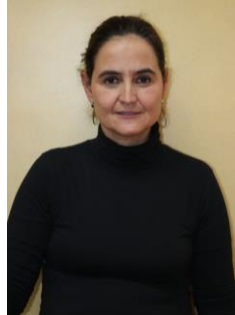


Centro Social de Santa Clara

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|---------------------------|---|---|
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| Tel: | +351 273300200 | |
| Fax: | n/a | |
| Web site: | http://colegiosantaclara.org/ | |

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| Name of key person: | Teresa Matos |  |
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|--|---|---|
| Name of key person and contact person: | Gisela Teixeira |  |
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Type of organisation:

SME School University Public Authority
 Training No Profit NGO

Other (Specify)

Fields of action:

SMEs Youth Universities Public Authorities
 Equal opportunities Schools Unemployed

Other (Specify)

Description of the organisation

The Social Centre of Santa Clara is a Private Institution of Social Solidarity (PISS) under the tutelage of the Congregation of The Reparative Franciscan Servants of Jesus Sacramented. The institution integrates the social responses of Nursery, Kindergarten and Leisure Activity Centre. It has a cooperation agreement with the Institute of Social Security, IP, District Centre of Bragança, Ministry of Social Solidarity of Portugal. The Kindergarten is under the tutelage of the Ministry of Education of Portugal. It is integrated in the social solidarity network of preschool education (Law 5/97).

- The "Vida a Crescer" [Life to Grow] Nursery emerges as a support and response for the needs of many families due to social changes in modern days. It is a social response developed in equipment of a socio-educational nature, to accommodate children up to 36 months, during the day period. It aims to function as an extension of the family and is organized according to a very own educational mission, from the organization of the educational environment, the routines, the development of autonomy and development of affective relationships, always favouring collaboration and dialogue with the family. Currently, the Nursery "Vida a Crescer" has a capacity of 57 children, distributed in four activity rooms: Baby Nursery activity room with a total of 10 children; the 1 Year activity room with a total of 14 children; the 2 Years activity room with 18 children; the additional 1 and 2 Years activity room with 15 children. A kindergarten teacher and an education assistant attend each activity room, a general services assistant and a support educational action assistant are available for support related activities.
- Kindergarten (preschool education) is an educational context for children between the age of 3 at the age of entry into primary education. Currently, it has capacity for 75 children, distributed in four activity rooms divided by age: a 3-year-old activity room with 27 children, a 4-year-old activity room with 23 children, and two 5-year-old activity rooms, one with 12 children, and the second one with 17 children. All classrooms are attended by a kindergarten teacher and an education assistant.

Experience of the organization in previous European projects

No experience.

Experience and Expertise of the organization in the project's subject area

The work developed in the Santa Clara Social Centre is guided by the concept of active learning, from a socio-constructivist perspective. To this end, it has as procedures the organization of the educational environment (by application of the ITERS-r and ECERS-r scales), observation/evaluation of the children (by application of the involvement, well-being and educational opportunities scales), and the construction of the children's individual portfolios.

Participation of the whole Pedagogical team in different projects from which we highlight "Early Effective Learning", developed by the Directorate General for Education, focused on the transformation of the educators' practices through the evaluation of the quality of the contexts and the children's learning. Participation in the following training actions: "Operationalization of the OCEPE in the field of mathematics and oral language and approach to writing"; "The quality of educational environments: fundamentals, principles, and actions" and "Evaluation Project of the Quality of Children's Physical Involvement (EAEFC)".

Contributions that can be provided to the project

The knowledge on the concept of active learning, from a socio-constructivist perspective, the procedures of the organization of the educational environment (the application of the ITERS-r and ECERS-r scales), observation/evaluation of children (the application of the scales of involvement, well-being, and educational opportunities), and of the construction of children's individual portfolios.

Reasons of involvement in the project

The Pedagogical team aims to develop a high-quality early childhood education and care system who provides clear visibility of the children's learning process and present the concept of pedagogical documentation, that the portfolio prepared by the children is evidence of the learning process, thus giving meaning to the educational experience.

Key person's and contact person experience and expertise

Maria da Conceição Borges is the director of Centro Social de Santa Clara (Nursery, Kindergarten and Leisure Activity Center) and the school of the 1st CEB, is licensed in Teachers of 2nd Cycle Mathematical Variant / Sciences, and performs functions for 23 years (1st and 2nd Cycle).

Margarida Ribeiro has a degree in Early Childhood Education from the Polytechnic Institute of Bragança, with a professional experience of 22 years in the context of Nursery and Pre-School Education. She also works as a supervisor, in the scope of the Master in Pre-School Education and the degree in Basic Education, receiving trainee educators in her classrooms. She has participated in different projects where stands out "Early Effective Learning" (108 hours), developed by the Directorate General of Education, focused on the transformation of the educators' practices through the evaluation of the quality of the contexts and the children's learning. She also participated in several training actions such as "Operationalisation of the OCEPE in the field of mathematics and oral language and approach to writing" (50 hours); "The quality of educational environments: fundamentals, principles, and actions" (30 hours), "Project of Evaluation of the Quality of Physical Involvement of Children (EAEFC)" (10 hours).

Teresa Matos has a degree in Early Childhood Education from the Polytechnic Institute of Bragança, with a professional experience of 21 years in the context of Nursery and Pre-School Education. She also works as a supervisor, in the scope of the Master in Pre-School Education and the degree in Basic Education, receiving trainee educators in her classrooms. She has participated in different projects where stands out "Early Effective Learning" (108 hours), developed by the Directorate General of Education, focused on the transformation of the educators' practices through the evaluation of the quality of the contexts and the children's learning. She also participated in several training actions such as "Operationalisation of the OCEPE in the field of mathematics and oral language and approach to writing" (50 hours); "The quality of educational environments: fundamentals, principles, and actions" (30 hours), "Project of Evaluation of the Quality of Physical Involvement of Children (EAEFC)" (10 hours), "The right of participation of children in kindergarten: resources and practices" (4h), and "Developing quality in partnerships" (25h).

Gisela Teixeira has a degree in Early Childhood Education from the Polytechnic Institute of Bragança, with a professional experience of 14 years in the context of Nursery and Pre-School Education. She also works as a supervisor, in the scope of the Master in Pre-School Education and the degree in Basic Education, receiving trainee educators in her classrooms. She has participated in different projects where stands out "Early Effective Learning" (108 hours), developed by the Directorate General of Education, focused on the transformation of the educators' practices through the evaluation of the quality of the contexts and the children's learning. She also participated in several training actions such as "Operationalisation of the OCEPE in the field of mathematics and oral language and approach to writing" (50 hours); "The quality of educational environments: fundamentals, principles, and actions" (30 hours), "Project of Evaluation of the Quality of Physical Involvement of Children (EAEFC)" (10 hours), "The right of participation of children in kindergarten: resources and practices" (4h), and "Developing quality in partnerships" (25h).