de centros educativos. LOMCE y políticas neoliberales. Mira Editores.
- Blankstein, A. M., Noguera, P., & Kelly, L. (2016). Excellence through equity: Five principles of courageous leadership to guide achievement for every student. ASCD Books.
- Catalayud, A. (2009). Entresijos de los centros escolares. Aljibe.
- Cantón Mayo, I. y Pino, M. (Coords.) (2014). Organización de centros educativos en la sociedad del conocimiento. Alianza Editorial.
- Carrasco M. J., Coronel, J. M., García, M. P., González, S. y Moreno, E. (2013). Conocer y comprender las organizaciones educativas. Una mirada a las cajas chinas. Pirámide.
- Conde, R. M. S. (2015). Organizar centros escolares. Síntesis.
- Connolly, M., Eddy-Spicer, D. H., James, C., & Kruse, S. D. (Eds.). (2018). The SAGE Handbook of School Organization. SAGE Publications Ltd.
- Flecha, R. (2017). Social Impact of Community-Based Educational Programs in Europe. Oxford Research Encyclopedia of Education; Education and Society. Retrieved from <http://education.oxfordre.com/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-184>.
- Gairín, J. y Castro, D. (2021). El contexto organizativo como espacio de intervención. Síntesis.
- García Cabrera, M. M. y Olivares García, M. A. (2017). Vivir la escuela como un proyecto colectivo. Manual de organización de centros educativos. Pirámide.
- González González, M. T. (2003). Organización y gestión de centros escolares. Pentrice-Hall.
- Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally responsive school leadership: A synthesis of the literature. Review of Educational Research, 86(4), 1272-1311.
- Lorenzo, M. (2011). Organización y gestión de centros y contextos educativos. Universitat.
- Rodríguez Gómez, D. (2015). Gestión del conocimiento y mejora de las organizaciones educativas. La Muralla.
- Santamaría, R. M. (2015). Organizar centros escolares. Madrid: Síntesis.
- Stoll, L., & Kools, M. (2016). What makes a school a learning organization? OECD Publishing.

2. Further reading

- Blejmar, B. (2017). Gestionar es hacer que las cosas sucedan. Noveduc.
- Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. Educational Administration Quarterly, 52(2), 221-258.
- Epstein, J. L. (2018). School, family, and community partnerships: Your handbook for action. Corwin Press.
- Fernández Enguita, M. y Gutiérrez Sastre, M. (Coords.) (2005). Organización escolar, profesión docente y entorno comunitario. Universidad Internacional de Andalucía-Akal.
- Kraft, M. A., Marinell, W. H., & Shen-Wei Yee, D. (2016). School organizational contexts, teacher turnover, and student achievement: Evidence from panel data. American Educational Research Journal, 53(5), 1411-1449.
- Lindsey, R. B., Nuri-Robins, K., Terrell, R. D., & Lindsey, D. B. (2018). Cultural proficiency: A manual for school leaders. Corwin Press.
- Martín-Moreno Cerrillo, Q. (2006). Organización y dirección de centros educativos innovadores: el centro educativo versátil. McGraw Hill.
- Papamichael, E., Ioannou, S., Vassidas, C., Anastasiou, E., & Theofanous, E. (2018). iDecide: supporting inclusive decision-making in European schools. Intercultural Education, 29(3), 434-439.

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Sheninger, E.C. (2015). Uncommon learning: Creating schools that work for kids. Corwin Press.

COORDINATION CRITERIA

Common evaluation criteria

Common learning outcomes

Joint activities: lectures, seminars, visits ...

Tasks performance

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.