



Study Plan

School: School of Social Sciences
Degree: Master
Course: Preschool Education (cód. 532)

1st Year - 1st Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI11398M	Psychology of Child Education	Psychology	6	Semester	156
LLT11399M	Issues of Portuguese	Portuguese	3	Semester	78
PED11400M	Art Education in Early Childhood	Artistic Education	3	Semester	78
PED11401M	Play and Physical Development in Childhood	Physical Education	3	Semester	78
PED11402M	Mother-Tongue (Portuguese) learning in early childhood	Education Sciences	3	Semester	78
PED11403M	Early Years Pedagogy from 0 to 6	Education Sciences	6	Semester	156
PED11404M	Knowledge of the World in Early Childhood	Education Sciences	3	Semester	78
PED11405M	Mathematic in Early Childhood	Education Sciences	3	Semester	78

1st Year - 2nd Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED11406M	Research in Childhood (0-12)	Education Sciences	3	Semester	78
PED11407M	Arts, Humanities, Sciences and Technologies Integrated Project	Education Sciences	6	Semester	156
PED11408M	Teaching Practice in Crèche	Education Sciences	18	Semester	468

Group of Options

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED11413M	Values and Education	Education Sciences	3	Semester	78
FIL11414M	Philosophy for Children	Philosophy	3	Semester	78
PED11415M	Contemporary Pedagogical Trends	Education Sciences	3	Semester	78
PED11416M	Family, Community and Children's Education	Education Sciences	3	Semester	78
ENF11417M	Children's Health	Health Sciences	3	Semester	78
PED11418M	Mediation in Early Childhood Educational Contexts	Education Sciences	3	Semester	78



2nd Year - 3rd Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
Group of Options					
Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED11413M	Values and Education	Education Sciences	3	Semester	78
FIL11414M	Philosophy for Children	Philosophy	3	Semester	78
PED11415M	Contemporary Pedagogical Trends	Education Sciences	3	Semester	78
PED11416M	Family, Community and Children's Education	Education Sciences	3	Semester	78
ENF11417M	Children's Health	Health Sciences	3	Semester	78
PED11418M	Mediation in Early Childhood Educational Contexts	Education Sciences	3	Semester	78
Group of Options					
Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED11410M	Laboratory of Projective Techniques of Dramatic Expression	Artistic Education	3	Semester	78
PED11411M	Education and Visual Culture	Artistic Education	3	Semester	78
MUS11412M	Musical Cultures	Music	3	Semester	78
PED11409M	Supervised Pre-School Practice	Education Sciences	24	Semester	624

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

{\ }newline

1º Semestre: {\ }newline

8 UC obrigatórias num total de 30Ects

{\ }newline

2º Semestre: {\ }newline

2 UC obrigatórias num Total de 9 Ects{\ }newline

1 UC optativa da AEG num total de 3 Ects

UC Pratica de Ensino Supervisionada num total de 18 Ects{\ }newline

{\ }newline

{\ }newline

3º Semestre{\ }newline

UC de Prática de Ensino Supervisionada num total de 24 Ects

1 UC optativa da AD num total de 3 Ects

1 UC optativa da AEG num total de 3 Ects

{\ }newline

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

Program Contents



[Back](#)

Psychology of Child Education (PS111398M)

1. Introduction - Psychology and Education of the Child
2. Perspectives on Human Development
 - 2.1. Theoretical models of human development
 - 2.2. Constructivist and socio-constructivist perspectives of development
 - 2.3. Bio-ecological model of human development
3. Ecology of Childhood - Education and Development in Context
 - 3.1. The child as social person
 - 3.2. Development contexts and educational processes
 - 3.3. The child and microsystems: educational interactions (family, peers and school)
 - 3.4. The child and the broader social systems
4. Prospects for an Intervention in the Dynamics of Educational Relationships
 - 4.1. Risk and Resilience
 - 4.2. Engagement of children in formal educational settings
 - 4.3. Educational interactions and conflict management
 - 4.4. School transitions, processes of adaptation and development
 - 4.5. Diversity in educational settings

[Back](#)

Issues of Portuguese (LLT11399M)

From Morpho-syntax to Syntax

1. Propose problems for specific aspects of word classes (especially pronouns and adverbs); syntactic functioning of word classes; personal pronouns in Portuguese.
 - 1.1. Syntax of the verbal system; agreement aspects; coordination, subordination and prepositional connectors.
2. Syntactic aspects:
 - 2.1. Coordination: review of concepts and nomenclatures; restrictions on coordination; analysis of sentences with coordination problems.
 - 2.2. Subordination: review of concepts and nomenclatures; analysis of sentences with subordination problems.
 - 2.3. Punctuation: syntactic uses and general rules.
 - 2.4. Morphological and non-morphological processes of word formation; lexicon enrichment (improper derivation, acronym formation, abbreviations, ...).
 - 2.5. Accentuation: word classification; basic rules of accentuation in Portuguese.

