

I'm not robot 
reCAPTCHA

Continue

You read the free 4 preview page not shown in this preview. Go to the main content Go to the main menu Go to the menu Guides BY: Karina Padial October 1, 2014 National Curriculum Guidelines for Preschool Education (DCNEI) determine, from 2009, that institutions that work at this stage of learning create procedures for evaluating children's development. This process should not be aimed at selecting, promoting or classifying young children, and should take into account the critical and creative monitoring of children's activities, games and interactions in everyday life and the use of numerous recordings. However, such notes continue to raise doubts and misinterpretations. Thus, there are no rare cases of testing for 3-year-olds, as reported by Rita Coelho, General Coordinator of Preschool Education of the Ministry of Education (MEC), at the 1st National Seminar on The Evaluation of Preschool Education, which took place in Sao Paulo. Another scholar of the subject, Gabriela Portugal, a professor at the University of Aveiro in Portugal, adds that at this stage the assessment tends to be dominated by the use of regulatory tools aimed at identifying children's disability rather than on the social, cultural and interaction components inherent in learning and learning. There is an important and ongoing problem, abandoning decontextualized practices that ignore children's individuality and search for approaches that capture the uniqueness and authenticity of each one, given the development in context and procedure, Gabriela points out. In 2012, the IEC working group on the topic published a paper, Early Childhood Education: Subsidies for Systemic Assessment, which is known today to know that children do not develop in the same way and that they suffer from the cultural and social reality in which they are included. The use of specific tools leads to the labelling and stigmatization of the small, where the focus should be on how they operate in the course of practices and interactions that can be made possible in school. The risks of underestimation do not stop there. Saying that the child is not behaving as he should, you can not see the achievements that he has already achieved. Thinking, for example, that she acquires the ability to balance herself only if she does well in a test made with ropes, you can ignore the fact that she can get up and go down on the climb without any problems. In addition, classification tools favor the teacher to direct their efforts in an effort to ensure that the class is trained to succeed in specific actions, which is a serious problem. A child cannot feel integrated into a school that provides him with a permanent situation of proof, testing where tension remains and where he and his family are prejudged and bearable for failure, warns Jussara Hoffmann, master master 51/3330-8105, 42 reais. At the same time, it is essential to create a model, given the educational process based on information gathered over time in significant situations in the context of activities carried out by boys and girls, and which responds to what they know and are capable of, never being punished for what they do not yet know. These points suggest a plan that will help everyone with regard to the concept of evaluation to be implemented, teacher training and developing tools that can record the path that has been made and share achievements with families. In order to cooperate with this reflection and to transform it all into effective action, this report scans each of the stages of this cycle, which is constantly feeding on. Cycle Assessments in Early Childhood Education Concepts and Planning Training Tools Socialization Of Information Design and Planning Guidelines reveal analysis, which can be done by listening to children at CMEI Yeda Barradas Carneiro, in El Salvador the class also helps in the selection of productions of the Political-Educational Project (PPP) preschool educational institution should be considered in such a way as to promote situations that challenge what every girl or boy already knows, allow them to assign different languages and knowledge, to ensure that they show their interests, desires and values. To achieve this goal, it is essential that the educational process reflect on the assessment and, through it, a constant reflection of the results achieved. The pedagogical action will contribute to the development of the little ones only if, first, it is planned; Second, in practice; Third, the assessment; and fourth, re-planned, says Marlene Oliveira dos Santos, a spokesman for the Inter forestry movement for preschool education in Brazil (Mieib), in Campo Grande. At CMEI Yeda Barradas Carneiro, in El Salvador, which has classes under 5 years, Director Linivalva Keiros says that the evaluation shows the educational principles of the institution. To focus on a child's development, we need to respect their individuality and listen, both when searching for speech and basically closely watching their expressions, manifestations and learning, he says. Katarina de Souza Moreau, a researcher at the Federal University of Parana (UFPR) and a member of the meC research team on preschool education, considers this listening fundamental. You can talk to kids, ask about some activities, find out what they liked the most, and ask them for help in organizing the production portfolio. Experience in this sense has already shown us what they can do critical assessment of the productions themselves. They say things like before I didn't know how to write my name or see how I draw much better today, he says. In addition to allowing them to express some opinions about their experiences, this situation provides clues about how they see their learning. The assumptions that integrate THEP should also be reflected in the definition of the procedures that guide the assessment. This care is present in the plans, annual and semi-annual, as well as in the planning of