UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Organizing Childcare Services and Equipe

2627-2-E1902R017

Course title

Organization of Early Childhood Services and Educational Teams.

Topics and course structure

What kind of organizations are early childhood services? How do educational and organizational choices within early childhood services interact coherently to enhance the quality of children's educational experiences?
These questions will guide the development of the course, which explores the pedagogical-organizational dimension of early childhood services by considering organization—both in its structural and procedural aspects—as a dynamic cultural reality, interconnected with the everyday educational experiences of children within these services.
The organization of educational services will be explored as the dynamic outcome of dialogue among a plurality of perspectives, both internal and external to the service, with particular attention to the work group. The functions of educational teams will be examined as vital dimensions for negotiating problems, meanings, representations, and practices in early childhood education and its organizational forms.
The course aims to initiate paths of theoretical and methodological understanding to foster reflective and critical thinking among students regarding the pedagogical-organizational dimensions and educational teams within early childhood services.

Objectives

The main objectives of the course concern both the acquisition of knowledge and skills related to the fundamental theoretical and methodological aspects of the organization of services and educational teams, and the promotion of reflective and critical thinking regarding pedagogical-organizational processes and teamwork within early childhood

services.
This course is specifically intended to support the following learning outcomes:

1. Knowledge and understanding
   – Acquire theoretical and methodological knowledge and develop an understanding of organizational, pedagogical-organizational, and team-related dynamics within early childhood services;
   – Develop reflective and critical awareness to gain a well-structured understanding of issues and processes related to pedagogical organization and educational teams in early childhood services.
2. Applied Knowledge and Understanding
   – Acquire theoretical and methodological knowledge for understanding and analyzing pedagogical-organizational phenomena and issues, as well as the functioning of educational teams, in relation to specific situations and cases within early childhood educational contexts.
3. Autonomy of Judgment
   – Develop and consolidate the ability to reflect and think critically when analyzing situations and issues related to organizational life and educational teams in early childhood services.
4. Communication Skills
   – Develop the ability to effectively communicate the rationale and criteria used in analyzing situations and issues concerning organizational life and educational teams in early childhood services;
   – Acquire knowledge and appropriate use of specific terminology related to the organizational and team-based dimensions of childcare services.
5. Learning Ability
   – Ability to reprocess and structure acquired knowledge;
   – Ability to identify methods and tools to support both personal and professional growth, for oneself and others.

Methodologies

The course is taught in Italian.
30% of the lessons in lecture type and 70% will involve interactive teaching methods (presentation, discussion, and analysis of pedagogical-organizational cases and educational teams, individual and group exercises and discussions with experts in early childhood educational services).

Online and offline teaching materials

Course materials, when possible, will be made available on the course's e-learning page.

Programme and references

Bifulco L., Che cos’è una organizzazione, Carocci Editore

Infantino A., Organizzazioni educative. Teorie e pratiche nei servizi educativi per l’infanzia, Guerini

The other two references will be communicated at a later date.

Assessment methods

The evaluation method is an oral exam.
The choice of an oral exam as examination method allows to evaluate not only the student knowledge but also the critical understanding of the course topics, pedagogical analysis skills, and ability to connect theory and practice. There are no midterm exams.
Evaluation Criteria:
– Ability to organize and present the knowledge acquired through the course activities and the study of the books of the syllabus;
– Ability to argue reflectively, analytically, and critically all the topics of the course;
– Ability to connect theory and practice and identify relevant links between texts and course themes;
– Appropriate use of academic language
The evaluation will be expressed on a 30-point scale, based on the following grading scale:

1. Fail
   Insufficient preparation on the main topics included in the syllabus and references;
   inability to connect theory and practice and identify relevant links between texts and course themes;
   inadequate use of discipline-specific vocabulary.
2. Sufficient – More than sufficient (18-23)
   Generic and sometimes uncertain or incomplete preparation on various topics of the syllabus and references;
   difficulty in connecting theory and practice and identifying relevant links between texts and course themes.
3. Good (24-27)
   Adequate preparation on the main topics in the syllabus and references, though not deeply explored in some areas;
   Good analysis, and critical elaboration, though not always precise;
   ability to connect theory and practice and identify links between texts and course themes.
4. Very Good – Excellent (28-30/30L)
   Excellent knowledge of the topics of the syllabus and references;
   well-structured and autonomous argumentation, analysis, and critical elaboration;
   good/excellent ability to connect theory and practice and identify links between texts and course themes;
   good/excellent exposition skills and mastery of the discipline’s specific vocabulary.

Office hours

please write to: agnese.infantino@unimib.it

Programme validity

The program is confirmed for two academic years.

Course tutors and assistants

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES