

<b>Updated On</b>	2023/10/31																																
<b>Curricular Year / Period</b>	2023/24 / S2																																
<b>Course</b>	Pre-School Education																																
<b>Curricular Unit</b>	Daycare Supervised Practice and Intervention																																
<b>Language(s) of Instruction</b>	Português ---																																
<b>ECTS/tempo de trabalho (horas)</b>	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th>11</th><th>275</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><th>EC</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td>30</td><td></td><td>115</td><td>115</td><td>25</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								11	275	T	TP	PL	S	TC	E	O	OT	EC						30		115	115	25	
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<b>Teacher in charge (GDPR consent)</b> [complete name, email]	Amélia De Jesus Gandum Marchão / ameliamarchao@ipportalegre.pt																																
<b>Prerequisites</b> [Curricular Units that must precede and specific entry competences]	The Course Unit for Observation and Cooperation in Kindergarten and Kindergarten is precedence for this Curricular Unit.																																
<b>Learning outcomes</b> [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	<p>To develop research competences in a perspective of curricular intervention, co-construction of knowledge and transformation of contexts</p> <p>Use action research procedures</p> <p>To apply data collection instruments that allow the knowledge of the day-care center in its various dimensions, emphasizing the educational dimension</p> <p>Characterize the educational environment and reflect critically on the underlying options</p> <p>Know the various components of day care work, namely: observation, planning, action and evaluation</p> <p>Develop activities responsive to the overall development of the child in accordance with the pedagogical project of the day care center and integrating different knowledge (development and learning of the child, families, community and curriculum development)</p> <p>To construct a reflexive and critical identity based on investigative dynamics and promoting the professional ethics and deontology</p> <p>Interact as a team with the different players in the educational process.</p>																																
<b>Sustainable Development Goals</b>																																	
<b>Syllabus</b>	<p>1 Investigação-ação aplicada ao contexto da creche. Procedimentos, técnicas e instrumentos de investigação adequados à creche (em articulação com a UC Seminário de Orientação do Relatório de Estágio I)</p> <p>2 Ação educativa em creche e desenvolvimento profissional na creche - Perfil de desempenho profissional:</p> <p>a) dimensão profissional, social e ética;</p> <p>b) dimensão de desenvolvimento do ensino e da aprendizagem (organização do ambiente educativo; observação, planificação e avaliação; integração do currículo);</p> <p>c) dimensão da participação na escola e na relação com a comunidade;</p> <p>d) dimensão do desenvolvimento profissional ao longo da vida.</p> <p>Estas dimensões são trabalhadas fazendo apelo à experiência e vividos no contexto educativo/ creche em que os estudantes desenvolvem a componente de estágio.</p>																																
<b>Teaching methodologies (including assessment)</b> [Specify the types of assessment and the weights and evaluation criteria]	<p><b>1 - Teaching methodologies</b></p> <p>The methodology is dynamic / interactive / cooperative and based on action research. The student participates in the day care center (8 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. Planning and reflection take place in S and OT</p> <p>Because of Covide 19, distance learning was adopted.</p>																																

	<p><b>2 - Period assessment</b></p> <p>Evaluation is dynamic, presupposes a spirit of cooperation and personal development and transformation. It is systematic / continuous and includes: observation plan, planning and intervention reports. Criteria for evaluating performance in the day care center are monitored by the interveners (cooperating supervisors / daycare coordinator) and through an instrument that includes the dimensions established in the professional profiles (DL 240, 241/2007) and in the adult engagement scale of F. Leaver. The classification attributed to DP weighs with the classification assigned to the Final Report <math>CF = 3 \times DP + 2RF / 5</math>.</p> <p>The planned internship time in a daycare center will be replaced by an intervention project, based on the knowledge that the students already had about the internship contexts where they had already started their observation. Like this:</p> <p>The evaluation is dynamic, presupposing a spirit of cooperation and personal development and transformation. It is systematic / continuous and includes the report of the intervention project (weighting 2) and its defense in oral presentation (weight 1). The classification attributed to the report of the intervention project and its defense weighs with the classification attributed to the Final Report of the PES, according to the formula provided for in the Regulatory Norms of Professional Masters in force in ESECS and equivalent to the note attributed to the report and its presentation to the DP (pedagogical performance). If possible, the project, with regard to planning the action in context, will have the contribution of cooperating educators who, if applicable, will make a qualitative statement about this component of the project. This condition lacks the simultaneous availability of all members.</p> <p><b>3 - Examination assesement</b></p> <p>Not aplicable.</p>
<p><b>Bibliography</b></p>	<p><b>1 - Main Bibliography</b></p> <p>Bibliografia principal</p> <p>CARVALHO, L. (2005) Efeitos de estimulação multissensorial no desempenho de crianças na creche. Braga: Universidade do Minho.</p> <p>COELHO, A. (2004) Educação e cuidados em creche. Concetualizações de um grupo de educadoras. Aveiro: Universidade de Aveiro.</p> <p>CORREIA, I. (2007) Formação caminhos profissionalidade na Educação de Infância. Lisboa: APEI .</p> <p>DAHLBERG, G. et al. (2007) Qualidade na Educação 1.ª Infância: perspetivas pós-modernas. Porto Alegre: Artmed .</p> <p>FORNEIRO, M. (2008) Observación, evaluación ambiente de aprendizaje en EI Dimensiones, variables a considerar Revista Iberoamericana.</p> <p>OLIVEIRA-FORMOSINHO et al. (2007) Pedagogia(s) da Infância... Construindo o futuro. Porto Alegre: Artmed.</p> <p>PORTUGAL, G. (1998) Crianças, Famílias e Creches. Uma abordagem do bebé à creche. Porto: Porto Editora.</p> <p>Post, J &amp; Hohmann, M. (2003). Educação de Bebés em Infantários. Lisboa: Fundação Calouste Gulbenkian.</p> <p>SPODECK, B. (2002) Manual Investigação em Educação de Infância. Lisboa: Fundação Calouste Gulbenkian.</p> <p>VASCONCELOS, T. (2011) Recomendações sobre a educação dos 0 aos 3 anos. Lisboa: Conselho Nacional de Educação.</p> <p><b>2 - Complementary Bibliography</b></p> <p>Decree-Law no. 240, 241/2001</p> <p>Dispatch no. 262/2001</p>
<p><b>Special Situations</b></p> <p>[Students with special status]</p>	<p><b>1 - Period assessment - Students with special status</b></p> <p>Student workers, or any other specific regime (duly proven), if they can not meet the criteria set out, should, at the beginning of the course's activities, agree with the teachers an adequate evaluation regime.</p>

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**2 - Examination assesement - Students with special status**

Not aplicable.

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