

**EDUCATIONAL
PROCESSES AND
CONTEXTS**

UNIT 1

TEACHING-LEARNING-EVALUATION PROCESSES IN ECHE AND PRIMARY EDUCATION

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1. ABOUT EDUCATION VS EDUCATIONAL PROCESSES AND CONTEXTS

As we know, in the teaching profession its professionals develop a service, and a social responsibility based on a global process that is Education.

Education is defined by the pedagogue Víctor García Hoz (2000) as the intentional, comprehensive and personalized development of specifically human capabilities.

For UNESCO (United Nations Educational, Scientific and Cultural Organization; 1990 and 2000), education is a right of all people, which must guarantee the development of lifelong citizen abilities. The educational offer must be for all people (education for all) and basic education, up to 16 years of age, must be guaranteed by all the States of the planet, regardless of rulers' ideologies.

For the author Vicens Arnaiz Sancho: "Education is a global process that should maximize students' abilities in individual and group ways, in order to offer the greatest chance of success for their future." For him, at this global process, the adults' role is:

Parents and teacher are the "organizer" of the means to promote the development of the child and the construction by the student of cultural meanings.

But this global process is developed in different educational stages (compulsory and non-compulsory); different modalities (face-to-face, non-face-to-face); through different educational institutions (formal, nonformal and informal). And, furthermore, it is a global educational process that can only be developed if we pay attention to the development of a set of educational sub-processes and contexts in which education developed.

For example, it is necessary to attend to the processes for teaching, learning, tutoring, organizational evaluation, etc. So, teachers develop their didactic action through the development of a set of processes and contexts.

In addition, there are some factors which influence on education, educational processes and their contexts, which teachers have to consider in their professional development:

- The educational needs of the children
- Specific historical and social times
- Environment (natural and social)
- Educational policy and economy
- The paradigms on "Quality"; "Equity"; "Inclusion", "Equality" and "Diversity"
- The context socioeconomical

They have repercussions on the cultural, economic, artistic, technological, social and personal educational fields.

1.1. EDUCATIONAL PROCESS:

We can understand this term as a whole of articulated actions and steps aimed at developing competencies and obtaining constructive, meaningful and collaborative learning. It involves the realization of various actions, activities and tasks, by the educational agents (teachers, parents, educational administration, governments, society, etc.) and by the education subjects (students). Some of these processes are:

- Teaching process and learning process (two central and main processes).
- Teaching planning and didactic programming
- Attention to diversity and tutoring
- Didactic action (didactic process)
- Interaction between the education subjects (students, teachers, families, society, educational administration, government, etc.)
- Educational organization process (school and classroom)
- Production of educational materials, etc.

1.2. EDUCATIONAL CONTEXTS:

The Educational context is a set of elements, factors and environments that surround a school educational system and its educational processes. Contexts give shape, definition and particularity to processes such as teaching, learning and tutorial action. They directly determine or influence the way for organizing and carrying out educational processes. The Educational context is configured by the actors, the school space, the school as an institution with its own educational project, the internal and external educational spaces and the teaching spaces. Some of these contexts are:

- School and classroom
- Rural or urban area
- Private or public school
- School, home or street
- Real or virtual scenarios...

These are the elements of the educational context:

- Material elements: infrastructure, equipment and educational resources
- Legal elements: Ministry of Education and Ministry of Social Inclusion
- Formal elements: institutions that surround school life for formation and innovation
- Auxiliary elements: support and extracurricular activities

Likewise, educational contexts are constituted by factors that will determine the way in which each context ends up finally being configured. These are the most conventional:

- Personal factors

- Attention
- Gender
- Anxiety level
- Family factors
 - Attitude towards school
 - Educational style
 - Relationship with environment
- School factors
 - Family-school communication
 - School climate
 - Tutorship, school workforce
- Social factors

1.2.1. INTERNAL AND EXTERNAL CONTEXTS

- | | |
|---|--|
| · Attitudes and values of the group | · Group's characteristics |
| · Student-student/ student-teacher relationship | · School spaces and their use |
| · School's characteristics | · Resources of the school |
| · Importance of school for students | · Social-economic-cultural environment |
| · Resources of the class | |

1.3. SCHOOL ENVIRONMENT AS LEARNING PROCESS

In basic education, teachers and the school can create and use different environments for learning, where teaching becomes more interactive and dynamic. We point out some of the best known:

- Working corners
- Experimental environment
- Bibliographic research
- ICT interaction environment
- Multifunctional environment
- Individual-work environment

1.4. OUTDOOR EDUCATIONAL ENVIRONMENTS AS EDUCATIONAL CONTEXTS

On the other hand, teachers also often use natural and social environments outside the school, in which activities for teaching and learning processes are planned and developed. Some of them are presented here:

- Orchards or natural parks
- Squares or city parks
- Art Galleries/Museums
- At the Zoo
- Sports spaces
- On the river

1.5. REASONS TO DEVELOP EDUCATIONAL PROCESSES BY CREATING CONTEXTS AT SCHOOLS

Author Bolívar (2014) explains that the educational process and its sub-processes allow a professional development where teachers must educate to develop mentally healthy individuals, who are capable of interact with reality in a constructive way. Trough educational sub-processes carried out by teacher, students are able to take advantage on their struggle and turning it into a useful experience, finding greater satisfaction in giving in receiving and being free of tensions and anxieties, orienting their relationships with others to obtain mutual satisfaction and help, to give way to hospitality for creative and constructive purposes and to develop a good capacity to love”.

2. TEACHING AND LEARNING PROCESS IN ECHE AND PRIMARY EDUCATION BASED ON COMPETENCES DEVELOPMENT

In this topic we study and learn that the purpose of teaching and learning in education is to develop competencies. It does not only seek to transmit culture, but to develop people comprehensively. Culture is changing and thinking can vary from one era to another, but the abilities that people develop are forever. Therefore, a teacher must remember the following: teachers have to make decisions:

- Determine group class characteristics
- Determine competences to develop
- Determine basic knowledge to acquire
- Determine methodologies
- Determine classroom organisation and activities
- Determine evaluation system

For this reason, the first step to organize learning for our students in Early childhood and Primary education classrooms is that teachers are able to understand and select the competencies.

As you know, the word “competence” refers to capabilities, skills, knowledge or attitude that led to superior performance. Competence implies a set of measurable skills, abilities, capabilities and personality traits (attitudes, values...).

The purpose is to identify the success of the students in achieving the learning and development achieved over a period of time.

For both goals, to develop competencies and to be able to evaluate them, teachers have to create didactic situations in their class plans.

- Teachers must determine:
 - Key or core Competencies
 - Competences descriptors
 - Non-academic competences
 - The way to develop competences in didactic situations
- You can do it according to:
 - Educational stage and learning needs
 - Curricular area/subject
 - School course and learning needs
 - Special or specific educational needs
- According to the official curriculum, these are the core competencies:
 - Competencia en comunicación lingüística
 - Competencia plurilingüe
 - Competencia matemática y en ciencia, tecnología e ingeniería
 - Competencia digital
 - Competencia personal, social y de aprender a aprender
 - Competencia ciudadana
 - Competencia emprendedora
 - Competencia en conciencia y expresión culturales

For teacher’s analysis, it is important to make descriptions on each competence. For example:

- Competence: Personal, social and learning to learn
- General description:
 - Key to the perception of growing in skills to continue learning effectively and autonomously
 - Acquiring awareness of abilities (intellectual, emotional, physical, being aware of how to develop them, having feelings, personal competence with support in motivation, self-confidence, pleasure in learning to cope continuous change...

- Competence linked to strategy to work on different areas of knowledge
- Specific description: It helps to get goals in the short, medium, and long term, to raise school and social learning objectives in a progressive and realistic way.
- It includes: strategic thinking, cooperation capacity, resource management, developing awareness, management and control of personal skills (learn to be, be, coexist, enter).
- It demands: curiosity to ask questions, identify, handle diverse responses to similar situations and problems, face rationally, make decisions.

2.1. NON-ACADEMIC COMPETENCES

On the other hand, teachers have to select and organize a whole of non-academic competencies, which are transversal during the educational processes and serve for the life too. According to the author Monereo (2018), they are:

- Search information and decide
- Listen to dialogue
- Talk to seduce
- Read to understand
- Write to convince
- Set goals to exceed oneself
- Cooperate to better operate
- Empathize to share

Competences are the reason for teaching and learning, but also are the pertinent way for assessment and evaluation, as we will explain later.

2.2. EVALUATION WITH DIDACTIC SITUATIONS

For teaching and learning, the planning for competencies development is done through the creation of didactic programs (annual didactic program and integrated didactic units). And at the micro planning level, teachers use DS (Didactic Situations) to develop competencies.

A DS is a learning experience that is prepared by teachers to generate learning and promote the development of competencies in classes, according to IDU programmed previously.

The DS can be for children to formulate a concept, a definition or to inquire about knowledge (DS of formulation and inquiry). It can also be prepared for children to carry out activities, tasks or exercises to discover or apply what we want them to learn (DS of

action). Finally, the SD can be designed so that children validate if they are learning and developing in a pertinent and correct way. They do that with their peers and with the teacher. These are DS for validation.

The didactic situations are designed for different moments or times of class. Daily or weekly lessons at school have three moments. It begins by making an opening time (tiempo de apertura de los aprendizajes en las clases) where previous knowledge is recovered and the new learning that is to be promoted is introduced. Then a set of tasks and activities are carried out to develop the different aspects of the required learning. That is the development time (tiempo de Desarrollo de los aprendizajes en las clases). Finally, activities and tasks are carried out to close what has been learned, correcting what is wrong and validating and reinforcing what is correct. That is the closing time (tiempo de cierre e institucionalización de los aprendizajes en las clases).

