



ANSWERS AND  
INNOVATIONS  
IN PRE-SCHOOL  
EDUCATION IN



PORTUGAL  
AND  
SLOVENIA

Edited by  
Luís Castanheira and Tatjana Devjak

# **ANSWERS AND INNOVATIONS IN PRE-SCHOOL EDUCATION IN PORTUGAL AND SLOVENIA**

*Edited by*

Luís Castanheira and Tatjana Devjak

**Answers and Innovations in Pre-School Education  
in Portugal and Slovenia**

*Edited by* Luís Castanheira, Research Center in Basic  
Education, Instituto Politécnico de Bragança,  
Portugal  
Tatjana Devjak, Faculty of Education, University of  
Ljubljana, Slovenia

*Reviewed by* Deolinda Ribeiro, Instituto Politécnico do Porto,  
Portugal and  
Jurka Lepičnik Vodopivec, Faculty of Education  
Koper, University of Primorska, Slovenia

*Language Proofreading* Aleksandra Hribar Košir

*Publisher* Instituto Politécnico de Bragança

*Cover designed by* Jurij Selan, Faculty of Education, University of  
Ljubljana, Slovenia

*DTP by* Igor Cerar

*Available online at* <http://hdl.handle.net/10198/16975>

---

ISBN 978-972-745-239-2; [Título: Answers and innovations in pre-school education In Portugal  
and Slovenia]; [Editor: Luís Castanheira]; [Co-editor(es): Tatjana Devjak]; [Suporte: Eletrónico];  
[Formato: n.d.]

---

# Contents

.....

<i>Tatjana Devjak, Luís Castanheira and Sanja Berčnik</i> <b>Introduction</b> .....	5
<i>Tatjana Devjak</i> <b>The Concept of Pre-School Education in Slovenia Through Theoretical Framework</b> .....	9
<i>Luís Castanheira</i> <b>The Concept of Pre-School Education in Portugal through Theoretical Framework</b> .....	29
<i>Tatjana Devjak, Luís Castanheira and Sanja Berčnik</i> <b>Slovene and Portuguese Pre-School Teachers about Collaboration with Parents</b> .....	45
<i>Sanja Berčnik</i> <b>Collaboration with Parents as Part of Kindergarten's Educational Concept</b> .....	75
<i>Angelina Sanches</i> <b>Pedagogical Supervision as a Collaborative Process of Vocational Training</b> .....	97
<i>Rosa Novo</i> <b>Modern School Movement (MSM)</b> .....	113

<i>Janez Vogrinc and Vesna Podgornik</i> <b>Improving Pre-School Education Through Self-Evaluation</b> .....	131
<i>Cristina Mesquita</i> <b>Participatory Contexts: The Voice of the Child and Pedagogical Intentionality</b> .....	149
<i>Tatjana Hodnik Čadež</i> <b>Towards Comparison of Numbers Through Problem-Solving in Kindergarten: An Analysis of Pre-School Teachers' and Children's Performance</b> .....	163
<i>Maria José Rodrigues</i> <b>Science Education in the Early Years – Guidelines and Perspectives</b> .....	185
<i>Darija Skubic</i> <b>Language Support to Immigrant Children</b> .....	197
<b>Curricular Notes</b> .....	215
<b>Index</b> .....	219

# Participatory Contexts: The Voice of The Child and Pedagogical Intentionality

---

Cristina Mesquita

cmmmgp@ipb.pt

*Research Center in Basic Education  
Instituto Politécnico de Bragança, Portugal*

## Abstract

This article aims to reflect on the importance of participatory contexts in the education of children. Firstly, the origin and the grounds of participatory pedagogies are discussed, evidencing the contributions that emerged from the constructivist and social constructivist theories and the contextual perspectives, in the ecological or sociocultural scope. These pedagogies are also transmitted by approaches that are concerned with the rights of children, considering their agency in the learning process. Secondly, supported by some curricular approaches such as the HighScope model and Pedagogy-in-Participation, the characteristics of these contexts, in order to respect children and professionals, thus enhancing their personal and social development, will be discussed. The idea of participation as a right, which is assumed in this reflection, recognizes as necessary the intentionality of a praxis that values not only the child's agency, but also that of the adults who work with her, recognizing the importance of (i) building interactive environments, where dialogue, questioning, negotiation and support are the bases of adult-child interactions; and (ii) collaborative environments, which involve parents, families and the community in the development of a democratic, inclusive and respectful of diversity education.

