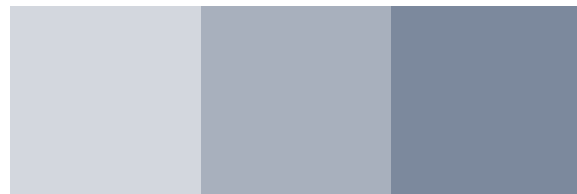
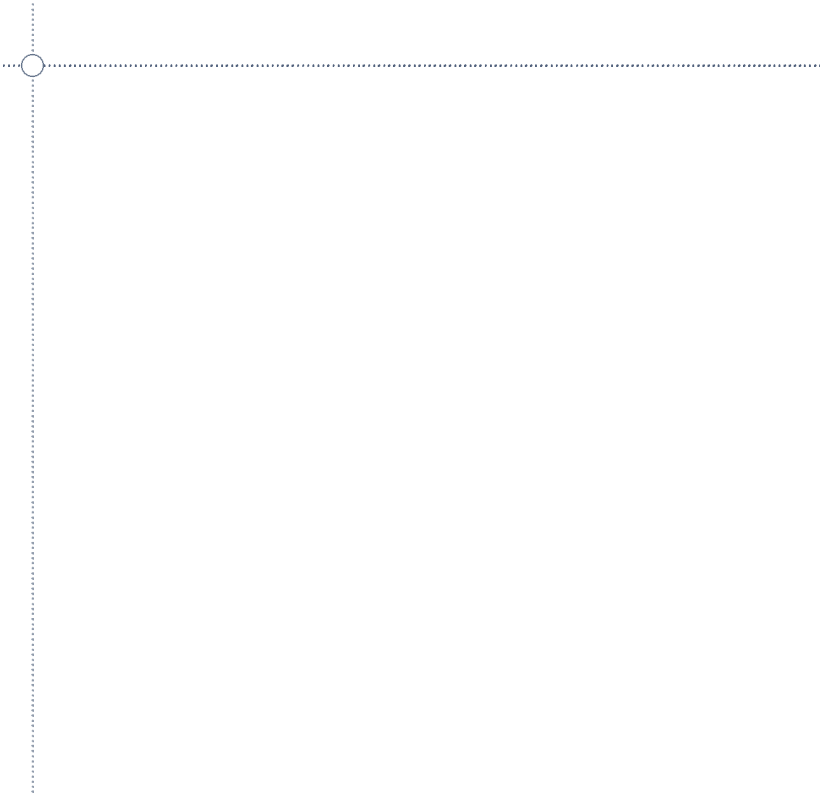




Pre-school Educators

Pre-school Educators







Pre-school Educators

Year I



Discipline

Artistic Expressions

T TP P S

Year 1

Semester A

Hours/Week

3,3

Credits

8,5

Course Pre-school Educators

Optional

Compulsory

X

Teacher

Duarte Victor, Filomena Fialho, João Duarte

Aims

To develop the perception and expression/communication capacity in contact with the system. To understand the child's development at the level of expressions. To develop creativity in the organisation of learning situations. To integrate the contents of the artistic expression area.

Syllabus

Dramatic Expression - The body: discovery, awareness, relaxation and massage. Command, expression and communication using the body in its still form and in movement. Breathing and voice techniques for teachers. Unwritten creative and leisurely writing. History of dramatic expression. The projected dramatic game.

Plastic Expression - Expression and visual communication. Study of the visual language elements and their interrelationship. Expressive qualities of tools and materials. Resources and techniques of plastic expression. Development of child-related graphical expression.

Musical Expression - Music, musical expression and musical education. Sound as a communication tool. Physical properties of sound. Means and techniques of Musical Expression. Basic Musical procedures. Analysis, organisation and graphical registry of sound elements. Stages of musical development.

Methodology

Students shall develop individual and group projects based on the subject and/or subjects in accordance with the objectives, the programme content and the course dynamics. Research, problem solving and intervention situations shall be encouraged within the system and within the school.

Bibliography

ARNHEIM, R. (1986) – Arte e percepção visual, S. Paulo; Pioneira Ed.

TELMO, I.C. (1986) – A criança e a representação do espaço, Lisboa; L.H.

TELMO, I.C. (1992) – Linguagem gráfica infantil, Setúbal; ESE

BARRET, Gisèle (1986). Essai sur la pédagogie de la situation en expression dramatique et en éducation, Montréal, Publications de la Faculté des Sciences de l'Éducation/Université de Montréal.

Assessment

Evaluation shall be of a training-based character during the process and of a more concise character in pre determined stages, such as at the end of the year. The teaching staff shall specify the evaluation parameters and criteria. These shall be based on class participation, effort shown and other attitudes that reveal concern toward self-training and the student/school/system relation. They shall be equally based upon the results obtained and the capacity revealed by class assignments. Teaching staff from all three areas shall determine a sole final classification for each student, which shall result from the analysis of the different partial classifications translated into a scale of 0 to 20 marks.

Discipline		Communication and Expression								
				T	TP	P	L			
Year	1	Semester	A	Hours/Week	1	2,2			Credits	8,5
Course	Pre-school Educators			Optional			Compulsory			X
Teacher	Carla Cibele Figueiredo, Filomena Fialho, Fernando Casaca, Margarida Rocha, José Victor Adragão									
Aims	To be able to receive and integrate, from a critical point of view, different types of communication: linguistic, plastic, dramatic and musical. To be able to interrelate and co-operate interpersonally and inter-culturally. To be able to develop an effective and creative communication. To be able to develop a project, interconnecting the different types of communication.									
Syllabus	This discipline is composed of five subjects: Interpersonal Relationships, Portuguese Language, Plastic Expression, Dramatic Expression and Musical Expression.									
Practical Work/ /Laboratory	Each subject, both that of "Interpersonal Relationships" and the "Expression" subjects, is organised on the basis of practical exercises of critical analysis of patterns and of the creative production of communicative situations.									
Methodology	Large group and small group work. Sessions with the involvement of all the students and teachers. Group sessions.									
Bibliography	This being essentially a discipline aimed at developing communication skills, there is no general basic bibliography. Each teacher suggests, case-by-case and according to the students' demands, supporting materials, bibliographic or not.									
Assessment	Involvement of the students in view of a formative assessment according to each subject. Development of a project work. At the end of the year, production of a work of critical analysis from a cultural point of view, to enable the final synoptic assessment.									

Discipline

Education and Intervention Contexts

T TP P S

Year 1

Semester A

Hours/Week

1,5

1,4

Credits

7,5

Course Pre-school Educators

Optional

Compulsory

x

Teacher

Ana Maria Bettencourt, Carla Cibele Figueiredo

Aims

To support the creation of professional identity and the integration/comprehension of the schooling institution, as well as, the capacity to participate and intervene therein; To develop transversal skills necessary for the practise of the teaching profession, namely in what concerns communication, expression, interpersonal relationships, research, analysis and reflection on information; To understand the challenges presented by today's world to Education; To understand the value of investigation as an instrument used for the teacher's professional development and to command some of its principles and procedures; To understand and develop a reflective and critical outlook regarding the problems faced by Education and Pedagogy throughout History and in our days.

Syllabus

The challenges of Education. The knowledge compiled regarding Education – History and Pedagogy. Facts, political contexts and philosophers / trends that marked Education in Europe (from the 17th to the 20th centuries). Education in Portugal during the 20th century. The Portuguese Educational System and its educational institutions. Basic rules for the Educational System. Pre-school education. Basic education, 1st 2nd and 3rd cycles, European Educational Systems, basic ideas regarding Autonomy, Networks, Educational territories and school grouping, basic ideas regarding School Culture and the Educational Project

Practical Work/
Laboratory

Common to all Modules: Presentation and discussion of the information conveyed by the media regarding aspects related to the national and international educational phenomenon.

Module 1: Outlining of a small research project (course of the investigation: from the initial outline of the issue/ problem to the collection, analysis and interpretation of data); Assignment disclosure: article, oral presentation and poster.

Module 2: Small research and insight projects concerning Pedagogy-related trends and the great European and Portuguese scholars. Practical work related to the analysis of educational materials and tools (legislation, manuals, programmes...), used throughout the various historical periods of the Portuguese 20th Century.

Module 3: Analysis of the applicable legal standards used for the comprehension of the Portuguese educational system, meetings/debates with teachers/tutors that lecture different levels of teaching, analysis of articles/studies that specifically deal with the problems/ challenges faced at different levels of teaching and in the articulation amongst them.

Methodology

Large group and small group work. Sessions with the involvement of all the students and teachers. Group sessions.