These three moments or times can be addressed throughout the day or throughout a week of classes. Here you have a synthesis on DS creation:

Tipos de SD Diseñadas	Secuencias Didáctica para cada momento del plan de clase	Estructura de cada secuencia
SD 1: Tareas y actividades para la Formulación e indagación.	Las SD pueden organizarse para cada de los momentos del plan de clase. Es decir, para aperturar la clase; o para desarrollar los saberes básicos de la lección; o para cerrar una experiencia de aprendizaje. Por eso, para cada experiencia de aprendizaje o plan de clase, se deben describir uno de estos tipos de secuencias:	<ul style="list-style-type: none"> -Saber básico (Aprendizaje a adquirir) -Método innovador -Tarea/s -Objetivos -Duración -Materiales -Actividades - Competencias específicas y criterios de evaluación (Esto es lo que marca la LOMLOE).
SD 2: Tareas y actividades para la Acción de los estudiantes.		
SD 4: Tareas y actividades para la Validación de lo aprendido.		
<ul style="list-style-type: none"> -Secuencia de Apertura -Secuencia de Desarrollo -Secuencia de Cierre <p><u>Nota:</u> Tened en cuenta que una clase puede tener una duración de una sesión de dos horas, o durar varias sesiones a lo largo de una semana.</p>		

3. THE LEARNING EVALUATION PROCESS AND ITS STANDARDS IN ECHE AND PRIMARY EDUCATION

According to the National Council for Curriculum and Assessment of the German Education System (NCCA), the evaluation is:

“The process of generating, gathering, recording, interpreting, using and reporting evidence of learning in individuals, groups or systems, which relies upon a number of instruments and methods. Educational assessment provides information about progress in learning. Building on the experiences of teachers, principals, parents and children of the Primary School Curriculum, the NCCA provides a range of supports to schools in using assessment as part of daily classroom practice”.

Evaluation is not the same as measuring. Evaluation is a more global process that includes assessment and decision-making based on quantitative and qualitative aspects of competency development and the learning that children are achieving at school. For this reason, we will use the word "Evaluation" to refer to this global educational decision-making process carried out by teachers and the word "assessment" to refer to the continuous, qualitative and quantitative assessment and measurement (grades and marks) that are obtained as information through evaluation activities.

To explain this topic, we will use the explanation provided by the source: Spanish language and culture (four -year program), form the journal Classroom Assessment 26.

3.1. ASSESSMENT

Assessment is a systematic process of gathering information about what a student knows, is able to do, and is learning to do. Assessment information provides the foundation for decision-making and planning for instruction and learning. Assessment is an integral part of instruction that enhances, empowers, and celebrates student learning.

Using a variety of assessment techniques, teachers gather information about what students know and are able to do, and provide positive, supportive feedback to students. They also use this information to diagnose individual needs and to improve their instructional programs, which in turn helps students learn more effectively.

Assessment must be considered during the planning stage of instruction when learning outcomes and teaching methods are being targeted. It is a continuous activity, not something to be dealt with only at the end of a unit of study. Students should be made aware of the expected outcomes of the course and the procedures to be used in assessing performance relative to the outcomes. Students can gradually become more actively involved in the assessment process in order to develop lifelong learning skills.

3.2. EVALUATION

Evaluation refers to the decision making which follows assessment. Evaluation is a judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria and curriculum standards. Evaluation should reflect the intended learning outcomes of the curriculum and be consistent with the approach used to teach the language in the classroom. But it should also be sensitive to differences in culture, gender, and socio-economic background.

Students should be given opportunities to demonstrate the full extent of their knowledge, skills, and abilities. Evaluation is also used for reporting progress to parents or guardians, and for making decisions related to such things as student promotion and awards.

3.3. TYPES OF ASSESSMENT

3.3.1. DIAGNOSTIC ASSESSMENT

Diagnostic assessment may occur at the beginning of a term or a unit of study, or whenever information about the prior learning of a student is useful. Various types of diagnostic assessments (tests, journals, performance-based assessment, etc.) may be used to collect that information.

Teachers may use diagnostic assessment to:

- Find out what students know and can do and to
- Identify student strengths, plan instruction which builds on and extends those strengths
- Target difficulties, identify the precise nature of them, and plan instruction to meet those difficulties
- Make informed decisions regarding where to focus instructional time and effort.

3.3.2. FORMATIVE ASSESSMENT

Formative assessment is similar to diagnostic assessment but differs in that it provides ongoing feedback to the teacher about the effectiveness of instruction. Formative assessment encompasses a variety of strategies, used selectively to accomplish one or more of the following purposes:

- Monitor student learning and provide feedback to students and parents.
- Identify areas of growth
- Motivate students and provide incentive to study
- Help focus attention and effort
- Emphasize what is important to learn
- Provide practice in applying, demonstrating, and extending knowledge, skills, and attitudes

- Encourage goal-setting and monitor achievement of goals
- Reflect on program structure and effectiveness, and modify or adjust teaching as necessary

3.3.3. SUMMATIVE ASSESSMENT

Summative assessment occurs most often at the end of a unit of study. The primary purposes are to determine the knowledge, skills, and attitudes that have developed over a period of time, to summarize student progress.

3.4. EVALUATION AS A CYCLICAL PROCESS

The evaluation process is cyclical in nature. Each phase is linked to and dependent on the others.

- In the **preparation phase**, decisions are made about what is to be evaluated, the type of evaluation to be used, the criteria against which student outcomes will be judged, and the most appropriate assessment techniques for gathering information.
- The **assessment phase** involves developing or selecting assessment tools, deciding when and how assessments will be conducted, then collecting, organizing, and interpreting the information on student performance.
- During the **evaluation phase**, the teacher makes a judgment on the progress of the student and the level of achievement reached relative to the outcomes.
- The **reflection phase** provides teachers with the opportunity to consider the success of the evaluation process used and to make modifications to subsequent teaching and evaluation.

3.5. MEANINGFUL ASSESSMENT AND CONTEXTS

Assessment should occur in authentic contexts that allow students to demonstrate learning by performing meaningful tasks. Meaningful assessment achieves a purpose and provides clear and useful information. For example, it may identify misunderstandings in student learning, and provide corrective feedback and direction for further instruction. Assessment improves instruction and learning.

Meaningful content and contexts for assessment help students by engaging their attention and encouraging them to share their work and talk about their learning processes. Students need to take an active part in assessment. When students understand assessment criteria and procedures and take ownership for assessing the quality, quantity, and processes of their own work, they develop self-assessment skills. The ultimate goal of assessment is to develop independent life-long learners who regularly monitor and assess their own progress.

3.6. THE TEACHER'S ROLE IN ASSESSMENT AND EVALUATION

In the classroom, teachers are the primary assessors of students. Teachers design assessment tools with two broad purposes: to collect information that will inform classroom instruction, and to monitor students' progress towards achieving year-end outcomes. Teachers also assist students in developing self-monitoring and self-assessment skills and strategies. To do this effectively, teachers must ensure that students are involved in setting learning goals, developing action plans, and using assessment processes to monitor their achievement of goals.

Teachers also create opportunities for students to celebrate their progress and successes. Teachers learn about students' learning and progress by regularly and systematically observing students in action, and by interacting with them during instruction. Because students' knowledge, and many of their skills, strategies, and attitudes are internal processes, teachers gather data and make judgments based on observing and assessing students' interactions, performances, and products or work samples.

Teachers demonstrate that assessment is an essential part of learning. They model effective assessment strategies and include students in the development of assessment procedures such as creating rubrics or checklists. Teachers also collaborate with parents and with colleagues regarding student assessment.

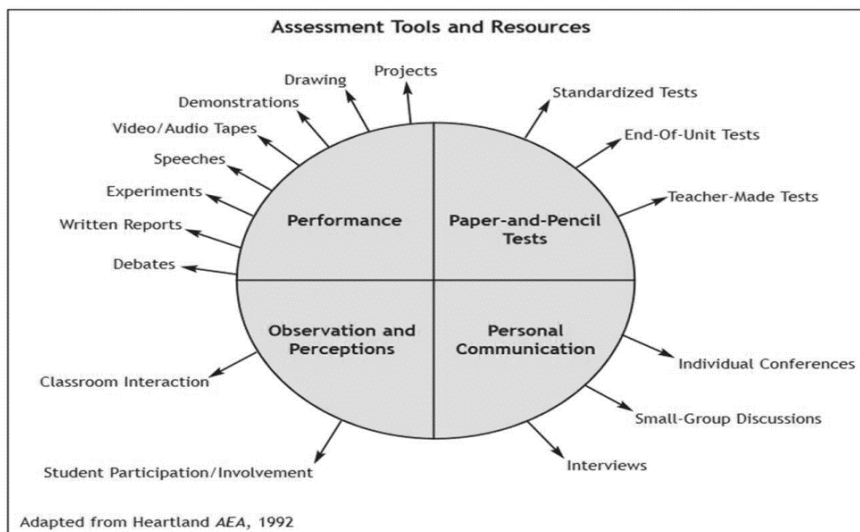
Finally, based on the information that is obtained in the processes of continuous assessment and evaluation activities, teacher has the role of making decisions about the progress of the students, the achievement of their learning results, the advancement of the development of their competencies and, the level of achievement achieved. Thus, he/she makes a final assessment as a "final weight obtained by each student" and communicates it to the student, to his/her classmates (his/her school cloister) and to the student's family.

3.7. PRINCIPLES FOR EVALUATION

Principles of Assessment that Assist Learning and Inform Instruction		
1. An Integral Part of Instruction and Learning <i>Assessment . . .</i> <ul style="list-style-type: none"> • is meaningful to students • leads to goal setting • fosters integration with other curricular areas and application to daily life • reflects instructional strategies used • uses a wide variety of methods • reflects a definite purpose 	2. Continuous and Ongoing <i>Assessment . . .</i> <ul style="list-style-type: none"> • occurs through all instructional activities (observations, conferences, responses, logs) • occurs systematically over a period of time • demonstrates progress towards achievement of learning outcomes 	3. Authentic and Meaningful Language Learning Processes and Contexts <i>Assessment . . .</i> <ul style="list-style-type: none"> • focuses on connecting prior and new knowledge (integration of information) • focuses on authentic context and tasks • focuses on application of strategies for constructing meaning in new contexts
4. Collaborative and Reflective Process <i>Assessment . . .</i> <ul style="list-style-type: none"> • encourages meaningful student involvement and reflection • involves parents as partners • reaches out to the community • focuses on collaborative review of products and processes to draw conclusions • involves a team approach 	5. Multidimensional, Incorporating a Variety of Tasks <i>Assessment . . .</i> <ul style="list-style-type: none"> • uses a variety of authentic tasks, strategies, and tools • is completed for a variety of purposes and audiences • reflects instructional tasks 	6. Developmentally and Culturally Appropriate <i>Assessment . . .</i> <ul style="list-style-type: none"> • is suited to students' developmental levels • is sensitive to diverse social, cultural, and linguistic backgrounds • is unbiased
7. Focused on Students' Strengths <i>Assessment . . .</i> <ul style="list-style-type: none"> • identifies what students can do and are learning to do • identifies competencies in the development of knowledge, skills, and attitudes • considers preferred learning styles • focuses on celebrations of progress and success • provides for differentiation • provides information to compare a student's performance with his/her other performances 	8. Based on How Students Learn <i>Assessment . . .</i> <ul style="list-style-type: none"> • uses sound educational practice based on current learning theory and brain research • fosters development of metacognition • considers multiple intelligences and learning styles • uses collaborative and cooperative strategies • considers research on the role of memory in learning • reflects current models of language learning 	9. Offers Clear Performance Targets <i>Assessment . . .</i> <ul style="list-style-type: none"> • encourages student involvement (setting criteria, measuring progress, working towards outcomes and standards) • encourages application beyond the classroom • provides a basis for goal setting • provides students with a sense of achievement • provides information that compares a student's performance to predetermined criteria or standards

3.8. ASSESSMENT TOOLS AND STRATEGIES

Choosing assessment strategies and tools requires that teachers consider the range of classroom situations that students will experience. A variety of tools and resources may be used.