**Keywords:** *participatory pedagogies; enabling environments; early childhood education*

## Participatory Pedagogies: Origins and Foundations

Participatory pedagogies have emerged from the constructivist and social constructivist theories that receive the contributions of Piaget (1983; 1986), Vygotsky (1991, 2007), Bruner (1997, 2000, 2010), Malaguzzi (2008) and Dewey's progressive philosophy (1971, 2002). Examples of this pedagogical line are: the HighScope model (Homahnn & Weikart, 2007; Schweinhart & Weikart, 2010), the Kamii-DeVries constructivist approach (DeVries & Kamii, 2001, 2011), the Reggio Emilia approach (Edwards, Gandini & Forman, 2008), the Portuguese Modern School Movement (Niza, 2007; Folque, 2008) and the Pedagogy-in-Participation of the *Associação Criança* (Oliveira-Formosinho, 2001; Oliveira-Formosinho & Formosinho, 2001, 2002, 2011; Formosinho & Oliveira-Formosinho, 2008). They also receive the contributions of contextual theories<sup>1</sup> that, in the context of early childhood education, recognize the interdependence and interactivity between children and their contexts of life (Bruner, 2000; Rogoff, 2005). These theories highlight the importance of building complex, physically and socially thoughtful learning environments to respond to the plurality of actors, the diversity of learning experiences and the multiplicity of forms of expression. In these contexts, the construction of knowledge must be seen as a collaborative and participatory action (Malaguzzi, 2008).

This conceptualization has implications for the action of the educators, since “a *práxis* pedagógica tem que se construir nessa ligação indissociável *pessoa-contexto*” [pedagogical praxis has to be built through an inseparable *person-context* connection] (Oliveira-Formosinho, 2007c, p. 29). In this sense, it does not only matter to renew the context or to transform the practices of the educators, but rather to “rebuild the activity in context” (p. 29).

Participatory pedagogies also relate with the conceptual lines that are concerned with children's participation rights, particularly as a constructor of knowledge and agent in their learning process (MacNaughton, 2003; MacNaughton, Smith & Lawrence, 2003; Mason, 2005; Blanchet-Cohen et al., 2010), recognizing the value of their perspectives and the need to integrate them into both educational and research contexts (Christensen & James, 2000; Woodhead & Faulkner, 2000).

.....  
1 There are two lines of contextual theories: the ecological, made explicit in the theory of Bronfenbrenner (1996), and the sociocultural, whose reference authors are Vygotsky (1991, 2007), Bruner, (2000); Rogoff, (2005) and Valsiner (1997).

In this perspective, the aim is to guarantee the rights of participation expressed in articles 12 and 13 of the Convention on the Rights of the Child (Mason, 2005; Blanchet-Cohen et al., 2010), by developing a pedagogy that considers the principles of universal moral respect and equity, sensitive to the voice of the child and available to recognize it as an equal being within difference.

However, it should be noted that the mere advocacy of children's rights does not transform educators' practices, nor does it guarantee pedagogical quality (Formosinho, 2001; Oliveira-Formosinho & Formosinho, 2001, 2002, 2011; Formosinho & Oliveira-Formosinho, 2008). To invoke the rights of children to participate in their development and learning processes implies considering them „as social actors in their own rights in contexts where, traditionally, they have been denied those rights of participation and their voices remained unheard“ (Christensen & James, 2000, p. 1)

The balance between respect for the child's competence and the recognition that she must be supported in the achievement of her rights is crucial for the implementation of the participatory principles. Decisions on the best way to support the expression of children as social actors place new responsibilities on the community of educators „to structure the children's environments, guide their behaviour and enable their social participation in ways consistent with their understanding, interests and ways of communication, especially on the issues that most directly affect their lives“ (Woodhead & Faulkner, 2000, p. 31).

