

Updated On	2023/10/31																																									
Curricular Year / Period	2023/24 / S1																																									
Course	Pre-School Education																																									
Curricular Unit	Observation and Cooperation Practice in Kindergarten and Daycare																																									
Language(s) of Instruction	Português ---																																									
ECTS/tempo de trabalho (horas)	<table border="1"> <thead> <tr> <th rowspan="2">ECTS</th> <th rowspan="2">Total</th> <th colspan="9">Horas de contacto semestral</th> </tr> <tr> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> <th>EC</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>200</td> <td></td> <td></td> <td></td> <td>30</td> <td></td> <td>60</td> <td>60</td> <td>10</td> <td></td> </tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; 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									T	TP	PL	S	TC	E	O	OT	EC	8	200				30		60	60	10	
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Teacher in charge (GDPR consent) <small>[complete name, email]</small>	Amélia De Jesus Gandum Marchão / ameliamarchao@ippportalegre.pt																																									
Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>	Not applicable																																									
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>To build theoretical and practical knowledge of observation in early childhood education in the framework of action research.</p> <p>To build knowledge about kindergarten contexts - nursery and kindergarten</p> <p>To know the pedagogical and curricular foundations of educational action in contexts of early childhood education.</p> <p>To know variables of educational action in early childhood education: space and time</p> <p>To cooperate with day care and kindergarten education team.</p> <p>To mobilize knowledge acquired in the degree in EB and UC of MEPE and apply them assertively in the context of day care and kindergarten.</p> <p>o affirm a critical, reflective and ethical attitude of the kindergarten profession</p>																																									
Sustainable Development Goals																																										
Syllabus	<p>1. The observation and the cooperation as facilitators of knowledge construction: The observation as a scientific and investigative practice in the teaching profession: the observation plan (observation field, objectives, data collection strategies, means, information processing, analysis of the data).</p> <p>2. The contexts of nursery and kindergarten: fundamentals of nursery and kindergarten pedagogy; curriculum guidelines and projects; the space and the educational time</p>																																									
Teaching methodologies (including assessment) <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p>1 - Teaching methodologies</p> <p>The methodology focuses on a cooperative interactive dynamic working model and action research procedures. At the Seminar, teachers explore with students the contents and encourage them to research and reflection focused on the contexts where students are integrated. All students spend half of their internship hours in day care and half in kindergarten. Plans, collects data, analyzes and reflects, develops situations of professional experimentation in cooperation.</p> <p>2 - Period assessment</p> <p>The evaluation is systematic and continuous and includes: the work performed in the ESECS sessions (observation plan, reports, reflections for and on the action) considers the clarity, analysis, criticism, scientificity in the operationalization and interpretation of data - weighting 4; qualitative assessment of performance by the F. Laevers adult engagement scale criteria (by the cooperating educators and coordinating Department Preescholar education) - weighting 3. The final evaluation is the responsibility of the ESECS teachers and integrates the final evaluation of SPI, FC = 3xP + 2FR / 5</p>																																									

	<p>3 - Examination assesement</p> <p>Not applicable</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>CARDONA,M et al (2008) Aprender Ensinar no Jardim de infância e Escola. Ch. EdCosmos DAHLBERG, G et al (2007) Qualidade na Educação Primeira Infância. PortAlegre, ArtmedEd ESTRELA, A (2008) Teoria Prática Observação Classes. Porto. Porto Editora Ferreira, A. & Mota, L. (Org.).(2019). Caminhos da educação de Infância em Portugal. Políticas e perspetivas contemporâneas. Santo Tirso: De FACTO Editores. FORNEIRO, M (2008) Observación y evaluación del ambiente de aprendizaje en educación infantil. Dimensiones y variables. RevIberoamericana HARMS, T etal (2008) Escala de Avaliação Ambiente em Educação de Infância Porto, LivpEdi MARCHÃO, A. (2012). No JI e na escola do 1.º CEB. Gerir o currículo. Lisboa, Edições Colibri. OLIVEIRA-FORMOSINHO etal (2007) Pedagogia(s) da InfânciaConstruindo o futuro. PortAlegre. ArtmedEdi OLIVEIRA-FORMOSINHO etal (2009) Desenvolvendo Qualidade Parcerias. Lisboa. ME PORTUGAL, G (1998) Crianças, Famílias e Creches. Uma abordagemdo bebé à creche. Porto, PortoEdi Portugal, G. (2011). No âmago da educação em creche o primado das relações e a importância dos espaços. Em Conselho Nacional de Educação, Educação da criança dos 0 aos 3 anos (pp. 47-60). CNE: Lisboa. Portugal, G. (2012). Finalidades e práticas educativas em creche das relações, atividades e organização dos espaços ao currículo na creche. Porto: CNIS. Sarmento, T. (2016). Juntos pela criança na creche. Braga: CNIS. Sarmento, T.; Ferreira, F. I.; & Madeira, R. (2017). Brincar e aprender na Infância. Porto: Porto Editora. Silva, A. (2018). Ser Bebê na creche. Viagem maravilhosa para a autoconfiança. Porto: Mário Brito Publ. SPODECK, B (2002) Manual Investigação em Educação de Infância Lisboa, FundCalGulb</p> <p>2 - Complementary Bibliography</p> <p>Nursery and kindergarten support legislation.</p>
<p>Special Situations [Students with special status]</p>	<p>1 - Period assesement - Students with special status</p> <p>Working students, or to which any other specific regime (duly proven) applies, as long as they cannot meet the above criteria, should, at the beginning of the course's activities, agree with the teachers an appropriate evaluation regime.</p> <p>2 - Examination assesement - Students with special status</p> <p>Not applicable</p>