



**WORKTEAM IN EDUCATIONAL CENTERS: POSIBILITIES AND
STRATEGIES**

Year 2023-24



PI-02-F-16 ED.00

TEACHING GUIDE
WORKTEAM IN EDUCATIONAL CENTERS: POSIBILITIES AND STRATEGIES

		ECTS
SUBJECT: Workteam in educational centers: possibilities and strategies		3
Field: Work teams		3
Module: Leadership of people and teams in education		12
Educational Model¹: Basic and compulsory education	YEAR: 1º SEMESTER: 2º	
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MODULE ORGANISATION

Leadership of people and teams in education				12 ECTS
Duration and temporal location within the curriculum: 12 ECTS				
Fields and Courses				
Field	ECTS	COURSE	ECTS	Course/semester
Educational leadership	3	Management skills.	3	1/2
Workteam	3	Workteam in educational centres: possibilities and strategies	3	1/1
Professional Ethics of the teaching and leadership roles.	3	Professional Ethics of the teaching and leadership roles.	3	1/2
Human resources	3	Staff management and work relations	3	1/2

¹ Educational training (common field), Compulsory, Optional, External practice, Final Degree Project.



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TEACHING GUIDE FOR FIELD/SUBJECT: Workteam in educational centres: possibilities and strategies				
Prerequisites: There are no requisites described.				
GENERAL OBJECTIVES				
<ul style="list-style-type: none">a. To develop strategies and communication skills and interpersonal communication skills.b. To learn techniques and strategies to resolve conflicts in the interpersonal sphere.c. To know different phases to create a workteam.d. To learn the difference between groups and teams.e. To meet the most important theories of motivation.f. To learn how to manage meetings at school.				
CROSS-CURRICULAR COMPETENCES	Competence measuring scale			
Instrumentals	1	2	3	4
1. Ability to deal with information (CG 1)	x			
2. Ability for oral and written communication (CG 7)	x			
3. Ability to analyze and summarize (CG 11)				x
4. Ability to share the academic and professional knowledge (CG 13)				x
Interpersonals	1	2	3	4
5. Students can transmit their conclusions, knowledge and reasons to a specialised and non-specialisted audience in a clear way (CB 9)	x			
6. Ability to work in a team and efficient collaboration with other professionals (with the choice to develop in an interdisciplinary and international (CG 2)				x
7. Concern for the development of people and communities (CG 08)	x			
8. Ability to maintain relationships with other professionals				x

Systemic	1	2	3	4
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9. Possess and understand knowledge that contributes to find chances for being unique in the development and implementation of new ideas in an investigation context (CB 6).	x			
10 Students will know how to use knowledge and their skills for problem solving situations new or less known environments inside broader contexts (or multidisciplinary) related with their field of study (CB7).				x
11. Students will be able to integrate knowledge and to face up the complexity of telling opinions from information that includes reflections of social and ethical considerations related to their applications of knowledge and opinions (CB 8).	x			
12. Students will acquire learning skills that let them continue studying in a self-directed and independent way (CB 10).	x			
13. The ability to update their knowledge and competences (CG 3).	x			
14. The ability to solve problems and make decisions (CG4).				x
15. The ability to adapt to new situations (CG5).	x			
16. The ability to assume duties (CG 6).	x			
17. The ability to organize and plan (CG 9).				x
18. Self-critical attitude, knowing their own competences and limitations, dismissing the importance of frustrations, showing interest for the teaching quality and developing systems that guarantee the quality of own services (CG10).	x			

SPECIFIC COMPETENCES



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Conceptuals	1	2	3	4
Skills	1	2	3	4
1. To acquire skills and techniques that let them to achieve, in a confident environment, an empathic, dialogic, fluent, affective, reflexive, respectful and participative environment with pupils, teachers, PAS members, family and community in which the school is inserted (CE14).				x
1. To use methods and techniques of group work and build participative and collaborative network to carry on with the management (CE18).				x

Professionals	1	2	3	4
2. To solve conflicts to coordinate teachers' interests with families' expectative and institution objectives (CE16).				x
3. To execute effective headmaster techniques for taking decisions, delegate authority, manage meetings, optimize the planning and making a good use of their self-time (CE19).				x

LEARNING OUTCOMES	COMPETENCES
R-1.- Know and know how to properly apply, responding to the challenges of the context, the most effective strategies for managing teams of people handling the different intervening variables.	CG2, CG4, CE18, CE19
R-2.- Shows communication skills in different real or simulated situations that recreate diverse situations.	CB9, CG7, CE18, CE19