3.8.1. EXAMPLES OF STUDENT ASSESSMENT TECHNIQUES

There are a number of ways of organizing student assessment and a variety of tools that can be used to carry it out. The choice of techniques will depend largely on what is being evaluated. Students can be assessed by observing them as they are engaged in classroom activities, by measuring how well their work meets specific criteria, or by giving them different kinds of tests. They can be assessed individually or in groups. The assessment can be done by the teacher, by the student himself or herself, or by other students. A number of different tools can be used to record the results of the assessment, for example, checklists, rating scales, or anecdotal records.

The following are some examples of techniques specifically designed to assess different aspects of second language learning. Each technique can be used to assess other aspects of learning than the example given. For example, observation checklists can be used to assess group activities, reflection on learning strategies, the spelling, grammar, and punctuation of written texts, and so on.

3.8.1.1. ANECDOTAL RECORDS

Anecdotal records are systematically kept notes of specific observations of student behaviors, skills, and attitudes in the classroom. Anecdotal records provide cumulative information regarding progress, skills acquired, and directions for further instruction. Anecdotal notes are often written as the result of ongoing observations during the lessons but may also be written in response to a product or performance the student has completed. Systematic collection of anecdotal records on a particular student provides excellent information for evaluation of learning patterns and consistency of student progress. Well-kept anecdotal records provide a valuable, practical, and specific reference about a student.

3.8.1.2. CHECKLISTS, RATING SCALES AND RUBRICS

Checklists, rating scales, and rubrics are assessment tools that state specific criteria that allow teachers and students to make judgments about developing competence. They list specific behaviors, knowledge, skills, attitudes, and strategies for assessment, and offer systematic ways of organizing information about individual students or groups of students.

Checklists usually offer a yes/no format in relation to the specific criteria and may be directed toward observation of an individual, a group, or a whole class. Checklists may be single-use or multiple-use.

Rating scales allow for an indication of the degree or frequency of the behaviors, skills and strategies, or attitudes displayed by the learner. They may be used to gather individual or group information, and are usually single-use. Multiple-use rating scales may be

achieved by having students or teacher complete the same rating scale at different times during the school year and making comparisons.

Rubrics are an expanded form of rating scale that list several specific criteria at each level of the scale. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

The quality of information acquired through the use of checklists, rating scales, and rubrics is highly dependent on the quality of the descriptors chosen for assessment. Their benefit is also dependent on students' direct involvement in the assessment and interpretation of the feedback provided.

3.9. EVALUATION STANDARDS

To learn on evaluation standards, we will use the NCCA materials to understand the evaluation process based on standards, since they have served as the basis for the delimitation of the evaluation processes in the Education Council of Europe and the educational systems of the member states.

4. TEACHING MANAGEMENT OF THE BASIC EDUCATION CURRICULUM: PROGRAMMING OF INTEGRATED DIDACTIC UNITS

As we know, didactic programming is a part of teaching planning that constitutes an inalienable teaching function. In teaching management, it is necessary to start with the didactic programming of learning experiences.

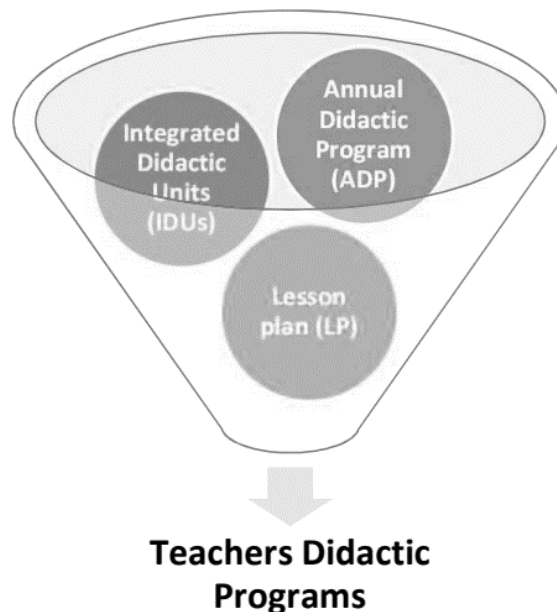
Didactic programs are pedagogical proposals made by teachers that concretize the curriculum. They are the last levels of the official curricula specification, which is proposed by the Ministry of Education through its educational laws, in this case, the LOMLOE.

Remember that, from the official curriculum, we will have four levels of concretion or specification:

- First level: The curriculum in the autonomous communities, which is made public through the Minimum Education Decrees.
- Second level: The curriculum in schools, according to the decrees of the autonomous communities and the school context, as well as the educational project of the school.

- Third level: The curriculum elaborated by the teachers, as didactic programming for a school year. They are the annual didactic programs and their respective fortnightly didactic units that become pedagogical and didactic proposals, that is, proposals for teaching and learning.
- Fourth and last level: The lesson plans, which are the plans for each class or lesson that the students must learn. These plans are obtained, prepared and designed from previously designed teaching units.

Therefore, from the point of view of teaching work, we can find these three levels of concretion:



But, what is the m

programming"?

Remember: It means to elaborate a plan on teaching-learning process for a short term (one school year), that is, an Annual Didactic Program; or very short term (fifteen days), that is its Integrated Didactic Units (more or less they can be 8 or 10).



That means that, at these didactic programs, we decide and specify according to the curriculum: what capacities we are going to develop (competencies); what basic knowledge will the children acquire (basic learning in different curricular areas); under what educational model; how we are going to do it week per week, class per class (methodologies and didactic style); how we are going to evaluate it (evaluation criteria

and instruments); under what fortnightly organization of tasks, activities and exercises we are going to develop it (organization of the IDUs) and; on what periods of time (scheduling).

The Annual Didactic Programming (PDA) and its Integrated Didactic Units (UDIs) are carried out by the teachers themselves.

At Early Childhood education: Integrating the knowledge of different learning areas and competencies.

At Primary education: Integrating the knowledge of different learning blocks of areas in one school years and skills from different competencies and curricular areas.

CHE+PrE: Integrating transversal contents prescribed by the curriculum, which adapts and contextualizes the class group.

It makes a sense of project (Plan of the future) that takes shape in time if it is carried out with the participation of students, teachers and, in some cases, the families.

Likewise, the fact that teachers' didactic programming is influenced by curricular paradigms and by the educational models they wish to follow has already been studied. Let's remember:

EDUCATIONAL PARADIGMS: This means the different ways of educating students.

era aquella capaz de garantizar conocimientos a todos sus alumnos. Hoy pedimos a la escuela no solo saberes, sino 'competencias'.

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El Nuevo Paradigma de la Educación

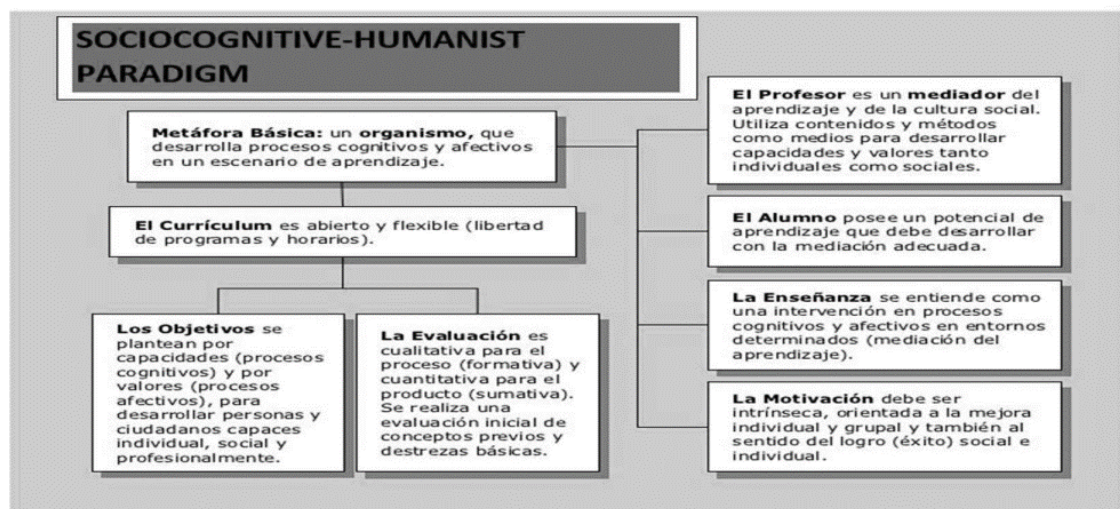
Paradigmas educativos

	Conductista	Humanista	Cognitivo	Sociocultural	Constructivista
Alumno	Es pasivo y disciplinado. Aprende conductas observables, medibles y cuantificables	Es único y diferente a los demás y tiende hacia su desarrollo.	Es un sujeto activo. Desarrolla procesos cognitivos y afectivos	Reconstruye los saberes en conjunto con los otros.	Es activo. Es capaz de crear su propio conocimiento, lleva lo teórico a lo práctico.
Profesor	Autoritario, tienen el control del conocimiento, es quien controla los estímulos.	Es accesible, flexible, ayuda a desarrollar las potencialidades de sus alumnos.	Promueve la reflexión y desarrollo de aptitudes	Da pie a que el alumno se apropie del conocimiento, es interactivo.	Es guía, propicia la enseñanza a partir de la experiencia
Evaluación	Evaluación con pruebas objetivas. Cuantitativa.	Se propone la autoevaluación	Se evalúan los procesos actitudinales, procedimentales y	Evaluación dinámica para diagnosticar el potencial del	Evaluación a partir de las interpretaciones de los alumnos

un paradigma educativo es un determinado marco o perspectiva desde el cual podemos analizar el contexto educativo, comprenderlo, interpretarlo e intervenir sobre él aportando las propias reflexiones e ideas para hacer frente a las distintas problemáticas

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As already we explained, currently, it is the humanist socio-cognitive paradigm that is usually followed in the didactic programming of the stages of early childhood education and primary education. Let's remember what this paradigm consists of:



4.1. PROGRAMMING OF INTEGRATED DIDACTIC UNITS

IDUs are schedule sessions for teaching and learning thinking about the educational needs of students. Concrete experiences are planned with the students for two or three weeks. The IDUs are a part of the ADP (Annual Didactic Program) and they have a specific structure.

