



UNIVERSIDAD
DE MÁLAGA



Associação de
Jardins-Escolas
João de Deus



JUNTA DE ANDALUCÍA
CONSEJERÍA DE EDUCACIÓN,
CULTURA Y DEPORTE
C.E.I.P. Rosa de Gálvez



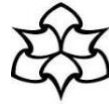
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ITYE
"ΕΘΝΑΝΤΙΣ"
ΙΝΣΤΙΤΟΥΤΟ
ΤΕΧΝΟΛΟΓΙΑΣ
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ISTITUTO COMPRESIVO
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**EU PROGRAMME ERASMUS+ KA2 Strategic Partnerships
Project READ-COM"- Reading Communities from paper books to digital era
Code: 2019-1-ES01-KA201-063967**

**LEARNING/TEACHING/TRAINING ACTIVITIES (C2)
October 8 and 9, 2021
ASSOCIAÇÃO DE JARDINS-ESCOLAS JOÃO DE DEUS (ESE),
Av. Alvares Cabral, 69, 1269-094 Lisbon, Portugal
Place: ESE João de Deus**

Minute

Participants:

► Spanish Partners (SP):

- Dolores Madrid (UMA-Project's Scientific Leader and Coordinator)
- Rocío Pascual (UMA-Project's Scientific Leader and Coordinator)
- Ángel Martínez (UGR)
- Sandra Belmonte (UGR)
- Silvia Domínguez (UGR)
- Isabel Cerezo (CEIP Rosa de Gálvez)
- Sonia Bonilla (CEIP Rosa de Gálvez)

► Italian Partners (IT):

- Mario Paiano (Centro Macchiavelli)
- Giulia Moretti (Centro Macchiavelli)
- Giuseppina Falsini (Centro Macchiavelli)
- Francesca Viani (IC "Giovanni XXIII" Terranuevo Bracciolini)
- Letizia Eiennetti (IC "Giovanni XXIII" Terranuevo Bracciolini)



► **Portuguese Partners (PT):**

- Antonio Ponces de Carvalho (ESE)
- Filomena Silva (ESE)
- Isabel Ruivo (ESE)
- Jaime Santos (ESE)

DAY 1: Sunday 10th of October 2021

10:00 Reception of participants by the educational authorities.

Dr. António Ponces de Carvalho - Diretor Associação Jardim Escola João de Deus (ESE).

The Diretor Associação Jardim Escola João de Deus (ESE) welcomed us to the activity, especially the three professors who come on behalf of the partner University of Granada (UGR).

Next, it explains in detail the organizational aspects of it.

It then establishes the groups for the trips, with a member of the host institution (ESE), for the cultural visits planned for the day.

10:30 Cohesion of the work team/Cultural visit to Queluz Palace.

The first stop is to visit to Queluz Palace. During the tour you have the opportunity to learn about its history and the most important characters of the time, as well as the characteristics of Portuguese society.

The gardens are also visited.



Figure 1. ESE-UMA partners



Figure 2. UMA-CEIP Rosa de Gálvez partners



13:00 Lunch

The next stop will be in Sintra, where the meal is organized. During this period of time you have the opportunity to talk, in a more informal way, about the opportunities offered by this type of activity, it allows you to know more about the participants, as well as the institutions that each one represents.



Figure 3. Lunch at Café de Paris restaurant (Sintra)

14:30 Cohesion of the work team/Cultural visit to Sintra.

In Sintra there is a tour of the historic center that allows you to know its main streets and establishments. We also visited the Sintra Palace.



Figure 4. READ-COM team in Sintra



DAY 2: Monday, October 11, 2021

11:00 Museu João de Deus: The João de Deus reading method and Teacher Training.

Dr. Elsa Rodrigues and Professor Dr. Isabel Ruivo are responsible for explaining the history of the João de Deus Reading Method, as well as its application in the classroom and materials.



Figure 5. João de Deus Museum

Below is a summary of what was said during this session.

The João de Deus Reading Method presents the language difficulties in a gradual way, in a pedagogical progression that constitutes a true study of the Portuguese language. It invited the children and encouraged them to be a "language analyst", because since the first lesson they have an active role in discovering that the position of the letter in the word determines its sound value.

In this method, we invite the children to enter into a game, from which they learn rules and be evolve in a constructive way. The process begins with seeing the letters, followed by the corresponding sounds, the reading of words contextualized in sentences that develop the children's orality while learning to read, deciphering the phonemes. In this way, the children are able to integrate the words in real world contexts.

