

# PROFESSIONAL MASTER'S DEGREE IN TEACHING PRACTICES IN ELEMENTARY EDUCATION

## Mission:

The mission of the Professional Master's Degree in Teaching Practices in Elementary Education is to train professionals in Elementary School education in order to be critical, ethical, researchers, with solid scientific knowledge, committed to quality education and to the construction and reconstruction of teaching practices that promote the full exercise of citizenship, social inclusion and quality of life of the inhabitants of the Baixada Santista Metropolitan Region.

## The Program

The Professional Master's degree in Teaching Practices in Elementary Education was approved by CAPES in April 10, 2015 (Process nr. 609/2014) and its Target Audience are elementary education teachers, pedagogical coordinators, school directors, teaching supervisors, regional directors, educational technicians, Distance Education tutors and other professionals who work with Elementary Education in the Metropolitan Region of Baixada Santista.

## Research lines

Line 1: Education Management: Educational Policies, Curriculum, Assessment and Teacher Training

Summary: This line of research includes local and (inter)national studies on the analysis of public education policies (history, formulation, implementation and evaluation of policies); undertakes research on education management and systems, with an emphasis on school relationships with planning, assessment, legislation and funding in Elementary School; it seeks to understand and analyze the curriculum and assessment as a public policy and its relevance for teaching practice in Elementary Education and encompasses research on the implications of teacher education and its policies in the production of different kinds of knowledge – its practices, memories and histories.

Line 2: Teaching and interdisciplinary practices in elementary school

Summary: The scope of this line of research is (a) studies that cover theoretical and methodological issues present in teaching practices developed in the educational spaces of Elementary School, with a view to proposing innovative educational interventions for teaching in the school context, (b) studies of multiple areas of knowledge based on their relationships both with their historical, social and cultural contexts and with other areas of knowledge in order to establish contextualized, dialogical and meaningful teaching practices for the full participation of the student in an increasingly broad and complex social space, and (c) research of different languages and technological resources in interdisciplinary teaching practices aiming to provide the mastery of different media and the development of innovative methodologies for the construction of both teaching practices committed to expanding the perception of the world as well as students' contextualized and challenging knowledge that make possible the formation of an ethical, critical and socially responsible being.

### Line 3: Inclusion, diversity and teaching practices in Elementary Education

Summary: The line covers research and studies directly related to teaching practices and the training processes of educators (initial, continuing and in-service) for pedagogical performance in diversity, contemplating the principles of inclusive education. It seeks to analyze teaching and learning processes and pedagogical innovations to meet educational needs of any order: biopsychosocial or ethnic-cultural. The studies focus on aspects related to the organization of the school to ensure the training of educators in an inclusive perspective, based on the analysis of public policies on inclusion and Human Rights, the use of digital information and communication technologies, curriculum development, adaptations of resources or pedagogical methods and procedures that enable the transformation of schools based on inclusive education principles.

#### Academic staff

#### Permanent faculty

##### Abigail Malavasi

- Masters in Educational Psychology (Pontifícia Universidade Católica – SP)
- Doctorate in Education (Universidade de Campinas)

##### Alberto Luiz Schneider

- Masters in Social History (Pontifícia Universidade Católica – SP)
- Doctorate in History (Universidade de Campinas)

##### Elizabeth dos Santos Tavares

- Masters in Education (Curriculum) - (Pontifícia Universidade Católica – SP)
- Doctorate in Education (Curriculum) (Pontifícia Universidade Católica – SP)

Elisete Gomes Natário

- Masters in Psychology (Pontifícia Universidade de Campinas)
- Doctorate in Education (Universidade de Campinas)

Gerson Tenório dos Santos (coordinator of the Program)

- Masters in Communication and Semiotics (Pontifícia Universidade Católica – SP)
- Doctorate in Communication and Semiotics (Pontifícia Universidade Católica – SP)

Irene da Silva Coelho

- Masters in Classical Letters (Universidade de São Paulo)
- Doctorate in Letter (Universidade de São Paulo)

Mariângela Camba

- Masters in Education: Curriculum (Pontifícia Universidade Católica – SP)
- Doctorate in Education (Universidade de Campinas)

Michel da Costa

- Masters in Mathematics Education (Universidade Bandeirante de São Paulo)
- Doctorate in Mathematics Education (Universidade Anhanguera de São Paulo)

Renata Barrocas

- Masters in Physical Geography (Universidade de São Paulo)
- Doctorate in Geography (Universidade Estadual Paulista)

Thiago Simão Gomes

- Masters in Health Sciences (Universidade Federal de São Paulo)
- Doctorate in Health Sciences (Universidade Federal de São Paulo)

**Collaborating faculty**

Andrea Wild

- Masters in Communication (Universidade Paulista)

- Doctorate in Education: Curriculum (Pontifícia Universidade Católica – SP)
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Cibele Mara Dugaich

- Masters in Applied Linguistics (Pontifícia Universidade Católica – SP)
- Doctorate in Linguistics (Universidade de Campinas)

## Disciplines

### Mandatory:

- 1) School, Elementary Education and Teaching Practices (03 credits = 45h);
- 2) Scientific Research Methodology (03 credits = 45h);
- 3) Public Policies Implemented in Elementary School (03 credits = 45h).