4.1.1. PROGRAMMING IDUS SUPPOSES:

- To have a core idea around which the teaching-learning process is organized with a certain group of students.
- In a set time (minimums two weeks).
- With specific competencies (evaluation criteria); contents (basic knowledge, basic learning) and methodologies.
- Thinking about the pertinent tasks, activities and exercise to ensure learning and improve capabilities.

That means that a didactic unit is:

- Globalised: it integrates several areas from curriculum
- based on competences development: By this reason it is oriented to a final product: task and it is evaluated trough evaluation criteria and instruments.
- Contextualised: We consider student's needs, classroom atmosphere, school context and resources, etc.

4.1.2. TO FORMULATE IDUS IT'S NECESSARY TO CONSIDER

- The official curriculum at school (stage curriculum, area and course), collected in the ADP guidelines.
- The sociocultural context
- The psycho-evolutionary development of students
- The specific didactic of the proposed content
- Organization of tasks, activities and exercises.

4.1.3. THE STRUCTURE OF EACH IDU IS

The details on how to develop UDIs and what structure to follow are provided in the materials and guidelines for group design work: Development of IDUs, which will be addressed by small groups throughout the semester. You can see this information in the tool: "Group Work" of MiAulario platform.

5. PROCESSES AND METHODOLOGY FOR EDUCATIONAL RESEARCH; BASIC KNOWLEDGE ON RESEARCHING

To study this topic, we will use a Dialogic Reading based on the author research: Educational Research: Educational Purposes, The Nature of Knowledge and Ethical Issues.

UNIT 2

TUTORING, EDUCATIONAL GUIDANCE AND ATTENTION TO DIVERSITY IN ECHE AND PRIMARU EDUCATION

INDEX:

1. The process for educational guidance and tutorials
2. Educational guidance within the educational law
3. The tutorship within the educational guidance
4. The principles and characteristics of educational guidance (OG) and tutorial action (TA)
5. Models of OG and TA
 - 5.1. Guidance model for student's personal development
 - 5.2. Inclusive educational guidance
 - 5.2.1. Individual EO approach
 - 5.2.2. OE approach from the curricular perspective
6. Processes and methodology for educational research; research on diversity and inclusion

1. THE PROCESSES FOR EDUCATIONAL GUIDANCE AND TUTORIALS

Among the functions of teachers is the following: “the development of educational guidance and tutorial action”.

Educational guidance is an educational process for attention and support of students during their school life, which includes advice to students, as well as advice to teachers, families and the school itself, for making pertinent decisions regarding to the students.

Educational guidance is a process, but also a school service, through this service students are guided so that they can identify their abilities and difficulties, but also to they are able to use their personal resources in a relevant and efficient manner, ensuring a certain school success and progressive personal improvement. This process is developed in coordination with the school's educational guidance department, teachers (especially tutors and classroom teachers) and families.

Educational guidance allows education to be comprehensive (integral), because it ensures that students are cared not only on their academic needs, but also on their personal, psycho-affective and social needs within the school and on their social and family environment.

In early childhood and primary education schools, the educational guidance process is developed through the following professionals:

- Educational counselors (orientadores educativos), whose profession may be teachers, psychologists or social workers, who are in charge of psych affective and social care, evaluating situations in a professional manner, referring the necessary cases to the relevant professionals and managing the necessary resources to care for them. students effectively and efficiently.
- Classroom tutors (tutores de aula), who are teachers in charge of tutoring a class group in academic and non-academic educational aspects in a school year.
- Social workers linked to the school, who are social workers by profession or applied sociologists, who are in charge of the social part of educational guidance.

2. EDUCATIONAL GUIDANCE WITHIN THE EDUCATIONAL LAW

The current educational law La Ley Orgánica 3/2020, de 29 de diciembre (LOMLOE), puts special emphasis on educational guidance, along with tutoring, must be guaranteed because they contribute to the achievement of educational quality. Section 2 of article 2 of the law states:

“Los poderes públicos prestarán una atención prioritaria al conjunto de factores que favorecen la calidad de la enseñanza y, en especial, la cualificación y formación del profesorado, su trabajo en equipo, la dotación de recursos educativos, humanos y materiales, las condiciones ambientales y de salud del centro escolar y su entorno, la investigación, la experimentación y la renovación educativa, el fomento de la lectura y el uso de bibliotecas, la autonomía pedagógica, organizativa y de gestión, la función directiva, la orientación educativa y profesional, la inspección educativa y la evaluación.”

On the other hand, in Art.18 establishes: *“la orientación y la acción tutorial acompañarán el proceso educativo individual y colectivo del alumnado. Así mismo, se fomentará en la etapa el respeto mutuo y la cooperación entre iguales, con especial atención a la igualdad de género.”*

Likewise, article 6, section 3d, states that students have the right to receive educational and professional guidance. Likewise, other sections of the law indicate that:

- Educational and professional orientation of students with an inclusive and non-sexist perspective.
- Tutoring and educational and professional guidance will have special consideration at all school stages, providing personalized socio-educational support.
- The specific educational needs of students with disabilities will be considered.
- The existence of services or professionals specialized in educational, psycho-pedagogical and professional guidance will be guaranteed.

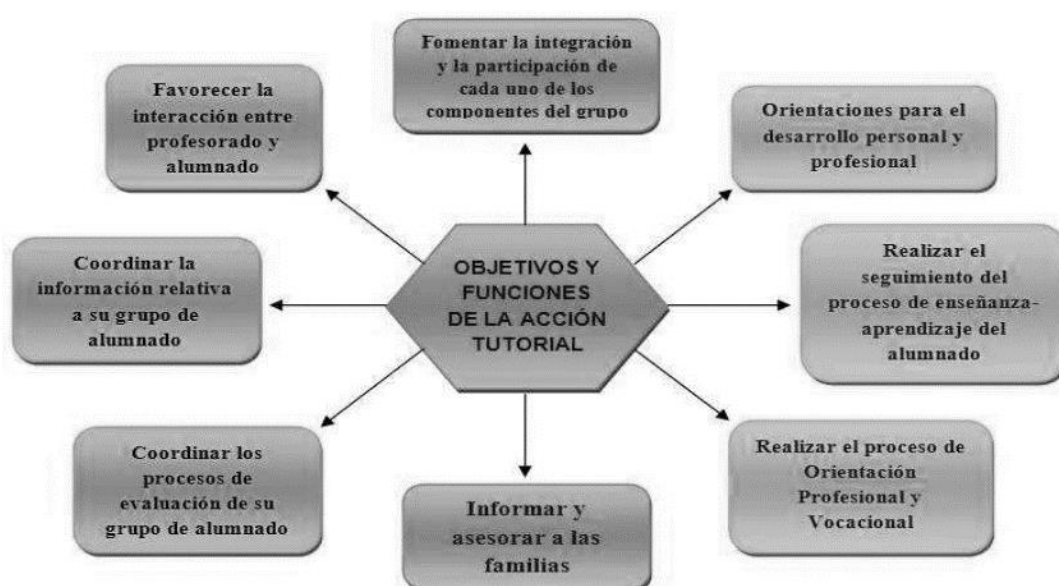
3. THE TUTORSHIP WITHIN THE EDUCATIONAL GUIDANCE

Educational orientation or guidance becomes particular and concrete through tutorial action (tutorship), that is, through a set of permanent activities that are carried out to meet the needs of students. These activities are planned, organized and programmed through the Tutorial Action Plan (Plan de Acción Tutorial o PAT).

One of the explicit purposes included in all general laws on education is the full development of the personality of the students. Education's objective, in addition to intellectually training the student, is to guide their personal, academic and professional development. Consequently, the tutorial action and academicprofessional orientation is part of the educational action and is inseparable from the teaching-learning process.

The tutorial action is a part of the teaching activity and its programming corresponds to the schools. This must be developed throughout both stages and will consist of both personalized and group attention to students and their families, so that academic success

■ Plan Acción Tutorial



is possible and the best options for the personal and academic development of students are offered. The schools are responsible for their annual programming through their Tutorial Action Plan and, it has the following objectives and functions:

The teachers-tutors of each class group are a key piece of the school's tutorial action and pedagogical leadership, in collaboration with the Guidance Department and in accordance with the school's tutorial and academic and professional guidance action plans. The Guidance Department will coordinate the educational intervention of the entire teaching staff that affects their group, especially regarding to planning and evaluation of teaching

and learning processes, personal guidance of students and the relationships between school, families and social environment.

The “tutorial action” will guide the individual and collective educational process of students, paying attention to the orientation of the students and their families, in a special way, regarding transition between the educational stages and subsequent studies.

Because of this relationship between educational guidance and tutorial action a tutor-teacher (professor tutor), has the following functions that we can find within the Tutorial Action Plan:

LA FUNCIÓN TUTORIAL

	¿Qué?	¿Para qué?	¿Cómo?	¿Cuándo?	Requisitos
Tutoría INDIVIDUAL	Acción educativa y orientadora dirigida al alumno individual considerado como PERSONA	Escucharlo. Conocerlo. Comprenderlo. Ayudarlo en sus dificultades, problemas y necesidades. Informarle. Orientarlo. Guiarlo.	Técnicas de Observación y Registro: anecdótico, cuestionarios, escalas... y sobre todo ENTREVISTAS	En cualquier momento a lo largo de todo el curso, cuando sea necesario. En momentos programados para TODOS por igual.	Tiempos previstos para los contactos y los registros. CUALIDADES del TUTOR: escucha, calidez afectiva... COMPROMISOS
Tutoría GRUPAL	Intervención educativa dirigida al grupo de alumnos como entidad psicosocial y unidad de convivencia.	Para ayudar al Grupo en sus etapas de desarrollo: Orientación, Normas, Conflictos, Eficiencia y Final. Desarrollar PROGRAMAS de ORIENTACIÓN	Planificando y desarrollando actividades para cada una de las etapas y para las necesidades educativas del Grupo.	En las reuniones de planificación y coordinación de tutores. En las Sesiones de Tutoría semanal.	Horarios adecuados. CUALIDADES del TUTOR. Motivación. Materiales atractivos y de interés. Evitar rutinas.
Tutoría en el EQUIPO EDUCATIVO	Reunión de todos los profesores que imparten docencia a un mismo grupo de alumnos	Intercambiar información sobre el grupo y los alumnos. Detectar necesidades educativas. Coordinar actividades. Tomar decisiones.	Preparándola previamente. Convocatoria del Tutor con Orden del Día preciso y operativo. Asegurando conclusiones y compromisos.	A lo largo de todo el curso: al menos una al trimestre entre evaluaciones. Cuando el Tutor lo considere necesario.	Voluntad y compromiso de los profesores. Horarios adecuados. Preparación rigurosa previa. Adopción de decisiones si procede.
Tutoría FAMILIAR	Acción comunicativa, educativa y orientadora con los padres y madres de familia, individualmente y en grupo.	Informarles del Centro y del proceso educativo de sus hijos. Conocer su situación y sus características personales. Orientarles. Ayudarles.	En reuniones específicas convocadas por el Tutor. Mediante impresos y documentos y sobre todo ENTREVISTAS a petición del Tutor o de los padres.	Al principio del curso para informarles del Centro. Por cada Evaluación. Cuando se estime necesario y no solamente para conflictos.	Voluntad, motivación y coordinación de Tutores. Programación y preparación de encuentros para todo el Curso. Horarios adecuados.

