



Study Plan

School: School of Social Sciences

Degree: Master

Course: Teaching Portuguese in the 3rd Cycle of Basic and Secondary Education and Spanish /French in Basic and Secondary Schools

Specialization Teaching Portuguese in the 3rd Cycle of Basic and Secondary Education and Spanish in Basic and Secondary Schools

1st Year - 1st Semester

Specialization Teaching Portuguese in the 3rd Cycle of Basic and Secondary Education and Spanish in Basic and Secondary Schools

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI8597	Adolescence Developmental Psychology	Psychology	2.5	Trimester	65
PSI8598	Educational Psychology	Psychology	2.5	Trimester	65
PED8599	Introduction to Educational Sciences	Education Sciences	2.5	Trimester	65
SOC8602	Introduction To Sociology of Education	Sociology	2.5	Trimester	65
PED8606	Principles of Curricular Development	Education Sciences	2.5	Trimester	65
PED8608	ICT (Information and Communication Technologies) in Education	Education Sciences	5	Semester	130
PED8612	Didactics of Literatures	Education Sciences	5	Semester	130
FIL8613	Ethics and Deontology of Teaching as a Profession	Philosophy	2.5	Trimester	65
PED8614	Education and Values	Education Sciences	2.5	Trimester	65
LLT8668	Portuguese Language and Linguistics	Linguistics	2.5	Trimester	65

1st Year - 2nd Semester

Specialization Teaching Portuguese in the 3rd Cycle of Basic and Secondary Education and Spanish in Basic and Secondary Schools

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED8644	Educational Research	Education Sciences	2.5	Trimester	65
PED8645	History of Education in Portugal	Education Sciences	2.5	Trimester	65
PED8669	Didactics of Portuguese	Education Sciences	10	Semester	260
PED8665	Observation and Analysis of Educational Environments	Education Sciences	5	Semester	130
LLT8671	Spanish Language and Literature I	Linguistics	2.5	Trimester	65

Group of Options

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
LLT8673	Portuguese Literature and Culture	Literature	2.5	Semester	65
LLT8674M	Spanish Language and Literature II	*** TRANSLATE ME: Língua e Linguística ***	2.5	Semester	26



1st Year - 2nd Semester

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Group of Options					
Component code	Name	Scientific Area Field	ECTS	Duration	Hours
FIL8656	Gender, Education and Citizenship	Education Sciences	2.5	Trimester	65
PED8657M	Mediation and Conflict Resolution in Educational Environments	Education Sciences	5	Semester	130
PED8658	Models and Theories Teacher Training	Education Sciences	5	Semester	130
PED8659	Literary Education	Education Sciences	2.5	Trimester	65
PED8660	School Libraries	Education Sciences	5	Semester	130
PED8661	Education in First-aid and Society	Education Sciences	5	Semester	130

2nd Year - 3rd Semester

Specialization Teaching Portuguese in the 3rd Cycle of Basic and Secondary Education and Spanish in Basic and Secondary Schools

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI8650	Specific Needs of Education and Adolescence	Psychology	2.5	Trimester	65
PED8672	Foreign Language Didactics	Education Sciences	10	Semester	260
PED8653	School Environment Communication	Education Sciences	2.5	Trimester	65
PED8654	Educational Administration and Organization	Education Sciences	2.5	Trimester	65
PED8652M	Mentored Teaching Practice	Education Sciences	42.5	Year	1105

2nd Year - 4th Semester

Specialization Teaching Portuguese in the 3rd Cycle of Basic and Secondary Education and Spanish in Basic and Secondary Schools

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Conditions for obtaining the Degree:

*** TRANSLATE ME: Para aprovação na componente curricular nesta área de especialização é necessário a aprovação (através de avaliação ou creditação) das seguintes unidades curriculares: {\ }newline
 1º Semestre: {\ }newline
 10 UC obrigatórias num total de 30 Ects {\ }newline
 2º Semestre: {\ }newline
 5 UC Obrigatórias num total de 22.5 Ects {\ }newline
 1 UC Optativa do Grupo I num total de 2.5 Ects {\ }newline
 UC Optativa do Grupo II num total de 5 Ects {\ }newline
 3º Semestre: {\ }newline
 5 UC Obrigatórias num total de 30 Ects {\ }newline
 4º Semestre: {\ }newline
 UC Obrigatória num total de 30 Ects ***