Bibliography

Bell, Judite. (1997). *Como fazer um Projecto de Investigação*. Lisboa: Gradiva.
Bogdan e Biklen (1992). *Investigação Qualitativa em Educação- uma introdução à teoria e métodos*. Porto: Porto Editora.
Candeias, A. *Educar de outra forma. A escola oficina nº 1 de Lisboa*: IIE

Assessment

Knowledge, development and adaptation of attitudes and proposed competence, attitudes (interest, participation, implication...).
Products: Test, Research project (group), Individual work: Aprendi I, Aprendi II

Discipline	Science, Culture and Society									
Year	1	Semester	A	Hours/Week	T 1	TP 2,2	P	S	Credits	8,5
Course	Pre-school Educators				Optional			Compulsory		X
Teacher	Amélia Rosa, Catarina Delgado, Graciosa Veloso, Luís Carlos Rodrigues									
Aims	<p>This discipline is common to all the courses of this school and integrates the subjects of History, Culture and Society, Science, Technology and Society and Mathematics, Culture and Society. In the development of the learning potential of the students, one of the skills considered essential for the practice of a profession appears to be mainly:</p> <p>To be able to acquire the knowledge - conceived as complex and historically established formulations, to examine them and to use them according to specific requirements and issues, complying with ethical and deontological principles.</p>									
Syllabus	<p>Natural Environment of the District: Topographic and climatic characteristics, Geomorphologic aspects, Biological variety (fauna and flora). Social Environment of the District: Historical, demographic, economic and political aspects, social and cultural characteristics, social dynamics and issues. Human population and demographic dynamics. Concept of system and the systemic approach. The Natural Ecosystems. Urban Environment and Rural Environment. The intervention of man in the natural and social environments. The nature of mathematical activity. Events in the history of Mathematics. Solution of problems that enable the critical interpretation and understanding of Mathematics underlying different situations of reality. The production of human knowledge in the understanding of the social and natural environment.</p>									
Methodology	<p>Greater consideration will be given to the active methodologies that, involving the students individually or in group, favour the creation of knowledge based on a historical and philosophical reflection upon the nature of science and also, on the exploration of different problematic situations. The activities to be carried out in the three subjects that integrate this discipline, the program of which will be handed out during the first sessions of each subject, are organised according to major integrating topics, through a perspective of articulation of the conceptual and methodological tools developed in each one of the subjects and valuing the knowledge already acquired by the students through their life experience.</p>									
Bibliography	<p>ABBOT, E. - Flatland: O País Plano. Lisboa: Gradiva, 1993. CORREIA, Francisco Nunes, "Alguns Paradigmas Ambientais" in "Ambientes e Ambientanismos", in Portugal Hoje, Lisboa, INA, 1995, pp. 135-140. ENZENSBERGER, H. - O Diabo dos números. Porto: Edições ASA, 1998.</p>									
Assessment	<p>The following items will be assessed in this discipline: A group work on a research topic/issue to be presented orally in the classroom; A comment and discussion of a text (in group); An essay on the solution of a problem (individual); A test; Self-assessment cards (individual) reporting the students' involvement in the tasks carried out in the classroom</p> <p>The parameters, criteria and tools of assessment will be provided in due course.</p>									

Discipline

Research Methodologies and Information Management

Year 1

Semester A

Hours/Week

T TP P S

1 2,2

Credits 8,5

Course Pre-school Educators

Optional

Compulsory X

Teacher

Conceição Brito, Fernando Pinho, João Torres, Marta Alves, Patrícia Argüello, Teresa Marques

Aims

This discipline intends to: create awareness of the impact of the information society; to encourage the critical interpretation of the media; to encourage familiarisation with the TICs and a number of its applications; to encourage the adoption of different languages; to develop skills in the domains of selection, research, management and handling of information; to develop skills in the domains of team work for the development and management of projects; to develop communication skills with resort to different media; to integrate and use different forms of communication.

Syllabus

Documentation: documentary research – contact with the CRE, data localisation, data collection; reading cards – methodology of data collection, production of secondary documents; formal management of data – careful presentation of written works, formal aspects and aspects of contents, reports, oral presentation of written works; reference of the documents.
Education for the Media: Image interpretation(s); Critical analysis of the media; Oral communication and visual media; Retroprojection as an auxiliary of communication; Photographic process: audio-visual editing and records; Audio: sound editing and records; Video: video editing and records.
Information and Communication Technologies: information society - indicators and impacts; multimedia applications – analysis and assessment; Internet as a means; computer tools in the development of work projects: text edition and image integration of different media; data analysis, graph diagrams and presentation on spreadsheets; electronic presentation and production (slide show).

Methodology

In the course of the working sessions, debates will be held and group work, demonstrations, previews and guided tours will be carried out. The work projects will be developed throughout the year in groups of four students (2 per computer), on the basis of topics suggested by the teachers. At the same time, the students will carry out integrating works of the knowledge/skills that this discipline aims at developing, such as the use of the different computer tools included in the program; video, photography, retroprojection and documentation.

Bibliography

PESSOA, Ana Maria - Como fazer um trabalho escolar: da pesquisa à apresentação dos dados. Setúbal: Escola Superior de Educação, 1991
POPPER, Karl CONDRY, John— A Televisão: Um perigo para a democracia. Lisboa: Gradiva. 1995
MONTEIRO, Nuno Pereira (1999) — Democracia electrónica. Lisboa: Gradiva, Fundação Mário Soares.

Assessment

The continuous assessment of the discipline will be carried out in the course of the year, through direct observation of the work produced by the groups. There will be 3 major occasions for the appreciation and assessment of the development of the projects, which will be presented publicly. Moreover, students will be subject to a test that will constitute another item of assessment of the discipline.

Discipline

Portuguese Language and Culture

Year 1

Semester A

Hours/Week

T TP P S

0,5 1,4

Credits 5

Course Pre-school Educators

Optional

Compulsory x

Teacher

Helena Camacho

Aims

To contribute to the general and specific training of future teachers and tutors.
To provide the students with the necessary cultural and linguistic knowledge considered essential for their chosen profession. To promote a consistent reflection on the main topics of Portuguese Language and Culture.
To reorganise the linguistic knowledge and cultural reflection previously attained.

Syllabus

The subject comprises two viewpoints: language and culture. Concerning “language”, the proposed content is as follows: Linguistic Culture and Language structure and method.
Concerning “culture”, the following topics shall be considered: The construction of a culture, Thematic Culture, From past to present, factors that alter the national culture

Practical work/
Laboratory

Practical work is sometimes intended to be motivational, other times as an instructional element and even as a form of evaluation.
The topics studied can be suggested by the teacher or by the students and always in accordance with the programme content.

Methodology

The methodology adopted consists of theoretical classes - of material study -, and theoretical-practical classes for presentation and discussion of work carried out by the students, regarding the programme topics previously chosen and debated with the teacher.

Bibliography

CUNHA, C. e LINDLEY CINTRA, L. Nova Gramática do Português Contemporâneo. Lisboa: João Sá da C
FAFE, J. F. - Portugal, meu Remorso de Todos Nós. Lisboa: Caminho/ Nosso Mundo, 1988
LOURENÇO, E. O Labirinto da Saudade- Psicanálise Mítica do Destino Português. Lisboa D. Quixote.

Assessment

Each student shall be evaluated based upon a minimum of two tests and one practical work.

Notes

This subject is meant to be for structuring the knowledge previously obtained and a predecessor to the specific subjects of both courses.

Discipline

Educational Contexts – Practice and Pedagogic Reflection

T TP P S

Year 1

Semester S

Hours/Week

2,2

Credits 3

Course Pre-school Educators

Optional

Compulsory X

Teacher

Sofia Figueira

Aims

To gift education with a perspective beyond that of the traditional models, decentralised from the schooling standpoint. To enable the analysis and understanding of the less formal educational models. To promote contact with educational on a community scale. To develop the capacity of observing and analysing the working process of different educational institutions via direct contact with such realities. To reflect upon the role of the child tutor in various educational contexts.

Syllabus

The diversity of educational organisations in the educational continuum: Goals and Objectives, The People involved, The Pedagogic relationship, The importance of quality educational contexts. The child tutor's profile. A Society without schools: critical analysis of Ivan Illich's thought. The autobiographical method: some essential principles for a reflexive training.

Practical Work/
/Laboratory

Formal and informal realities, which provide the answer to child and youth needs in what concerns education and social/cultural work. Places of Practice: Youth centres, Primary and Post-primary schools, Nurseries, Children and youth Homes, Hospital paediatric service, Libraries, Museums, Centres and services for community education, Services for children with special educational needs.

Methodology

Organised in small groups, the pupils shall pay weekly visits to the above-mentioned places of practice. In class, the pupils shall be given the opportunity to reflect upon the educational contexts they have visited, through the organization of debates, group work and theoretical presentations.

Bibliography

ABREU, I e alt (1990) – Ideias e histórias: Contributos para uma Educação Participada, Ed. IIE, Lisboa
ARENDS, R.I. (1999) - Aprender a ensinar, Ed. Macgraw – Hill , Amadora
DUARTE, A (1993) – Educação patrimonial: Guia para professores, educadores e monitores de museus e tempos livres, Texto Editora, Lisboa

Assessment

During classes the following shall be elicited from the pupils:

- Individual work: writing of a diary
- Group and / or individual work regarding the content covered in the classes.

Taking the defined objectives into consideration, the pupils shall be evaluated in the following aspects:

- Performance and participation shown in field-visits and in the in-school work.
- Personal capacity to relate to others, both adults and children, in various educational contexts
- Capacity to observe and register the working and organisational aspects of the probation/ visit places.
- Critical analysis of educational feedback (expressed through reflections noted in the diary and in group works)

Discipline	Foreign Language									
Year	1	Semester	S	Hours/Week	T	TP	P	S	Credits	4
Course	Pre-school Educators				Optional	X		Compulsory		
Teacher	Luísa Solla, Suzanne Reichenstein									

Aims

To contribute, alongside with other areas of the curriculum, to the students' cognitive, affective and social/ cultural development. To gift students with the capacity to seek, understand and convey information that is relevant to their needs and professional interests through the use of a foreign language. To make them be capable of developing the necessary skills in order to carry out an independent and efficient study, using a foreign language as a working and research tool. To consolidate knowledge, allowing the use of the foreign language with native speakers or non-native speakers. Widening the awareness towards the foreign language.

