

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[3181300250] Prática de Ensino Supervisionada no 1.º CEB II [3181300250] Supervised Teaching Practice in Primary Education II		
Plano / Plan:	2015/2016		
Curso / Course:	Ensino do 1.º Ciclo do Ensino Básico e de Matemática e Ciências Naturais no 2.º Ciclo do Ensino Básico		
Grau / Diploma:	Mestre		
Departamento / Department:	PCE - Psicologia e Ciências da Educação		
Unidade Orgânica / Organic Unit:	Escola Superior de Educação de Viseu		
Área Científica / Scientific Area:	Prática de Ensino Supervisionada		
Ano Curricular / Curricular Year:	1		
Período / Term:	S2		
ECTS:	15		
Horas de Trabalho / Work Hours:	0405:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0000:00	(OT) Orientação Tutorial/Tutorial Orientation:	0000:00
(P) Práticas/Practical:	0000:00	(E) Estágio/Internship:	0172:50
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(O) Outras/Others:	0000:00
(S) Seminário/Seminar:	0030:00		

Docente Responsável / Responsible Teaching

[2048] João Manuel De Oliveira Rocha [2203] Carla Sofia Pereira Lacerda José ;

Outros Docentes / Other Teaching

- [2020] Belmiro Tavares da Silva Rego
- [2039] Henrique Manuel Pereira Ramalho
- [2045] João Augusto Guerra Rocha Nunes
- [2048] João Manuel de Oliveira Rocha
- [2163] Cristiana do Carmo Duarte Mendes
- [2203] Carla Sofia Pereira Lacerda José
- [2216] Paulo Alexandre Mendes Ribeiro Eira
- [2229] CATIA SOFIA NUNES RODRIGUES
- [2237] Mara Cláudia Pereira Maravilha
- [2251] Dulce Helena Morgado Raimundo Melão

Learning Outcomes of the Curricular Unit

- Deepen the knowledge suitable for teaching in the Primary School in the context of intervention and research;
- Teach, in a collaborative and reflective way, students of the Primary School in the context of the Portuguese curriculum and school;
- Develop action projects, problem solving, research, innovation and experimentation to deal with complex issues in relation to scientific, methodological, social and ethical aspects in the field of education;
- Communicate clearly - producing and exploring documents, using multiple communication languages - their conclusions and underlying knowledge and reasoning, whether with children, colleagues, or other stakeholders in the educational process;
- Participate, in a reasoned way, in the management and guidance of their training, viewing it as a lifelong learning process.

Learning Outcomes of the Curricular Unit (Lim:1000)

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Syllabus (Lim:1000)

The activities are organized according to the General Performance Profile and the Specific Performance Profile of the 1st CEB Teacher (Decree-Law No. 240/2001 and 241/2001, of 30 August). The management of training processes is based on the elaboration of an individual work project and on the documentation and reflection of learning. Tasks are developed in the following dimensions: 1) Professional, social and ethical and professional development a) design of the work project b) documentation and reflection of learning 2) Teaching and learning development a) characterization of the intervention context and diagnostic assessment of students b) design of medium and short term plans c) promotion of teaching practice situations d) assessment of student learning 3) Participation in school and relationship with the community a) integration in educational teams b) familiarization with enrichment activities curricular c) articulation with parents/guardians.

Demonstration of the syllabus coherence with the curricular units' learning objectives

The curricular unit supports the development of projects designed for action in a specific context with a specific group of children. This project is framed by the teaching competencies, highlighting the specificity of Primary Education. The contents also reveal a more general concern with supporting the understanding of the students about the school, its social function and its relationship to the curriculum. The relationship with families becomes more important in this curricular unit, together with a greater integration of students into the school daily life. Communication of children's assessment also gains space and importance. The development of the ability to question the real through observation and intervention is deepened, namely in the preparation of lesson plans and the development of the research project.

Teaching Methodologies (Including evaluation; Lim:1000)

The students, preferably organized in dyads, integrate the activities of a class. They are guided by a cooperative advisor and by the multidisciplinary team of ESEV supervisors. The training is carried out based on information collection, analysis and evaluation tasks; pedagogical planning and intervention; participation in school dynamics and evaluation of the work developed. The seminars accompany and support the tasks, articulating reflections made in practice with the work developed in other UCs of the course, namely in Specific Didactics. Planning, execution / teaching and reflection after class: 70%; Critical-reflective reports: 3.3%; Report on the educational environment and student assessment and Class Plan: 10%. Streamlining recess or Family involvement project: 3.3%; Critical report on practices: 13.4%.

Demonstration of the coherence between the teaching methodologies and the learning outcomes

This curricular unit organizes its activities in order to support the students in the elaboration of their work project covering the different dimensions of the General Profile of Professional Performance (DL No. 240/2001 of august 30) and recognizing the particularities of the Specific Profile of the Early Childhood Teacher (DL No. 241/2001 of august 30). The presence in the contexts as well as the diversity of tasks require a comprehensive knowledge and a sustained analysis of the areas of intervention for a primary school teacher and the necessary skills and professional knowledge. The documentation of learning that integrates the process promotes both the reconceptualization of knowledge, before, during and after action, and the communication skills referred to in the goals. Characterize the contexts and students to frame their planning, which is discussed both in the context of implementation and in the context of (re) theorising, with both supervisors, supports the construction of professional knowledge and a sustained practice. The analysis of the competences and the teaching practices contributes, in a second moment, to the same professional knowledge and development of action and relation competences necessary to teaching. Essential in this process are: the regular presence of ESEV's supervisors in the contexts of intervention, the meetings for discussion of practices with the presence of cooperating teachers, ESEV's supervisors and students, and the discussion and theorization of observations made in large group in the seminars. Thus, the seminars both support tasks to be developed and analyze already implemented practices. The weekly submission of lesson plans and reports of teaching practices allow the monitoring of the work done. The submission is done in ESEV's e-learning platform, which allows for all supervisors to have access to every document. The reports written by the students are analyzed and commented by cooperating teachers and supervisors, creating a second instance of critical analysis and practice theorizing that contributes to achieving the goals of the curricular unit and of teacher education. The research problem identified earlier leads, in this curricular unit, to discussions and decisions about the theoretical framework and the methodological approach to study the issue. In this way, another contribution is made to the objective related to the design of research and innovation projects. The records and evidence collected and produced during the practicum in the 1st CBE are mobilized, in this curricular unit, to evaluate the students' teaching performance in a comprehensive and critical report of the activities and learning developed.

Bibliografia / Bibliography (Lim:1000)

Alarcão, I. (2001). Escola reflexiva e nova racionalidade. Artmed.

Alarcão, I., & Roldão, M. C. (2008). Supervisão. Um contexto de desenvolvimento profissional dos professores. Edições Pedagogo.

Beane, J. (2006). Integração curricular: A concepção do núcleo de educação democrática. Didáctica Editora.

Cardoso, A. P. (2003). A recetividade à mudança e à inovação pedagógica: O professor e o contexto escolar. Edições ASA.

Formosinho, J., Machado, J., & Mesquita, E. (2015). Formação, trabalho e aprendizagem: A tradição e inovação nas práticas docentes. Edições Sílabo.

Leite, T. (2010). Planeamento e concepção da acção de ensinar. Universidade de Aveiro.

Leite, C., & Fernandes, P. (2002). A avaliação das aprendizagens dos alunos: Novos contextos, novas práticas. Edições ASA.

Sá-Chaves, I. (2009). Portfolios reflexivos. Estratégia de formação e de supervisão. Universidade de Aveiro.

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