Specialization Teaching Portuguese in the 3rd Cycle of Basic and Secondary Education and French in Basic and Secondary Schools

1st Year - 1st Semester

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1st Year - 2nd Semester

Specialization Teaching Portuguese in the 3rd Cycle of Basic and Secondary Education and French in Basic and Secondary Schools

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Group of Options

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
LLT8673	Portuguese Literature and Culture	Literature	2.5	Semester	65
LLT8676	French Language and Literature II	Linguistics	2.5	Semester	65

Group of Options

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2nd Year - 4th Semester

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4º Semestre: { \ }newline
UC Obrigatória num total de 30 Ects ***



Conditions for obtaining the Degree:

*** TRANSLATE ME: Ensino do Português no 3º Ciclo do Ensino Básico e Ensino Secundário e de Espanhol dos Ensinos Básico e Secundário: { \ }newline

{ \ }newline

Para aprovação na componente curricular nesta área de especialização é necessário a aprovação (através de avaliação ou creditação) das seguintes unidades curriculares: { \ }newline

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1º Semestre: { \ }newline

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2º Semestre: { \ }newline

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1 UC Optativa do Grupo I num total de 2.5 Ects { \ }newline

UC Optativa do Grupo II num total de 5 Ects { \ }newline

{ \ }newline

3º Semestre: { \ }newline

4 UC Obrigatórias num total de 17.5 Ects { \ }newline

{ \ }newline

3º e 4º Semestre { \ }newline

UC de Prática de Ensino Supervisionada num total de 42.5 ECTS { \ }newline

{ \ }newline

É necessário também a aprovação no acto público de defesa do relatório da unidade curricular relativa à prática de ensino supervisionada. { \ }newline

{ \ }newline

Ensino do Português no 3º Ciclo do Ensino Básico e Ensino Secundário e de Francês nos Ensinos Básico e Secundário: { \ }newline

{ \ }newline

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Program Contents

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Adolescence Developmental Psychology (PSI8597)

INTRODUCTION to theory and research in human development. Fundamental concepts and questions. Developmental questions. Theoretical perspectives. Research methods Developmental bases. Hereditary vs environment.

ADOLESCENCE Introduction to the problem of adolescence. The Development of Puberty and Sexuality. Cognitive Development in Adolescence. The Socio-Affective Development and the Construction of Identity. Development contexts in adolescence (A group of family and friends, school and leisure spaces).

ADOLESCENCE TO ADULTHOOD

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Educational Psychology (PSI8598)

1. Psychological Development and Learning in Educational Contexts

- Educational contexts and psychological development

- Learning in educational settings: Behavioral, cognitive, socio-cultural, ecological and constructivist perspectives; processes of self-regulation of learning

2. Relational and Psychological dimensions involved in Educational Processes

- Personal, socio-cognitive and affective dimensions

- Educational Processes and motivational dimensions

- Interpersonal and contextual dynamics in educational processes

3. Dynamics of Educational Dynamics

- Teaching process and personal and socio-cognitive dimensions of teacher

- Dynamics and interaction processes in the classroom

- Representations and expectations in the educational relationship

- Classroom and conflicts management

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Introduction to Educational Sciences (PED8599)

1. The complexity of the educational process and educational

- Science education.

- Concept of educational sciences.

- Research in science education

2. Observation and analysis of educational reality.

- Concept of observation.

- Importance of observation.

