

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[3181200883] Políticas atuais do Ensino Básico [3181200883] Current Policies in Basic Education		
Plano / Plan:	2017/2018		
Curso / Course:	Ensino de Educação Visual e Tecnológica no Ensino Básico Teaching of Visual and Technological Education on Basic Schooling		
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:	Área Educacional Geral - Ciências da Educação		
Ano Curricular / Curricular Year:	2		
Período / Term:	S2		
ECTS:	3		
Horas de Trabalho / Work Hours:	0081:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0037:50	(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

Outros Docentes / Other Teaching

[2039] Henrique Manuel Pereira Ramalho

Learning Outcomes of the Curricular Unit

- Be able to relate your professional practice with national and supranational educational policies
- Analyze some key determinants of educational and curriculum policies public
- Characterize the potential changes promoting new development strategies and defining a framework of policies to reconfigure the educational and curriculum systems
- Discuss the political, cultural and social process that has characterized the context of the reform of the Portuguese education system
- Mobilize knowledge that allows for the theoretical-conceptual debate around current national educational and curricular policies, with reference to some everyday practices called for by masters

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Syllabus (Lim:1000)

1. EDUCATION AS A POLITICAL TEXT

1.1. Education as a political field - the social and political construction of education

2. GLOBALIZATION AND NEOLIBERALISM IN POLICY DETERMINATION OF EDUCATION

2.1. Between the "trial of direct democracy" and the "normalization" of the educational system: the democratization of educational decision under the sign of neoliberal modernization - effects and consequences

3. THE SCHOOL'S ORGANIZATIONAL POLICIES AND PRACTICES AND THEIR (DIS)ORTICULATION WITH THE OFFICIAL GUIDELINES OF NATIONAL EDUCATIONAL POLICIES

3.1. Organizational dimensions and the construction of the school's morphology as an educational and political organization

4. EDUCATIONAL AND CURRICULUM POLICIES AND TEACHING PROFESSIONALITY

4. 1. The consolidation of a new teacher's professional performance profile in the face of current educational and curricular policies - the disagreement between crystallized execution, centrality of management and the myth of decision

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

The contents included in the curricular unit program of Current Policies in Basic Education 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 development of teaching knowledge and the professionalism that should characterize the training and preparation of teachers and educators with regard to interpretation, critical reflection and theoretical and practical understanding of the complex framework of educational policies. Referencing this curricular unit in this course is to place it at the heart of what should be a more holistic knowledge about the main normative policies and decisions that influence and condition the processes of teaching performance, the functioning of school organizations and, more broadly, the very functioning of the national education system.

Teaching Methodologies (Including evaluation; Lim:1000)

A methodology for clarifying the concepts, principles and assumptions that inform the debate surrounding current educational and curricular policies for basic education is privileged, as well as the development and construction of conceptual theoretical references that can help students in their reflections and reasoned arguments. The methodology is based on an interaction between exposition, reflection and discussion of the themes under study, around legal documents and texts from the official discourse and the debate on critical issues about its implementation. The assessment is continuous, based on data related to the participation and involvement of students, including two moments of assessment: preparation, presentation and discussion of small group assignments (50%), and a final individual assignment (50 %).

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

Through the proposed methodologies, we seek to provide knowledge and deepen themes related to Current Basic Education Policies, critically analyze the constraints, but also the opportunities associated with educational policies and practices, in their relationship with social, cultural, organizational and pedagogical practices of basic education professionals. In addition, it will be pertinent to broaden the conceptualization and perspectives of Current Basic Education Policies to the broader idea of the educational system, not limiting and closing the more peripheral concept of school, emphasizing the teacher and the educator, in their professional action, as a central actor not only from the periphery, but also from the educational system itself.

Bibliografia / Bibliography (Lim:1000)

Afonso, A. J. (2020). Estado, políticas e gestão da educação: Resistência ativa para uma agenda democrática e Administração da Educação. (36)2, 403-428.

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Araújo, L. & Rodrigues, M. (2017). Modelos de análise das políticas públicas. Sociologia, Problemas e Práticas, <https://doi.org/10.7458/SPP2017839969>

Carvalho, M. L. (2017). Formação inicial de Professores: Mobilizar conhecimentos, (re)edificar identidade(s). In dos processos educacionais: Da epistemologia à profissionalidade docente (pp.77-100). Editora CRV.

Felício, A., Silva, C., & Mariano, A. (Orgs.). (2017). Dimensões dos processos educacionais: Da epistemologia :

Figueiredo, C, Leite, C., & Fernandes, P. (2019). Entre os enunciados políticos e os corredores de liberdade na Psicologia, 45, 1-19. <https://www.scielo.br/j/ep/a/HZgNM6p3cvtWTJSvyZnTm3n/>

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