4. THE PRINCIPLES AND CHARACTERISTICS OF EDUCATIONAL GUIDANCE (OG) AND TUTORIAL ACTION (TA)

The following are the principles of the OG and TA:

- Principle of effective anticipation. That is, they must be preventive and anticipate the possible educational or psycho-affective and social needs of children, as well as the obstacles to their comprehensive development. Because of this principle, students are offered special attention to moments of transition.

- Principle of integrality. That is, OG and TA must be focused on the comprehensive human development of students. It must be an active orientation that facilitates the student's development in the different dimensions of his life.
- Principle of contextualization. That is, a timely social intervention must be developed considering the context that surrounds the student and trying to adapt it when that context represents an obstacle to its development.
- Principle of inclusion. That is, the OG and the TA will support the effective guarantee of the right to education and inclusion, contributing to guaranteeing other educational principles such as equality, equity and quality, according to personal differences and diversity.

The following are characteristics of the OG and the TA:

- Training: It helps to acquire skills for the children's own development.
- Preventive: It minimizes risk factors and teaches how to act in the face of difficulty.
- Permanent: It provides constant support throughout school life.
- Personalized: It serves each student based on their own bio-psycho-social characteristics.
- Comprehensive: It considers the following aspects of students: physical, cognitive, emotional, moral and social.
- Inclusive: It serves all students from their diversity, according to their special and specific needs.
- Recovery (recuperadora): It detects difficulties in a timely manner and intervenes to reduce possible complications.
- Non-therapeutic: it does not replace the psychologist, but rather they work together with other professionals.

5. MODELS OF OG AND TA

There are several OG and TA models but we are going to explain two of them.

5.1. GUIDANCE MODEL FOR STUDENT'S PERSONAL DEVELOPMENT

This model is based on the following components:

- It has as a starting point is the personal Self-Assessment in which:
 - It is built from the quality of interactions with significant people.
 - It is expressed in the student's self-concept and self-esteem.
 - For it to be adequate, it is necessary for an adult to help you know and value yourself.

- The tutor promotes values where it is learned that achieving ethics is the result of cooperation.
- The activities are carried out within the tutoring, integrated into the curricular areas, in the classrooms and within the school's activities.
- It gives to students a vision on their personal future because:
 - Goals are built when one has confidence in one's abilities.
 - Future projection strategies and mission and vision in the world are recommended.
 - It can offer students or their families local, regional, national and international information.
- The OG and the TA provide students and their families with a life plan for improvement, because:
 - It is built after reflecting and deciding what they want to do in their life.
 - Guiding principles linked to their family, community and social context are taught.
 - An activity program is created where the student organizes the previous steps to achieve their goals.
 - Students are encouraged to learn about their options and consult professionals.
 - Students are led to reflect on their relationship with others and value them.
 - Ensure that students are in contact with the needs of their environment.

5.2. INCLUSIVE EDUCATIONAL GUIDANCE MODEL

The author Monge (2010) proposes two orientation perspectives under the inclusive classroom approach, the first is a clinical approach and the second is a psych pedagogical approach:

5.2.1. INDIVIDUAL EO APPROACH

Also called “Deficit Model”. Guidance is a service that meets the demands of students with special or specific educational needs. A psycho-pedagogical diagnosis is made, treatment, advice and information are given. There is no intervention on the student's context. Capacities are developed based on the potential of the student, who has a passive character since he does not intervene in decisions. The teacher is the active agent when deciding the measures to take with the student. Psychometric evaluations are used for treatment and an overprotective attitude towards the student arises, this can lead to underestimation of him. As a consequence of this system, the student understands less and less about the learning activities in class, he does not participate or is motivated. Little by little the situation becomes more problematic for the teacher because he no longer knows what to do with the student.

5.2.2. OE APPROACH FROM THE CURRICULAR PERSPECTIVE

Education is favored in interaction with others. All students, and not just those with special or specific educational needs, are included in school by participating in school and social life. The teacher is a mediator and favors the construction of student knowledge. In this way he tries to find the most suitable learning conditions for the group of students he is in charge of. All students sometimes go through some learning difficulty in some area or group of them and learning difficulties can also result from organizational, curricular and teacher measures.

6. PROCESSES AND METHODOLOGY FOR EDUCATIONAL RESEARCH; RESEARCH ON DIVERSITY AND INCLUSION

As we have studied at DU1, educational research is a scientific process of analysis and systematic investigation of data that allows us to answer the questions posed in relation to a situation or problem.

There is basic research, based on the analysis of bibliographic sources, and applied research, based on scientific experimentation in real contexts. In any case, action research can use quantitative, qualitative or mixed methods.

Regarding topics and lines of research, educational inclusion and diversity is one of the most common topics that are studied within educational research. Therefore, in this section we will review a scientific article that has carried out one of these investigations.

To study this topic, we will use a Dialogic Reading based on the author research.

UNIT 3

EDUCATIONAL CONTEXTS OF EARLY CHILDHOOD EDUCATION AND PRIMARY EDUCATION SCHOOLS

INDEX:

1. The school stage from 0 to 6 and 6 to 12 years old as contexts of ECHE and Primary Education
 - 1.1. Who are our Early Childhood children (0-6 years old) and what do they need?
 - 1.1.1. Who are children at 0-3 years old? What do they need?
 - 1.1.2. Who are children at 3-6 years old? What do they need?
 - 1.1.2.1. Psychomotor development
 - 1.1.2.2. Cognitive development
 - 1.1.2.3. Sexual development
 - 1.1.2.4. Affective development
 - 1.1.2.5. Early Childhood stage is characterized because students will be able to
 - 1.1.3. Who are children at 6-12 years old? What do they need?
 - 1.1.3.1. Psychomotor development
 - 1.1.3.2. Cognitive development
 - 1.1.3.3. Affective development
 - 1.1.3.4. Psychosexual development
 - 1.1.3.5. Primary education is characterized because students will be able to
2. Educational policies in the local, national, European and international contexts
3. The context of the school in urban and rural areas
 - 3.1. What do we understand as “rural school”?
 - 3.2. Types of rural schools
 - 3.3. Teaching and learning processes in rural schools
 - 3.4. Autonomy and methodology for educational research; research on education in rural and urban areas

1. THE SCHOOL STAGE FROM 0 TO 6 AND 6 TO 12 YEARS OLD AS CONTEXTS OF ECHE AND PRIMARY EDUCATION

The characteristics of children according to their age, and the characteristics of the educational stages in which they are enrolled, become true contexts for education. Teachers need to consider these contexts to best adapt their teaching to those characteristics and needs.

In this topic we are going to study the characteristics that boys and girls have according to their age, as well as the characteristics of the stages provided for by the educational system itself through its laws. Both are aspects that teachers need to know very well and act accordingly.

1.1. WHO ARE OUR EARLY CHILDHOOD CHILDREN (0-6 YEARS OLD) AND WHAT DO THEY NEED?

As is known, early childhood education is organized into two cycles that range from 0-3 years and from 3 to 6 years. But, according to the stages of evolutionary development, at an emotional, cognitive, psychomotor and social level, children have developmental needs and educational needs that must be addressed as teachers.

1.1.1. WHO ARE CHILDREN AT 0-3 YEARS OLD? WHAT DO THEY NEED?

- They are children in constant growth, maturation and development.
- Psychomotor development: cephalocaudal, near-distal, global-specific movements.
- Cognitive development: two stages: sensorimotor (from birth to 2 years); preoperational (from 2 to 7 years old).
- Affective development (Erickson-Psycho-social theory)

Two stages:

- Oral stage, of pleasure and satisfaction through oral stimulus (0-1.5 years).
- Anal stage, of pleasure through bowel movements (1.5-3 years).

They face two crises:

- Crisis of confidence VS Basic distrust
- Crisis of autonomy VS Feelings of shame and doubt

1.1.2. WHO ARE CHILDREN AT 3-6 YEARS OLD? WHAT DO THEY NEED?

1.1.2.1. PSYCHOMOTOR DEVELOPMENT

Maturation of the muscular and nervous system and bone structure, motor skills and appearance of the first dentition.

1.1.2.2. COGNITIVE DEVELOPMENT

Stage; preoperational (from 2 to 7 years old). The symbolic function is developed (representing places and events of your inner world, of your own world). It manifests in language, deferred imitation and symbolic play. There are still limitations imposed by self-centeredness and irreversibility. It can stimulate and develop cognition.

1.1.2.3. SEXUAL DEVELOPMENT

At 3 years: they adopt a gender identity. His masculinity or femininity is manifested by the choice of the styles of games and friends.

1.1.2.4. AFFECTIVE DEVELOPMENT

(Erickson-Initiative VS Blame Stage.) He grows interested in interacting with other children, testing his skills and abilities. Children are curious and it is positive to motivate them to develop creatively. In the event that the parents react negatively to the children's questions or their initiative, it is likely to generate guilt.

- This level of development and growth continues to strengthen until age 8, which is why we present the following table that summarizes the characteristics of children according to these ages:

	De 0 a 12 meses:	De 12 meses a 2 años	De 2 años a 4 años	De 4 a 8 años
Desarrollo cognitivo	-Empieza a percibir enfado, enojo y diferentes sentimientos -Comienza a distinguir tamaños, texturas y distancias -La vista y los oídos son los sentidos principales	-Distingue aún más las texturas y distancia, toma objetos para medir su aspecto, tamaño y peso -Asocian la imagen e un cuento con la historia narrada	-Se consolida la memoria -Recuerda colores, tamaños y objetos que no están frente a sus ojos.	-No confunden la realidad con la fantasía 
Desarrollo motor	-Perfecciona su movimientos -Fortalece sus músculos corporales -Comienza a gatear y a dar sus primeros pasos	-Fortalece sus músculos en las piernas y brazos por lo que empieza a caminar, tomar y arrojar cosas 	-Tiene mayor autonomía porque mantiene el equilibrio él solo y coordina sus movimientos -Comienza el desarrollo motor fino.	-Desarrolla por completo sus movimientos -Se acrecienta los movimientos de motricidad fina
Comunicación	-Se comunica con sus padres mediante el llanto -Alrededor de los 7 meses empieza la articulación de sílabas sueltas 	-Se comunica mediante palabras cortas como «toma» o «dame» -Comienza a pronunciar las sílabas con mayor fluidez	-Comienza a jugar con otros niños de su misma edad -Conoce hasta 1000 palabras, lo que le permite formular oraciones cortas	-Tiene una estructura formada de las oraciones y puede comunicarse mediante la lectura-escritura 
Aprendizaje emocional	-Comienza a relacionarse con su entorno de manera afectiva -Reconoce qué le agrada y lo que no le agrada	-Se incorporan otros tanto sentimientos aunque aún no logra diferenciarlos -Surgen las primeras rabietas	-Pueden surgir episodios de rebeldía. Eso es consecuencia que no pueden expresar todas sus emociones.	-Reconoce sus emociones -Incorpora nociones como justicia-injusticia; moral- inmoral -Surge la empatía 

1.1.2.5. EARLY CHILDHOOD STAGE IS CHARACTERISED BECAUSE STUDENTS WILL BE ABLE TO

- Develop learning experiences that allow them to develop psychomotor skills, knowledge of the environment, socialization, emotional regulation and affections.
- Become aware of their own knowledge and development.
- Learn basic work routines and habits.
- Develop language, with a basic vocabulary that facilitates communication.
- Learn the initial values of good living.
- Learn some basic mathematical knowledge that allows them to understand their surroundings.
- Start knowledge of your body and its possibilities.
- Build the basis for the subsequent acquisition of scientific-cultural knowledge.
- Become aware of their physical and psychic health.
- Learn how to participate in class.
- Become aware of the group and the rules to interact with their classmates and adults.
- Learn the basics of work using ICTs.
- Feel safe, in a positive and motivating school environment and classroom climate.
- Feel valued and respected in their diversity and in their development processes.
- Develop autonomy, confidence and security in the cognitive, psychomotor, affective, cultural and moral.
- Being professional people, knowledgeable about their own practice, and in joint reflection processes, understand the actions and act with empathy, balance and educational autonomy. And be able to value, build and evaluate their own work.

1.1.3. WHO ARE CHILDREN AT 6-12 YEARS OLD? WHAT DO THEY NEED?

1.1.3.1. PSYCHOMOTOR DEVELOPMENT

Less rapid growth Increase their height and weight gradually. They lose their milk teeth and the final teeth appear. Girls (9-10 years old) begin to develop secondary sexual characteristics. Boys (9-10 years): stronger, faster, improved coordination and improved motor skills.

1.1.3.2. COGNITIVE DEVELOPMENT

They are be able to perform operations that are directly related to objects and then learn to solve operations in an abstract way. In this period the child becomes able to internalize. Mastery of language fluently.

Increase objectivity. The capacities of classification (grouping objects) and conservation (recognizing qualities and quantities of the material) appear.

Concrete logical operations allow the child to perform hierarchies, categories, series and sequences. They are crucial skills to master: basic reading, math skills and social interaction

1.1.3.3. AFFECTIVE DEVELOPMENT

Interest in how things work and try to carry out many activities by themselves, putting their knowledge and skills to use. Important the positive stimulation that the school can offer you, at home and by the peer group. Failures or comparisons with others can develop a sense of inferiority and insecurity. Importance of moral codes.

1.1.3.4. PSYCHOSEXUAL DEVELOPMENT

The hormones referred to sexual development begin with great gradual activity. At 8 years: increased activity of sex hormones.

Recognition of sexual preference. Sexual interest is reflected in feelings of aversion and shame towards the opposite sex.

Around 8 years old, same-sex groupings are created. There are several characteristics associated with the male and female concept.

Girls: the attraction for idols such as singers, movie stars, etc. appears.

Boys: play outdoors in large and heterogeneous groups, they choose competitive games. The boys' games are characterized by the existence of frequent disputes.

Necesidades de la Infancia
de 6 a 12 años

DESARROLLO EMOCIONAL

- Están aprendiendo a ser independientes.
- Cuando se sienten preocupados/as o asustados/as pueden comportarse de manera irritante.
- Pueden disfrutar hablando de sus sentimientos, emociones y relaciones.
- Empiezan a identificarse menos con su familia y más con sus amigos/as. Necesitan su propio espacio.
- Todavía le gustan los abrazos y los besos.

DESARROLLO SOCIAL

- Todos/as necesitan un amigo/a. Con él/ella experimentarán muchas cosas nuevas. Cuando se sientan seguros/as, harán más.
- La familia, las amistades, el profesorado y la gente que les rodea son muy importantes.
- Aprenden a entender las necesidades y expectativas de los demás y a actuar en consecuencia.
- Necesitan modelos adecuados para aprender conductas positivas.
- Necesitan a alguien que les escuche y que crea en ellos/as.

LENGUAJE Y PENSAMIENTO

- Ya tienen un dominio importante de su lengua materna. Algunos/as hablan más de un idioma.
- El vocabulario se amplía de manera muy importante.
- A los 12 años, la mayoría leen perfectamente y entienden las conversaciones de las personas adultas.

Fuente: Manual Cantabria. Procedimientos y criterios de actuación de los Servicios Sociales de Atención Primaria, 2007.

Logos: rea, Junta de Castilla y León, Servicios Sociales de Castilla y León.

1.1.3.5. PRIMARY EDUCATION IT'S CHARACTERISED BECAUSE STUDENTS WILL BE ABLE TO:

- Understand and produce oral and written messages in Spanish or another language.
- Communicate through means of verbal, body, visual, plastic, musical and mathematical expression.
- Develop logical, verbal and mathematical reasoning, aesthetic sensibility, creativity and the ability to enjoy works and artistic manifestations.
- Use in solving simple problems.
- Identify and raise questions and problems from daily experience
- Act with autonomy in habitual activities and in group relationships.
- Collaborate in the realization and planning of group activities, accept the rules that are democratically established.
- Establish balanced and constructive relationships with people in familiar social situations, behave in solidarity, recognizing and critically assessing differences.
- Appreciate the basic values that govern life and human coexistence and act accordingly.
- Understand and establish relationships between facts and phenomena of the natural and social environment, and contribute to the care of the environment.
- Know the cultural heritage, participate in its conservation and improvement.
- Know and appreciate the body itself and contribute to its development.

In any case, both for early childhood education and primary education, it is necessary to prepare educational scenarios or contexts that respect 14 pedagogical principles:



2. EDUCATIONAL POLICIES IN THE LOCAL, NATIONAL, EUROPEAN AND INTERNATIONAL CONTEXTS

The meaning of education policies is related to:

A Concept: Set of measures put in place by the education system and administrations to regulate education and guarantee the right to education and the achievement of educational objectives.

Examples:

- The educational objectives to achieve
- Deadlines to achieve common successes
- Common plans and programs
- Type of financing
- Type of curriculum
- The educational model
- Students' studies certification
- Studies duration
- Types of teacher training
- Ways to access to the public teaching function
- Student admission systems Some policies delimit the process to respond to the environment demands and their contexts:

DEMANDAS SOCIALES

- Contexto: sociedad del conocimiento
- Algunas características:
 - Necesidad de aprender a lo largo de toda la vida
 - Necesidad de interactuar mejor interculturalmente
 - Necesidad de conocer más idiomas
 - Necesidad de usar las tecnologías de la información y la comunicación
 - Necesidad de ser más flexibles
- Respuesta de los sistemas educativos
 - Recomendación del Parlamento europeo de 26/09/06
 - Incorporación de las competencias clave a los currículos
 - Uno de los puntos de referencia 2010 de la Unión Europea
 - Las competencias clave presentes en los procesos de reforma de los sistemas educativos.
- En la sociedad del conocimiento cambia el concepto de aprendizaje

Conseguir información → Construir conocimiento → Aplicar el conocimiento en diferentes contextos

upna

REQUISITOS Y CONTEXTOS EDUCATIVOS 2012 FHOE DRA. M.I. GARIBI

Policies forced the process of internationalization of education by 4 reasons:

- Allows the construction of a European identity as a common development space.
- Make educational systems appropriate structures for the training of citizens.
- Secure training and basic studies easily recognizable by different countries.
- To be part of supra national agreements related to the labor market.

In Spain, schools located in cities with more than 30,000 inhabitants are considered urban schools, while those located in less populated areas are referred to as non-urban. In Navarre 22% of population lives in rural areas.

In urban areas the school spaces are smaller, while in rural areas the spaces are large. Urban areas have more advances in technology, science and economy than rural areas. The pace of life is faster in urban areas than in rural areas, which is why communication with parents becomes more difficult.

The urban context constitutes a relevant support in the formation and maintenance of individual communities (Grannis, 2009), serving as a catalyst for activities and social interaction. For example, parks or shopping centers close to places of residence would facilitate joint social activity. Because education in the rural context has its own characteristics, we are going to study this topic.

3.1. WHAT DO WE UNDERSTAND AS “RURAL SCHOOL”?

According to the author Bernal (2014): "It is a school in a rural geographic space far from the city. It can be called: rural school, school in rural spaces, school in rural areas. A Rural school characterized by:

- Diversity: according to demographic, physical, cultural, economic, communications context, etc.
- Low population density, which causes the educational service to be mostly public.
- Teachers not only poorly prepared for the special circumstances of different teaching-learning (children from different grades at the same time who must be prepared for an urban world), but also with an attitude conditioned by their urban origin.
- Heterogeneous students: in their social, economic and personal composition, grouped by different ages, which requires flexible didactic work.
- Shortage of children and a certain isolation due to the deficit in communications.
- The ratio is usually low, with a very high cost for educational administrations, although this allows greater proximity to students.
- Infrastructure and resources remain scarce.
- An organization of a different type to the urban school.
- Schools are small, sometimes with fewer than 25 students.
- They have been grouped by organizations such as the CRIE (Rural Center for Educational Innovation) to promote socialization of these students and work as a network.

