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 Cristina Borsato, Cristina.Borsato@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52695
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	Come da regolamento
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	
Propaedeutic Courses	For internal students - no courses For extraordinary students - the following optional 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	Teaching will be characterised by activities in which the student will be an active protagonist through - coordinated discussions/debates/exchanges; - group reflections and monitoring; - individual counselling.
Mandatory Attendance	Attendance is compulsory for 100 per cent of the hours.
Specific Educational	Explain and strengthen one's own motivations for defining the

Objectives and Learning Outcomes	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 each reality 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 Goldshmied. 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	This in-depth interview focuses on the internship experience, the development goals identified and pursued during the internship, and the analysis of the submitted observation sheet. The internship evaluation is based on specific competency indicators linked to expected learning outcomes. The goal is to measure the acquisition of knowledge, skills, and transversal abilities gained during both direct and indirect internship experiences. The final evaluation is determined through the analysis of the following tools: Submitted observation sheet

	Outcome of the examination interview Active participation in educational workshops Tutor's assessment A negative evaluation from the tutor requires the direct internship experience to be repeated.
Evaluation Criteria	1. Tutor Evaluation (8 points out of 30) • Refer to the training project, which contains a form with specific indicators. 2. Knowledge and Understanding (3 points out of 30) •Ability to recognize and analyze the relational dynamics that characterize the actors in the 0–3 context; • Demonstration of solid knowledge of theoretical principles, methodological approaches, and operational practices in the field. 3. Application of Knowledge (5 points out of 30) • Ability to translate theoretical concepts into practical actions and effectively analyze situations observed during the internship; • Development of analytical thinking to critically reflect on the connection between theory and practice. 4. Transferable Skills (4 points out of 30) • Ability to see individual activities within a broader framework and reflect on one's own thinking and learning processes; • Flexibility and responsiveness in dealing with unforeseen situations and adapting one's approach; • Effectiveness in interacting with the team, resolving conflicts, and actively contributing to the achievement of shared goals. 5. Autonomy and Critical Thinking (4 points out of 30) • Ability to analyze one's own behaviors and actions by recognizing successes and shortcomings; • Capacity to formulate personal opinions and evaluate the experience. 6. Communication Skills (4 points out of 30) • Use of professional vocabulary; • Ability to express concepts clearly, logically, and in a structured manner, both orally and in writing; Attention to linguistic form, with no grammatical, syntactic, or spelling errors. 7. Capacity for Lifelong Learning (2 points out of 30) • Demonstration of curiosity, openness to feedback, and willingness to improve one's skills; • Ability to plan and actively pursue opportunities for professional

	and personal growth.
Required Readings	Specific materials provided during the course and posted on the platform.
Supplementary Readings	Materials provided by host institutions (documentation, reports, articles) and published on their respective websites.
Further Information	
Sustainable Development Goals (SDGs)	Reduced inequalities, Good health and well-being