

# Teaching guide

## IDENTIFICATION DETAILS

|                                      |   |               |      |
|--------------------------------------|---|---------------|------|
| Degree:                              | Primary Education   |               |      |
| Field of Knowledge:                  | Social and Legal Science  |               |      |
| Faculty/School:                      | Education and Psychology  |               |      |
| Course:                              | SCHOOL GUIDANCE AND FAMILY ASSISTANCE                           |               |      |
| Type:                                | Basic Training  | ECTS credits: | 6    |
| Year:                                | 2   | Code:         | 7421 |
| Teaching period:                     | Third semester  |               |      |
| Area:                                | Society, Family and School (Education, Anthropology, Sociology) |               |      |
| Module:                              | Basic Training  |               |      |
| Teaching type:                       | Classroom-based   |               |      |
| Language:                            | Spanish   |               |      |
| Total number of student study hours: | 150   |               |      |

## SUBJECT DESCRIPTION

The main objective of this course is to provide students with the necessary knowledge to fulfil the role of a tutor at school. The course therefore offers content which enables students to identify, understand and assess the needs of infant education students and of their families with a view to performing a tutor's work.

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general

secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

### General Skills

To be familiar with the organisation of primary education schools and the diversity of actions carried out. To carry out tutorship and supervision tasks with students and families, taking into account the special educational needs of students. To accept that the practice of teaching must be improved and adapted to scientific, educational and social changes throughout one's life.

To cooperate with the various educational community and social environment sectors. To take on board the educational dimension of teaching and to encourage democratic education to foster active citizenship.

### Specific skills

To show social skills in understanding families and making oneself understood by them.

To be familiar with and be able to exercise the tasks inherent to a tutor or counsellor in relation to family education at ages 6-12.

To link education with the children's setting and background, cooperating with families and the community.

To be familiar with the historical evolution of the family, the various types of families, lifestyles and education in the family context.

### DISTRIBUTION OF WORK TIME

| CLASSROOM-BASED ACTIVITY | INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY |
|--------------------------|---|
| 60 hours                 | 90 hours                                    |