Syllabus

The linguistic content to be studied shall be selected according to the activities / tasks, thus not separating type and applicability. The approach to the content shall be made from a perspective of continual consolidation and progressive widening. The grammatical items are intended to be submitted to notions and applicability implicit in the activities.

Methodology

The classes shall be practical and shall include large and small group assignments, pair and individual work. It is intended that the students participate in the selection of activities /important chores, as well as in the choice of the respective topics. The teaching-learning process shall include the four skills and shall be organised around practical activities / chores of immediate and future relevance, such as: Simulation of social meetings; Reading of various texts from different areas of the speciality; Elaboration of reading charts; Fill-in of forms; Reading / arrangement of drawings and sketches; Organisation of mini theme dictionaries; Elaboration of written / oral text summaries; Composition of formal letters; Composition of a Curriculum Vitae; Composition of small notices.

Bibliography

Considering that the students can choose between French and English, the choice of bibliography shall be indicated during the classes.

Assessment

The evaluation shall be based on two written works (one individual and one in a group), and shall consider the students' attendance and class participation.

Notes

The Foreign Language (F.L) shall be considered as a contribution to the students' personal and professional training, bearing in mind the development of their communication skills so that they can participate fully on a world wide scale, particularly in their area of specialisation. It is thus intended that the students consolidate, develop and broaden the previously gained knowledge, therefore enabling them to apply this toward using the language as a work and research tool and in situations where it will be necessary to communicate orally or in writing with native or non-native speakers of that particular language.

Discipline

Intercultural Activities

T TP P S

Year 1

Semester S

Hours/Week

2,2

Credits 3

Course Pre-school Educators

Optional

Compulsory X

Teacher

Ana Cristina Figueira, Elena David, Jorge Duarte, Patrícia Argüello

Aims

The main aim of this discipline is to develop, in the students, skills of reflection over practice, providing them with the capacity of innovation and self-training, taking into account the ethical and deontological issues. These skills imply the ability to analyse situations, identify obstacles and problems of the social, cultural and economic environment and to suggest solutions to overcome them. They also imply the need to analyse and decide, to assume risks, recognise potential mistakes and identify training requirements.

Syllabus

Education and socialisation. The limits of Education. Formal and informal education. Educational contexts. Relational dynamics. Interpersonal relationships: group work - team work. Analysis of community life. Intervention in the community: methods and tools of observation and data collection; formulation of a proposal of educational intervention.

Practical work/
/Laboratory

At the end of the first semester, the students, divided in groups of 7 or 8, will spend 4 days in different communities of the district of Setúbal. The students will then carry out work that, from an educational point of view, attempts to identify the host community. Possible solutions to overcome the problems observed are discussed and suggested.

Methodology

Taking into account the main aim, which is the being of the student, the intention is to develop a decentralised vision of education, discussing roles assigned to the person, the School and Education. Following this deconstruction is the development of a professional identity, based on the reflection upon the personal interests of the students and their educational background, as well as their individual educational, social and community needs. The methodology used favours the students' involvement in the classroom. The creation of a suitable relational atmosphere attempts to compare the students, through successive debates and individual or group work, whereby students are confronted with certain educational paradoxes and dilemmas.

Bibliography

CANÁRIO, Rui (Org.) (1995) - Escola rural na Europa. Setúbal: Instituto das Comunidades Educativas.
DELORS, J.; et. al. (1996) - Educação - Um tesouro a descobrir. Relatório para a UNESCO da Comissão Internacional sobre Educação para o séc. XXI. Porto: ASA.
ESPINAY, Rui de (Org.) (1994) - Escolas isoladas em movimento. Setúbal: Instituto das Comunidades Educativas.

Assessment

Owing to the participative methodology used, the assessment takes into consideration the whole work carried out by the students in the course of the semester, both oral - in the classroom - and written, through products such as summaries or critical reviews of texts. The report on the training carried out at the end of the semester constitutes the most important work for the final assessment.



Pre-school Educators

Year II



Discipline

Artistic Expressions

T TP P S

Year 2

Semester A

Hours/Week

3,3

Credits 8

Course Pre-school Educators

Optional

Compulsory X

Teacher

Duarte Victor, Fernanda Vaz, Filomena Fialho

Aims

To understand the contribution of the artistic expressions toward the child's creative capacity in all its forms of communication and expression. To provide adequate materials and resources for working with the child. To develop creativity in the organisation of learning situations. To integrate the contents within the areas of artistic expression.

Syllabus

Dramatic expression - Use of self-esteem for personal development via the metamorphosis of the poetic form. The professional and social body. The word - projection and discussion therapy. The representation in a less dramatic way of festive nursery and kindergarten situations. Puppet shows and shadow theatre for infants. **Musical expression** - Collection/Creation and application of resources and materials of Musical Expression, adequate to children's musical development. Planning and animation of work sessions geared toward primary school children. Various roles in musical experience. Interpretation of sound. Communication of ideas through music. Stages of musical development. **Plastic expression** - Use of images as an aid for communication; images for children. Necessary resources and materials for the child's development. Games and Toys. The form - function relationship. Ideas regarding ergonomics and anthropometry. Expressive qualities of support and materials.

Methodology

The students shall develop individual and group projects based on the subject and/or subjects in accordance with the objectives, the programme content and course dynamics. Situations of research, problem-solving and in-school and environment intervention will be encouraged. The graphic and musical development study of the child / adolescent shall be carried out from both a technical and practical perspective.

Bibliography

FRAGATEIRO, Carlos (1992) Storia e sfide dell'intervento del teatro nel sistema educativo portoghese in Teatro Ed Educazione in Europa Spagna e Portogallo a cura di Benvenuto CUMINETTI, Guerino Studio Ed.
FRAGATEIRO, Carlos, GIL, José (1992) Teatroteka: un ponte per la sperimentazione e l'innovazione, in Teatro Ed Educazione in Europa Spagna e Portogallo a cura di Benvenuto CUMINETTI, Guerino Studio

Assessment

Evaluation shall be of a training-based character during the process and of a more concise character in pre determined stages, such as at the end of the year. The teaching staff shall specify the evaluation parameters and criteria. These shall be based on class participation, effort shown and other attitudes that reveal concern toward self-training and the student/school/environment relation. They shall be equally based upon the results obtained and the capacity revealed in class assignments. Teaching staff from all three areas shall determine a sole final classification for each student, which shall result from the analysis of the different partial classifications translated into a scale of 0 to 20 marks.

Discipline

Educational Development and Contexts 1

Year 2

Semester A

Hours/Week

T TP P S

0,7 2,2

Credits 7

Course Pre-school Educators

Optional

Compulsory X

Teacher

Augusto Pinheiro, Cristina Gomes da Silva, Elena David

Aims

The aims of this discipline are: To encourage understanding of the processes of human development on the basis of the acknowledgement of diversity; The acquisition of theoretical skills that enable the student to understand the educational situations as one of the contexts of development and learning of children and youths; The development of a attitude of investigation that enables the creation of observational tools necessary for the constant diagnosis, intervention and evaluation of learning situations; To encourage the student's personal development through experiences of individual and group work, comparison between different professional images, cultural experiences, discussion of ideas and projects and the actual training process.

Syllabus

Regarding the Theoretical Classes

1st Subject – Childhood, Adolescence and Development: evolution of the roles of Childhood and Adolescence, concepts of development and processes of human interaction.

2nd Subject – Development Processes and Contexts: Life Cycles and Development Contexts, Social and Cultural Diversity and Educational Institutions, the critical Domains of Transmission and Knowledge acquisition, School Deregulation and Innovation.

Regarding the Theoretical/Practical Classes:

1st Subject – Childhood, Adolescence and Human Development.

2nd Subject – Development Processes and Contexts.

Methodology

The theoretic classes will be descriptive, whereas the theoretical/practical ones will be classes of work in small groups.

Bibliography

ARENDS, (1995) - Aprender a Ensinar. Lisboa: McGraw-Hill

SPRINTHALL, N. e SPRINTHALL, R. (1993) - Psicologia Educacional. Lisboa: McGraw-Hill

VALA, J. e MONTEIRO, M.B. (org.) (1993) - Psicologia Social. Lisboa: Fund. Calouste Gulbenkian

(a specific bibliography will be supplied for each theoretic unit during the course of the year)

Assessment

The students have to complete the following: Theoretical analysis of an issue identified in the pedagogical practice: during the 1st stage of the training period, the students must identify an issue that poses a problem and subsequently carry out a work of information collection and systemisation, theoretically substantiating the relevance of the issue that has been identified; Report on the project developed during the 2nd stage of the training period: after completing the 2nd stage of the training period, students will have to prepare a critical assessment of their work. This work will be carried out in conjunction with the work completed within the discipline of Pedagogical Practice; Solution of problematic situations: a set of tasks involving the skills acquired in the theoretical and practical classes and during pedagogical practice, carried out in the course of the 1st and 2nd semesters.

Discipline

Pedagogical Practice and Attendance Seminar I

T TP P S

Year 2

Semester A

Hours/Week

0,7

5,3

Credits

15

Course Pre-school Educators

Optional

Compulsory

x

Teacher

Ana Bela Baptista da Silva, Isabel Correia, Sofia Figueira

Aims

To understand the importance of a kindergarten as an educational means for early childhood, with its own roles and values. To identify the needs and capacities of children up to 36 months of age. To develop the capacity to understand the meaning of being a kindergarten tutor. To acquire skills for the practice of the tutor profession at a kindergarten.