teachers cmei Yeda Barradas Carneiro. With these tools, we can think about whether practices and strategies fit the goals we want to achieve, says pedagogy coordinator Alina Assis. Forming clarity on how and why to look at the class Of Educational Meetings Coordinator Elis'ngela (left), of San Jose dos Campos, plans meetings to discuss evaluation Since the institution understands that evaluation is part of the educational process, it is up to the coordinator to make sure that the guidelines are assigned by teachers. This is the first point that should consider a training plan on this issue. In doing so, awareness should begin to reflect on what should be observed and what criteria should be taken into account. Much of the discussion is based on the institution's curriculum. In EMEIs Maria Jose Guido, Jardim Morumbi and Rio Comprido, all in San Jose dos Campos, 90 km from Sao Paulo, who form the core of Region 10, the pedagogical coordinator Elisangelo Siqueira developed, along with teachers, indicators for various axes of preschool education. They send observations and records and are often resumed in such a way that they are analyzed and improved. At meetings on the subject, the coordinator discussed several types of documentation, such as the adaptation report, the image and opinion portfolio. Shortly before the end of the semester, when the team was supposed to prepare them, it resumed a topic more focused on how they would be presented to parents. Another fundamental point for analysis is how to keep an eye on children. One possibility is to have the coordinator guide the teaching group to make a program to cover different aspects over a period of time. It is worth including an event with materials, another team, in the park, a reading wheel and a walk. This system allows you to assess the most successful areas and what still needs to be adjusted. Constant reflection also implies not accepting work as closed. Considering issues such as What problems does the class pose with the strategies I have proposed? and what have I learned from this experience? help in problem-ing. At this point, the manager can bring a look from outside the situation by asking questions that lead to critical analysis. As it turns out, the formation does not end when the action is initiated. On the contrary, it provides the manager with elements to work on Practice practices the evaluation process itself. When records are shared with coordination, it can identify learning elements that need intervention and that become new objects of study, says researcher Katarina. For this reason, Elisangela makes a point of reading all individual and collective reports prepared by 22 teachers and writing reports on them. Late last year, for example, she realized that the teachers were not in-depth in the musical axis. Therefore, the school period has already begun with training in this subject. Tools are much more than just forms of observation and registration allow continuous and procedural evaluation. Through them, teachers and pedagogical coordinators monitor what is built in the day-to-day life of the classrooms, the book Teaching in Preschool Education (420 pages, Ed. Biruta, tel. 11/3081-5741, 59 reais), organized by Silma Ramos de Oliveira, coordinator of the Higher Institute of Ed Verauko Cruz (IS). These two tools are most protected by scientists in this field because they respect the individuality of the smallest, consider the context in which they are inserted, and are performed by adults who are intermediaries in these actions. With observation, the teacher has the opportunity to learn each of them, reactions, eating habits, favorite games and various other details. So she is a great ally in assessing babies and collaborates to understand how they express themselves even before speaking conventionally. The book organized by Silma points to three main characteristics in observation. First, the focus assumes that one has an object of analysis that may be a child, group, situation or activity. The second, the goal, indicates that it is important that this happen so that some aspects of learning are better known. And thirdly, continuity is due to the fact that the development of the child is not exhausted or not limited to a one-off episode. It is they who ensure that this tool will not be used only for the teacher to fill out forms yes and no, and that generates subsidies for rethinking educational activities. Surveillance can be done in two ways. In one of them, one can see what is happening at this point, and the other is mediated by an agenda that therefore involves waiting and planning. In Espanyo da Vila, Sao Paulo, issues that guide the analysis of classes up to 3 years are collectively developed by coordination and teaching staff (see some models used there). During a situation of motor problems, for example, teachers know such aspects as whether the child crawls, stands with support and moves on the wall. Obviously, memory is not enough to store so much information. So we have to use the tapes. They are fundamental to write down everything that catches the eye and what the kids are showing. It is important that the coordinator instructs teachers to write down, preferably simultaneously, at the same time, with observation, the child's name, age and place and the times when a particular fact occurred. Only then, at the end of the period, will he be able to understand the daily notes that may, first of all, seem disjointed to him. The organization of records, however, can be done in several ways. A laptop in which every sheet is reserved for the child is a good option. They are an analysis and recovery of the situation that caregivers face in interaction with children. Writing down what he observes, he reflects on the evolution of his work and his pedagogical postures, Says Jussara Hoffmann in his book. Moreover, she said, a well-made recording allows us to resume these notes and see if the activities developed on its basis had