The recognition of the interdependencies between children and adults is a new challenge, because for the context in which the action takes place, participation must be constituted as an area of freedom. It should be a space that accepts the participation of all, which favours dialogue, negotiation and listening (Freire, 1997a Oliveira-Formosinho, 2007b, 2007c), and that stimulates the reflexive action and the construction of the critical thinking of the professionals to act with ethical intentionality (Freire, 1996; Ponte & Ax, 2010).

In this sense, in participatory approaches, there is no place for didacticism, since it is considered that the child learns by experiencing the world, reflecting on it and creating meanings from these experiences. Intentionality then refers to the way adults interact with children and establish authentic relationships based on the construction of shared thinking (Epstein, 2007a).

As such, the children and the adults who work with them are conceptualized as people with agency. According to Barnes (2000), to possess agency “means to have “internal powers and capacities, which, through their exercise, make her an *active* entity constantly intervening in the course of the events ongoing around her” (p. 25). Children's agency is recognized when they are seen as active members of the community, with rights and ability to express their opinion, to make decisions and participate, and when they are seen as active constructors of their

learning, as creators of knowledge (Philips, 2010). Educators have agency when they develop the need to reflect on their own practice, investigating their work in order to improve it, thus building praxiological knowledge (Oliveira-Formosinho & Formosinho, 2008).

The participatory pedagogical line brings out the integrative vision of *pedagogical praxis*, invoking the complexity of contexts, where beliefs, knowledge, theory and practice take place in multiple combinations. This way of doing pedagogy values the activity and competence of the child, focusing the goals on the involvement that stems from meaningful experiences. The construction of learning takes place through continuous and interactive experiences, in a collaborative action between the children and the educator, by thinking of the spaces and the times in order to allow this interaction (Oliveira-Formosinho, 2007a).

In this sense, the interconnections between thought, experience and action are recognized (Siraj-Blatchford & Sylva, 2004), considering the physical, personal, emotional and social well-being of the children, as well as the cognitive aspects of their learning. The links between children, their families and communities are valued, recognizing learning as a social, collaborative and participatory activity. In this approach, the curriculum refers to all the interactions, experiences, activities and routines (planned or not) that take place in the educational environment designed to favour the learning and the development of the children (MacNaughton & Williams, 2008).

## Characteristics Of Participatory Contexts

In compliance with the previous topic a necessary condition for constructing a participatory practice is to form an active mode of resisting the causal link of knowledge-power, assuming the socially constructed character of knowledge, based on a dialogic and reflective activity in which children and the organization are understood as developing agents (Pires, 2013). So, based on the analysis of some pedagogical approaches, we intend to reflect on the characteristics of participatory contexts, in which practices that respect children and educators are developed, enhancing their personal and social development. As such, the educational contexts must be assumed as learning environments, considering all its dimensions and all its actors, as described in the following points.

### Promoters of learning environments: the contextual dimensions

In the context of early childhood education, a learning promoting environment is defined as one that considers, in an interrelated way, (i) the political conditions (regulatory norms, curricular options); (ii) organizational conditions

(human resources and organizational dynamics, training); (iii) physical conditions (spaces, furniture and materials); and (iv) emotional conditions; social and cultural factors that affect the actions of the different actors (children, educators and auxiliaries, parents and community. In this sense, the learning promoting environments are complex environments where the different contextual dimensions intersect and are taken into account.

According to Silva, Marques, Mata and Rosa (2016), the educational environment should facilitate the “processo de desenvolvimento e aprendizagem de todas e cada uma das crianças, de desenvolvimento profissional e de relações entre os diferentes intervenientes” [development and learning process of all and each one of the children, the professional development and the relations between the different actors] (p. 5).

We also consider that favouring environments are those where the children’s experiences respond to their individual needs and interests, configured in a responsive interaction between educators, parents and the organization. In this regard, Bruner (2000) emphasizes that the development of children must take place in *environments of opportunity*, where the interaction between agents and *self-initiation* are promoted. For Bruner (2000, p. 114), *self-initiation* means enabling the child to control what she intends to do. In this sense, it will be important to promote an enabling culture that favours a „participative, proactive, communitarian, collaborative learning that is more focused on the construction of meanings than on its reception“ [“aprendizagem participativa, proactiva, comunitária, colaborativa e mais votada à construção de significados do que à sua recepção”] (p. 118). This means that educators, as expressed in the HighScope approach, should consider the following aspects:

- the organization of spaces and materials, taking into account their abundance, suitability for age and the possibility of having several uses. The appreciation of this aspect is related to the Piagetian idea that learning takes place through the direct action of the children with the materials (Piaget, 1983);
- the active manipulation of objects, taking into account that when the child experiences the materials, the child has the opportunity to explore them with all the senses, combining and transforming their original utility;
- the choice, allowing the child to decide what to do, because learning results from the attempts that the child makes to defend their interests and pursue their goals;
- the value of communication, language and thought of the child. Children communicate their ideas, needs, feelings and discoveries through their emotions, facial expression, sounds, gestures and words. Adults, by valuing and encouraging these forms of expression, establish relationships of closeness and security with children;

- the adult as a scaffold, recognizes and encourages children’s intentions, actions, interactions, communication, exploration, problem-solving, and creativity (Lockhart, 2011).

It can thus be said that participatory environments play a fundamental role in supporting the development and learning of children, also encouraging them to play. In these environments play is understood as the natural activity of the child’s initiative that reveals its holistic way of learning, as a rich and stimulating activity that promotes development and learning and is characterized by the high involvement shown through signs such as pleasure, concentration, persistence and commitment (Silva et. al. pp. 10–11).

It is important to highlight that the intentional action of educators requires sustained knowledge about how children grow and develop. As Epstein (2007a) points out, educators must have in-depth scientific, technical and pedagogical knowledge that allows them to know which and when to use a particular strategy, taking into account the diversity of children and respect for their specificities when they learn. According to the author, research has shown that sometimes or for some knowledge children seem to learn better through self-initiated activities (child-guided experience). This means that they construct knowledge through the exploration that they perform autonomously on the materials and in the experiences and interactions that they develop with their peers. But in another type of learning, children seem to learn best when they are guided by the educator (adult-guided experience), that is, when adults introduce information, materials, and experiences. In this regard, Epstein (2007a) refers that

“an effective early childhood program combines both child-guided and adult-guided educational experiences. The terms “child-guided experience” and “adult-guided experience” do not refer to extremes (that is, they are not highly child-controlled or adult-controlled). Rather, adults play intentional roles in child-guided experience; and children have significant, active roles in adult-guided experience. Each takes advantage of planned or spontaneous, unexpected learning opportunities (p. 3)”

Taking as a reference the Pedagogy-in-Participation (Formosinho & Oliveira-Formosinho, 2008) developed within the *Associação Criança*, a participatory context is a complex pedagogical approach based on democracy, understood simultaneously as a means – expressed in the great educational purposes, and as an end – brought to life in the participatory daily life by its actors. This pedagogical line incorporates, in its mission, the promotion of equal opportunities for all and the respect and inclusion of all diversities (Formosinho & Oliveira-Formosinho, 2008).

As Oliveira-Formosinho & Formosinho (2011) point out, participatory contexts support “o envolvimento da criança no *continuum experiencial* e a construção da aprendizagem interativa e contínua dispondo a criança tanto do direito à participação como do direito ao apoio sensível, autonomizante e estimulante por parte da educadora” [the involvement of the child in the *experiential continuum* and the construction of interactive and continuous learning, providing the child with both the right to participate and the right to sensitive, autonomous and stimulating support on the part of the educator] (p. 18).

Participation, as a right, appeals to the intentionality of a pedagogical praxis that values the child’s agency, but also that of the adults who interact with them. In this perspective, competent educators will be those who understand the competence of the children, because they see them as people with rights that must be respected; which construct experiential, interactive and collaborative learning environments, involving parents, families and the community in the development of a democratic, inclusive and diversity respectful education. (Formosinho & Oliveira-Formosinho, 2008).

It is therefore of particular relevance to build a daily life that analyses praxis in the light of the principles that should support both children and adult learning, and also to envisage the development of organizations and research (Formosinho & Oliveira-Formosinho, 2008). As Oliveira-Formosinho & Formosinho (2011) argue, this approach implies an isomorphic dynamism as an ethical proposal (p. 17), which is based on the respect for all those involved in the educational process.

Both in the HighScope approach and in Pedagogy-in-participation, the pedagogical dimensions are essential elements that can influence the quality of the daily life and structure the organization of work, which needs, therefore, to be intentioned so that they can support the construction of a pedagogy that listens and value the action and thinking of the child.