[Back](#)

Art Education in Early Childhood (PED11400M)

- 1 - The area of Plastic Expression: a) theories and models of Artistic Education. b) creative and expressive world of children.
- 2 - Visual Language and Plastic Expression of childhood: the representation of the world, of active knowledge and of imaginary world.
- 3 - Children design: didactic resources, technical and material.
- 4 - The Dramatic knowledge: Models and principles; Organization and Methodological approaches in the context of the classroom; Creation projects.
- 5 - The Drama as articulation of knowledge,. Understanding, Interpretation and reflection of the world
- 6 - The symbolic and metaphorical dimension provided by the body that acts and thinks



[Back](#)

Play and Physical Development in Childhood (PED11401M)

1. The infant motor development (IMD)

Systemic and ecological approach to IMD

Phases of motor development

Individual and sociocultural factors that influence the IMD

Perceptual-motor development

Development of motor skills

Development of physical qualities

Observation and assessment of the IMD

2 The game, the routines of life of children and the IMD

Importance of play in child development

Sociocultural aspects of the daily lives of children

The playful practices and sports activities in children's lives

The quality and safety of spaces and recreational motor-playful equipments

3. Playful-motor practices, child health and education for health

Active lifestyles and health

Determinants (individual and sociocultural) of participation in physical activities (PA)

Effects of PA practice on child health

The education for health and the role of playful motor practices in educational settings

Intervention strategies in education for health within the PA

4 Trends of research on play and IMD

[Back](#)

Mother-Tongue (Portuguese) learning in early childhood (PED11402M)

1. Reflection about the official documents of Mother-Tongue (Portuguese) Language.

2. Communicative Competence.

3. Oral communication.

4. Emergent literacy

5. The promotion of a literary education.

6. The evaluation in Mother-Tongue (Portuguese) Language



[Back](#)

Early Years Pedagogy from 0 to 6 (PED11403M)

1. The classroom curricular project - development and management
 - 1.1. Aims, structure, contents
2. Pedagogical models for ECE:
 - 2.1. Modern School Movement
 - 2.2. High-scope
 - 2.3. Reggio-Emilia
 - 2.4. other approaches
3. Curriculum guidelines for ECE
 - 3.1. You Wairiki - The curriculum of 0 to 6 New Zealand
 - 3.2. "Birth to three matters" Starting-Right (0-6) UK;
 - 3.3. The curriculum of Australia (0 to 6)
 - 3.3. Curriculum Guidelines for Preschool Education
 - 3.4. Learning goals for Preschool
4. Quality in ECE
 - 4.1. Assessment of Quality in ECE: different perspectives
 - 4.2. Frameworks of Quality Assessment for ECE
5. The evaluation of learning in ECE
 - 5.1. Evaluation as a participatory process of reflection and regulation of the educational process
 - 5.2. Observe, Record, Analyse and Report - sustained practice of assessment of learning
 - 5.3. Involving children in assessment
6. The Project Work in Preschool Education
7. Play and children's learning

[Back](#)

Knowledge oh the World in Early Childhood (PED11404M)

- The importance of knowing and taking into account children conceptions: implications for the initial training of the future teacher.
- Scientific learning in early childhood education: the "research" as playful activity driven by the educator.
- Discovering and questioning the natural world.
- The construction of the notions of time and space.
- The organization of materials, activities and times.
- The physical and social environment as a resource: preparing and conducting field trips.



[Back](#)

Mathematic in Early Childhood (PED11405M)

1. The mathematics curriculum:
 - 1.1. Guidelines on preschool education
 - 1.2. Guidelines on the 1st cycle
2. Mathematical themes and emphases:
 - 2.1. Number (number sense)
 - 2.2. Geometry (topological notions and spatial sense)
 - 2.3. Statistics (counting and representations)
 - 2.4. Algebra (regularities, patterns)
3. Mathematical transversal capacities:
 - 3.1. Problem solving
 - 3.2. Mathematical reasoning
 - 3.3. Mathematical communication
 - 3.4. Mathematical representation
 - 3.5. Mathematical connections
4. Exploring Mathematics:
 - 4.1. Mathematics in context
 - 4.2. Internal and external connections of Mathematics
 - 4.3. Mathematical productions of children
 - 4.4. Role of the teacher and children
 - 4.5. Communication and mathematical representations
5. Planning the approach to mathematics:
 - 5.1. Hypothesizing learning trajectories
 - 5.2. Definition of tasks sequences
 - 5.3. Exploration of tasks with children
6. Reflecting on Mathematics in childhood:
 - 6.1. Learning difficulties of children
 - 6.2. Analysis and regulation of the practice

[Back](#)

Research in Childhood (0-12) (PED11406M)

1. Research in education
 - The importance and the role of research
 - The nature of the knowledge
2. Paradigms and approaches in Education:
 - From a positivist paradigm to an interpretative one
 - Quantitative and qualitative approaches
3. Designs of research in Education
 - Experimental studies, descriptive studies (survey), case studies, teaching experience, action research.
4. Planning and doing research:
 - Formulating the problem /objective;
 - The role of theory;
 - The participants;
 - Data collection
 - Data Analysis
5. The writing of scientific text: reports and articles
6. Recent research in Educação de Infância: focus and methodologies
7. Research as strategy: improving the practice and professional development.