### Optional

- 1) The practice of literacy in Elementary School: multiple perspectives (03 credits = 45h);
- 2) Discourse Analysis as a methodological device (03 credits = 45h);
- 3) Acquisition of written language, reading and their relationship with literacy and multiliteracies (03 credits = 45h);
- 4) Educational assessment in Brazil and learning assessment in Elementary School (03 credits = 45h);
- 5) Assessment and interdisciplinary practices in Elementary School (03 credits = 45h);
- 6) Development and learning: the playful in Elementary School (03 credits = 45h);
- 7) Disciplinary approaches and integration strategy in Elementary School: topics of Geography and History (03 credits = 45h);
- 8) Disciplinary approaches and integration strategy in Elementary School: topics of Literature and Arts (03 credits = 45h);
- 9) Disciplinary approaches and integration strategy in Elementary Education: Topics in Science, Mathematics and Physical Education (03 credits = 45h);
- 10) Teaching: theories of learning and inclusion (03 credits = 45h);
- 11) Management of Basic Education and the school (03 credits = 45h);
- 12) Interdisciplinarity in teacher training (03 credits = 45h);
- 13) Reading images in Elementary School: an interdisciplinary approach (03 credits = 45h);

- 14) Reading and production of academic texts (03 credits = 45h);
- 15) Interdisciplinary Technological Resources in Teaching-Learning (03 credits = 45h);
- 16) Contemporary learning trends (03 credits = 45h);
- 17) Math topics: an interdisciplinary approach (03 credits = 45h);
- 18) Digital technologies in contemporary education (03 credits = 45h);

#### Research project

The research projects are linked to the Program's research lines and are led by a responsible professor belonging to the line. Participating in the research projects are students supervised by the responsible professor, students of other professors who are interested in the topic of the research project, professors from the Program and from other courses at the institution, graduates, students and/or professors from other institutions interested in researching the theme of the project. Program students receive points for participating in research projects that are counted towards complementary activities.

The Program currently has the following research projects:

<b>Project</b>	<b>Research Line</b>	<b>Responsible Professor</b>
Public policies in education	Education Management: Educational Policies, Curriculum, Evaluation and Teacher Training	Prof. Dr. Elisabeth dos Santos Tavares e Prof. Dr. Michel Costa
Educational policies: management and evaluation	Education Management: Educational Policies, Curriculum, Evaluation and Teacher Training	Prof. Dr. Mariângela Camba
Geography and History in Elementary School: proposal of analysis of the lived space in the Baixada Santista Metropolitan Region	Teaching and interdisciplinary practices in Elementary School	Prof. Dr Renata Barrocas e Prof. Dr. Alberto Luis Schneider
Laboratory of art, teaching and formation of the teaching identity Teaching and interdisciplinary practices in Elementary Education	Teaching and interdisciplinary practices in Elementary School	Prof. Dr. Irene da Silva Coelho
Literature, culture and interdisciplinarity in Elementary School	Teaching and interdisciplinary practices in Elementary School	Prof. Dr. Gerson Tenório dos Santos
Educational technologies in the teaching process in Elementary School	Teaching and interdisciplinary practices in Elementary School	Prof. Dr. Thiago Simão Gomes

Teacher training and inclusion	Inclusion, diversity and teaching practices in Elementary Education	Prof. Dr. Abigail Malavasi
Development and Meaningful Learning	Inclusion, diversity and teaching practices in Elementary Education	Prof. Dr. Elisete Gomes Natário

### Curricular structure

To complete the course, the master's student must complete all the following steps:

- 1) Mandatory subjects – 09 credits = 135h
- 2) Optional subjects - 09 credits = 135h
- 3) Research Seminars – 3 credits = 45h
- 4) Supervised internship practice – 3 credits = 45h
- 5) Research + intervention proposal in practice – 25 credits = 375h
- 6) Complementary activities - 4 credits = 60h
- 7) Masters dissertation orientation -- 4 credits = 60h

Total 57 credits = 855h

Note: 1 credit is equivalent to 15h