

**1. General information****Course:** EARLY CHILDHOOD EDUCATION FOR DIVERSITY**Code:** 47379**Type:** ELECTIVE**ECTS credits:** 6**Degree:** 302 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION**Academic year:** 2023-24**Center:** 102 - FACULTY OF EDUCATION OF CIUDAD REAL**Group(s):** 24**Year:** 3**Duration:** C2**Main language:** Spanish**Second language:** English**Use of additional languages:****English Friendly:** Y**Web site:****Bilingual:** N**Lecturer:** OSCAR NAVARRO MARTINEZ - Group(s): 24

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**2. Pre-Requisites**

It is recommended that students know the competences and previous knowledge of the subjects of Educational Attention to Learning Difficulties and Learning Disorders acquired during the first two years of the Degree of Teacher of Early Childhood Education.

It is recommended to have a user account at UCLM and be familiar with the use of technological tools since the subject is supported by the Moodle learning platform: <https://moodle.uclm.es/>

**3. Justification in the curriculum, relation to other subjects and to the profession**

The subject "**EARLY CHILDHOOD EDUCATION FOR DIVERSITY**" is an optional subject in accordance with the guidelines set for the construction of the European Higher Education Area (EES).

It is aimed at training students of the Faculty of Education in the acquisition of the necessary skills for the subsequent educational intervention in Early Childhood Education Centers with students who present Specific Educational Support Needs, that require an educational attention different from the ordinary one, due to their special educational needs, as well as to all the students to obtain an integral formation and an inclusive social development, in an intercultural society.

This specific attention will be carried out within the framework of the principles of normalization and inclusion, favoring the maximum possible autonomy, in their school, family and social environment.

The student of the Mention with the subject "Early Childhood Education for diversity", from an applied and practical approach, must address the design and development of educational intervention programs, methodological approaches, resources and practical aspects in the educational response to students from different cultures and needs.

On the other hand, tools and resources will be provided for intervention and family counseling, as well as to carry out a coordinated work in attention to diversity with other professionals of the Early Childhood Education educational center.

This subject is related to others of the Mention, such as: "Educational needs in Early Childhood Education", "Prevention and Treatment of Psychological Difficulties", "Developmental Problems and Early Care", "Educational treatment of learning difficulties and the diversity of specific needs". It is also related to subjects of the Degree such as "Educational attention to learning difficulties"; "Teaching-Learning Processes"; "Management and Innovation of Educational Contexts"; "Learning and Developmental Disorders", "Developmental Psychology" and "Educational Psychology", "The Educational Process in the Infant Stage".

**4. Degree competences achieved in this course****Course competences**

Code	Description
2.1.II.01.	Collaborate with the development of the pupil's self-concept by working cross-curricularly from an approach focused on emotional competence.
2.1.II.02.	Know the global development, the possibilities and the imbalances of the development of the evolutionary psychology of childhood in the periods between 0-3 and 3-6 years of age. Be able to communicate fluently, correctly and in a socially satisfactory way within the parameters required at level B2 of the Common