[Back](#)

Arts, Humanities, Sciences and Technologies Integrated Project (PED11407M)

- Project work as an axial didactic and pedagogical design.
- Cross-disciplinary practices and institutional cooperation,
- Design and production of teaching materials transdisciplinary in nature, applicable in the real world.

[Back](#)

Teaching Practice in Crèche (PED11408M)

In this CU we work on the four dimensions of the teacher Professional Performance Profile

I. Professional, social and ethical dimension

II. Teaching and learning dimension, which includes:

Organization of the educational environment

Observation, planning and assessment

Relationships and interactions

Integration of the curriculum

III. Participation in school and contacts with the community dimension

IV. Professional development dimension.

These dimensions are integrated in the context of intervention and its regulation both at the educational contexts and at the University in Seminar sections, calling upon learning from of all the CUs of the course

[Back](#)

Values and Education (PED11413M)

1. Introduction to the issue of values:

1.1. What are the values?

1.2. ways of knowing the values

1.3. ways to teach and learn values.

1.4. Worldview, values and education

2. Educating in values:

2.1. The project of life: the dignity of human life

2.2. Equal but different

2.3. Freedom and its limits

2.4. Share responsibilities

2.5. Justice and solidarity

2.6. The duty to live in peace

[Back](#)

Philosophy for Children (FIL11414M)



[Back](#)

Contemporary Pedagogical Trends (PED11415M)

1. Traditional Education versus Modern Education.
2. Rousseau, Pestalozzi and Froebel, at the origins of modern pedagogy.
3. The "École Nouvelle" and the New Education Movement.
4. The pedagogy of Celestin Freinet and the Modern School.
5. The libertarian pedagogy: from Maria Montessori to Summerhill.
6. American pedagogy, from Dewey to Rogers.
7. The des-schooling society: Goodman, Illich and Reimer.
8. The Marxist pedagogy.
9. Paulo Freire and the Pedagogy of the Oppressed.
10. Techno-pedagogy: Skinner, the "pedagogy by objectives," Theory of the Curriculum.
11. Education and Pedagogy in Portugal (XVIII-XXI century).

[Back](#)

Family, Community and Children's Education (PED11416M)

1. Family, Parenting and social transformations;
2. The community recognized as an educational context: concept of "Educating Cities- (Barcelona Declaration);
3. Parental education: concepts and praxis;
4. Strategies for interaction and cooperation with families in the education of children;
5. Frequent problems in the participation of families in early childhood education institutions
6. Listening to children: the radical ethical, political and pedagogical assumption of the child as citizen with similar rights.

[Back](#)

Children's Health (ENF11417M)

- Main stages in their development and health monitoring, aspects that the teacher can identify and address.
- The fundamentals for the monitoring of health and well-being in the infant.
- The relationship between nutrition and development, mainly in those aspects which affect the child's learning.
- Obesity and malnutrition, comorbidities.
- Sleep disorders-influences in child welfare.
- Changes in the most common mental health of children.
- Chronic Disease, constraint on learning and school success.
- Physical abuse of children. Warning Signs. Support networks.
- Emergency situations, some maneuvers for immediate resuscitation of the child.

[Back](#)

Mediation in Early Childhood Educational Contexts (PED11418M)

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.
 - 2.4. Mediation in educational contexts: nursery and kindergarten



[Back](#)

Laboratory of Projective Techniques of Dramatic Expression (PED11410M)

Animating objects

Shadows

Make-up

Masks

black light

Puppets

[Back](#)

Education and Visual Culture (PED11411M)

1.- Educational value of Visual and Plastic Expression and Education;

2.- The role and the importance of Visual Culture in Artistic Education;

3.- Hegemonic paradigms of Artistic Education;

4.- New perspectives of teaching arts: Visual Culture; Arts Based Research; A/R/Tography; Project Based Work; New Materialisms; Pedagogies of Contact;

5.- Analysis of social representations of childhood, gender, social class... present in children's visual culture (Disney, Pixar, advertising, etc.);

6.- Examples of educational projects from a comprehension of Visual Culture Education.

[Back](#)

Musical Cultures (MUS11412M)

The Traditional Canon

- Terminology and style: Antiquity; baroque, classicism; romanticism; twentieth century

- The perspective of Musicology and Ethnomusicology

- Western and non-Western music

World Music

- Concepts and scope

- Integration of World Music in the field of cultural studies (Cultural Studies)

Popular Music in the West

- Study of Popular Music

- The cultural and social significance of Popular Music

- The Jazz, Rock and Pop

- The industry and the media

[Back](#)

Supervised Pre-School Practice (PED11409M)

In this CU we work on the four dimensions of the teacher Professional Performance Profile

I. Professional, social and ethical dimension

II. Teaching and learning dimension, which includes:

Organization of the educational environment

Observation, planning and assessment

Relationships and interactions

Integration of the curriculum

III. Participation in school and contacts with the community dimension

IV. Professional development dimension.

These dimensions are integrated in the context of intervention and its regulation both at the educational contexts and at the University in Seminar sections, calling upon learning from all the CUs of the course