Syllabus

Kindergarten as an answer to child education and protection: basic guidance principles. Routine and procedures at a kindergarten. Place and material organisation. Educational activities at the kindergarten – planning and evaluation. The importance of leisure activities. Daily care. The ideal profile of the kindergarten tutor. The kindergarten tutor and pedagogic project.

Practical work/
Laboratory

The students will have a probation period of 8 weeks at a kindergarten.

Methodology

This discipline shall be both practical and theoretical. The theoretical-practical classes will operate as a support to field work that the students will develop in a progressive way. The pedagogic practice will integrate two distinct moments: direct practice at institutions and self and peer assessment at Escola Superior de Educação, via problem analysis of experienced situations. There will also be visits to establishments of primary child care support, such as those linked to health, social services, legal and other establishments.

Bibliography

PORTUGAL, G - (1998), Crianças, Famílias e creches, Lisboa, Porto Editora
DAVIDSON, F - (1983), Creches; realização, funcionamento, vida e saúde da criança, Lisboa, Editora Portuguesa de livros científicos Lda
GESELL, A - (1998) – A criança dos 0 aos 5 anos, Lisboa, Dom Quixote

Assessment

The scope of this subject shall involve the systematic evaluation of: Student class participation. Pedagogic practice at kindergartens. Group work. Individual work. Pedagogic diary. The pedagogic project will also be an evaluation tool for the subject “Curriculum theory and practice”.

Discipline Science and Education for Child Care

Year 2 Semester A Hours/Week 1 2,2 Credits 8

Course Pre-school Educators Optional Compulsory x

Teacher António Marques, Leonor Saraiva

Aims
 At the end of the work carried out in the scope of Science the students should: Understand the value of scientific education regarding the child's overall development. Analyse science approach models at the before schooling level. Produce activities and materials adequate for the work context. Reflect on the academic value of the produced activities. At the end of the work carried out in the scope of Health the students should: Recognise the need for self-esteem and respect for the human life. Gain a sense of responsibility concerning individual, family and community health. Identify factors that influence the healthy development of the human being. Understand from a socio-economic perspective the factors that influence the health of the individual and / or the population. Equate health in all aspects, namely in its biologic, psychologic and social scopes.

Syllabus
 Regarding Sciences: What science should be taught at the before schooling level? – Organisation of learning experiences: the physical world; Acquisition and training of various concepts – children's "ideas". Regarding health: live healthily; education and health promotion – institutions for health promotion; community resources; health surveillance.

**Practical work/
/Laboratory**
 Regarding Sciences: Laboratory activities: observation using all the senses, experiences with various materials and objects. Regarding health, the following shall be suggested: Seminars / debates, group work; Individual reflection regarding the Establishment of Pedagogic Practice; Project work concerning a Health problem within the district.

Methodology
 The activities shall develop from questions of scientific and pedagogic nature proposed by the students and teacher, based on experiences or real facts shared by teachers and researchers. More importance shall be given to practical activities carried out in small groups, without underestimating the importance of individual research and study projects, which will be a constant, due to its fundamental importance to consolidate the students' basic scientific grounds.

Bibliography
 Driver, Rosalind (1985). "Children's Ideas in Science". Open University Press, Milton Keynes, U.K..
 Good, Ronald G. (1977). "How Children Learn Science". Macmillan Publ. Co. Inc., N.Y..
 Letts, (ed.) "Back to Basics. SCIENCE". London:1996.
 Mary, Mayesky (1990). "Creative activities for young children". 4 th ed., Delmar Publ. Inc., N.Y..
 Science 5/13, (1980). "Learning through Science". Macdonald Educational, Suffolk. - Vaquette, P.(1987). "Le Guide de l'Eduteur Nature". Le Souffle d'or, France.

Assessment
 The evaluation shall be carried out by the teachers taking into consideration the students' self and peer evaluation. The evaluation of the first module shall be based on: An individual test and a group project – planning of activities to be carried out in Practice. The evaluation of the second module shall be based on participation in class work, individual reflection and hands-on project.

Notes
 The subject consists of two 48-hour modules each: Science in Childhood and Education for Health. The final mark is based on the average of the marks given in each module.

Discipline

Theory and Practice of the Curriculum I

Year 2

Semester A

Hours/Week

T TP P S

0,7 1,8

Credits 6,5

Course Pre-school Educators

Optional

Compulsory X

Teacher

Ana Bela Baptista da Silva, Isabel Correia, Sofia Figueira

Aims

This discipline seeks to: Establish the theoretical basis for the understanding of the curricula theory and to establish the link between educational theory and pedagogic practice at the kindergarten; Gift the students with the capacity to appreciate the role that the curriculum can assume regarding the quality of educational practice; Identify the contexts that are more favourable to the child's development at an early age. Identify the skills of the kindergarten tutor.

Syllabus

Curriculum concept, theoretical explanatory principles. Curricular development. The curriculum in child-related education: Historical perspective, Curriculum sources, Curricular models: the experience of Lóczy, Quality in first childhood education. Contributions for the preparation of a first childhood-related curriculum, adequate in terms of development.

Methodology

The subject shall be both theoretical and practical. Classes shall be based on two topics, both geared towards reflection: Curriculum and quality. These topics shall be dealt with from two distinct and complementary methodological viewpoints: contributions that arise from theories of various writers and contributions that arise from students using their kindergarten work experience. The work shall evolve using theoretical presentations, individual and group work and debates regarding the subject matter.

Bibliography

DAVIDSON, F - (1983), Creches; realização, funcionamento, vida e saúde da criança, Lisboa, Editora Portuguesa de livros científicos Lda
GESELL, A - (1998) – A criança dos 0 aos 5 anos, Lisboa, Dom Quixote
GOMES, J. F. (1986) – Educação infantil em Portugal, Lisboa, INIC
VÁRIOS (1982) – Curriculum planning for young children, USA, NAEYC
DAVID, M e APPEL, G (1973)- Lóczy ou le maternage insolite, Paris. Editions du Scarabée

Assessment

The scope of this subject shall involve the systematic evaluation of: Student class participation; Group work; Individual work. Final work: Group preparation of guidelines for the kindergarten curriculum. Kindergarten-related Pedagogic Project (common to the subject Pedagogic Practice and Attendance Seminar)

Discipline	Childhood and Literature									
Year	2	Semester	S	Hours/Week	T	TP	P	S	Credits	4
Course	Pre-school Educators				Optional			Compulsory	X	
Teacher	Luciano Pereira, Manuela Matos									

Aims

To develop a liking toward the specificity of the literary text. To research information regarding the concepts of childhood, literature and child literature. To broaden knowledge regarding child literature. Collect/ Research productions of child literature. Reflect upon: the publishing activity in the area of child literature; the use of images in texts aimed at children; Multidisciplinary perspectives of child literature. To recognise: Affinity between the fairytale and other less age directed literary and literature related narratives. The universal nature of story telling topics (imaginary or otherwise) as a promoter of personal and multicultural development. Listening to a fairy tale - as told to the child by the teacher. Understanding: Child literary texts; Child literature returned by the children after use; The multidisciplinary aspect of child literature; Representations of childhood projected into literature. Producing material from the worked out contents.

Syllabus

Concepts of literature, childhood and child literature. Literary texts and child literature. The identity between the narrative structure of fairytales and other stories. The relation between the universal theme of the fairytale and other stories and the child's development from a personal and multicultural point of view. The child's development through the teacher's story telling. Child literature returned by the children after use. The multidisciplinary nature of child literature. Representations of childhood projected into literature.

Methodology

The work to be carried out in the scope of this subject shall be done so on a material reception / production basis.

Bibliography

BARRETO, G. - Literatura para crianças e jovens em Portugal. Porto: Campo das Letras, col. Campo da Literatura/ Ensaio (18), 1998.
 BETTELHEIM, B. - Psicanálise dos contos de fadas. Trad. port., 4ª ed. Lisboa: Livraria Bertrand, 1991.
 COELHO, N. - Literatura Infantil: história, teoria, análise. 3ª ed. refundida. S. Paulo: Quiron, col. Logos, 1984.

Assessment

The Evaluation Method shall have two viewpoints: The Programme; Pertaining to the students. Each student that attends at least half of the classes shall be evaluated according to his/ her individual and in-group production, or merely individual, which shall focus on oral discussions during classes as well as, written subject matter (compulsory) and, where necessary, other types of work. In some circumstances a final exam can be taken.

Discipline

Children's linguistic skills

Year 2

Semester S

Hours/Week

T TP P S

1 2,3

Credits 4

Course Pre-school Educators

Optional

Compulsory X

Teacher

Fernanda Botelho

Aims

To become aware of the importance of this area in the training of educators. Use the main theories in this area to put the children's linguistic skills into perspective. To equate the role of language development, in the context of the child's global development. To plan (and implement) educational strategies for pre-school children's (verbal) language development

Syllabus

Communication and language: the specific nature of human language. Pre-verbal communication. Verbal communication: language acquisition - strategies and processes, mother tongue comprehension and production: Phonological development, Lexical-semantic development, Morphological development, Syntactical development, Pragmatic development. The children's linguistic skills development: pedagogical aims and strategies, in pre-school educational environment.

Practical Work

Practical group work in class about one of the themes of the programme and organisation of a file about the theme chosen for the group work. Presentation and debate of a individual essay about educational strategies for pre-school children's language development.

