Universidad Rey Juan Carlos

TEACHING GUIDE

SCHOOL ORGANIZATION

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2026-27

Q2803011B UNIVERSIDAD REY JUAN CARLOS
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Publication date: 01-07-2026

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 students to theories of school organization to better understand the dynamics of educational settings. Likewise, the organization of the Spanish educational system will be analyzed, as well as the organization and management of the Educational Center and the Classroom in general, specifically aspects such as conflict resolution and motivation. This course will also promote critical thinking, contrasting different points of view, theories and approaches. In addition, classroom practice will provide an opportunity for students to develop their personal organization and management competences, learning how to manage their leadership skills. Likewise, throughout the course students will learn the multiple frameworks for observation and analysis of educational organizations as well as how to work in teams, essential to improve people's lives and institutions.

III.-Learning outcomes

CGI01. Capacity for analysis and synthesis
CGI02. Organizational and planning capacity
CGP01. Teamwork.
CGP05. Critical reasoning.
CG01. Acquire and understand the necessary knowledge of the different areas of study that make up the title in such a way that they train for the profession of Teacher in Primary Education.
CG05. Acquire the necessary learning skills to expand their studies autonomously.
CE01. Ability to understand the complexity of educational processes in general and the teaching - learning in particular , especially those relating to the period from 6 to 12 years (Primary Education) .
CE04 . Capacity to analyze and question the conceptions of education emanating from research, as well as the curricular proposals of the Educational Administration.
CE05 . Respect for cultural and personal differences of students and other members of the educational community.
CE08 . Commitment to enhance the academic performance of students and their school progress, within the framework of an integral education.
CE09 . Capacity to collaborate with the different sectors of the educational community and the environment.
CE02 . Effectively address learning situations (in design, development and evaluation) between the ages of 6 and 12, from a globalizing and integrating perspective of the different cognitive, emotional, motor, linguistic and self-regulatory dimensions. (Globalizing perspective)
CE03 . Create learning environments that encourage empathy , social behavior , autonomy and multicultural coexistence systematically observing the social , family and school environment. (Contextual and natural social perspective) .
CE07 . Design didactic actions related to understanding space and time in schoolchildren. (Space-time perspective)
CE13. Know the functioning of Primary Education schools and integrate into the educational work, reflecting on the action through their own strategies. (On action research in practice).
CE16. Understand the role, possibilities and limits of education in today's society and the fundamental competences that affect primary schools and their professionals. Know models of quality improvement with application to educational centers.
CE23. To know the historical evolution of the educational system in our country and the political and legislative conditions of educational activity.

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- 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.

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IV.-Contents

IV.A.-Syllabus

Unit I.- School organization

Chapter 1. School dynamics

• Concepts, paradigms, the school as an educational organization

Chapter 2. School organizational theories

• Organizational theories and structures, assumptions of effective schools

Unit II.- The organization of the Spanish educational system

Chapter 3. The legal context

• The development of legislation, organization of the Spanish educational system

Chapter 4. Organization of the educational institution

• Organization of resources, permanent and contingent institutional documents, the school educational project

Chapter 5. School and classroom administrative management

• School culture, human dimension and behavior within the organization, conflict resolutions, motivation

IV.B.-Training activities

Type	Title
Academic tutorials	Academic tutoring (AF21-4h)
Theoretical sessions	Theory classes (AF23-37h)
Test and/or exams	Final test (AF2-2h)
Individual work	Individual assignments: Development of projects, activities, practices (AF3-45h)
Group work	Group assignments: Development of projects, activities, practices (AF4-45h)
Resolution of exercises, problems, case studies	Case studies (AF18-33h)
Test and/or exams	Partial test (AF1-2h)
Practical sessions	Practice sessions (AF22-12h)

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V.-Student workload	
Theoretical sessions	37
Resolution of exercises, problems, case studies, etc.	19
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	4
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**
Theoretical sessions	Week 1 to Week 15	Theory classes (M3)
Practical sessions	Week 1 to Week 15	Practice sessions (M3)

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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

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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 mimimum grade (cumulative)*	*No****	During the semester
ES3	Group assignments	Group assignment related to key aspects of the course syllabus	*10%*	*No mimimum 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

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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.

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VIII.-Teaching resources and materials
Basic bibliography
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** 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
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* 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
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IX.-Professors	
Name and surname	JESÚS PAZ-ALBO PRIETO

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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 tutorias 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 Docentia	4

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