- Techniques and tools for observation

- Characterization of educational situations

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Introduction To Sociology of Education (SOC8602)

THEME 1: THE SOCIOLOGY OF EDUCATION

THEME 2: EDUCATION AND SOCIETY

THEME 3: EDUCATION AND INEQUALITY

THEME 4: EDUCATION AND DEVELOPMENT

THEME 5: SOCIOLOGICAL PERSPECTIVES ABOUT THE SCHOOL

THEME 6: FUTURE OF EDUCATION / THE FUTURE OF EDUCATION



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Principles of Curricular Development (PED8606)

1. The essential conceptual network (s) theories of the curriculum;
2. The curriculum development process and its anchoring in the learning process;
3. The basic principles of curriculum development;
4. Planning tasks;
5. The regulatory role of assessment in learning and curriculum development;
6. The school and class as basic units of curriculum development and practice;
7. The diversification and flexible management of the curriculum;
8. The curriculum projects;
9. Personal management skills of learning how to cross-curricular purpose.

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ICT (Information and Communication Technologies) in Education (PED8608)

Theoretical foundations in the use of information and communication technologies in education. The impact of technology in education: the “state of the art “ in the field ; Theories of multimedia learning, The Child Safety in the Internet; computational thinking in the school: environments and computational tools in specific curriculum areas; perspectives and current trends in the use of ICT : (from e –Learning to “ Mobile Learning “, Social networks and learning communities: new forms of sociability)
Practical issues: tools for learning management systems, academic writing, creating and editing multimedia, Web 2.0 tools and content specific applications, programming tools (Scratch).

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Didactics of Literatures (PED8612)

- 1 Literature and School: a possible relationship
 - a. The curriculum focused on reading and literature
 - b. The school literary canon
 - c. The specificity of literary communication / literary text: difficulties involved in their integration in the school context
- 2 .. Teaching the literary text:
 - a. The intertext of the reader
 - b. The promotion of a literary education
 - c. The building of readers in school: the reading of literary texts.

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Ethics and Deontology of Teaching as a Profession (FIL8613)

1. Ethical dimensions of the teaching profession.
2. The issue of the desirability of an explicit deontological code.
3. Ethics, relativism and objectivity.
4. Can virtue be taught? A very old question.
5. Developing an ethical consciousness in a school community: discussion of practical cases of ethical dilemma.



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Education and Values (PED8614)

1. General Axiology - main problems.
2. Educational Axiology - Themes and key issues.
3. Orders of Value to consider in education.
 - a) Practical Values
 - b) Vital Values (of the body and health).
 - c) Logical or noetic Values.
 - d) Ecological Values.
 - e) Religious Values.
 - f) Civic and Political Values.
 - g) Aesthetic Values.
 - h) Ethical Values.
4. Conclusion: Toward an axiological diagnosis of our time.

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Educational Research (PED8644)

1. Research as a distinctive dimension of the teacher professional development: from scientific to professional knowledge, from teacher education to teacher practice.
2. The main paradigms of educational research: implications for school-based research.
3. The main research strategies in education: from experimental studies to action-research; from surveys to case studies; from ethnographic studies to historical research and document search.
4. Data-collection decisions and tools: the case of tests, questionnaires, interviews, and observation; threats to validity and reliability.
5. Data analysis in education:
 - 5.1. quantitative methods: the case of simple and co-relational descriptive statistics.
 - 5.2. qualitative methods: content analysis as a key support.
6. The research process: from the project to the report:
 - 6.1. the problem, the objectives and the research design;
 - 6.2. the construction of small-scale research projects;
 - 6.3. writing research reports: the APA model

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History of Education in Portugal (PED8645)

1. Introduction: definition of concepts - History of Education, History of Ideas, Educational, Current Contemporary Educational Thought, History of Pedagogy
2. Historical roots of contemporary educational thinking - The pedagogical debate in the Enlightenment (eighteenth century)
3. Liberalism and the defence of Public Instruction (nineteenth century)
4. The Republic and the construction of the "New Man" (1910-1926)
5. The 'Estado Novo' and nationalistic and traditional education (1933-1945)
6. The pedagogical modernity Portuguese - Proponents of the "New School Movement"



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Didactics of Portuguese (PED8669)

1. INTRODUCTION

The nature of language; Language and knowledge; teaching and learning of Mother Tongue (MT) and education; theoretical contributions to the creation of pedagogical models in mother tongue classes.

