

TEACHING GUIDE SCHOOL ORGANIZATION

GRADO EN EDUCACIÓN INFANTIL (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 21-06-2026



I.-Subject Identification

Type	FORMACIÓN BÁSICA
Teaching period	1 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

This course will introduce the students to theories of organizational behavior and practices of managing and leading people within the context of the school organization. Students will better understand the dynamics of schools, as well as the “organizational culture” that guides and defines education. This course will also investigate how leaders have implemented organizational theory in particular organizations. It will also examine real issues and examples from “educational leadership”. The course will characterize and contrast the viewpoints of leadership and management and will examine actual leadership/management issues and develop solutions. Further, it will eventually help individuals to develop a personal statement of leadership and begin to acquire a personal file of leadership resources.

A basic premise of the course is that a fundamental process for improving people’s lives and the institutions in which they live and work is the creation and sharing of knowledge. Learning is mediated by the context in which it occurs. This course pays special attention to organizations as a context and analyzes this context through different lenses of organizational theory. Throughout the course students will learn multiple frameworks for observing and analyzing organizations.

III.-Learning outcomes

CGI1. Ability to analyse and synthesise.
 CGI2. Organisation and planning skills
 CGI6. Information management skills
 CGP1. Teamwork
 CGP5. Critical reasoning.
 CE1. Ability to understand the complexity of educational processes in general and of teaching-learning processes in particular.
 CE2 Knowledge of the course contents to be taught, understanding their epistemological singularity and the specificity of their didactics.
 CE3 Solid scientific, cultural and technological background
 CE4 Ability to analyse and to questioning the conceptions of education derived from Research, as well as curricular proposals of educational administration.
 CE5 Respect for cultural and personal differences of students and other members of the educational community.
 CE6 Design and development of educational projects and programming units to adapt the curriculum to the socio-cultural context.
 CE7 Ability to carry out the tutorial function, guiding pupils and parents and coordinating the educational action concerning their group of students.
 CE8 Commitment to enhancing pupils' academic achievement and their progress in school, within the framework of a holistic education.
 CE9 Ability to collaborate with different sectors of the educational community and with the environment.
 CE10 Analyse and understand the educational processes in the classroom and outside the classroom related to an age period between 0 and 6 years old.



- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.

IV.-Contents

IV.A.-Syllabus

Unit I.- Epistemological and normative aspects of school organization

Chapter 1. Epistemological elements

- Concepts, paradigms, the school as an organization

Chapter 2. Organizational theories

- Organizational theories and structures, assumptions of effective schools

Chapter 3. The legal context

- The development of legislation and its impact on the organization of educational institutions

Unit II.- The organizational structure of the education institution

Chapter 4. Organizational structure of elements and resources

- Organization of resources, permanent and contingent institutional documents, the organizational project, early childhood education in early childhood centers and early childhood primary schools

Chapter 5. Administrative management in the school and complementary services

- Educational routines, human dimension and behavior within the organization, school culture and climate

IV.B.-Training activities

Type	Title
Theoretical sessions	Acquisition of theoretical knowledge about the contents of the course (AF1-63h).
Practical sessions	Development of skills and abilities related to the theoretical contents of the course through practical classes (AF5-20h).
Other activities	Academic tutoring: exchange of ideas and resolution of doubts about the contents and the completion of practice assignments (AF5-20h).
Other activities	Complement the knowledge acquired in the course, comparing other experiences attending activities related to the degree (AF6-15h).
Test and/or exams	Assessments (AF9-10h).



V.-Student workload	
Theoretical sessions	30
Resolution of exercises, problems, case studies, etc.	20
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	10
Academic tutorials	33
Related activities: conferences, seminars, etc.	15
Preparation of theoretical sessions and self-study	20
Preparation of practical tasks, exercises, case studies, projects, etc.	25
Preparation for tests and/or exams	27
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Seminars	Week 2 to Week 15	Seminar, workshop attendance (M6).
Other activities	Week 2 to Week 15	Learning with technologies (M7).
Theoretical sessions	Week 1 to Week 15	Theory classes (M1).
Practical sessions	Week 2 to Week 15	Practice sessions (M2).
Academic tutorials	Week 2 to Week 15	Academic tutoring (M5).



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

Evaluation System	Evaluation Activities	Contents	Weight	Minimum Grade	Re-assessable in Extraordinary	Date
ES1	Written test type (or objective test)	All the course syllabus	60%	5	Yes	Official date
ES2	Individual assignments	Individual assignments related to key aspects of the course syllabus	30%	No minimum grade (cumulative)	No***	During the semester
ES3	Group assignments	Group assignment related to key aspects of the course syllabus	10%	No minimum grade (cumulative)	No***	During the semester

***The same evaluation system cannot be reproduced in the extraordinary call.

Final or global grade calculator

The final grade is calculated as the weighted average of the grades of the evaluation activities according to the indicated percentages, as long as they have passed the minimum grade indicated for each of them. Taking into account the above, to pass the subject the weighted average must be no less than 5.

If you have not taken/done any evaluation activities, the final grade will be "No-Show".

Extraordinary call

In the extraordinary call, students will only take/do the evaluation activities not passed. To calculate the final grade in this call, the grade of the evaluation activities approved in the ordinary call and the grades obtained in the re-assessed activities will be used. The calculation of the final grade is carried out as indicated in the previous section.

The re-assessment of the activities corresponding to ES1 will take place on the official date indicated for the extraordinary call.

Advanced call

Students will be evaluated through an in-person written test type (or objective test) on the content of the course (60%) and 2 individual assignments (40%).

VII.B. Assessment of students with academic exemption from class attendance



Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.

VIII.-Teaching resources and materials

Basic bibliography

* Agencia Estatal Boletín Oficial del Estado. (2026). **Código de leyes**

educativas. https://www.boe.es/biblioteca_juridica/codigos/codigo.php?id=053_Codigo_de_leyes_educativas&tipo=C&modo=

* Agencia Estatal Boletín Oficial del Estado. (2026). **Código de personal educativo (centros**

docentes). https://www.boe.es/biblioteca_juridica/codigos/codigo.php?id=211&modo=2-a=0&tab=2

* Agencia Estatal Boletín Oficial del Estado. (2026). **Código de Educación Infantil y**

Primaria. https://www.boe.es/biblioteca_juridica/codigos/codigo.php?id=195_Codigo_de_Educacion__Infantil_y_Primaria&modo=1

Carda, R. M., & Larrosa, F. (2007). *La organización del centro educativo. Manual para maestros* (2 Ed.). Editorial Club Universitario.

* Comunidad de Madrid (2026). **Mejora de la Convivencia y Clima Social de los Centros Docentes: plan de convivencia del centro, plan de acción tutroial, medidas organizativas, acoso escolar**. <https://www.educa2.madrid.org/web/convivencia>

Fernández, I. (2007). *Prevención de la violencia y resolución de conflictos: El clima escolar como factor de calidad*. Narcea.

Gairín, J., & Castro, D. (2021). *El contexto organizativo como espacio de intervención*. Editorial Síntesis.

González, T. (Coord.) (2003). *Organización y gestión de centros escolares. Dimensiones y procesos*. Pearson-Prentice Hall.

Hanson, K. L. (2009). *A casebook for school leaders: Linking the ISLLC standards to effective practice* (3 Ed.). Allyn & Bacon.

Kowalski, T. J. (2008). *Case studies on educational administration* (5 Ed.). Allyn & Bacon.

** Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOMLOE). <https://www.boe.es/buscar/doc.php?id=BOE-A-2020-17264>

** Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOE). <https://www.boe.es/buscar/doc.php?id=BOE-A-2006-7899>

** Ley Orgánica 10/1999, de 21 de abril, de modificación de la Ley Orgánica 8/1985, de 3 de julio, reguladora del Derecho a la Educación. <https://www.boe.es/buscar/doc.php?id=BOE-A-1999-8930>

** Ley Orgánica 8/1985, de 3 de julio, reguladora del Derecho a la Educación (LODE).

<https://www.boe.es/buscar/doc.php?id=BOE-A-1985-12978>

***Owens, R. G., & Valesky T. C. (2010). **Organizational behavior in education: Adaptive leadership and school reform** (10 Ed.). Allyn & Bacon.

* Paz-Albo et al. (2026). **La gestión, la organización escolar y el liderazgo pedagógico**. <https://goelp.weebly.com>

*Paz-Albo, J. (2026). **Bilingual Higher Ed**. <https://www.youtube.com/@BilingualHigherEd>

Consultation bibliography

Fernández Franco, F. J. (2015). Los centros docentes y sus requisitos mínimos. *Escuela Abierta*, 13, 9-35. <http://hdl.handle.net/10637/6927>

Hervás-Escobar, A., Paz-Albo, J., Ortega-Ruipérez, B., Santaella-Vallejo, A. (Eds). (2025). *Educación en movimiento: Retos y propuestas desde la práctica institucional*. Dykinson. <https://doi.org/10.14679/4398>

Murillo, F. J. (2003). El movimiento de investigación de eficacia escolar. En F. J. Murillo (Ed.), *La investigación sobre eficacia escolar en Iberoamérica: Revisión internacional del estado del arte* (pp. 53–92). Convenio Andrés Bello. <http://tiny.cc/murillo>

Paz-Albo, J., Hervás-Escobar, A., Santaella-Vallejo, A., & Ortega-Ruipérez, B. (Eds.). (2025). *Innovar para gobernar: Reflexiones académicas sobre el liderazgo educativo*. Dykinson. <https://doi.org/10.14679/4469>

IX.-Professors



Name and surname	JESÚS PAZ-ALBO PRIETO
E-mail address	jesus.pazalbo@urjc.es
Department	Ciencias de la Educación
Campus	Madrid - Vicálvaro
Category	Titular de Universidad
Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	3
Number of sexennia	2
No. of positive evaluations by Docencia	4