Methodology

The classes of this subject will take the form of seminars, which will include brief lectures as well as the analysis and discussion of texts and other materials aiming at a systematic conjunction of conclusions.

Bibliography

Simonpoli, J.F. (1991): *La conversation* enfantine, Hachette, Paris
 Chailley, M. (1997): *Jeunes téléspectateurs en maternelle*, Hachette, Paris
 Menyuk, P. (1988): *Language Development*, Scott, Foresman & Company, Boston
 Vigotsky, L. (1992): *Language and Thought* 9 M.I.T. Press, Cambridge

Assessment

Students will be subjected to a process of continuous evaluation, however, only students who participate in at least 75% of the classes can be assessed in this way. The following will be assessed: Practical work, in group, 'in a class - using one of the themes of the programme. This work will have a written version to be delivered in following class; as well as, a file about the chosen theme containing all articles, books/chapters and other researched materials; An individual essay written about theme 4 of the programme; naturally, it will be based on the data observed and gathered for this purpose during the pedagogical practice. In writing this article, students must keep to the writing style used for this kind of text. Care must be taken with regard to the standard of language, rigour, correctness and economy. It will be presented in a debate to be arranged for this purpose.

Notes

In parallel with gaining a deeper knowledge of the structure of the-Portuguese Language, essential to an understanding of language development and acquisition processes at pre-school age, we will reflect on educational strategies, coordinated with pedagogical practice, aimed at developing language potential.

Discipline

Anthropology of Education

Year 2

Semester S

Hours/Week

T TP P S

1 2,2

Credits 4

Course Pre-school Educators

Optional

Compulsory X

Teacher

Luís Souta

Aims

To gain an understanding of the teaching/learning process in the transmission and acquisition of the knowledge for new generations. To learn about the forms and structures of both formal and informal teaching/learning processes in multiple non-western contexts. To understand the extent of the educative phenomenon outside the context of school/kindergarten. To apply proper investigation methodologies and strategies of anthropology, to gain an understanding of the heterogeneous nature of social interaction. To evaluate the contributions of Anthropology of Education, in the area of Social Sciences and Education, for the training of educators, for the design/formulation of curricula adjusted for cultural diversity and for the development of school projects in conjunction with the community.

Syllabus

Two entwined cultures, the adult one and that of the child, and their different epistemologies. Teaching/learning processes beyond the School. Cultural (dis)continuities found in various learning contexts (family, peer groups, school, rituals, etc). Ethnography of the educative process. The production of inequalities inside the education system and the pedagogies informed shaped/influenced by attitudes of respect towards cultural difference. Multiculturalism in a heterogeneous school examined from ethnic-cultural, linguistic, religious and nationality perspectives. Anthropology (re)discovers "l'inconnu familier". The Anthropology of the other. Cultural diversity, ethnocentrism and conflict. Cultural identity(ies). Identity as culturally built information. Resistance strategies to school and to academic knowledge, in certain sectors of the population.

Social-anthropological perspectives on literacy. Methodological and investigation problems in Anthropology of Education: participant observation, life history data and genealogies.

Methodology

Viewing ethnographic films. Participant observation practice (relations in the area of educational institutions; participation of relatives in kindergartens; non-formal educational structures). Application of data collection techniques and methodologies, observation and classification of information: the interview and life history data.

Bibliography

OGBU, J.U. (1987) "Ethnoecology of urban schooling" in L. Mullings (ed.), *Cities or the United States: Studies in Urban Anthropology*. N.Y.: Columbia University Press
 SPINDLER, George (ed.) (1982) *Doing the Ethnography of Schooling*. N.Y.: Holt, Rinehart & Wiston
 SUPER, Charles (1980) *Anthropological Perspectives on Child Development*. Yossey Bass
 KONNER, Melvin (1991) *Childhood: A Multicultural View*. Boston: Little, Brown and Company
 WAX, Murray Lionel (1971) *Anthropological Perspectives on Education*. New York: Basic Books

Assessment

Students will be subjected to a process of continuous evaluation, in which there will be a place for summative evaluation (individual and field work): life history data - interview(s) with a member of an ethnic-cultural, linguistic, religious or national minority. The student's final classification will be based on the following parameters: (i) Assiduity and participation in class activities (participation, critical comments, suggestions and contributions); (ii) Work produced: knowledge obtained, research abilities, critical reflection and analysis; clearness and precision in the use of language; rigour and originality.

Discipline

Foreign Language

T TP P S

Year 2

Semester S

Hours/Week

3

Credits

3,5

Course Pre-school Educators

Optional

X

Compulsory

Teacher

Luísa Solla, Suzanne Reichenstein

Aims

To promote capacity for integration in the international community. To develop skills in the chosen language (oral and written) for social and professional life situations.

Syllabus

Trips and holidays in foreign countries. Educational systems and education in an European context. Up-to-date topics: environment, health, social exclusion, human rights, etc. With regard to vocabulary, we shall encourage the one that arises from the topics being discussed, expressions and vocabulary related to everyday life, personal experiences, as well as, the academic speciality chosen by the students. The grammatical structures shall be studied in conjunction with the activities and topics discussed.

Methodology

Class activities shall include individual, in pair and group work and shall bear in mind the skills to be developed. Different types of materials in different "supports" shall be developed. Independent work can also be considered and shall be specified in accordance with the students' needs and interests.

Bibliography

Considering that the students can choose between French and English, the choice of bibliography shall be indicated during the classes.

Assessment

The final classification shall be based on two pieces of work (one individual and one supervised) as well as class participation. The type of work shall be discussed with the students.

Notes

This subject represents a deeper approach of the subject "Foreign Language I" and seeks to promote the integration in the international community by developing skills so as to use the chosen language in the scope of topics that arise from the students' social interaction and future professional activity. In addition to linguistic skills, the students will also be encouraged to develop speech-related strategic skills that enable them to solve problems in situations of oral or written communication with native and non-native speakers.



Pre-school Educators

Year **III**



Discipline

Theory and Practice of the Curriculum II

Year 3

Semester A

Hours/Week

T TP P S

0,7 2,2

Credits 4

Course Pre-school Educators

Optional

Compulsory x

Teacher

Manuela Matos

Aims

To broaden and develop the concepts discussed during the previous year, placing more emphasis on the aspects more directly related to the pedagogic practice for 2nd Childhood (Kindergartens). To develop adequate observational, critical and educational intervention skills with the students, fundamental for the development of the student/future teacher. To provide updated information regarding specific methodologies, direct and indirect educational intervention, its characteristics and influence to the development of children between the ages of 3 and 5/6.

Syllabus

Approach toward the following concepts: Curriculum, Curriculum Sources, Program, Plan, Planning, Educational Project and Pedagogic Project. Kindergarten, objectives, people involved, implications, models. Learning and Teaching: Different perspectives regarding learning and development. The quality of education and its indicators in the context of Kindergartens, ecological perspective. Hidden Curriculum. Leisure activities. Play and the pre school child. Curricular guidelines: Introduction to various curricular models: High scope, Pedagogy Project, MEM Situation Pedagogy and Reggio Emilia.

Methodology

This subject works in strict conjunction with the Pedagogic Practice subject. The theoretical information shall be dealt with in a practical manner, using observation and registering of practical situations experienced and by the research of data in other contexts. The teacher can accompany the situations identified in class or in the working place whenever it is deemed convenient. The students shall be required to carry out group work in class and an individual final assignment regarding a case study based on the practical experience or the deeper study of a kindergarten work methodology.

Bibliography

BEARD (R.M) "Como a Criança Pensa", São Paulo, Ibrasa, 1969
 BREDEKAMP (S), "Prática Adequada em termos do desenvolvimento em programas para a 1.ª e 2.ª infância, servindo as crianças do 0-8 anos", Washington, N.A.E.Y.C, 1987 (tradução)
 BROWN (J) "Curriculum Planning for Young Children", USA, NAEYC, 1991
 CHAN (B) "Early Childhood toward the 21st century", USA, YCEPC, 1990

Assessment

The accomplishment of the assignments, their presentation and the capacity for critical analysis of their practical implementation shall be worth 50% of the total mark.
 The final assignment shall be worth 50%.

Discipline		Pedagogical Practice and Attendance Seminar II								
Year	3	Semester	A	Hours/Week	T	TP	P	S	Credits	20
Course	Pre-school Educators				Opcional		Compulsory	X		
Teacher	Manuela Matos, Teresa Ferrão									

Aims To support reflection on Mankind's cultural heritage in the scope of Education, so as to understand the current flows in Pedagogy and the most evident future trends. To contribute to the personal and in-group awareness of what is the role of child tutors and his/ her importance as a human being so as to correspond to children's needs, family and society expectation, making the educational act meaningful. To provide an integrated approach of the pedagogic phenomenon, thus establishing a link with other spheres of knowledge. To encourage endeavour in the process of continuous professional training.

Syllabus Kindergarten Education: a personalised and global perspective: The specific role of Kindergartens. Pedagogic concept an educational intervention. Autonomy, freedom, responsibility and independence. Educational intervention: direct and indirect intervention. Other people involved in the educational process (family, community). Perspectives for Kindergarten curricular development: planning and organisation of a curriculum that is designed to cater for the potential of all the children. Programme evaluation: to observe, to register and to evaluate, as adequate practices from a development-related viewpoint. The premature development of linguistic skills: a total or complete language perspective; the emergence of the child's global linguistic skills, supporting writing and reading skills of children at a pre-schooling age.

Practical Work/ /Laboratory Practical work shall take place during 12 weeks of continuous work, spread over the two semesters.