2. PORTUGUESE LANGUAGE IN ITS CURRICULAR DIMENSION

2.1. Curricular aims and organization of the discipline of Portuguese and Portuguese

2.2. MT in school: official discourse (framework documents, in particular Targets and Programs of Portuguese for Basic and Secondary Education).

3. METHODOLOGY OF TEACHING PORTUGUESE LANGUAGE

3.1. Teaching resources.

3.2. Pedagogy of the text: reading, writing, orality.

3.3. The teaching of grammar.

3.4. Processes of educational management and correction of the error.

4. PREPARATION AND ANALYSIS OF EDUCATIONAL ACTION

4.1. Planning of teaching and learning situations - in the current educational context framework.

4.2. Preparation of plans - long, medium and short term - according to the requirements for Bas. and Sec. Ed.

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Observation and Analysis of Educational Environments (PED8665)

I. Foreword

1. General Characterization of the Curricular Unit – Scope, Theories and Concepts.

II. Observation and Analysis of Educational Contexts

1. The Contexts

- Educational contexts – the place of the school in the 21st century;

- The challenges to school contexts for learning;

- Education and training: contexts of change at a globalisation time. Dualities and complicity;

- Pedagogical models and work in the classroom.

2 The People

- The teaching professionalism and possibilities of collaboration;

- Communities of Practice and Learning Communities;

- Teacher's professional development and student success;

- Questions of leadership and possibilities of collaboration;

3. Observation and Analysis

- The nature and the fundamentals of the observation process and the analysis of educational contexts.

- Teachers: experience, research and reflection

- Contexts and appropriateness of observation instruments.

- Analysis: principles, techniques and reports. The action research.

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Portuguese Literature and Culture (LLT8673)

1. The Portuguese cultural identity: specificity and persistent factors of national identity.

2. Portuguese literature and the national imaginary.

2.1. The foundation of the nation and the consecration of the miracle of Ourique in *Os Lusíadas*.

2.2. The myth of Inês de Castro in Portuguese literature.

2.3. The concept of *saudade*. *Menina e Moça* of Bernardim Ribeiro.

2.4. The historical cycle of Portuguese Discoveries in poetry: Gil Vicente, Camões, Fernando Pessoa.

3. The representation of the Portuguese reality in the novels of José Saramago, António Lobo Antunes, Maria Velho da Costa.

4. The language and the intercultural relations: *Maria Ondina Braga*, *Nocturno em Macau*.



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Gender, Education and Citizenship (FIL8656)

1. Introduction: Education, Culture and Citizenship
2. Liberalism in defense of Public Instruction and the birth of the citizen
3. The Republic: the construction of the "New Man" a abeam of education (1910-1926)
4. Women's suffrage and the fight against illiteracy
5. The "Estado Novo" and evolution of schooling, women's suffrage and the first MPs
6. The evolution of citizenship through constitutions and electoral laws in Portugal (1820-1975)
7. The new challenges of citizenship

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Mediation and Conflict Resolution in Educational Environments (PED8657M)

1. Mediation in theory,
 - 1.1. Conflict: elements, styles and attitudes basic approach to their resolution.
 - 1.2. Alternative means of conflict resolution.
 - 1.3. Communication / Negotiation.
 - 1.4. Mediation: the concept and goals.
 - 1.5. The process of mediation.
2. Mediation in-context
 - 2.1. Knowing the context and the group class.
 - 2.2. From diagnosis to design mediation projects.
 - 2.3. From implementation to evaluation of mediation projects

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Models and Theories Teacher Training (PED8658)

1. Tentative definition of "teacher"
2. Teachers in modern educational systems: roles, functions and performance.
3. About the need for teacher education.
4. The training of teachers in education policy Portuguese: the legislative building.
5. Problems and perspectives of teacher education.
6. The major types of conceptual models of teacher education.
7. Teacher education in the European Union: trends and characteristics.
8. Models of professional development
9. Accountability of teachers: the moral and social aspects.
10. Contributions to a code of ethics of the teaching profession.
11. Teacher education and cultural diversity.
12. The model of teacher training and the current concept of education for cultural diversity.
13. Attempts to systematize the "portraits" of teachers

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Literary Education (PED8659)

1. The specificities of literary communication.
2. The importance of the significant experience of the texts in the promotion of a literary education.
3. The emergence of new media and its coexistence with the conventional ones.
4. The importance, to the promotion of a literary education, of the relationship between literature and other semiotic codes.