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ON- CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching- Learning Methodology	Relationship With Learning Outcomes For The Subject	ECTS ² (0.20%)
ON- CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.		0.2
PRACTICAL CLASSES	<i>Work group work</i> sessions supervised by the professor. Case studies, diagnostic tests, problems, field studies, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.		0.2
SEMINARY	Monographic sessions supervised with share participation.		0.05
EXHIBITION WORK GROUP	Application of interdisciplinary knowledge		0.05
TUTORING	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor for the purpose of reviewing and discussing the materials and topics presented in lectures, seminars, readings, writing papers, etc.		0.05

²The subject is organized in **ON- CAMPUS EDUCATIONAL ACTIVITIES** and **INDEPENDENT WORK ACTIVITIES**, with an estimate percentage in ECTS. A correct distribution is: **35-40%** for on- campus educational activities and **60-65%** for independent work activities. (For a 6 ECTS subject: 2.4 and 3.6 respectively).

Teaching- Learning methodology is described in a generic way settle on didactic units in which the field is organized.



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ASSESSMENT	Group of oral and/or written tests used during initial, formative or additional assessment.		0,05
Total			0,6*)

INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Learning Outcomes Relationship Course	ECTS (80%)
TEAMWORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)		0,6
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)		1,8
Total			(2,4)
Total			3

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM



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Assessment Tool ³	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Assistance and active participation in theoretical and practical classes, seminars and tutorials.	R1 – R2	20%
Realization of theoretical and practical activities and oral presentation	R1 – R2	40%
Final theoretical and practical written exam	R1 – R2	40 %

MENTION OF DISTINCTION

The number of Distinctions granted will be one for every 20 students, with the exception of groups that are less than 20 students. In this case, only one Distinction may be granted.

The Mention of Distinction will be awarded to students who have achieved with excellence ALL the assessments.

DESCRIPTION OF CONTENTS	COMPETENCES
Creating and managing teams. Stages in the development of teams. Teaching teams. Management of meetings. Attitudes and motivation for teamwork Participation and communication Effective management of organizational time	CE18, CE19

³Techniques and instruments of evaluation: exam-exposure oral, written test (objective evidence, development, concept maps ...), tutorials, projects, case studies, logbooks, portfolio, etc.)



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TEMPORAL ORGANIZATION OF LEARNING: (Pupils of first registration):		
	BLOCK CONTENT / TEACHING UNIT	SESSIONS
1	Creating and managing teams. Stages in the development of teams. Teaching teams. Management of meetings. Attitudes and motivation for teamwork Participation and communication Effective management of organizational time	10

REFERENCES
<ul style="list-style-type: none">• Armengol, C. (2004) "El trabajo en equipo en los centros educativos". Praxis.• Bona, C. (2017). Las escuelas que cambian el mundo. Educatio Siglo XXI, 35(1), 165-172.• Cardona, P., & Wilkinson, H. (2006). Trabajo en equipo. IESE Business School, 3, 1-8.• Gratton, Lynda (2018). La Vida de 100 Años: Vivir y trabajar en la era de la longevidad• Khan, S. (2020). La escuela del mundo (Edición mexicana): Una revolución educativa. Ariel México.• Lencioni, Patric (2013) Las Cinco Disfunciones de un Equipo. Un Inteligente Modelo Para Formar un Equipo Cohesionado y Eficaz. Empresa Activa• Stevenson, Mark (2017) Hacemos las cosas de otra manera: Cómo reiniciar el mundo.• Gordon, Jon (2019). El poder de un equipo positivo: Prácticas y principios probados para formar un equipo ganador. Gestión del conocimiento.• Roca, Raquel (2018). Knowmads : Los trabajadores del futuro. Acción empresarial.• Sáenz, F. (2008) "Trabajo en equipo. Teoría y casos de Aplicación". Narcea• Sinek, Simon (2017). Los líderes comen al final. Por qué algunos equipos funcionan bien y otros no. Gestión del conocimiento



Addendum to the Course Guide of the Subject WORKTEAM IN EDUCATIONAL CENTERS: POSIBILITIES AND STRATEGIES

MASTER UNIVERSITARIO EN DIRECCIÓN Y GESTIÓN DE CENTROS EDUCATIVOS

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

X Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken). In this case, no changes are made in the guide of the subject.

X Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken). In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by



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videoconference will rotate periodically. In the particular case of this subject, these videoconferences will be made through:

☐ **XMicrosoft Teams**

☐ Kaltura

☐ Blackboard Collaborate

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☐ **XMicrosoft Teams**

☐ Kaltura

☐ Blackboard Collaborate

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK Regarding the Assessment Tools:

X The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.



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- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide. **Comments to the Assessment System:**

ONLINE WORK

Regarding the Assessment Tools:

- ☐ **X The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.**

- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.