



## 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
<b>Group of Options</b>					
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
<b>Group of Options</b>					
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 Prática 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

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

## Program Contents



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### **Psychology of Child Education (PSI11398M)**

#### **1. Perspectives on Educational Psychology**

Educational Psychology in the training of educators and teachers

Evolution of models in Educational Psychology

#### **2. Perspectives on Human Development**

Theoretical models of human development

Constructivist and socio-constructivist perspectives of development

Bio-ecological model of human development

#### **3. Ecology of Childhood - Development and Education in Context**

The child as a social person

Contexts of development and educational processes

The child and microsystems: educational interactions (family, peers and school)

The child and the broader social systems

#### **4. Perspectives for Intervention in the Dynamics of Educational Relationships**

Risk and protection factors

Child involvement in school

Educational interactions and conflict management

School transitions, adaptation and development processes

Diversities in educational contexts

Research and educational practice

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### **Issues of Portuguese (LLT11399M)**

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### **Art Education in Early Childhood (PED11400M)**

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### **Play and Physical Development in Childhood (PED11401M)**

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### **Mother-Tongue (Portuguese) Learning in Early Childhood (PED11402M)**

1. Official documents for learning the mother tongue.

2. The development of oral communication and communicative and linguistic skills.

3. Familiarization with the written code: emerging literacy.

4. The promotion of literary education.

5. Evaluation in mother tongue.

6. The design of practices for working with the mother tongue - planning, development and evaluation.



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### **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

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### **Knowledge oh the World in Early Childhood (PED11404M)**

1. The area of Knowledge of the World and the formation of the child
  - 1.1. The Knowledge of the World area in the Curricular Guidelines for Pre-School Education.
  - 1.2. The importance of science education in childhood.
  - 1.3. Addressing gender issues in childhood
2. The educator's knowledge and the children's knowledge.
  - 2.1. Children's conceptions: implications for educator training.
  - 2.2. Scientific learning in early childhood education: "research" as a playful activity driven by the educator.
  - 2.3. Discovering and questioning the natural world..
  - 2.4. The construction of the notions of time and space.
3. Work methodologies and use of resources.
  - 3.1. Experimental activities: organization and planning.
  - 3.2. The physical and social environment as a resource: the preparation and planning field trips.



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### **Mathematic in Early Childhood (PED11405M)**

1. The mathematics curriculum:
  - 1.1. Math guidelines in pre-school education
  - 1.2. Math guidelines in relation with the curriculum
2. Mathematical themes and emphases:
  - 2.1. Number (sense of number)
  - 2.2. Geometry (spatial sense)
  - 2.3. Measure (the process and informal units)
  - 2.4. Statistics (counting and representation)
  - 2.5. Algebra (regularities, patterns)
3. Mathematical capabilities:
  - 3.1. Problem solving
  - 3.2. Mathematical reasoning
  - 3.3. Mathematical communication
  - 3.4. Mathematical representations
  - 3.5. Mathematical connections
4. The exploration of Mathematics:
  - 4.1. Mathematics in context
  - 4.2. Internal and external mathematical connections
  - 4.3. Childrens' productions
  - 4.4. Role of the educator and children
  - 4.5. Communication and mathematical representations
5. Planning of the approach to Mathematics:
  - 5.1. Learning trajectories
  - 5.2. Defining sequences of tasks
  - 5.3. Exploring tasks with children
6. Reflection on Mathematics in childhood:
  - 6.1. Factors of success of children's learning
  - 6.2. Regulation of practice

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### **Research in Childhood (0-12) (PED11406M)**

- c1. Research in Education
  - The value and role of research
  - The nature of the knowledge produced
  - Research as a strategy: improving educational activities and professional development
- c2. Paradigms and approaches in research in Education
  - From the positivist to the interpretive paradigm
  - Quantitative and qualitative approaches
  - Research modalities in Education. Characterization and purposes
  - Research the own practice and action research
- c3. The research process, its planning and implementation
  - The problematization and relevance of research
  - The definition of objective (s) and guiding questions
  - The role of theory
  - The participants
  - Data collection (sources, procedures, instruments, records)
  - Data analysis (organization and selection of relevant data, categories of analysis)
- c4. The writing of scientific text
- c5. Research ethics (procedures, data protection)
- c6. Recent investigations in Childhood Education: focuses and methodologies



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### **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.

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### **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 all the CUs of the course

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### **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

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### **Philosophy for Children (FIL11414M)**

1. The emergence of Philosophy for Children: what is Philosophy for Children?

1.1 The recognition of children as rational subjects of action and relationship

1.2 Mathew Lipman's innovative conception (dialogue and research communities with children)

1.3 The alternatives of Thomas Wartenberg and Oscar Brenifier

2. The creation of communities of initiation to the exercise of thinking: How is a Philosophy for Children session prepared?

2.1 The relationship between listening, asking and giving good reasons

2.2 The structure and dynamics of a Philosophy for Children session



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### **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 Lasnáia Pollyanna 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).

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### **Family, Community and Children's Education (PED11416M)**

1. Listening to children: the radical ethical, political and pedagogical assumption of the child as a citizen subject to rights.
2. Family, parenting and social changes;
  - a. Parental education: conceptions and praxis;
  - b. Challenges of the school-family relationship
  - c. Strategies for interaction and cooperation with families in the education of children;
3. The educational role of the community:
  - a. Concept of "Educating Cities- letter from educating cities (Barcelona Declaration);
  - b. Child-friendly cities UNICEF
4. Transits between border spaces
  - a. Service integration
  - b. Transitions between family, daycare, Pre-school, primary school

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### **Children's Health (ENF11417M)**

- Main stages of development and respective health surveillance, aspects that the educator can identify and notify.
- The infant's well-being, health promotion and prevention of risk situations.
- The importance of nutrition in development, essential nutrients in quantity and quality, to the child's concentration.
- Nutritional imbalances, obesity and malnutrition, comorbidities.
- Sleep disorders, influence on child well-being.
- Chronic illness, warning signs, constraints on learning and school success.
- Child abuse, typology, epidemiology, warning signs. Support networks
- Emergency situations in children, some maneuvers to resolve Immediate, guidance on referring health problems of greater complexity.



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### **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

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### **Laboratory of Projective Techniques of Dramatic Expression (PED11410M)**

Animating objects  
Shadows  
Make-up  
Masks  
black light  
Puppets

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### **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.

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### **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





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### **Supervised Pre-School Practice (PED11409M)**

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

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II. Teaching and learning dimension, which includes:

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Observation, planning and assessment

Relationships and interactions

Integration of the curriculum

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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