

Updated On	2023/09/28																															
Curricular Year / Period	2023/24 / S1																															
Course	Special Education																															
Curricular Unit	Curriculum Management and Pedagogical Differentiation																															
Language(s) of Instruction	Português - Portuguese ---																															
ECTS/tempo de trabalho (horas)	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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>7</td> <td>175</td> <td>15</td> <td>30</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>15</td> <td>0</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	7	175	15	30	0	0	0	0	0	15	0
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		T	TP	PL	S	TC	E	O	OT	EC																						
7	175	15	30	0	0	0	0	0	15	0																						
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>A) Reflecting the epistemology and curricular organization of Basic Education in Portugal. B) Build / reinforce curricular management competences that facilitate curricular adaptation projects that are oriented towards differentiation, integration and inclusion perspectives. C) Build / Reinforce curricular management skills, namely in the definition and management of projects for inclusion through differentiation. D) Develop critical reflection attitudes that allow processes of reflection to / na / e on inclusive practices.</p> <p>Skills: To have knowledge about curricular policies and to articulate them with curricular management in educational contexts (meso and micro). Exercise scientific and reflection procedures in curriculum management and development. Mobilize interpersonal attitudes in the collaborative construction of projects for inclusion. Be able to analyze, design, execute and evaluate, projects for inclusion.</p>																															
Sustainable Development Goals																																
Syllabus	<p>A) Diversity and inclusion curriculum - epistemology / paradigms of practical, ecological and inclusive rationality. B) School and curriculum in Portugal - contexts of decision, organization and curricular management. C) Curriculum management - principles and procedures for inclusion: Flexible management of the curriculum based on differentiation criteria; Curricular adaptations D) Importance and functioning of the educational community / of the educational teams in the differentiated and inclusive curricular management.</p>																															
Teaching methodologies (including assessment) <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p>1 - Teaching methodologies</p> <p>Communication of the teacher and privilege of the group work in analysis / reflection processes, solving problems of organization / management of the curriculum in the prole of diversity / differentiation / inclusion. Discussion / reflexive analysis of cases experienced by the masters. Promotion team work / reflective discussion of the contents / themes / situations under analysis. Sharing of experiences between adults and contexts, to develop critical / reflexive attitudes necessary for inclusive curricular management processes. The exhibition is conjugated with different ways of teaching / learning: moments of discussion / reflection / sharing / research / investigation and relation with the experiences lived by students in professional or other situations. Different modes of learning / training are</p>																															

	<p>considered: material analysis, research / research, organization and group presentations. The results of the reflections / discussions / research / investigations / analysis of the contents appear in brainstorming.</p> <p>2 - Period assessment</p> <p>Evaluation: Individual critical review (weighting 5) to be carried out on bibliographic documentation provided by the teacher; participation and other work (weighting 3).</p> <p>3 - Examination assesement</p> <p>Yes.</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>CNE 2004 Saberes Básicos Todos Cidadãos Século XXI. CNE COHEN, A., & Fradique, J. (2018). Guia da autonomia e flexibilidade curricular. Raiz Editora. COSME, A. (2018). Autonomia e flexibilidade curricular. Propostas e estratégias de ação. Porto Editora. GOODSON, I 2001 Currículo Mudança Estudos na construção social currículo. Porto Editora. LEITE C 2003 Para Escola Curricularmente Inteligente. Edições Asa. LEITE C 2006 Mudanças Curriculares Portugal... Porto Editora PACHECO J 2008 Organização Curricular Portuguesa. Porto Editora PACHECO J 2000 Políticas Integração Curricular. Porto Editora PERRENOUD P 2000 Pedagogia Diferenciada... Artmed RIEF S etal 2000 Como Ensinar todos Alunos Sala Aula Inclusiva. Porto Editora RODRIGUES D 2001 Educação Diferença Valores Práticas Ed Inclusiva .Porto Editora RODRIGUES D 2003 Perspetivas sobre Inclusão... Porto Editora ROLDÃO M 2003 Diferenciação Curricular Revisitada... Porto Editora SILVEIRA M etal 2005 Caminhos para Inclusão Humana... Edições ASA SOUSA F 2010 Diferenciação curricular deliberação docente... Porto Editora TOMLINSON C 2008 Diferenciação Pedagógica Diversidade... Porto Editora TOMLINSON C etal 2002 Liderar Projetos Diferenciação Pedagógica. Edições Asa UNESCO 2004 Changing Teaching Practices using curriculum differentiation to respond to pupils diversity UNESCO</p> <p>2 - Complementary Bibliography</p>
<p>Special Situations [Students with special status]</p>	<p>1 - Period assessment - Students with special status</p> <p>The student should contact the teacher in the first or second week of school activities to evaluate alternative forms of assessment.</p> <p>2 - Examination assesement - Students with special status</p> <p>Yes</p>