3.2. TYPES OF RURAL SCHOOLS

Rural schools where the majority of the population is dedicated to agricultural or livestock tasks using very little developed technology, following values and a symbolic universe of the rural world (traditional rural towns).

Rural schools integrated in towns that still suffer from the crisis that a good part of the Spanish rural environment experienced between the 70s and 90s: fading of traditional schemes, emigration, hasty depopulation, ridicule of rural areas, etc.

Rural schools in towns that have overcome that crisis and are now experiencing a small resurgence, thanks to agricultural technology (modern rural towns).

3.3. TEACHING AND LEARNING PROCESSES IN RURAL SCHOOLS

Academic Advantages (Uttech, 2016):

- The youngest students seek to imitate the behaviors of the older ones.
- Inter-student cooperation and understanding is mutual.
- The little ones can listen to more advanced learning strategies
- Spirit of cooperation: less intergroup conflicts.
- Improvement of the social and emotional climate
- Feeling of effectiveness
- In France and Spain: academic performance levels may be slightly higher than in urban areas.
- They can achieve greater instructional autonomy.

Social advantages (Moreno 2012):

- Being small in size, when it comes to meeting needs, less is more.
- They can become more effective and productive schools
- Lower rate of school failure and dropout.
- Fewer behavioral problems.
- Greater involvement and participation of fathers and mothers in school.
- Greater relationship with members of the educational community.
- Schools can achieve greater administrative autonomy

3.4. AUTONOMY AND METHODOLOGY FOR EDUCATIONAL RESEARCH; RESEARCH ON EDUCATION IN RURAL AND URBAN AREAS

To study this topic, we will carry out a class activity based on the research of the authors ÁlvarezÁlvarez and Gómez-Cobo. Research entitled: La Escuela rural. ¿Un destino deseado por los docentes?

UNIT 4

ORGANISATION AND FUNCTIONING OF EARLY CHILDHOOD EDUCATION AND PRIMARY EDUCATION SCHOOLS AND CLASSROOMS

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2. Objectives, autonomy and participation on organisation
 - 2.1. Basic objectives of school organisation
 - 2.2. Autonomy of educational centres to organise themselves
 - 2.3. Right of families on educational organisation and participation
 - 2.4. Organisation of state-funded schools
3. The organisation of the classroom as an educational process
 - 3.1. Auditorium style organisation: students sit in front of the teacher
 - 3.1.1. Functionality
 - 3.1.2. Disadvantages to consider
 - 3.2. Seminar style: students sitting in a circle, square or U
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4. Processes and methodology for educational research; research on educational organisation
 - 4.1. Researching on organisation process
 - 4.2. Researching on the observation process in the context of children's education

1. PREVIOUS KNOWLEDGE ON EDUCATIONAL ORGANISATION

As we know, educational organization is an educational process that is part of educational administration, which develops the processes of: organize, direct, execute and control.

For their organization, all educational centers must comply with the provisions of the regulations, which is why they start from the legislative organization, which reflects the guidelines that they must comply with at the organizational level.

Hence, educational organization encompasses a compendium of regulations, administrative processes, governance and control systems necessary for schools to carry out their educational and organizational functions.

The educational organization is made up of various elements such as:

- Material and educational resources: the centre building itself, additional facilities, tools used whether audiovisual, plastic or books, etc.
- Human resources: made up of the centre's professionals who provide teaching, administration or support in another professional field related to the education and development of students.
- Functional and formal resources: educational laws and advisory educational bodies —such as the educational inspection—.
- Auxiliary and complementary resources: elements that accompany all of the above to reinforce them, such as extracurricular activities or early care services.

There is an organizational framework for teachers to carry out organizational activities at schools and classrooms. According to LOE (2006), Art. 14, these are the organizational principles for ECHE:

- The stage of early childhood education is organized in two cycles. (0-3 and 3-6 years)
- Each cycle is collected by educational centres.
- In both cycles of early childhood education different development aspects will be addressed progressively. It will also facilitate that children develop a positive and balanced image of themselves and acquire personal autonomy.
- Educational contents of early childhood organized in areas of the child development experience, addressed by meaningful and interesting global activities for children
- To promote a first approximation to the foreign language
- To promote a first approach to reading and writing
- Initiation in: basic numerical skills, information and basic visual and musical expression

- Methods based on: experiences, activities and play. In a environment of confidence and affect to foster self-esteem and social integration.
- The educational authorities will determine the educational contents of the first cycle of early childhood education in accordance with the provisions of this chapter.

As well as, you should remember that, for the organization of teachers within the school, we have two types of people's organizational structures:

- Governing Bodies (Unipersonal and Collegiate).
- Coordination Bodies (Pedagogical Commissions, Educational Support Commissions, Guidance and Tutoring Team; Teams of area teachers).

There are three other forms of organization for teamwork and collaboration among teachers. These are:

- Vertical organization: formed by the governing and coordinating bodies of the center and the structuring that they establish to carry out their work in cooperation with all members.
- Horizontal organization: referring to the collaboration and execution of directly associated tasks between teachers who teach at a teaching level or with a classroom group.
- Staff organization: it is a compendium of the previous two, both in their forms and methods of cooperation between them.

2. OBJECTIVES, AUTONOMY AND PARTICIPATION ON ORGANISATION

2.1. BASIC OBJECTIVES OF SCHOOL ORGANISATION

The school organization has the following as its fundamental objectives:

- Planning or organization Scholl activities according to quality criteria: includes the most organizational aspect where the operation of the center itself is established. From the objectives to be met to how to establish schedules, classroom distribution, coordination, students...
- Have clearly established values and norms that guide the work and education process of the center's educational community, defining its goals.
- A good relationship, communication and coordination between the teachers themselves and also with families and students.
- Establish spaces where everyone can express their ideas and contribute benefits to the operation of the center. For this, there are the different collegiate and coordination bodies established in the school.
- Structure the functions of each member of the school and their work.

- Distribute the different coordination tasks that must be carried out among the professionals who teach and work there.
- Prepare a calendar that establishes how, when and at what times you should meet, work or carry out any of the tasks entrusted to you.
- Organize both material and human elements (students, teachers, service personnel, families...), logistical elements, always around the educational objectives and inclusion objectives and quality objectives that are pursued.

All these premises are the fundamental basis for the teaching and learning process to be carried out effectively in an educational center. The very progress and development of education requires cooperation and coordination between all members of an educational community.

2.2. AUTONOMY OF EDUCATIONAL CENTRES TO ORGANISE THEMSELVES

Article 21 of Royal Decree 157/2022 recognizes and promotes the autonomy of schools for their organization and operation, within the limits indicated by the legislative framework. Specifically, it is noted that:

- Educational administrations will facilitate the centers in the exercise of their pedagogical, organizational and management autonomy, in the terms set forth in Organic Law 2/2006, of May 3, and in the regulations that develop it.
- It is up to educational administrations to contribute to the development of the curriculum by promoting the development of open models of teaching programming and teaching materials that meet the different needs of students under the principles of Universal Design for Learning.
- Likewise, they will encourage centers to establish flexibility measures in the organization of areas, teaching, spaces and times and promote methodological alternatives, in order to personalize and improve the learning capacity and results of all students.
- The centers will establish the specification of the curricula established by the educational Administration and will incorporate it into their educational project, which will promote and develop the principles, objectives and methodology of competency learning oriented to the exercise of active citizenship.
- Likewise, the centers will promote educational commitments with the families or legal guardians of their students, in which the activities that the members of the educational community agree to develop to facilitate the academic progress of the students are recorded.
- In the exercise of their autonomy, centers may adopt experimentations, pedagogical innovations, educational programs, work plans, forms of organization, rules of coexistence or extension of the school calendar or the teaching hours of areas or areas, in the terms established. established by the

educational administrations and within the possibilities permitted by the applicable regulations, including labor regulations, without, in any case, involving discrimination of any kind, nor entailing the imposition of contributions to mothers, fathers, tutors or guardians. legal or requirements for educational administrations.

- To guarantee the continuity of the training process and a positive transition and evolution from Early Childhood Education to Primary Education and from this to Compulsory Secondary Education, educational administrations and centers will establish mechanisms to promote coordination between the different stages.

2.3. RIGHT OF FAMILIES ON EDUCATIONAL ORGANISATION AND PARTICIPATION

Article 24. Participation and right to information of mothers, fathers, guardians or legal guardians:

Mothers, fathers, guardians or legal guardians must participate and support the evolution of the educational process of their sons, daughters, wards, collaborating in the support or reinforcement measures adopted by the centers to facilitate their progress. They will also have the right to know the decisions related to their evaluation and promotion, as well as access to the official documents of their evaluation and to the tests and documents of the evaluations carried out on them, in the part referring to the student of which in question, without prejudice to respect for the guarantees established in Organic Law 3/2018, of December 5, on the Protection of Personal Data and guarantee of digital rights, and other applicable regulations regarding the protection of personal data.

2.4. ORGANISATION OF STATE-FUNDED SCHOOLS

This topic is based on a set of questions that have been answered by the speaker Mr. Javier Lasheras Gurrucharri and whose presentation I recommend studying. You can find it in “Autonomous study” tool. Specifically, the following issues are addressed:

- Key concepts: What is meant by a charter school and how is the agreement reached with the regional governments, in this case that of Navarra? Are charter schools obliged to follow the guidelines of the educational system and educational administrations, in their laws and decrees?
- Networks: Do state-funded schools work in networks? What are your networks?
- Religious and non-religious: Are all state-funded schools religious? Could you explain the differences to us?
- Educational practice in concerted network: Could you give us examples of concerted schools in Navarra? Currently, which ones have the best prestige and why? (some videos of charter schools renowned for their educational innovation)

- Organisation, operation and hiring of teachers: How do state-funded schools function at an organizational level? How are they financed? Why do some charter schools maintain a separation by sex? How can a teacher be employed at a charter school?

3. THE ORGANISATION OF THE CLASSROOM AS AN EDUCATIONAL PROCESS

As we have already studied, educational spaces are educational contexts that become environments for learning. Likewise, students interact in these spaces, with each other and with the spaces themselves and the materials in them.

One of the spaces most used by students and teachers are the classrooms.

Organizing the classroom is an educational process carried out by teachers at the beginning and during their school year.