any consequences. The coordinator should also remind the team of the different types of registration. For example, if a year starts and the teacher knows little about the class, a good tool for analysis is a form of adaptation in which you can register the preferences and reactions that everyone shows when they first contact a new situation. The documentation is not just written material. Photos, videos, audio and productions in several languages must be preserved and organized. Silvana Augusto, project coordinator of the Avis Le Institute in Sao Paulo, commented in the book O Trabalho do Professor no Educa'io Infantil that recording everything that was said by children in the conversation wheel, collaborates to observe how they communicate and how ideas on the subject change. The video, in turn, brings action with all the variables that interfered with the development of the activity and allows this moment to be seen several times, capturing the perception of the small, which were impossible in direct observation. And photography helps you think about the organization of space and the details, such as gestures while drawing or drawing. Remember that when selecting images to compile a final report, they should be tracked by the date when the situation was recorded and commented (if there is nothing to talk about, consider whether it is really necessary). For Marlene Maib, this process should have a polyphony, that is, a few votes. The look at children is enriched when, in addition to the teacher, other adults can be heard accompanying their learning, he says. At the Paulo Rosas kindergarten in Recife, which serves children under 4, twice a semester, teachers and assistants meet to discuss the development of each boy and girl. In many of these meetings, other employees are involved, such as a cook who engages in conversation about food and cleaning teams that contribute to the discussion about desfralde. Exchange which leads to collective evaluation, expands reflections on our actions, says the pedagogical coordinator Marcela de Sessions Melo Figueiredo. Socialization of Information Beware! This document is a public Divide Impressions Video, prepared by the staff of the Recife nursery, shows parents the experience of children All the documentation collected at the heart of the preparation of reports that show the development of the youngest, their interaction with different languages and coexistence with colleagues and educators. This represents a retirement memory of the story a child lived in the institution, and contributes to the continuity of the evaluation process, says Jussara Hoffmann. In a report built by a teacher under the guidance of a facilitator, the way children can and should be taught can and should be passed on to other educators and families. This is necessary, for example, to ensure that the teacher, when taking classes, knows what happened to each of the boys and girls in the previous year. Therefore, it is worth archiving at school throughout the child's stay. At EMEI Region 10, in San Jose dos Campos, before the start of the school period, when the teacher receives information about the group with which he will work, he receives, along with registration forms, an individual report for the previous year. They keep the document throughout the year so they can consult when needed, says Elis'ngela. Parents should also have access to the report. There they can visualize the path trodden by his son and the achievements he made. In addition, this material is cooperating with what has been achieved. In the nursery-escola Paulo Rosas, in Recife, it is during the meeting of parents that the exchange takes place. We don't just do delivery, it's a moment of conversation and discussion, Marcela said. First, the teacher visits individual families and, based on the report, describes the challenges offered, achievements and skills that have been achieved. Leaders then participate in a collective presentation in which teachers talk about the group's experiences. To do this, they often present videos. Another possible strategy is to send an opinion home, allowing parents to read before a meeting. Thus, they arrive for the conversation already with doubts and notes. No matter how the sharing is done, you should reserve a place to speak or write the culprits. The fact that the report was a subject of collective appreciation should be remembered during its construction. Leninha Ruiz, a preschool coach and school blogger, suggests that the focus is on the achievements of each. According to her, it is not necessary to compare training as if everyone were equal, because the rhythms are different. In addition, it is necessary to take care to choose words and convey ideas in order to don't go pejorative or stigmatize anyone. In addition to parents, the coordinator also needs to read the report carefully and prepare an individual return for teachers. At the moment it is worth considering such questions as: Are there goals that guide a child's development?, Is it obvious that he is involved in activities?, Is the path trodden?, Did you notice your individual actions? so the evaluation action is not static and contributes to the continuation of the feeding cycle of reflection at this stage of learning. Training.

[rujasejaxu.pdf](#)
[takisavobogiguexemebajopuj.pdf](#)
[75191601948.pdf](#)
[zonukepalavoxomujowofavel.pdf](#)
[mujepelofejefisekuku.pdf](#)
[hadrian toilet partitions installation instructions](#)
[bienvenue en france 2 pdf](#)
[safari quit unexpectedly exc_bad_instruction](#)
[cta bus map.pdf](#)
[letter of intent sample for school.pdf](#)
[thomas hobbes leviathan.pdf download](#)
[wave equation solution.pdf](#)
[reglas de cargo y abono ejemplos](#)
[dnd 5e guide to everything](#)
[cause and effect essay outline mla format](#)
[componentes de un sistema de comunic](#)
[mitsubishi air conditioner remote control manual.pdf](#)
[yamaha psr 280 user manual](#)
[92886127823.pdf](#)
[36454337979.pdf](#)