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School Libraries (PED8660)

- The library and the school library.
- The School Libraries Network: history and legislation.
- Documents of the School Libraries Network.
- The support for curriculum development and the School Library.
- The role of School Library in the development of reading and literacy.
- Relationship between School Library and the educational community.
- Management of School Library.
- The Evaluation Model School Library.

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Education in First-aid and Society (PED8661)

1. Prevention
2. Integrated emergency medical system
3. The bystander
4. Basic life support
5. Bleeding
6. Shock and Poisonings
7. Trauma mechanisms
8. General approach in trauma: ABCDE
9. Craniocerebral trauma, maxillofacial vertebromedular, thoracic and abdominal
10. Soft tissue trauma
11. Thermal trauma
12. Ortotrauma
13. Impaired consciousness: sudden illnesses

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Specific Needs of Education and Adolescence (PSI8650)

1. Introducing NEE
2. Development of Models and Practices in NEE
3. Intervention Models in NEE
4. Evaluation and Referral NEE in Adolescence
5. Disorders and Development also NEE
6. Strategies and Contexts of intervention



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Foreign Language Didactics (PED8672)

1. Role of teaching and learning a foreign language (FL) in the educational process of the student and his ways of relating to the world.
2. Critical analysis of models of teaching and learning and its integration within the current educational context.
3. Methods of Teaching and Learning FL - diachronic perspective.
 - 3.1 The methodological eclecticism.
4. Pedagogy of the text.
 - 4.1. From reception to production - methodological requirements.
 - 4.2. From orality to writing - methodological requirements.
5. The teaching of grammar.
- 6 Processes of correction and pedagogical management of error: causes and types of errors
7. Curricular aims and organization of the disciplines of FL.
 - 7.1 Common European Framework of Reference for Languages CEFR
 - 7.2. Critical analysis of FL programs for the 3rd Cycle of Basic Education and Secondary Education (3B+S)
 - 7.3. Analysis of FL textbooks for the (3B+S)
8. Preparation and analysis of educational actions.
9. Learning assessment in LE.

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School Environment Communication (PED8653)

1. Human communication.
 - 1.1. Verbal aspect.
 - 1.1.1. Communication models.
 - 1.2. Non-verbal aspect.
 - 1.2.1. Functions of non-verbal communication.
 - 1.2.2. The body.
 - 1.2.3. Non-verbal communication in Education.
2. Barriers to communication.
 - 2.1. Among people, among people and groups and among groups.
 - 2.2. In educational situations

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Educational Administration and Organization (PED8654)

- 1- Object of study of Educational Administration and Organization
- 2- Educational system, organization and structures
 - The constitutional ideology and guiding principles
 - The Educational System Act as structuring of the referential system of education and teaching
 - . Educational aims and organizational and pedagogical implications
 - . Educational administration, organic structures and levels
- 3- Administration and educational policies
 - Education, contextual factors and educational equity
 - Territorialization and municipalization of education
- 4- Educational policies, autonomy and development of school
 - School Organizations, structures and configurations
 - Educational regulation and logical adjustment of conformity
 - The educational project in the context of management and school autonomy
- 5 - The class as the unit of analysis
 - The flexible organization of groups of students and teachers
 - The size and structural composition of the class as factors in school performance



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Mentored Teaching Practice (PED8652M)

C1- Developing teaching and learning dimension

C2- Participation in school life and 'relationship with the community' dimension

C3- Professional, social and ethical dimension

C4- Professional development throughout life dimension