2.1.II.03.	European Framework of Reference (Independent User: Advanced), expanding on the development of the five communication skills of the foreign language: listening, reading, speaking, oral interaction and writing.
2.1.II.04.	Develop verbal and non-verbal communication strategies to facilitate the transmission and understanding of the message, paying special attention to the communication structures that the teacher needs to interact with the pupils in the Early Childhood Education classrooms.
2.1.II.05.	Select and elaborate on oral and written texts that are relevant and of interest to Early Childhood Education pupils that promote the learning of the English language.
2.1.II.06.	Be able to develop units of work for the teaching-learning of the English language for Early Childhood Education, mastering the methodological currents and their practical applications, as well as the ICT (Information and Communication Technology) resources used for the teaching-learning of the English language and evaluation criteria.
2.1.II.07.	Know the applicable methodology in the teaching of foreign languages in the Early Childhood education stage, as well as the methodological guidelines that come from the Common European Framework of Reference and the Language Programs.
2.1.II.08.	Know and apply the elements of the curriculum related to Physical Education in Early Childhood Education, as well as the theories on the acquisition and development of the corresponding learning.
2.1.II.09.	Prepare didactic proposals that use motor skills for the overall development of Early Childhood pupils.
2.1.II.10.	Know the most important principles for the practice of physical activity and its influence on the development of physical, social and psychological health in the Early Childhood Education stage to create a critical and reflective opinion.
2.1.II.11.	Know, value, and use motor play as a social and cultural manifestation and as an educational resource using the knowledge of its structural and functional features with the intention of promoting learning from a global perspective.
2.1.II.12.	Know and be able to develop didactic proposals that promote positive body perception and expression.
CB05	Have developed the necessary learning abilities to carry on studying autonomously
CG02	Encourage and facilitate learning in early childhood, from a perspective that is globalized and integrates the different cognitive, emotional, psychomotor and volitional dimensions.
CG03	Design and regulate learning spaces within the context of diversity that attend to the singular educational necessities of the pupils, gender equality, equity, and respect for human rights.
CG04	Encourage co-existence in and out of the classroom and address the peaceful resolution of conflicts. Know how to systematically observe learning and coexistence contexts and know how to reflect upon them.
CG05	Carry out group reflections upon the acceptance of rules and respect for others. Encourage the autonomy and singularity of each pupil as factors of education on emotions, feelings, and values in early childhood.
CG06	Know the evolution of language in early childhood, know how to identify possible dysfunctions and maintain observation to ensure a proper development. Efficiently address language-learning situations in multicultural and multilingual contexts. Express oneself orally and in writing and master different expression techniques.
CT02	Mastery of Information and Communication Technology.
CT04	Commitment and professional ethics.
CT05	Encourage the respect of fundamental rights and equality between men and women.
CT06	Encourage the respect and promotion of Human Rights and the principles of universal accessibility and design for all in conformity with the stipulated information in the tenth clause of the Final Disposition of Law 51/2003, of the 2 of December, Equal Opportunity, Non-Discriminatory Policies and Universal Accessibility for People with Disability.
CT07	Promote values that belong to a culture of peace, and democratic values.

## 5. Objectives or Learning Outcomes

### Course learning outcomes

#### Description

Recognize the role, functions and tasks of professionals dedicated to educational treatment and intervention.

Know the validation processes of work instruments for educational intervention for people with specific diverse educational support needs.

Know the validation processes of work instruments for educational intervention with people with specific needs for diverse educational support.

Be able to promote the participation of pupils with specific needs in their different environments: school, neighborhood, associations, etc.

Establish appropriate guidelines for relations with the families of pupils with specific educational support needs.

Know how to organize and plan times and spaces based on diversity and available resources.

Identify specific needs for educational support in diverse educational situations and contexts to establish adjusted intervention guidelines.

Implement the material and technological resources of the classroom to the different specific needs of educational support and reinforcement.

Know how to generate and transfer innovative experiences for the treatment of diversity.

Know how to consult and review different sources of information to update educational responses, adapting and adjusting national and international experiences to each case.

Creatively design strategies for conflict management and resolution in pupils in the Early Childhood Education stage.

Design educational responses tailored to the specific needs of educational support based on the principles of normalization and inclusion.

## 6. Units / Contents

**Unit 1: THE EDUCATIONAL RESPONSE TO DIVERSITY AND LEARNING DIFFICULTIES IN EARLY CHILDHOOD EDUCATION. NATIONAL LEGISLATIVE FRAMEWORK AND THE AUTONOMOUS COMMUNITY OF CASTILLA LA MANCHA**

**Unit 2: CHARACTERISTICS OF INCLUSIVE CHILDREN'S SCHOOL. MANAGEMENT AND ORGANIZATION OF EDUCATIONAL INSTITUTIONS TO ENABLE THE RESPONSE TO DIVERSITY. INNOVATION IN THE TREATMENT OF DIVERSITY**

**Unit 3: CONCEPTUALIZATION OF SPECIFIC EDUCATIONAL SUPPORT NEEDS**

**Unit 4: TEACHERS AND PROFESSIONALS OF EDUCATION FOR DIVERSITY IN EARLY CHILDHOOD EDUCATION: ROLES AND FUNCTIONS**

**Unit 5: PSYCHOPEDAGOGICAL EVALUATION, DIVERSITY AND SOCIAL CHANGE**

**Unit 6: INTRODUCTION TO THE DESIGN AND EXECUTION OF PROJECTS, INDIVIDUALIZED WORK PROGRAMS AND CURRICULAR ADAPTATIONS FOR THE EDUCATIONAL TREATMENT OF LEARNING DIFFICULTIES AND THE DIVERSITY OF SPECIFIC NEEDS**