The Method consists of 25 lessons, which are presented in a large book called Cartilha Maternal. Every day, all the children in the group goes to the Cartilha Maternal learning a lesson, reading words and building sentences. In generally, it takes 4 to 5 months to complete all lessons.





Figure 6. Explanatory session materials of the João de Deus Reading Method

First, they learn the 5 vowel letters (i, u, o, a e). They memorized them through play activities, games, stories and songs. Then, they learn the most simple's portuguese consonants: /v/, /f/, /j/ and after /t/, /d/, /b/, /p/, then the lateral constrictive /l/ and finally, the /q/. Next, they learn the consonants that have more than one reading by this following sequence: /c/, /g/, /r/, /z/, /s/, /x/, /m/, / n/, /h/. We used temporary mnemonics to help memorize the different readings of the letter (eg /g/ = jêgue; /r/ = rêre...). Each consonant letter is included in a lesson in which its different values are put together. The letters are sorted according to their number of values, gradually. In this methodology, the postulates of psychology are respected, because we always start from the simplest to the most complex letter.



Figure 7. Session with materials from the João de Deus Reading Method

In summary, this method emphasizes the aspect of comprehension, emphasizes the functions of memory, attention and mental processing of information during



reading. The words that the children read activate their memory schemes that help them understand their meaning.

15:00 Solemn opening session of 2021/2022 scholar year at ESE João de Deus.

Dr. António Ponces de Carvalho heads the opening ceremony of the 2021/2022 academic year at the ESE João de Deus.



Figure 8. Opening session of 2021/2022 at ESE João de Deus

During this event, professors Dr. Dolores Madrid and Dr. Rocío Pascual, University of Malaga, give the conference entitled "Rights of children from 0-6 years old".



Figure 9. Intervention Dr. Madrid and Dr. Pascual

Finally, the silver and gold medals are awarded to the staff with 25 years and 35 years in practice in the institution.





Figure 10. Presentation of gold and silver medals to staff



Figure 11. End of the act

DAY 3: Tuesday 12th of October 2021

10:30 Reception of the management team of the Jardim-Escola João de Deus de Belas and presentation of the school.

The director of the institution welcomes us to the school. In the entrance hall we are received by the teaching team and the students.

11:30 Pedagogical visit at Jardim-Escola João de Deus de Belas.

The João de Deus School Garden in Belas is the most recent João de Deus school opened in September 2019. The school has a capacity for 500 children from 3 months to 12 years old and is part of a private resort “Belas Clube de Campo” nearby Lisbon.





Figure 12. READ-COM team at Jardim-Escola João de Deus de Belas

It is a school with an innovative project, multilingual, multicultural, open to the world, with a common objective: to help children to develop abilities, skills, values, attitudes and knowledge that should decisively contribute to the success of each child.

The school provides many valuable services to the educational community: school health; clinical and educational psychology; speech therapy; cafeteria service, swimming pool, physical education with emphasis on the practice of golf and english longue. It is equipped with an excellent laboratory and library.

The pedagogical project emanates from the educational project common to all João de Deus schools. We give special emphasis to the formal teaching of reading and writing at the age of 5 through the João de Deus Reading Method. In the 5-year-old's classroom there is a large book – Cartilha Maternal – which is the physical support of the 25 lessons that teach children to read in 4 to 5 months. They use various support-teaching materials to work on phonological awareness and others to consolidate the lessons of the Cartilha Maternal.

During the learning visit to the João de Deus School Garden in Belas, within the scope of the READ-COM project, on October 13th, we observed the activities that we describe briefly below.

At kindergarden classroom:

1 - the 3 year-old children were listening to a story told by the kindergarden teacher, using image projection. The children participated by answering questions about the story and recounting it by



placing images in chronological order;

2 - the 4 years-old children were doing phonological awareness exercises;

3 - the 5 year-olds were working on vowel letters and diphthongs. Each child had movable letters and formed diphthongs, identifying words with these diphthongs.

14:30 Pedagogical visit to social projects at Ludoteca João de Deus e Boba7udio-E8G (Casal da Boba e Casal da Mira, Amadora).