### *Space and materials*

The pedagogical space should be thought of in order to provide children the co-construction of their learning. In this sense, it is defined by Oliveira-Formosinho e Andrade (2011a) as

um lugar de bem-estar, alegria e prazer; um espaço aberto às vivências e interesses plurais das crianças e comunidades. Um espaço pedagógico que se caracteriza pelo poder comunicativo da estética, pelo poder ético do respeito por cada identidade pessoal e social, tornado porto seguro e amigável, abrindo-se ao lúdico e ao cultural (p. 11). [a place of well-being, joy and pleasure; a space open to the experiences and plural interests of children and communities. A pedagogical space that is characterized by the

communicative power of aesthetics, by the ethical power of respect for each personal and social identity, made safe and friendly, opening to the playful and cultural].

The pedagogical space needs to be organized in a coherent way, in order to be a reflection of an intentional and complex pedagogical action. As Formosinho and Oliveira-Formosinho (2008) point out, the space must be open and responsive to personal, social and cultural identities in order to integrate and respect diversity; to have a flexible organization that the child knows in order to develop their autonomy and collaboration; to foster experiential learning and the different forms of expression of children.

The pedagogical materials represent, in the words of Oliveira-Formosinho and Formosinho (2011), the *textbooks* that allow the child to learn in a state of well-being. In this sense, the choice of materials is not neutral and must be carried out in accordance with the principles of respect for the plurality of gender, race, ethnicity, culture and social status. But they also represent a central element in educator/child pedagogical mediation through which diverse learning experiences are constructed, where the outlooks and the collaborative processes respect the rhythms and the choices of each and every one.

### *Time*

In early childhood education, the pedagogical time is the dimension that explains the daily routine. In participatory contexts, the temporal organization is based on the respect for rhythms and the diversity of interactions that favour children's well-being. The daily routine is designed to value individual work times, in pairs, in small or large groups. It must be a daily and weekly routine that favours diversified learning experiences and multiple languages and where the interactions are intentional. In this perspective it is recognized that “espaço e o tempo vividos são relacionais, isto é, a organização, a diversidade, a beleza e riqueza do espaço, dos materiais e do tempo ganham significado através das relações e interações que humanizam o espaço de vida e de aprendizagem” [“lived space and time are relational, that is, the organization, diversity, beauty and richness of the space, materials and time take on meaning through the relations and interactions that humanize the space of life and learning] (Oliveira-Formosinho & Formosinho, 2011, p. 30).

As stated by Hohmann and Weikart (2007), “the daily routine provides a common framework to support children as they pursue their interests and engage in various problem-solving activities” (p. 224). Adhering to a routine provides the child with the necessary security and control to develop her sense of responsibility and to appreciate the opportunity to be independent (Schweinhart & Weikart, 2010).

The consistency of the daily routine is particularly important as it functions as an operational framework that defines and supports everyday events. It is configured as a supportive educational and social organisation, alternative to rigid structures or to random activities. The regular sequence defines in a flexible manner the use of spaces and how children and adults interact while they are together. In this sequential environment, content and process are also valued, reflecting the educational philosophy that frames both active and participatory learning (Epstein, 2007b).

### *Relationships and interactions*

Studies on adult-child interactions (Oliveira-Formosinho, 2002b, 2005; Novo, 2009) have revealed the importance of mediation as a condition to provide agency to the child. In this sense, participatory environments support the professional development of educators so that they can transform their experiences into thoughts and reflections that lead to the interpretation of the actions they perform. Participatory pedagogy requires the in-depth professional knowledge about children and the understanding that both they and the adults are co-constructors of knowledge. It is configured, as the experiential co-presence of the self, expressed in Dewey's *togetherness*, which translates the intimacy and complicity of this relationship (Oliveira-Formosinho, 2009; Gambôa, 2011).

### *Observation, planning and evaluation*

The conceptualisation of the child as a person with agency, who reads the world to act on it, gives meaning to the partnership in the planning of the educational action. According to Oliveira-Formosinho & Formosinho (2011), the processes that promote participation are observation, listening and negotiation.