## 7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-							

[SITE]	Lectures	2.1.II.08. 2.1.II.09. 2.1.II.11. CG04 CT05 CT06 CT07	1.2	30	Y	N	Theoretical exposition and debate. Theoretical contents of the subject. Workshops and seminars.
Workshops or seminars [ON-SITE]	Workshops and Seminars	2.1.II.01. 2.1.II.02. CG02	1.12	28	Y	N	Resolution of exercises in the classroom. Preparation, presentation and presentation of studies and research. Discussions and activities and self-assessment and peer review.
Analysis of articles and reviews [OFF-SITE]	Group Work	2.1.II.04. 2.1.II.05. CG05 CG06	1.2	30	Y	N	Reading and analysis of reference and theoretical texts. Resolution of exercises in the classroom. Preparation, presentation and presentation of studies and research. Viewing of documentaries and films.
Writing of reports or projects [OFF-SITE]	Group Work	2.1.II.03. 2.1.II.07.	1.6	40	Y	Y	Specific seminars and workshops. Documentation of the work carried out. Preparation of evaluations. This activity is recoverable.
Study and Exam Preparation [OFF-SITE]	Self-study	CG03 CT02 CT04	0.8	20	N	-	Study and analysis of evaluation tests
Final test [ON-SITE]	Self-study	2.1.II.06. 2.1.II.10. 2.1.II.12. CG05	0.08	2	Y	Y	Theoretical exam. This activity is recoverable.
Total:			6	150			
Total credits of in-class work: 2.4			Total class time hours: 60				
Total credits of out of class work: 3.6			Total hours of out of class work: 90				

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System			
Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Theoretical exam	50.00%	60.00%	Examination of theoretical contents and readings of the course.
Projects	30.00%	40.00%	Design, development and exhibition of diversity programs in early childhood education. Group work. Case study work.
Assessment of active participation	20.00%	0.00%	Realization and presentation of exercises, seminars, workshops, documentary material.
<b>Total:</b>	<b>100.00%</b>	<b>100.00%</b>	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

#### Evaluation criteria for the final exam:

##### Continuous assessment:

Summative evaluation (exam, activities and work). Due to the application of an active methodology focused on the participation of students, those who for justified reasons cannot regularly attend the classes of the subject must talk to the teaching staff at the time enabled for face-to-face tutoring and specify their evaluation, including the theoretical study of documentation and a proposal of activities that allow the development of the competences included in the guide. It will be necessary to attend face-to-face tutorials on a regular basis to coordinate and monitor the evaluation activities from the beginning of the course. To pass the subject it is necessary to obtain at least a score of 4 out of 10 in the Final Test and in the Work. The subject will be passed with a minimum grade of 5 points out of 10 counting the weighted average grade of all evaluation systems. A program will be used to detect the plagiarism of the works and activities that are carried out throughout the semester. For recoverable activities, information will be expanded in Virtual Campus during the first three weeks of the semester.

##### Non-continuous evaluation:

Summative evaluation (exam and work). Due to the application of an active methodology focused on the participation of students, those who for justified reasons cannot regularly attend the classes of the subject must talk to the teaching staff at the time enabled for face-to-face tutoring and specify their evaluation, including the theoretical study of documentation and a proposal of activities that allow the development of the competences included in the guide. It will be necessary to attend face-to-face tutorials on a regular basis to coordinate and monitor the evaluation activities from the beginning of the course. To pass the subject it is necessary to obtain at least a score of 4 out of 10 in the Final Test and in the Work. The subject will be passed with a minimum grade of 5 points out of 10 counting the weighted average grade of all evaluation systems. A program will be used to detect the plagiarism of the works and activities that are carried out throughout the semester. For recoverable activities, information will be expanded in Virtual Campus during the first three weeks of the semester.

