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| <b>POLI</b><br>ESCOLA SUPERIOR<br>EDUCAÇÃO<br>COMUNICAÇÃO<br>DESPORTO<br><br><b>TÉCNICO</b><br><b>GUARDA</b> | <h2>SUBJECT DESCRIPTION</h2> | <b>MODELO</b><br>PED.012.03 |
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|                                                                                                                         |                                                          |                             |           |                     |              |   |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------|-----------|---------------------|--------------|---|
| <i>Course</i>                                                                                                           | <b>Basic Education</b>                                   |                             |           |                     |              |   |
| <i>Subject</i>                                                                                                          | <b>Theory and Curricular Development</b>                 |                             |           |                     |              |   |
| <i>Academic year</i>                                                                                                    | 23/24                                                    | <i>Curricular year</i>      | 1st       | <i>Study period</i> | 2nd semester |   |
| <i>Type of subject</i>                                                                                                  | Compulsory                                               | <i>Student workload (H)</i> | Total: 81 | Contact:52,5        | <i>ECTS</i>  | 3 |
| <i>Professor(s)</i>                                                                                                     | Urbana Bolota<br>Filomena Velho                          |                             |           |                     |              |   |
| <input checked="" type="checkbox"/> <i>Area/Group Coordinator</i><br><input type="checkbox"/> <i>Head of Department</i> | <i>(select)</i><br>Maria Eduarda Revés da Cunha Ferreira |                             |           |                     |              |   |

### PLANNED SUBJECT DESCRIPTION

#### 1. LEARNING OBJECTIVES

- Identify fundamental concepts in the field of theory and curriculum development.
- Establish relationships between the various meanings of the concept of Curriculum and its implications in curriculum practice.
- Reflect on the current state of development and research in the field of theory and curriculum development.
- Recognize the Curriculum as a structured system and interact with other systems—Distinguish Curriculum of curriculum project and programming.
- Recognize the functions of the Curriculum, programs and pedagogical/planning projects.
- Evaluate different models of curricular organization based on their fundamentals, components and forms of implementation.
- Identify the different elements of the Curriculum Guidelines for Pre-School Education and the National Curriculum of Basic Education and their role in the planning and organization of the teaching and learning process. Recognize the field of action of the school and teachers in contextualization, flexibility and curricular adequacy.
- Observe various learning contexts.

#### 2. PROGRAMME

- Learning and teaching conceptions in Pre-School Education and 1st CEB
  - Concepts and theories.
  - Pedagogical implications.
- Curriculum theories in Preschool Education and the 1st CEB
  - Evolution of curricular studies.
  - Classifications of curriculum theories
- Decisions and curricular documents in Pre-School Education and the 1st CEB
  - Curriculum development as a process - concepts and models
  - Curriculum documents and the action of teachers/educators
- Planning as a practice of organizing the teaching and learning process in Pre-School Education and the 1st CEB

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- O Curriculum problems in education - autonomy and flexibility in Pre-School Education and the 1st CEB.
- O Relevance in the specificity of the initial teacher/educator training course

### 3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

All contents to be deepened converge to the materialization of the objectives mentioned, aiming essentially to prepare the student, as a future professional, endorsing him with essential tools regarding the knowledge of the Curriculum(s). In addition, it is intended that the student knows the different models, sources, characteristics and components. Through the analysis and critical reflection of other underlying and susceptible future application issues, learning transfers will become feasible, helping to understand better the teaching process and learning and complexity of the problem. With the subsequent mastery of the contents, it is intended to shape the objectives, referring to the beginning and last end of all education, the formation of the individual as a person, based on education for autonomy.)

### 4. MAIN BIBLIOGRAPHY

- Arends, R. I. (2008). *Aprender a Ensinar*, Sétima Edição, McGraw-Hill Interamericana de Espanha, S.A.U., ISBN:978-84-481-6010-4.
- Damião, Maria Helena (2022). *Teoria e Desenvolvimento Curricular. Caderno Prático*. ISBN: 978-9892622453. Imprensa da Universidade de Coimbra: Coimbra.
- Formosinho, Júlia (Coord.) (2007). *Modelos Curriculares para a Educação de Infância. Construindo uma Praxis de Participação*. Porto: Porto Editora.
- Gaspar, I. & Roldão, M. do C. (2007). *Elementos de Desenvolvimento Curricular*. Lisboa: Universidade. Aberta.
- Ministério da Educação (2006). *Programa do 1º C.E.B.*. Lisboa: Ministério da Educação.
- Ministério da Educação (2016). *Orientações curriculares para a educação pré-escolar*. Lisboa.
- Morais, Ana & Neves, Isabel (2014). *Currículos, Manuais Escolares e Práticas Pedagógicas*. ISBN: 978-972-618-768-4. Edições Sílabo.
- Schiller, Pam & Rossano, Joan (1997). *Guia Curricular*. ISBN 978972839150. Edições Piaget.
- Siraj-Blatchford, Iram (2004). *Manual de Desenvolvimento Curricular para a Educação de Infância*. Texto Editora. Lisboa.
- Wagon, Sylvian (2021). *Las Pedagogias Alternativas*. PFFES. ISBN 978-8418582479. Plataforma Editorial Actual.
- Zabalza, M. (2003). *Planificação e Desenvolvimento Curricular na Escola*. Rio Tinto: Edições ASA.

### 5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

In the curricular unit, interactive methodologies are promoted, trying to articulate the theoretical and practical dimensions of the issues to be deepened, encouraging participation, debate and individual and critical reflection. Several educational resources are used: schemes in the framework, multimedia presentations and supporting texts. The research is part of the work guided by the teacher. It will seek to clarify doubts and difficulties and conduct the study process and the work to be developed by the student.

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**Continuous evaluation:** Students will have to prepare a paper presented later in the classroom context. The availability and quality of interventions during the classes will also be valued (10%).

**Exam evaluation:** The exam will be written, consisting of two distinct parts.

Weighting of evaluation elements - Prof: Urbana Cordeiro - 50%; Prof: Filomena Velho- 50%.

### 6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

Active methodologies are proposed, enhancing the participation of students and promoters of the development of critical and reflexive capacity, essential in the search and construction of knowledge. Thus, we aim, essentially, to promote and promote in students personal and crucial skills of analysis through reflection on the Curriculum(s) and its different models, their respective sources, their characteristics and components. By prioritizing the student who must occupy the centre of the teaching and learning process, we focus on fostering learning by promoting investigation and questioning, problematizing. Thus, we intend to articulate the theoretical and practical dimensions of the issues to be deepened and explored. Consequently, we encourage the sharing of ideas and opinions, also essential to the pursuit of the objectives advocated, referring to the analysis of texts and the Curriculum(s), to debates, discussions, also using various educational resources: schemes in the framework; supporting texts; slides and videograms. The fieldwork is part of practical cases and application of knowledge through observation in schools, although incipient.

### 7. ATTENDANCE

It is a requirement of 2/3 of attendances to classes for the continuous evaluation process.

### 8. CONTACTS AND OFFICE HOURS

[filomenavelho@ipg.pt](mailto:filomenavelho@ipg.pt) (Office 1.4 – extensão 5212). Office Hours: wednesday14:30-17:30 h.

[ubolota@ipg.pt](mailto:ubolota@ipg.pt) (Office 1.3– extensão 5210 ). Office Hours: tuesday - 13:30h-14:30h /thursday - 13h - 15h

### DATE

**20 de fevereiro de 202**

### SIGNATURES

*Professor(s), Area/Group Coordinator or Head of Department signatures*

Professor

\_\_\_\_\_

(signature)

Professor

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Area/Group Coordinator

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