Methodology The development of Pedagogic Practice shall be made from a perspective of increasing complexity of approach of the pedagogic act through: Institutional placement with observation and registering of the immediate educational environmental conditions (material and interpersonal relationships); Participation in educational activities defined in the Programme in force at the Kindergarten; Participation in the programming and evaluation of work carried out; Increasing initiative where concerning independent activity with a group of children; Observation and registry of child behaviour; Participation in group work and in the promotion of family relations; Research of the educational practice.

Bibliography BRICKMAN, (N.A.), TAYLOR, (L.S.), "Aprendizagem Activa", Lisboa, Fundação Calouste Gulbenkian, Serviço de Educação, 1991. BREDEKAMP (S.), "Prática adequada em termos do desenvolvimento em programas para a 1ª e 2ª infância, servindo as crianças dos 0-8 anos". Washington, N.A.E.Y.C., 1987 (trad. Teresa de Vasconcelos, ESE Lisboa). FORMOSINHO (J), (Org.) e outros, "Modelos Curriculares para a Educação de Infância", Lisboa, Porto Editora, 1996.

Assessment The evaluation criteria and ways of doing so shall derive from a document containing the guidelines of Pedagogic Practice. This document shall be distributed among the students at the start of each period of Pedagogic Practice.

Discipline

Educational Research I

Year

3

Semester

S

Hours/Week

T TP P S

1

2,2

Credits

4

Course

Pre-school Educators

Optional

Compulsory

x

Teacher

Augusto Pinheiro

Aims

To promote reflection regarding the processes of knowledge attainment based on practical activities. To provide the students with theoretical and practical mechanisms / tools that enable the promotion of research – action. To support students in the development of their Projects. To promote students' individual work.

Syllabus

Theoretical questions regarding educational research. Qualitative methods in educational research. Information collection techniques. Data analysis

Methodology

Theoretical identification and substantiation of a topic to be studied in practical terms in conjunction with the tutor. Problem definition. Implementation of intervention strategies. Strategy confirmation and evaluation. Data analysis. Presentation of the developed projects in a Seminar. Written work about the project developed.

Bibliography

BARDIN, L., (1979), **Análise de Conteúdo**, Edições 70
 CARR, W., (1990), **Hacia una Ciencia Crítica de la Education**, Editions Laertes
 FERRAROTI, F., (1983), **Histoire et Histoires de Vie**, Librairie des Meridiens
 PATTON, Q., (1982), **Qualitative Evaluation Methods**, Sage Publ.
 QUIVY, R. e CAMPENHOUDT., (1988), **Manuel de Recherche en Sciences Sociales**, Dunod
 UNRUG, M.C., (1974), **Analyse de Contenu**, Ed. Universitaires
 VON CUBE, F., (1981), **La Ciencia de la Education**, Ediciones CEAC

Assessment

Presentation. The process of assignment realisation. Written work about the practical topic/problem identified.

Discipline

Educational Development and Contexts II

Year 3

Semester A

Hours/Week

T TP P L

0,7 2,2

Credits 8

Course Pre-school Educators

Optional

Compulsory X

Teacher

Augusto Pinheiro

Aims

The aims of this disciplines are: The development of theoretical skills that are necessary for the understanding of the processes of human development on the basis of the acknowledgement of diversity; The acquisition of theoretical skills that enable the student to understand the educational situations as one of the contexts of development and learning of children and youths. The development of methodological skills that enable the consolidation of an analytical attitude that allows the creation of observational tools necessary for the constant assessment of the training subjects.

Syllabus

The school as an object of study: School management and the Educational Project. The current model of school management. The development of the school educational project. Assessment/self-assessment of the performance of the educational institutions – School Innovation. **The development of children and youths and schooling:** The social dimension of behaviour. Temperament and personality. Personality and learning in the school context. Identity development. Development of the concept of gender and sexual role. Development of ethnic identity. Cognitive factors and learning. Piaget's theory. Social interactions and cognitive development. Contracts of communication in the classroom. Moral development and education. Social conventions and moral principles. The Kohlberg Theory. Piaget's theory. Autonomy as an educational aim. Topics considered as being relevant will also be approached during the students' pedagogical practice.

Methodology

This program is based on the pedagogical practice developed by the students of Primary school. The training sessions will be divided into practical and theoretical/practical classes. In the theoretical classes, the syllabus will be discussed in order to gain access to the theoretical points of reference. In the theoretical/practical classes, not only the topics of the theoretical classes but also other issues introduced by the teachers or by the students after their pedagogical practice, will be discussed. Students will be expected to complete small group work and text analyses.

Bibliography

BARROSO, J. (1996) - O Estudo da Escola. Porto: Porto Editora
 MACEDO, B. (1993) Projecto Educativo de Escola. Lisboa: IIE,
 CLÍMACO, M. C. (1992) - Monitorização e Práticas de Avaliação das Escolas. Lisboa: GEP

Assessment

The students will have to complete two assessment tasks: Report of the project developed during the training period (in group); Individual work of assessment (individual).

Discipline

Educational uses of computers

T TP P S

Year 3

Semester S

Hours/Week

2,9

Credits 4

Course Pre-school Educators

Optional

Compulsory X

Teacher

Conceição Brito

Aims

This subject seeks to: Promote a broader vision regarding the diverse applications of computers. Reflect upon an integrated perspective of computer use in pre school education. Reveal and evaluate educational multimedia software for pre school education.

Syllabus

The role of the computer in pre school education. Reflection on the different uses: the computer as a tool, the micro worlds of learning and educational games. The "Book Workshop" in the development of language, creativity, socialisation and image capacity. Drawing Programmes. Drawing as a free expression and the guided challenges. Analysis of products created in a pre school multimedia environment. The Internet: interchange and projects.

Methodology

The work shall be accomplished in groups of two students per computer and shall be based on proposals for activities and challenges.

Bibliography

Papert, S. (1997). A família em rede. Lisboa: Relógio d'Água.
Tafoi, B. et al. (1991). As Novas Tecnologias de Informação no 1º Ciclo do Ensino Básico. Lisboa: Projecto MINERVA – DEFCUL.
Ponte, J. (1997). O computador: Um instrumento da educação. Lisboa: Texto Editora

Assessment

The evaluation for the students that opt for the attendance option (2/3 of attendance) shall be continuous and carried out throughout the semester. It will be based on the proposals made in class and on a small assignment that demonstrates the educational use of the computer in a pre school educational context.

Discipline	Globalization of Expressions								
				T	TP	P	S		
Year	3	Semester	S	Hours/Week	2,9			Credits	4
Course	Pre-school Educators			Optional		Compulsory	X		
Teacher	Ana Cristina Sequeira, Fernanda Vaz, Fernando Casaca, Filomena Fialho, João Duarte								
Aims	To understand the value of global teaching and action. To develop creativity using various forms of expression. To stress the specificity of each area in the process of teaching/ learning globalisation. To systemise previous apprenticeships. To develop a work assignment inter-linking the different areas involved.								
Syllabus	Expression from a global perspective. Practical Assignments Integrated use of resources and material; Diversified combination of technical procedures.								
Methodology	The students shall create an interdisciplinary project which shall be completed within a specifically determined period. The teachers shall accompany the evolution of the assignments, together with the various work groups. Organisation of work groups (maximum of 5 people). Each group must present an assignment that contemplates a combination of the various areas of expression. The work process shall be organised in accordance with the following phases: All groups should be present during the presentations. Each presentation should be no longer than 20 minutes.								
Bibliography	Bibliography shall be supplied during the lessons and shall be based upon two perspectives, one directed toward the topic of the discipline and the other oriented to the specificity of each assignment.								
Assessment	The evaluation shall naturally be of a training-based character all through the process. The concise evaluation shall be focused on students' performances, originating from a proposal to be presented by the teachers. The final mark shall include students' self and peer assessment.								

Discipline

Mathematical Reasoning and Children's Education

T TP P S

Year 3

Semester S

Hours/Week

1

2,2

Credits

4

Course Pre-school Educators

Optional

Compulsory

x

Teacher

Catarina Delgado

Aims

Understanding of children's cognitive development and the ways of stimulating it in the context of complete child development. To develop students' capacity to understand the nature of children's mathematical reasoning, so as to enable its development within the context of the child's global learning process.

Syllabus

Logical – mathematical operations: Classification / grouping; Selection; Bi-univocal correspondence; conservation and quantification of discontinuous qualities. **Spatial Awareness:** structuring; visualisation; Identification, construction and shape characteristics. **Patterns and Links:** exploration of patterns and orders; recognition of patterns and links; Pattern description, representation and generalisation.

Methodology

Scientific and methodological knowledge is built in tight connection with experience gained during the development of practical activities. These activities are carried out in small or large groups, followed by reflection and analysis of the experience obtained and the creation of similar activities to be suggested to kindergarten children.

Bibliography

BARROS, M.G.; PALHARES, P., *Emergência da Matemática no Jardim de Infância*, Lisboa: Porto Editora, 1996.
BEARD, Ruth M., *Como a criança pensa*, São Paulo, Ibrasa, 1993.
BRISSIAUD, Rémi, *Como as Crianças aprendem a calcular*, (trad.), Coleção Horizontes Pedagógicos, Instituto Piaget, Lisboa, 1989.
SCHICKEDANZ, J., *More than the ABC's*, Washington D.C., N.A.E.Y.C., 1990.