#### Specifications for the resit/retake exam:

Summative evaluation (exam, activities and work). Due to the application of an active methodology focused on the participation of students, those who for justified reasons cannot regularly attend the classes of the subject must talk to the teaching staff at the time enabled for face-to-face tutoring and specify their evaluation, including the theoretical study of documentation and a proposal of activities that allow the development of the competences included in the guide. It will be necessary to attend face-to-face tutorials on a regular basis to coordinate and monitor the evaluation activities from the beginning of the course.

#### Specifications for the second resit / retake exam:

Summative evaluation (exam, activities and work). Students who opt for this call will have to contact the teaching staff to plan their evaluation.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Unit 1 (de 6): THE EDUCATIONAL RESPONSE TO DIVERSITY AND LEARNING DIFFICULTIES IN EARLY CHILDHOOD EDUCATION. NATIONAL LEGISLATIVE FRAMEWORK AND THE AUTONOMOUS COMMUNITY OF CASTILLA LA MANCHA	

Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	4.67
Analysis of articles and reviews [AUTÓNOMA][Group Work]	5
Writing of reports or projects [AUTÓNOMA][Group Work]	6.65
Study and Exam Preparation [AUTÓNOMA][Self-study]	3.33
Final test [PRESENCIAL][Self-study]	.35
Group 24:	
Initial date: 29-01-2024	End date: 16-02-2024
<b>Unit 2 (de 6): CHARACTERISTICS OF INCLUSIVE CHILDREN'S SCHOOL. MANAGEMENT AND ORGANIZATION OF EDUCATIONAL INSTITUTIONS TO ENABLE THE RESPONSE TO DIVERSITY. INNOVATION IN THE TREATMENT OF DIVERSITY</b>	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	4.67
Analysis of articles and reviews [AUTÓNOMA][Group Work]	5
Writing of reports or projects [AUTÓNOMA][Group Work]	6.67
Study and Exam Preparation [AUTÓNOMA][Self-study]	3.33
Final test [PRESENCIAL][Self-study]	.33
Group 24:	
Initial date: 17-02-2024	End date: 28-02-2024
<b>Unit 3 (de 6): CONCEPTUALIZATION OF SPECIFIC EDUCATIONAL SUPPORT NEEDS</b>	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	4.67
Analysis of articles and reviews [AUTÓNOMA][Group Work]	5
Writing of reports or projects [AUTÓNOMA][Group Work]	6.67
Study and Exam Preparation [AUTÓNOMA][Self-study]	3.33
Final test [PRESENCIAL][Self-study]	.33
Group 24:	
Initial date: 29-02-2024	End date: 15-03-2024
<b>Unit 4 (de 6): TEACHERS AND PROFESSIONALS OF EDUCATION FOR DIVERSITY IN EARLY CHILDHOOD EDUCATION: ROLES AND FUNCTIONS</b>	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	4.67
Analysis of articles and reviews [AUTÓNOMA][Group Work]	5
Writing of reports or projects [AUTÓNOMA][Group Work]	6.67
Study and Exam Preparation [AUTÓNOMA][Self-study]	3.33
Final test [PRESENCIAL][Self-study]	.33
Group 24:	
Initial date: 16-03-2024	End date: 01-04-2024
<b>Unit 5 (de 6): PSYCHOPEDAGOGICAL EVALUATION, DIVERSITY AND SOCIAL CHANGE</b>	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	4.67
Analysis of articles and reviews [AUTÓNOMA][Group Work]	5
Writing of reports or projects [AUTÓNOMA][Group Work]	6.67
Study and Exam Preparation [AUTÓNOMA][Self-study]	3.33
Final test [PRESENCIAL][Self-study]	.33
Group 24:	
Initial date: 02-04-2024	End date: 19-04-2024
<b>Unit 6 (de 6): INTRODUCTION TO THE DESIGN AND EXECUTION OF PROJECTS, INDIVIDUALIZED WORK PROGRAMS AND CURRICULAR ADAPTATIONS FOR THE EDUCATIONAL TREATMENT OF LEARNING DIFFICULTIES AND THE DIVERSITY OF SPECIFIC NEEDS</b>	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	4.67
Analysis of articles and reviews [AUTÓNOMA][Group Work]	5