The classroom can be organized around activities such as: assembly, corner work, plenary exhibition; manipulation of objects; for individual work; for group work; for exhibition of objects; for experimentation, etc.

The purpose is for teachers to combine each of the different ways of organizing the classroom space and the students within it, at different times and depending on the objectives you intend to achieve.

On the other hand, to organize the spaces to work, the teacher is required to prepare the educational materials that the students are going to use, as well as define the place where said materials will be arranged, their signage and the rules of use.

In any case, there are some basic ways to organize students in the classroom, which we discuss below:

3.1. AUDITORIUM STYLE ORGANISATION: STUDENTS SIT IN FRONT OF THE TEACHER

3.1.1. FUNCTIONALITY

This arrangement can create spaces on the sides, in the center or in the back through which the teacher can move.

It can be useful when it comes to giving classes to give basic explanations or foundations of a concept, knowledge or procedure, since it is easier to distribute the gaze among the attendees and focus their attention on your presentation.

It can also help us when students have to present a work in front of others and by increasing the pressure they feel with this type of arrangement, we also train them for future situations in which they could be trained.

3.1.2. DISADVANTAGES TO CONSIDER

This arrangement prevents face-to-face contact between students since the only thing they see is the teacher directly (if they are in the front row) or the teacher and the backs of his classmates (when they are in the back rows). Therefore, it is not convenient to use this provision for all cases.

Interaction and participation between group members is reduced since they adopt a preferably listening role.

3.2. SEMINAR STYLE: STUDENTS SITTING IN A CIRCLE, SQUARE OR U

3.2.1. FUNCTIONALITY

Noticeably increases student participation in any type of activity, debate, that you propose.

The classroom becomes a more democratic space in which both teacher and student are part of the teaching-learning process.

They do not need so many rules at the level of discipline and respect since they self-regulate among themselves. That is to say, if a student is talking and disturbing the rest, it is the group itself that makes gestures to him so that he respects his classmates' turn to speak.

3.2.2. DISADVANTAGES TO CONSIDER

When the number of students is excessively large, it can be very difficult to find a classroom that allows everyone to be located in a U-shape.

The furniture in many classrooms does not usually allow tables to be placed in a circle without taking away a lot of movement space.

3.3. FACE TO FACE STYLE: STUDENTS SITTING FACE TO FACE

3.3.1. FUNCTIONALITY

Being a “confrontational” position also provokes many more discussions and debates that can enrich the learning and critical spirit of the students.

It easily allows you to work in pairs or quartets, thus also creating the possibility of starting out in team work.

3.3.2. DISADVANTAGES TO CONSIDER

It is a setup that easily allows for distractions as many topics arise within the group that sometimes have nothing to do with the content of the session.

We spend more time in creating sufficient discipline so that speaking turns are respected, so that colleagues are listened to, etc.

In some arrangements, some students turn their backs to others and this makes communication and interaction with classmates behind them difficult.

3.4. GROUPED STYLE: STUDENTS SITTING IN SMALL GROUPS

3.4.1. FUNCTIONALITY

It allows the development of collaborative learning activities and enhances teamwork skills: collaboration, coordination, distribution of tasks and roles, etc.

Students who have more difficulty working in large groups feel calmer in a small group and their integration in it can increase.

The group feeling is reinforced internally since they not only get to share aspects related to the classroom, but mutual knowledge between them increases.

3.4.2. DISADVANTAGES TO CONSIDER

On some occasions it can weaken the feeling of belonging to the “Big Group” and increase competitiveness between the different islands created.

From some positions it can be more difficult to observe the teacher, a classmate who is speaking or even the explanations given on the blackboard.

3.5. CROSS LOCATION STYLE: STUDENTS SITTING IN GROUPS, BUT NOT FACING EACH OTHER

3.5.1. FUNCTIONALITY

It causes fewer distractions than locations where students are face-to-face with each other.

Like the previous style, it allows you to develop cooperative learning and teamwork activities.

By creating empty spaces, the visibility of other colleagues who are located at other tables is increased.

3.5.2. ASPECTS TO CONSIDER

On some occasions it can weaken the feeling of belonging to the “Big Group” and increase competitiveness between the different islands created.

Being in small groups, it is easier for them to strengthen ties with peers from the same group, but they are not reinforced as much with peers from other groups.

4. PROCESSES AND METHODOLOGY FOR EDUCATIONAL RESEARCH; RESEARCH ON EDUCATIONAL ORGANISATION

4.1. RESEARCHING ON ORGANISATION PROCESS

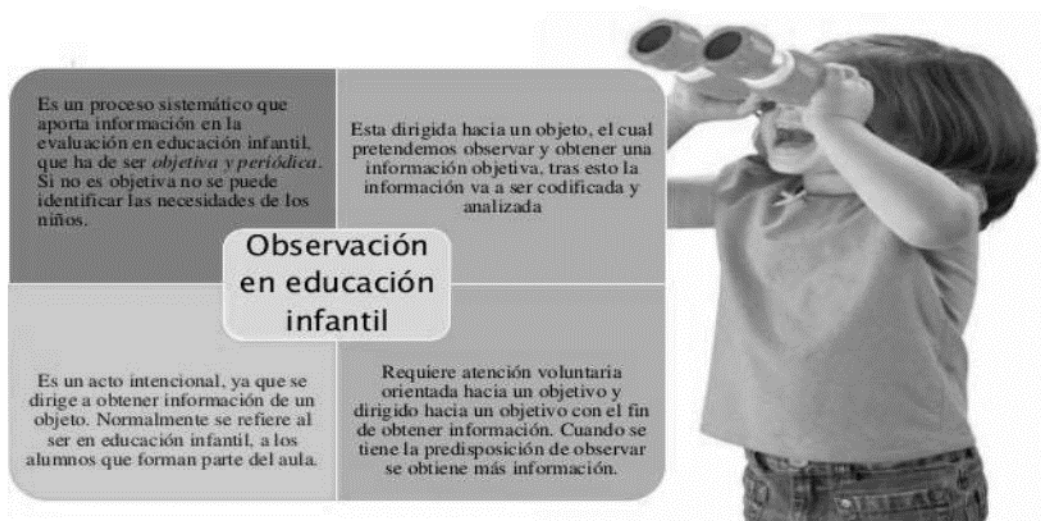
Research on school organization indicates that, in the educational practice of schools, there are two types of school organization:

- Bureaucratic school organizations, which are characterized by:
 - Isolated and individual work.
 - Lack of spaces where personal relationships are enhanced.
 - Separation between planning and administration by the management team and the execution carried out by the teachers.
 - Hierarchical structure.
 - The tasks and activities have very clear regulations and guidelines.
- Collaborative organizations, which are characterized by:
 - They recognize the autonomy of teachers and their professionalism when teaching within their own classroom.
 - Decisions are not made unilaterally but are reached by consensus among all members.
 - The tasks and activities carried out are part of the curriculum and are carried out cooperatively.
 - The structure itself is collegial through different bodies and coordination elements that encourage the participation of all teachers, families and students.

4.2. RESEARCHING ON THE OBSERVATION PROCESS IN THE CONTEXT OF CHILDREN'S EDUCATION

Considering that, both in Early Childhood Education and Primary Education, the teacher is an innovator in his teaching practice, we must say that observation is the ordinary procedure necessary and required in the context of early childhood education.

Systematic Observation in Early Childhood Education is the process by which teachers are attentive to the way in which students learn and develop their educational processes within school. The following figure summarizes the concept and characteristics of this process:



The purpose of observation is to collect evidence about the development (of competencies) and the learning acquired by students, in order to evaluate and measure. The following figure tells us what are the results that we can obtain for these purposes:

¿QUE VAMOS A CONSEGUIR CON LA OBSERVACIÓN?

1. A lo largo del día vamos a presenciar una gran sucesión de comportamientos. Mediante la observación daremos importancia a aquellos que puedan comprometer el trascurso normal de la clase.

2. Destacar las interacciones que se producen en la clase, entre compañeros, con profesores, materiales...

3. Nos permite enlazar con cada niño, comportamientos. Por ejemplo si un niño es violento. Dependiendo de ello se deberá adaptar la metodología.

4. Identificar con precisión a los niños en cuanto a nivel de desarrollo, características de personalidad, conflictos y dificultades de aprendizaje.

5. Identificar casos particulares de niños que puedan tener diversos problemas y comprometa a su desarrollo y equilibrio. Dando la necesidad de diversas estrategias de actuación.

6. Adequar los aprendizajes a las necesidades y capacidades de los niños, comprobando continuamente que la metodología sea la adecuada para su correcto desenvolvimiento.

Observation has these two limitations:

- It requires, within the school, other evaluative processes that complement it.
- It is not possible to observe the development of children outside of school, in society or at home.

Hence the importance of maintaining close communication with families.

At a methodological level, researchers point out that observation is a complex action that must use objective instruments, such as a checklist, standards, rubrics and evaluation criteria that are always present in the teachers' minds.

Based on methodological criteria, systematic observation at school is classified as:

- **Direct Observation:** When children are directly observed by the teacher during an activity they are doing and that has expected results.
- **Indirect Observation:** When children are observed through their work or activities that they have done.
- **Casual Observation:** When behavior is observed that has not been planned.
- **Deliberate observation:** when what is observed has been planned.
- **Focused observation:** When a specific aspect of children's behavior is observed.
- **Participatory observation:** When children prepare together with the teacher what can be observed.
- **Individual Observation:** When the observation is directed at a single student.
- **Group observation:** When the observation is directed at a group of students.

Regarding the techniques and instruments to observe in early childhood education, we can point out the following:

TECNICAS	INSTRUMENTOS
Observación sistemática	Lista de cotejo, registro anedoctico escala de actitudes diarios de clase, escalas de diferencial semántica
SITUACIONES ORALES DE EVALUACION	Ficha de Exposición Ficha de Dialogo Ficha de Debate
SITUACIONES ORALES DE EVALUACION	Ficha de Exposición Ficha de Dialogo Ficha de Debate
EJERCICIOS PRACTICOS	Mapa conceptual Mapa mental Red semantica Uve heuristica de gowin Análisis de casos Proyectos Diario Portafolio Ensayo
PRUEBAS ESCRITAS	1. Pruebas de Desarrollo Examen Temático Ejercicio interpretativo 2. Pruebas Objetivas De respuesta alternativa De correspondencia De selección múltiple De ordenamiento De emparejamiento

Finally, we must point out that there is a relationship between the observation process and the tutorial action. Therefore, the interview with parents of students is very important, as well as the action of informing/communicating what was observed to better educate.