Assessment

Evaluation will focus on work developed all through the subject, including the individual presentation of a written and a practical work that consists of creating different types of materials, which will support activities that are adequate to children of a pre-schooling age.

Discipline	Management of the Educational Institution									
Year	3	Semester	S	Hours/Week	T 1	TP 2,2	P 	S 	Credits	4
Course	Pre-school Educators				Optional			Compulsory	x	
Teacher	Elena David									

Aims

To train Child Tutors for tasks they are required to perform within the scope of management, providing them with the adequate general information. To help students develop organisational pedagogic and relational skills, optimising the resources available in educational establishments in articulation with community resources.

Syllabus

Knowledge of labour and institutional legislation aspects: Legislation and staff management in the scope of the Ministry of Education, Applicable legislation and operation of private and profit institutions. Team Work. Working with Families. Community Work. Technical/financial management of an Institution. New management / territoriality models

Methodology

The subject consists of seminars, organised in modules according to the topics being discussed.

Bibliography

ARIÉS (P), "A criança e a sua família no antigo regime", Brasil, Antropos, 1984.
 CAMPOS, Bártole et al, Projecto Alcácer, Lisboa, Fundação Caloust Gulbenkian, 1990.
 CANÁRIO (R), "O estabelecimento de ensino no contexto local", Portalegre, Colacção Aprender 2, ESE, 1990.
 JERVIS (K), "separation", USA, Conference Attachement Separations and Loss, 1989.
 KATZ (L) "Etical Behavior", USA NAEYC, 1989.
 L'HARMATTAN, "Ouvertures: Lécole, la crèche, les familles", Paris, 1985.
 PERRENOUD (P), MONTANDOU (C), "Entre parents et enseignants: nos dialogue impossible?", Berne, Collection Explorations, Peterlang, 1987.
 POWELL (D), "Families ande early childhood programs". Washington DC, NAEYC, 1990.

Assessment

The evaluation of this subject shall not be of an independent character. The knowledge obtained shall be evaluated in accordance with the Pedagogic Project that the students will be required to complete, namely in what concerns application in a practical context of the information conveyed.

Discipline

Physical Education

T TP P S

Year 3

Semester S

Hours/Week

1 2,2

Credits 4

Course Pre-school Educators

Optional

Compulsory X

Teacher

Jorge Duarte

Aims

To be able to evaluate the importance of physical activity to the child's physical development process. To acquire a basic technical vocabulary, related to the approached syllabus and to be able to apply it in appropriate situations. To understand the means of Physical Education applicable to nursery school level from the perspective of Childhood Physical Education. To use the theoretical and practical fundamentals acquired, relating them to the practical assignments of Physical Education. This should show an aptitude for planning, accomplishing and interpretation of sequential pedagogic situations favourable to the child's development and learning throughout nursery school Education. To know how to organise physical stimulation sessions in a systematic way, based on the careful choice of activities, the appropriate selection of tasks, material and the most adequate criteria to the evaluation process.

Syllabus

PHYSICAL APTITUDE: Physical exercise, health and well being. The concept of physical aptitude and the improvement of physical capacity. BASIC IDEAS REGARDING PHYSICAL DEVELOPMENT (0 to 6 years): The concepts of growth, maturity, learning, adaptation and development. Influential variables to the physical ability development process. Physical Ability Development: The phase of rudimentary and fundamental reflex movements. Development of the physical perception capacities (6 - 10 years). PHYSICAL EDUCATION – Organisation and Development of activities (0 to 6 years): Facilities, equipment and material. Activity planning. Pedagogic intervention. Methods for the organization of students and physical activities. Types of procedures: free, guided and oriented activity. Monitoring and evaluation in Childhood Physical Education.

Methodology

The topics and programme issues are dealt with in theoretical-practical and applied classes of information / training. In each of the classes, specially the practical and applied ones, the objective is to blend together situations that allow the students – both throughout and after their experiences - to analyse the physical tasks and actions that arise during their use. This should be achieved without losing sight of its application to practical situations involving children in Pre-School Education.

Bibliography

Capon, J. (1989). Planos de Aula para Actividades Perceptivo-Motoras - Nivel 2: Planos de aula básicos e "práticos" para os programas de actividades perceptivo-motoras na fase pré-escolar e graus elementares (3ª edição). S. Paulo: Editora Manole.
 Capon, J. (1989). Propostas de Actividades para a Educação pelo Movimento: Actividades motoras para a criança em desenvolvimento (2ª edição). S. Paulo: Editora Manole.
 Tani, G.; Kokubum, E.; Manuel, E.; Proença, J. (1988); Educação Física Escolar-Fundamentos De Uma Abordagem Desenvolvimentista; São Paulo; Editora Pedagógica Universitária.
 Perez, L. (1987); Desarrollo Motor Y Actividades Fisicas; Madrid; Gimus S.A.

Assessment

Evaluation in Physical Education is done via a continuous process, in which the student has to attend a minimum of 80% of the hands on / practical classes. The final mark is awarded in accordance with a scale of 0 (zero) to 20 (twenty) marks. The evaluation process shall consist of two modules: Theoretical module (40%): corresponding to the students' proficiency in a written exam, the date of which will be duly set. Hands on / Practical module (60%): resulting from the student's performance in class, via a conscientious and participatory attitude, expressed through physical effort, helpfulness and capacity to critically analyse and reflect upon the topics and information expressed in the discipline's programme.

Discipline		Special Educative Needs and Differentiated Pedagogy								
Year	3	Semester	S	Hours/Week	T	TP	P	S	Credits	4
Course	Pre-school Educators			Optional				Compulsory	x	
Teacher	Augusto Pinheiro									

Aims

To critically analyse social representations of difference and development which continue to attribute the central causes of learning difficulties to the child. To analyse social and pedagogical practices based on the idea an ideal student, which lead to standardized mass teaching and to the neglect of those who can't be fitted to the model. To find out about the conceptual changes and contributions of research which support pedagogical differentiation allowing teachers to recognize each student/pupil as being different from all the others, with their own particular abilities. In this way, future teachers/educators will be able to deal with diversity, developing: strategies enabling them to answer to the children's needs; positive solutions for all the children that potentially will experience difficulties in their school life, including the ones with handicaps; strategies for facilitating learning in groups of students, whose diversity should be seen as an enriching factor; the construction of, or participation in, a school that is able to interact with cultures different from that it originates from.

Syllabus

From the Individual Perspective to the Curricular Perspective. To Know and to Support the Child. To Differentiate Pedagogy? Differentiated Pedagogies. Institutional Organisation and the Answer to Diversity

Methodology

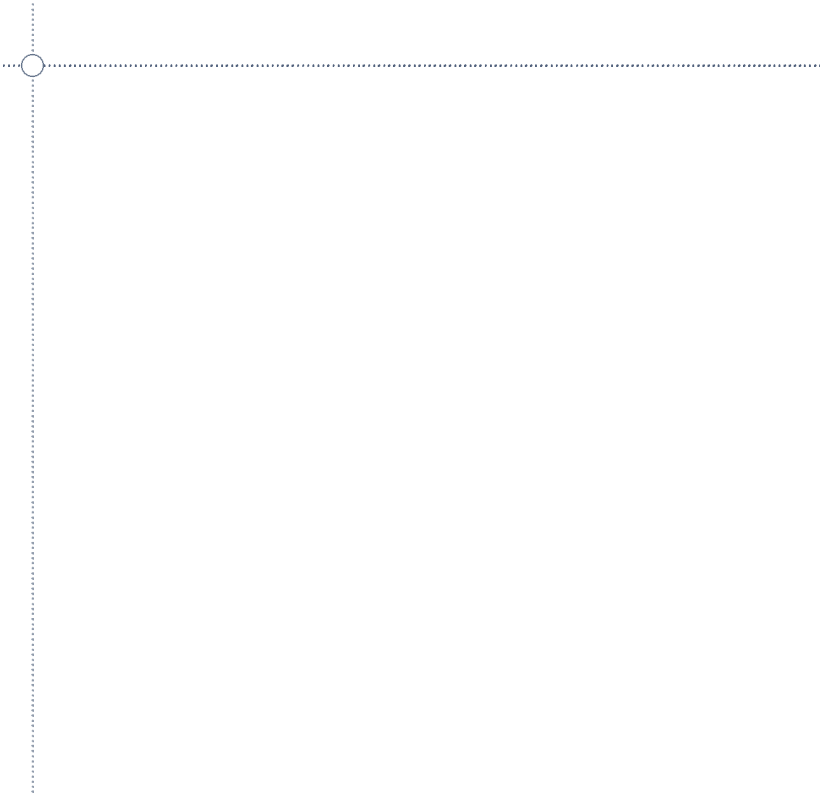
Lectures on theory, debates and group work. Analysis and discussion of case studies. Analysis and discussion of theoretical-practical texts. Viewing of videos and debates about the themes considered in them.

Bibliography

Declaração de Salamanca
 UNESCO-IIE; 1995 "Necessidades Educativas Especiais na Sala de Aula"
 Iturra, R. (1990) Fugirás à escola para trabalhar a terra. Lisboa: Escher
 Perrenoud, F. (1985), Comment combattre l'échec scolaire en dix leçons, Genève
 Pereira, F. (1993) A educação face à diversidade cultural, in "Escola e Sociedade Multicultural". Ed. Entre-Culturas, M.E.
 Perrenoud, P. (1996) La pédagogie à l'école des différences, Paris Ed. ESF
 Ainscow, M.; Porter, G.; Wang, M. (1997) Caminhos para as escolas inclusivas, Instituto de Inovação Educacional

Assessment

Evaluation will be based on participation in class activities and on a activities report, which should be supported by comments, referring to what has been learnt and its pertinence to the teaching practice, (+/- 10 pages).





