

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[31816004] Diferenciação e gestão curricular [31816004] Differentiation and curricular management		
Plano / Plan:	2014/2015		
Curso / Course:	Educação Especial, Área de Especialização Domínio Cognitivo e Motor Special Education, specialization area Cognitive and Motor Domain		
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:	Ciências da Educação		
Ano Curricular / Curricular Year:	1		
Período / Term:	S1		
ECTS:	5		
Horas de Trabalho / Work Hours:	0140:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0030:00	(OT) Orientação Tutorial/Tutorial Orientation:	0000:00
(P) Práticas/Practical:	0000:00	(E) Estágio/Internship:	0000:00
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(O) Outras/Others:	0000:00
(S) Seminário/Seminar:	0000:00		

Docente Responsável / Responsible Teaching

[2039] Henrique Manuel Pereira Ramalho [2203] Carla Sofia Pereira Lacerda José ;

Outros Docentes / Other Teaching

[2203] Carla Sofia Pereira Lacerda José

Learning Outcomes of the Curricular Unit

«Learning Outcomes of the Curricular Unit»

- Understand supranational relationships as determinants for national educational and curriculum policies, in their relationship with the practices of professionals in special education.
- View the school as an educational institution, which has the specific responsibility of guaranteeing everyone a set of learning of a different nature, called curriculum, which, at a given time and within the framework of a negotiated and assumed temporary construction, is recognized as everyone's need and right for their integral development;
- Mastering knowledge that enables reflection and self-reflection on their professional performance and their contribution to the development of learning for students with special educational needs.
- View the curriculum management instruments as capable of integrating knowledge and social practices of the community that are relevant to educational practice, based on the concept of curriculum differentiation.

Learning Outcomes of the Curricular Unit (Lim:1000)

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Syllabus (Lim:1000)

«Syllabus»

1. Curriculum studies and contemporary challenges in special education contexts

- The clarification of structuring concepts of curricular studies
- The State in the definition of educational and curricular policies

2. Curriculum Differentiation

- Autonomy as a milestone for differentiation
- From uniformity to diversity - from homogeneity to differentiation

3. Curriculum Management and Curriculum Management Instruments

- Curriculum management as a process of planned construction of intended learning
- Levels of curriculum organization and management

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

«Demonstration of the syllabus coherence with the curricular units' learning objectives» The contents included in the Curriculum Differentiation and Management curricular unit program intend to contribute in a critical and reflective way to the issues that today determine national and supranational educational and curricular policies and their relationship with the pedagogical practices of professionals, who in different contexts, work with children with special educational needs. Referencing this curricular unit in this Masters course is to place it at the heart of what is the pedagogical work of professionals in special education. The curriculum here understood as the set of knowledge/knowledge that students are expected to acquire is decisive in the role of the teacher, who is primarily responsible for helping the student to appropriate this knowledge.

Teaching Methodologies (Including evaluation; Lim:1000)

«Teaching Methodologies»

The work methodology is based on the theoretical/practical foundation and deepening of the themes under study and on an interaction between the reflection on situations of professional practice and the experiences of the Master's students.

The formative assessment modality, as the modality that allows the understanding of the learning carried out by the master's students, will be instrumented by the creation of a portfolio that will have a weighting of 100% of the final classification.

The curricular unit provides for the holding of a regular season exam and appeal according to the ESEV assessment regulation.

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

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Through the proposed methodologies, we seek to provide knowledge and deepen themes related to the differentiated and differentiating curriculum management, critically analyze the constraints, but also the opportunities associated with curriculum policies and practices in their relationship with the pedagogical practices of special education professionals in different contexts. In addition, it will be pertinent to broaden the conceptualization and perspectives of educational organizations, according to a configuration of educational and curricular contexts who are responsible for promoting curriculum management according to the criterion of differentiation, being themselves, product of a social and cultural construction, in which the archetype of curricular differentiation emerges as a very particular curricular field of organizational and professional discussion, pondering and action.

Bibliografia / Bibliography (Lim:1000)

«Bibliografia de Consulta para a página da Escola»

Burbules, N. (2003). Uma gramática da diferença: algumas formas de repensar a diferença e a diversidade como tópicos educacionais. In R. L. Garcia; A. F. Moreira (org.). *Currículo na contemporaneidade. Incertezas e desafios* (pp. 159-188). Cortez.

Habermas, J. (2002). *A inclusão do outro. Estudos de teoria política*. Edições Loyola.

Pacheco, J. A. (2000). (org.). *Políticas de Integração Curricular*. Porto Editora.

Roldão, M. C. (2000). A problemática da diferenciação curricular no contexto das políticas educativas actuais. In Roldão, M. C., Marques, R. (org.). *Inovação, Currículo e Formação* (pp.121-136). Porto Editora.

Roldão, M. C. (2003). *Diferenciação Curricular Revisitada: conceito, discurso e práxis*. Porto Editora.

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