Writing of reports or projects [AUTÓNOMA][Group Work]	6.67
Study and Exam Preparation [AUTÓNOMA][Self-study]	3.33
Final test [PRESENCIAL][Self-study]	.33
Group 24:	
Initial date: 20-04-2024	End date: 04-05-2024
<b>Global activity</b>	
Activities	hours
Class Attendance (theory) [PRESENCIAL][Lectures]	30
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	28.02
Analysis of articles and reviews [AUTÓNOMA][Group Work]	30
Writing of reports or projects [AUTÓNOMA][Group Work]	40
Study and Exam Preparation [AUTÓNOMA][Self-study]	19.98
Final test [PRESENCIAL][Self-study]	2
<b>Total horas: 150</b>	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Carbonell, Francesc	Educar en tiempos de incertidumbre: equidad e interculturali	Ministerio de Educación y CienciaLos Libros de la		84-8319-230-6	2005	
Castejón, J.L. y Navas Martínez, L.	Dificultades y trastornos del aprendizaje y del desarrollo e	Club Universitario		978-84-9948-437-2	2011	
A.A.V.V.	Atención a la diversidad	Graó		978-84-7827-240-2	2009	
A.A.V.V.	Educación multicultural, bases teórico-prácticas	Universidad Nacional de Educación a Distancia		84-362-3617-3	1997	
Abad, Luis V.	Inmigración, pluralismo y tolerancia	Popular		84-7884-102-4	1993	
Ainscow, Mel	Desarrollo de escuelas inclusivas: ideas, propuestas y exper	Narcea		978-84-277-1323-9	2008	
Aranguren Gonzalo, Luis A.	De la tolerancia a la interculturalidad: un proceso educativ	Anaya		84-207-9051-6	1998	
Calvo Buezas, Tomás	La escuela ante la inmigración y el racismo: orientaciones d	Popular		84-7884-262-4	2003	
Colectivo Amani	Educación intercultural: análisis y resolución de conflictos	Popular		84-7884-129-6	2010	
Díaz-Aguado Jalón, María José	Educación intercultural y aprendizaje cooperativo	Pirámide		978-84-868-1709-6	2007	
Echeita Sarrionandia, Gerardo	Educación para la inclusión o educación sin exclusiones	Narcea		978-84-277-1500-4	2007	
Essomba, Miquel Àngel	Liderar escuelas interculturales e inclusivas /Miguel Ángel	Graó		978-84-7827-424-6	2007	
Etxeberria, Xabier1944	Sociedades multiculturales	Mensajero		84-271-2600-X	2004	
Fernández Enguita, Mariano	Alumnos gitanos en la escuela paya: un estudio sobre las rel	Ariel		84-344-2843-1	1999	
Fernández García, T. y García Molina, J.	Multiculturalidad y educación: teorías, ámbitos, prácticas	Alianza		84-206-4736-5	2005	
Jiménez Frías, Rosario A.	Pedagogía de la diversidad	Universidad Nacional de Educación a Distancia		84-362-4581-4	2003	
Jordán, José Antonio	La educación intercultural, una respuesta a tiempo	Universitat Oberta de Catalunya		84-8429-338-6	2001	
Jordán, José Antonio	La escuela muticultural: un reto para el profesorado	Paidós		84-7509-989-0	1994	
Jordán, José Antonio	Propuestas de educación intercultural para profesores	Geac		84-329-8662-3	1997	
Muñoz Sedano, Antonio	Educación intercultural: teoría y práctica	Escuela Española		84-331-0747-X	1997	
Palomares Ruiz, Ascensión	Educación especial y atención a la diversidad	L. Universidad		84-95006-04-9	1998	
Palomares Ruiz, Ascensión	La educación especial: teoría y práctica	L. Universidad		84-921490-51	1997	
Palomares Ruiz, Ascensión	Profesorado y educación para la diversidad en el siglo XXI /	Servicio de Publicaciones de la Universidad de Cas		84-8427-351-2	2004	
von Feigenblatt, Otto Federico y Peña-Acuña, Beatriz	Perspectivas españolas en la Educación: mejores prácticas para el siglo XXI	Catholic University of New Spain LLC		978-1-67817-360-9	2020	
Palomares Ruiz, Ascensión	Investigación y respuestas socioeducativas del profesorado en el siglo XXI	Síntesis		9788413570235	2020	