

Updated On	2018/09/25																														
Curricular Year / Period	2018/19 / S1																														
Course	Educação Pré-Escolar																														
Curricular Unit	Prática e Intervenção Supervisionada em Jardim de Infância																														
Language(s) of Instruction	Português --																														
ECTS/tempo de trabalho (horas)	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th>16</th><th>400</th><th>T</th><th>TP</th><th>PL</th><th>S</th><th>TC</th><th>E</th><th>O</th><th>OT</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td>30</td><td></td><td>180</td><td>180</td><td>40</td></tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral								16	400	T	TP	PL	S	TC	E	O	OT						30		180	180	40
ECTS	Total	Horas de contacto semestral																													
16	400	T	TP	PL	S	TC	E	O	OT																						
					30		180	180	40																						
Prerequisites [Curricular Units that must precede and specific entry competences]	Have completed the UC of PES of the 1st year of the study plan.																														
Learning outcomes [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	<p>1 Develop research competencies in a perspective of curricular intervention, of knowledge construction and transformation of contexts.</p> <p>2 Use action research procedures.</p> <p>3 Apply data collection instruments to get to know the JI in its various dimensions, emphasizing the educational dimension.</p> <p>4 Characterize the educational environment and reflect critically on the underlying options.</p> <p>5 Know the various components of the work of the educator in JI: observation, planning, action and evaluation.</p> <p>6 Develop teaching-learning processes responsive to the overall development of the child in accordance with the pedagogical project of the JI, integrating different knowledge (development and learning of the child, families, community and curriculum development).</p> <p>7 Building a reflexive and critical identity based on investigative dynamics and promoting ethics and deontology proper to the profession.</p> <p>8 Interact as a team with the different players in the educational process.</p>																														
Syllabus	<p>1 Action research applied to the context of the kindergarten (in articulation with the UC Orientation Seminar of the Stage II Report)</p> <p>2 Procedures, techniques and instruments suitable for research in kindergarten (in conjunction with the UC Orientation Seminar of the Stage II Report)</p> <p>3 Educational action in Kindergarten and Professional Performance profile: professional, social and ethical dimension; dimension of the development of teaching and learning (organization of the educational environment, observation, planning, evaluation, relation and educational action, integration of the curriculum); dimension of participation in school and relationship with the community; dimension of lifelong professional development.</p> <p>These contents are worked from the experience and experience of the action and educational-pedagogical intervention lived in JI, making appeals to those lived in the cooperating context.</p>																														
Teaching methodologies (including assessment) [Specify the types of assessment and the weights and evaluation criteria]	<p>1 - Teaching methodologies</p> <p>The methodology is dynamic / interactive / cooperative and based on action research. The student joins JI 12 hours / week 15 and develops educational intervention based on orientation, supervision, data collection / analysis / reflection / planning: projects and situations of professional experimentation and educational situations of daily life. It is developed in Seminary, Internship, OT and autonomous work.</p> <p>2 - Period assessment</p> <p>In order to achieve the objectives, the theory and practice are combined and articulated, emphasizing the reflexive component from real practical situations that contribute to the student, in the face of new and diversified situations, able to make appropriate decisions, and, in an ongoing process, to build relevant knowledge that will enable it to build a personal and professional identity, based on scientific references and on specific attitudes and behaviors of the professionals of childhood.</p> <p>The integration in the JI, by observation, planning and intervention in the development of the profession and the situations that are inherent to it, through analysis and reflection, developed under guidance</p>																														

	<p>and supervision, allow the construction of knowledge about JI, about the profile and the knowledge of the JI. professionals in early childhood education, as well as appropriate educational and educational situations for children between the ages of 3 and 6.</p> <p>Support, tutoring, and supervision enable the student to develop procedures for investigating professional contexts and practices, which are fundamental supports for the construction of his / her professional identity and intervention in the JI. Reports, materials and educational or data collection and reflective analysis resources used, and the professional performances manifested in JI contexts under guidance and supervision, make it possible to see if learning objectives and skills are achieved, design / planning / action / evaluation in JI.</p> <p>Also the use of research practices, namely research, empirical analysis, diversified bibliography and produced in projects and investigations (DQP, ECERS, ITERS, SAC, among others, in dissertations and doctoral theses available in scientific repositories), as well as the use of these resources, are methodological foundations that contribute to achieving the objectives and build the defined competencies.</p> <p>The methodological ambience in support of the objectives and competences is also supported by the contributions of the remaining UC, namely in the Uc Research in Education and its contributions to the development of action research and the research project to be incorporated in the Final Report of internship.</p> <p>The objectives associated with critical reflection, ethical posture and the use of research practice are based on the dialogue between the actors and the theoretical referents who support the process.</p> <p>3 - Examination assesement</p> <p>Not applicable.</p>
Bibliography	<p>1 - Main Bibliography</p> <p>BERTRAM, T et al (2009) Manual DQP Desenvolvendo qualidade parcerias Lisboa, ME</p> <p>CARDONA, M et al (2008) Aprender Ensinar no Jardim de infância e Escola. Chamusca. Ed. Cosmos</p> <p>DAHLBERG, G et al (2007) Qualidade na Educação Primeira Infância. PortAlegre, Artmed Ed</p> <p>KATZ, L et al (1997) A Abordagem de Projeto em EI. Lisboa, Fund Ca IGulb</p> <p>MARCHÃO, A (2012) "No Jardim de Infância e na Escola do 1.º Ciclo do Ensino Básico. Gerir o currículo e criar oportunidades para construir o pensamento crítico" Lisboa, Edições Colibri.</p> <p>Silva, I., Marques, L.; Mata L. & Rosa, M. (2016) Orientações Curriculares para a Educação Pré-escolar Lisboa, ME</p> <p>OLIVEIRA-FORMOSINHO, J. (Org.) 2007 Modelos Curriculares para a Educação de Infância Porto, Porto Editora.</p> <p>SPODECK, B (2002) Manual Investigação em Educação de Infância Lisboa, Fund Cal Gulb.</p> <p>Legislação</p> <p>DecLei 240, 241/2001; Lei 5/97</p> <p>2 - Complementary Bibliography</p>
Special Situations [Students with special status]	<p>1 - Period assessment - Students with special status</p> <p>Not applicable.</p> <p>2 - Examination assesement - Students with special status</p> <p>Not applicable.</p>