Since 2001, the Associação de Jardins Escolas João de Deus (AJEJD) has invested in Community Intervention Projects in critical neighborhoods in the Municipalities of Lisbon and Amadora, with 2 Ludotecas João de Deus (itinerant caravans) in 4 Districts of the Municipalities of Amadora and Lisbon; a Professional Insertion Office (GIP), a Portuguese for Foreigners project “ABC João de Deus” and the Boba Studio Project. With the main objective of combating and preventing social exclusion and poverty, promoting personal and social skills.

As a promoting entity, AJEJD is responsible for supporting the preparation, implementation and evaluation of the entire application process and after the implementation of the projects in question. Socially and pedagogically support groups at risk; maintain and direct the social projects already implemented aiming at the support and shelter of members of the neediest communities. Ensure the execution of the project and activities according to the outlined objectives, the articulation with formal and informal partners and the subsequent sustainability of the activities.

Professional Insertion Office - GIP KCITAR

The Associação de Jardins Escolas João de Deus (AJEJD) applied for UNIVA in February 2007. Since then, there has been a growing evolution both in the development of activities to support employment and training, and in the number of users, referrals and placements in job offers.

Gip is a support structure of the Institute for Employment and Professional Training and the High Commissioner for Migration, which, in conjunction with the Employment Services, helps unemployed young people and adults in their path of insertion or reintegration into the labor market.

Main activities:

* Active job search

* Capture and dissemination of job offers and placement support



- * Preparation of CVs
- * Dissemination of Measures to Support Employment and Professional Training (free office, funded by the Institute for Employment and Vocational Training and the High Commissioner for Migration)

Project Boba Studio.e8g (Programa Escolhas)

Project Boba Studio E8G, located in Bairro Casal da Boba, parish of Mina de Água, municipality of Amadora is a community intervention project whose mission is to promote the social inclusion of children and young people in situations of social vulnerability, as well as to promote training, education and school inclusion, preventing risky behaviors, through the growing empowerment of children and young people. It promotes the development of personal, social and school skills, facilitating a process of change, inclusion and prevention through the growing autonomy of children and young people in the territory. In this sense, the Boba Studio Project intends to provide a safe and reliable place, where they can go daily, not only to do their homework, but also to enjoy a multitude of playful educational activities (such as football, inline skates, theater, dance, homework, computers, digital literacy, awareness actions, interpersonal and neighborhood enhancement, visits, families, etc).



Figure 13. READ-COM in Project Boba Studio.

It uses the methodology of education through art as a way to stimulate learning, in a dynamic development that leads to a process of change, which explores different areas, in order to give the opportunity to new projects, assuming a different way of being and a new attitude. The project aims to create opportunities for its participants to build life projects, developing their abilities to transform reality in

the search for a better quality of life, respecting and valuing their individuality, encouraging behavior change, promoting lifestyles. healthy life and decreasing vacancy. Working the participants as a whole, together with the family and the community, in a register of proximity, commitment and responsibility, also allowing for a more gratifying and peaceful parenting experience (free activities, financed by Programa Escolhas).

Ludotecas João de Deus

The Ludotecas João de Deus (2 mobile caravans) are present in four districts, in the municipalities of Amadora and Lisbon (Casal da Boba, Casal da Mira, Horta Nova and Galinheiras). These traveling play libraries provide free time activities for children and young people aged between 3 and 12 years old, in situations of absenteeism or school dropout, or during non-school periods, from communities in a situation of social exclusion. They work every day, in two caravans equipped with books, games, computers and audiovisual equipment. During the academic period, they are open from 10.30 am to 6.30 pm; in the school period from 10 am to 6 pm. And they have teams made up of an educator and a sociocultural animator. They are aimed at training younger layers, in order to alleviate the problematic situations mentioned, namely situations of social exclusion and vulnerability that these populations face. It is intended to support children and young people, This program also includes an aspect of health education, which highlights the prevention of situations of food shortage, serving children and young people present in the activities of the Ludoteca, lunch or dinner and snack.



Figure 14. Read-com team in the Ludoteca



“ABC João de Deus” Portuguese for Foreigners Project

As a general objective, we intend to combat functional illiteracy by promoting the improvement of literacy levels in Nationals of Third Countries (NPT), through Portuguese for Foreigners as well as inclusive activities for adults at risk of social exclusion and with low level of education, of the municipality of Amadora. It is our intention to respond to the needs of reception, accompaniment and integration of immigrants who are referred to us.

This is a project at the municipality level that offers the know-how of teachers from the Associação de Jardins Escolas João de Deus (AJEJD), students from the João de Deus School of Education (ESEJD) and volunteers, putting them at the service of local community, contributing to the well-being of foreign citizens who want to learn Portuguese and national citizens from an underprivileged fringe of the population.