Pre-school Educators

Year **IV**



Discipline

Research and Pedagogical Projects

T TP P S

Year 4

Semester A

Hours/Week

3,6

Credits 10

Course Pre-school Educators

Optional

Compulsory x

Teacher

Augusto Pinheiro, Anabela Silva, Manuela Matos

Aims

This discipline aims at developing active knowledge in the contexts of the crèche, kindergarten and social-educational animation. This kind of knowledge should enable: the introduction of changes that are directed at practices of innovation; the co-construction of a team work aimed at both the discovery of research procedures and the negotiation and application of co-operative practices; the production of a project of educational interaction that implies and reflects the different educational actors; the development of assessment tools.

Syllabus

Autobiographical writing in education: Review of the educational processes of the students' childhood; Reflection upon the students' pre-professional identity.
Development of a pedagogical project: Analysis of pedagogical projects and of intervention experiences.
Research/action and the pedagogical project: Research/action as a strategy to update the pedagogical project; Research/action as a strategy to organise the team work in educational contexts.

Methodology

This program is carried out in association with the pedagogical practice developed by the students in the training contexts. The training hours will be divided into theory and practice lessons. In the theory lessons, the syllabus will be approached in a way that enables the acquirement of theoretical points of reference. On the other hand, practices will be mobilised in order to illustrate those points of reference. The practice lessons will focus on accompanying the projects in the field of training.

Bibliography

Bogdan, R. e Biklen, S. (1997). *Investigação Qualitativa em Educação*. Porto, Porto Editora.
Castro, L. e Ricardo, M. (1993). *Gerir o trabalho de Projecto - Um Manual para Professores e Formadores*. Lisboa, Texto Editora.
Chard, S., Katz, L. (1997). *A abordagem de Projecto na Educação de Infância*. Lisboa, Fundação Calouste Gulbenkian.
Formosinho, J. (org.) (1996). *Modelos Curriculares para a Educação de Infância*. Lisboa, Porto Editora.

Assessment

Assessment will be based on two aspects: that of the process and that of the final product. In other words, the assessment will take into account both the development of the process throughout its different stages, and the monograph produced by each student and presented at the end of the academic year.

Discipline	Pedagogical Practice and Attendance Seminar III						
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Year	4	Semester	A	Hours/Week	T	TP	P	L	Credits	21
						1,4	6			

Course	Pre-school Educators	Opcional		Compulsory	X
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Teacher Isabel Correia, Manuela Matos, Teresa Ferrão

Aims The development of pedagogical practice is based on a principle of active co-responsibility of the student towards the assistant educator, in terms of sharing and distributing the pedagogical work: To integrate themselves institutionally, observing and gathering information on the conditions (material and interpersonal situation) of the educational context. To plan, participate and assess the activities and strategies that are necessary for the development of the existing work project. To intervene dynamically with the group of children, the team, the family and the community. To observe and report briefly the issues that are important for the development of the seminars in order to achieve a real theoretical and practical articulation. To reflect critically upon the course that has been taken, acquiring increasing skills of flexibility, reformulation and adaptation to unexpected situations.

Syllabus The subjects to be approached will be based on the analysis of the practices, attempting to suggest a solution to the problems and requirements identified by the students. There is also an attempt to promote a "space" that integrates the formation/information acquired in the different disciplines.

Practical Work/ Laboratory The pedagogical practice will be carried out in two periods, making up a total of 8 weeks, within which students will have to: Observe and record individual or group situations, adult/child interactions, children interaction between each other, spontaneous and proposed activities and all of the components that induce learning that may be useful in the development of tools to be applied in the different disciplines. To gather and organise information that they consider relevant to the production of the learning dossier. In particular, throughout the period of practice the students will have to present reflections that give an account of the educational course they have taken.

Methodology The pedagogical practice will be carried out in alternation, articulating throughout the academic year the subjects approached in the different disciplines, encouraging the development of a new knowledge that integrates vocational knowledge, experiential knowledge and academic knowledge. Throughout the year, the educator and the student are expected to work together, in a view of active co-responsibility of the student in terms of his/her (direct or indirect) intervention in the pedagogical work. Attendance of the pedagogical practice will be assured in a co-responsible way between the ESE team of pedagogical practice and the assistant educators.

Bibliography BRICKMAN, (N.A.), TAYLOR, (L.S.), "Aprendizagem Activa", Lisboa, Fundação Calouste Gulbenkian, Serviço de Educação, 1991. BACKMAN (R.), GOTTMAN (J.M.), "Observing Interaction". Inglaterra, Universidade de Cambridge, 1986.

Assessment Grades will be based on the following points: assiduity, punctuality and participation during the periods of reflection; assessment made by the assistant educator, who will have to produce a report on the student, indicating a grade; assessment made by the team of the pedagogical practice of the training course, expressed through the weekly personal reflections; an integrated analysis of the components of the individual learning dossier.

Discipline

Principles of Professional Deontology

T TP P S

Year 4

Semester S

Hours/Week

2,2

Credits 3

Course Pre-school Educators

Optional

Compulsory X

Teacher

Ana Bela Baptista da Silva

Aims

Being a kindergarten tutor requires a professional ideal and pedagogic/ scientific knowledge to enable group identification when compared with other professions.
In other words, knowledge and ethics are essential sources of independence and integrity that sustain the prominence of the profession. To think of the implications of being a kindergarten tutor nowadays determines that we should consider the problems related to ethical behaviour, starting with the dilemmas faced by these professionals.
Using "cases", we can identify categories of issues that might integrate a future deontological code for the profession of kindergarten tutor in Portugal.

Syllabus

What is meant by profession. Functional, interactive theories, systematic perspective. Kindergarten tutor and the Teaching profession. A rising profession. Ethics in the teaching profession, historical roots. Problems regarding identity and professional independence. Ethics and Deontology. Ethical behaviour. Ethical dilemmas. Deontological Code

Methodology

Theoretical exposition. Identification of situations and group debates. Biographical Consultation

Bibliography

ALVES, JM, 1997 "Poder e ética na formação dos professores: um contributo psicanalítico", in SÁ-CHAVES, Idália (org) - Percursos de formação e desenvolvimento profissional. Porto, Porto Editora, p 139-160
ARCHER, L, 1996, Bioética, Lisboa, Verbo
KATZ, L, 1989 "Éthical Behaviour", USA, NAEYC
SILVA, AB, 1992 "Éducateur d'enfants au Portugal; Profession en construction", Tours, Universidade François Rabelais

Assessment

Individual work (additional support through tutoring). Work assignment (case study) based on theoretical presentations / bibliographical consultation and a situation (one that could jeopardise the ones that are considered fundamental for the practice of the profession). Such situations can make each tutor face: Colleagues, Other professionals, Parents and other relatives, Directors, The community in general, The media...

Discipline	Social Knowledge and Child Education									
Year	4	Semester	S	Hours/Week	T	TP	P	S	Credits	4,5
Course	Pre-school Educators				Optional			Compulsory	x	
Teacher	Luís Souta									

Aims

To know the different contributions of the different fields of Social Sciences in order to understand the social world. To critically analyse prospects of teaching/learning Social Sciences in pre-school education. To develop skills in the process of construction and management of the curriculum in Kindergarten: to develop pedagogical materials and activities adapted to the working contexts.

Syllabus

The “curricular directions for Pre-school Education” and the role of the educator as a curricular designer of activities in the “Social” sphere. School and the Environment. The use of narrative in Kindergarten. The story-telling educator: educational suggestions by Kieran Egan (focus on the mythical stage). Multicultural Education in Kindergarten. Education for Citizenship in Kindergarten.

Methodology

Students will carry out the following activities: Individual research: bibliographic, documentary, audio-visual, computer and other. This activity aims at developing self-training skills and the ability to solve the scientific and educational problems posed by the educational practice. Group work dealing with problems, topics and/or specific techniques. Preference will be given to practical activities. Interviews (to be carried out throughout the period of pedagogical practice) with different educational actors – early childhood educators, teachers, education assistants, parents, community agents, inspectors, experts... Analysis, reflection and debate on the educational practices of early childhood educators, including the critical analysis of the pedagogical materials used. Planning of a set of activities and the corresponding production of pedagogical materials.

Bibliography

ALMEIDA, Fernando V. (1999) “Escola e Espaço Local: representações e práticas de professores”. *Educação Ensino*, nºs 20-21-22, Maio-Junho, Nov-Dez. 99, Maio-Junho 2000 [destacáveis]
 EGAN, Kieran (1979) *O Desenvolvimento Educacional*. Lisboa: Publicações Dom Quixote, 1992.
 FORMOSINHO, Júlia [et al.] (1996) *Modelos curriculares para a Educação de Infância*. Porto: Porto Editora, 2ª edição, 1998.

Assessment

Students will be subject to a continuous assessment process, which will lead to a comprehensive assessment: the final product to be assessed consists of a work of planning of activities and the respective production of pedagogical materials, adapted to kindergarten. The final grade of the students (on a scale ranging from 0 to 20) will be based on the following parameters: (i) Assiduity and participation in the class activities (interventions, criticisms, suggestions and contributions); (ii) Work produced: acquired knowledge; research, reflection and critical analysis skills; clarity and preciseness of language; exactitude and originality.

