

Syllabus

Course Description

Course Title	Optional practical training in child day-care centres
Course Code	11373
Course Title Additional	
Scientific-Disciplinary Sector	PAED-01/A
Language	Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	
Lecturers	Nicoletta Zanella, Nicoletta.Zanella@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34955 Katia Stedile, Katia.Stedile@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44605
Teaching Assistant	
Semester	All semesters
Course Year/s	1-5
CP	4
Teaching Hours	100
Lab Hours	0
Individual Study Hours	0
Planned Office Hours	12
Contents Summary	The traineeship, with an observational/collaborative/participative character, promotes knowledge - of the crèche service and the system of early childhood education services in the Autonomous Province of Trento - of the welcoming educational context - the skills related to the professional role of educator.

	The training envisages that the student - take note of the regulations governing early childhood services and their organisation at territorial level territorial level; - fit into the welcoming context, respecting its educational style; - observe the structural, organisational, communicative-relational and didactic-methodological aspects, in their interconnected and networked dimension; - assists and collaborates with the tutor in the routine, care, relationship and learning of the child and the group, and group, scrupulously following the tutor's and/or pedagogist's instructions; - participates in group meetings organised by the facility (planning, meetings with families, workshops for and with adults, training) relating to the educational project. In particular, the traineeship will be organised as follows: - Direct in-situ training 92 h - Indirect propaedeutic apprenticeship and group work to support the experience 8 hours
Course Topics	- Professional skills; - educational service system; - observational, documentary and reflective tools (logbook, observation sheet).
Keywords	Early childhood, 0-3 years services, professional role, personal and professional development, reflection on practice.
Recommended Prerequisites	The following optional courses: - 0-3 years: contexts and relationships of care and affective-emotional and cognitive development - The child from 0 to 3 years
Propaedeutic Courses	For internal students - no courses For extraordinary students - the following courses: - 0-3 years: contexts and relationships of care and affective-emotional and cognitive development (30 hours) - The child and the child 0- 3 years (30 hours)
Teaching Format	The teaching activities will be characterized by an active, student-centered approach through: - group work

	- activities focused on the body and expressive languages - discussions, debates, and reflections - individual tutoring (oppure individual consultation)
Mandatory Attendance	Attendance is compulsory for 100 per cent of the hours.
Specific Educational Objectives and Learning Outcomes	Explain and strengthen one's own motivations for defining the personal and professional development plan; - getting to know the complexity of educational services in their pedagogical/communicative, organisational/systemic aspects; - assume awareness of the educator's role in relation to - of the child, through educational care expressed in listening and attention, in the ability to recognise and respond to his/her needs for dependence and autonomy; - of the family, with respect to which it promotes quality relationships supported by educational alliances/pacts; - of the community, in its capacity as a promoter of the culture of early childhood and of the identity of the service through the construction of networks of collaborations in horizontal and vertical continuity; - assume awareness of the pedagogical aspects related to the profession that translate into the implementation of good practices such as constant observational practice, listening to the profound needs of the children, care in setting up spaces, attention to time, documentation and verification of one's work, educational actions whose expression is a guarantee of service quality. - use theoretical knowledge to reflect on the reality observed and/or acted upon; - know the reference documents of a welcoming environment and verify their translation into educational practice. The expected learning outcomes must relate to the Dublin descriptors Disciplinary skills Knowledge and understanding: - Understanding of the complexity and articulation of the early

	childhood education system and the role of the educator; - Knowledge of techniques and modes of operation such as observation, planning and documentation. Ability to apply knowledge and understanding: - Capacity for reflexive analysis of certain thematic aspects that combine theory and practice, specifically connected with developmental psychology and some important pedagogical orientations such as those of Montessori, Pikler and Goldshmid. Transversal/soft skills: development of - systemic vision of the educational service and the profession; - analysis and metacognition with respect to one's own knowledge/know-how/being; - ability to collaborate and negotiate in activities agreed with tutors; - flexibility, adaptation, in professional experiences; - striving for improvement, continuous learning and innovation. Autonomy of judgement: - Development of observation, reflection, metacognition and critical thinking skills. Communication skills: - Adoption of specific professional vocabulary; - developing aptitude for the use of the professional educator's specific communication codes. Learning skills: - Development of lifelong perspectives of continuous learning.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The exam consists of an oral interview. The final grade will take into account the outcomes of the following: - submitted observation sheet - oral exam interview - active participation in educational workshops

	- tutor's evaluation. A negative evaluation from the tutor will entail the obligation to repeat the direct internship experience.
Evaluation Criteria	1. Observation Sheet (7 out of 30) - Ability to use observation as a tool for understanding the educational context; - Ability to recognize and analyze the relational dynamics among the actors within the context; - Ability to analyze both the data collected within the observation sheet and the situations observed during the internship. 2. Oral Exam Outcome (10 out of 30) - Ability to express concepts in a clear, logical, and structured manner; - Use of professional vocabulary; - Ability to formulate personal opinions and evaluate the experience; - Demonstration of a solid knowledge of the theoretical principles, methodological approaches, and operational practices of the field; - Skill in translating theoretical concepts into practical actions and effectively analyzing the situations observed during the internship. 3. Active Participation in Educational Workshops (5 out of 30) - Recognize the purpose of the activities and reflect on one's own learning methods; - Participate in bodily and expressive activities; - Skill in analyzing one's own behaviors and actions, recognizing successes and shortcomings. 4. Tutor's Evaluation (8 out of 30) - Please refer to the training project.
Required Readings	Specific materials provided during the course and posted on the platform.
Supplementary Readings	- Baumgartner E. (2023) <i>Il gioco dei bambini</i> [Children's play] (New edition) Rome, Carocci editore. - Materials provided by host institutions (documentation, reports, articles) and published on their respective websites.
Further Information	
Sustainable Development	Reduced inequalities, Good health and well-being

Goals (SDGs)	
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