ESEJD professors and students will be responsible for streamlining the actions, and at the end of these we expect the internalization of the mechanism of reading and phonological awareness, also intending that autonomy manifests itself in reading stories and writing basic documents necessary for full exercise of citizenship. In the long term, we want these people to integrate into society, both socially and professionally, in order to break down the still existing cultural and social exclusion barriers.

Project that started in October 2020 and ends in February 2022. With classes every month (25 hours), taking place twice a week (2 hours) and once every 15 days. With support from the teacher, also online for the preparation of files and homework. At the end, each participant will have a declaration of attendance. (The course is free, funded by FAMI).

16:30 Analysis, discussion and reflection on the visit of the participants and experiences of good practice in attention to ethnic minorities, classrooms of attention Linguistics, reader programs, bilingual classrooms, inclusion programs for migrants, transit between stages and educational levels, recursion of school failure consequence of weakness in reading comprehension...).

The visit to the João de Deus e Boba7tudio-E8G ludoteca in Amadora has allowed the group to reflect on the importance of this type of project for the compensation



of social and cultural inequalities, betting on a social model based on values such as freedom and justice.

The need to create links between the school and the family is also highlighted. Finally, it allows to discuss the similarities found in all the countries represented in this type of context.

DAY 4: Wednesday 13th of October 2021

8:30 Reception of the management team of the Jardim Escola João de Deus de Olivais.

The director of the institution is waiting for us at the door of the school to welcome us. In the lobby details the organization of the visit and the different activities planned in the classrooms that will be shown to us during it.



Figure 16. Reception at school Jardim Escola João de Deus de Olivais.

9:00 Pedagogical visit at Jardim Escola João de Deus de Olivais.

The João de Deus School Garden of Olivais is one of the 55 João de Deus educational centers. It currently has a capacity for around 300 children aged between 3 and 10 years old. It is located nearby Lisbon.

The pedagogical project of this school emanates from the educational project common to all João de Deus schools. We give special emphasis to the formal teaching of reading and writing at the age of 5 through the João de Deus Reading Method. In the 5-year-old classroom there is a large book – Cartilha Maternal – which is the physical support of the 25 lessons that teach children to read in 4 to 5 months. Various support-teaching materials are used to work on phonological awareness and many others to consolidate the lessons of the Cartilha Maternal.



During the learning visit to Jardim Escola João de Deus dos Olivais, within the scope of the READ-COM project, on October 14th, we observed the activities that we describe briefly below.



Figure 17 and figure 18. Activities of the Portuguese toolkit represented by the students of early childhood education

At kindergarden classroom:

1 – the 3 year-olds children were learning a spiel, sitting around on the rug. The children participated in the activity, repeating the spiel stepping on the images placed on the floor in the respective chronological sequence: “1,2,3,4 – the chicken plus the duck – they fled from the poultry house – they went to the cook – 1, 2, 3 , 4 – the chicken – plus the duck.”

2 – the 4 year-olds children were working on phonological awareness through rhyme identification. In front of them they had a card with images of words that rhyme, the kindergarden teacher played the viola and they compared the words of the song with the images on the card and identified the rhymes.

3 - the 5 year-olds children were working on vowel letters and diphthongs. Each child had movable letters and formed diphthongs, identifying words with these diphthongs.

At Primary School classroom:

4 - primary school students were reading texts of different types: they were reading aloud and the teacher asked interpretation questions. Others were memorizing poems. Some classes were working in outdoor spaces at the school (eg in the bandstand).



10:00 Analysis, discussion and reflection on the visit of the participants and exchanges of good practices.

The analysis, discussion and reflection revolve around the enormous enrichment, both professionally and personally, that has meant for the participants to know the different experiences presented during these days in relation to the central theme of Reading Learning.

In a synthesized way, we have discovered a systematized reading method, a multitude of materials and resources, other ways to bring learning to children for the development of their linguistic competence, very careful spatial organizations, the importance of teacher training,...

We have also found shared aspects, such as classroom libraries, the use of teacher creativity for the creation of materials, the importance of play and functionality for this type of learning, the relevance of the diversity of resources, etc.

11:00 Closing program.

The program planned in this learning visit is finalized and the farewell is made by all the participants.

The link of the synthesis of the learning activity in images is

https://youtu.be/uTG2E-wI6_Y