Observation and listening should be carried out by educators on an ongoing basis, in everyday life, so that they can construct understandings about the children, their actions, their interests and motivations. These processes are based on the idea that the child has a voice and must be listened to in order to seriously consider their meanings about the world. By engaging them in dialogues and conversations and in democratic decision-making, negotiation processes and consensus are established, founders of a participation that respect the aspirations of each one and the sense of group. In this proposal, the planning is the creation of ways to respond to documented listening (Oliveira-Formosinho, 2009e).

### *Activities and projects*

In participatory contexts, activities and projects are developed in an experiential dynamics (Oliveira-Formosinho & Formosinho, 2011). These experiences,

supported by a social climate, allow children and adults to share knowledge. The pleasure of research and the co-responsibility for the choice decentralize the action of the educator's authority, participating it in a group in a reconstruction of personal and social meanings, in a humanistic and socializing interaction (Gambôa, 2011, p. 63). Activities and projects, in a shared action of choices and decisions, negotiated and participated, are the authentic way to participatory democracy (Gambôa, 2011).

### *Documentation*

Documentation is understood, in participatory perspectives, as an essential instrument for the construction of a reflexive and democratic practice, because it allows the interpretation of meanings, leading educators to make intentional and responsible pedagogical decisions, taking into account: i) the values and beliefs that are based on respect for the rights of children, educators and their families; ii) the sensitivity towards differentiated contexts and cultures and their interfaces and interactions; iii) the focus on learning and monitoring the learning of children and educators (Azevedo, 2009).

Therefore, it is understood that in these contexts the process of documenting in collaboration is seen as a constituting task of the professionalism of educators (Oliveira-Formosinho & Formosinho, 2011, p. 35). The reflection motivated by the use of documentation “*enraíza e estabiliza as aprendizagens, descobre erros, motiva para os ultrapassar, identifica conquistas e celebra-as, identifica dificuldades e compreende-as, motiva para uma dinâmica de resolução de problemas, promove relações e promove a metacognição*”. [roots and stabilizes learning, discovers errors, motivates them to overcome them, identifies achievements and celebrates them, identifies difficulties and understands them, motivates a problem-solving dynamic, promotes relationships and promotes metacognition] (p. 35). As stated by Azevedo (2009)

a documentação das ações e das interações favorece a narrativa individual e a narrativa colaborada e permite criar mais formas de olhar para a experiência reconhecendo as suas idiosincrasias e assumindo que essas idiosincrasias são formas de viabilizar a experiência e de alargar a nossa consciência. Alargar a consciência requer que se tenha em consideração a natureza relacional dos indivíduos que colaboram na transformação da experiência. [the documentation of actions and interactions favours individual and cooperative narrative and allows us to create more ways of looking at an experience by recognizing their idiosyncrasies and assuming that these idiosyncrasies are ways of making the experience possible and of widening our awareness. Extending consciousness requires taking into account the relational nature of individuals who collaborate in the transformation of the experience] (p. 205).

In this sense, the documentation appears as a complex and transversal process, because it integrates several alternatives and multiple understandings. In this shared diversity the possibilities for thinking and acting differently extend the choices of both children and educators.

## Final Considerations

From this reflection results the consideration that the participatory contexts are constituted as complex environments that must be thought both physically and socially, to respond to the plurality of actors, the diversity of learning experiences and the multiplicity of forms of expression.

It is also important to develop a pedagogy that considers the principles of universal moral respect and equity, sensitive to the voice of the child and available to recognize it as an equal being in difference and, in this sense, environments must recognize these principles, assuming them in all contextual dimensions and educational practices.

Contrarily, the balance between respect for the competence of the child and the recognition that it should be supported in the accomplishment of her rights is essential for the implementation of the participatory principles. Decisions on the best way to support the expression of children as social actors place new responsibilities on the community of educators, in order to structure the environment that guides the child and allows its participation.

Participatory environments take into account the different contextual dimensions, being concerned with the organization of spaces and materials, considering the direct action of children with materials, the opportunity to explore them with all the senses, combining and transforming their initial utility; the choice, that values children's choices and decision-making, the support to communication and development of the children's thinking through the establishment of close and secure relationships; the scaffolding role of the adult recognizes and encourages children's intentions, actions, interactions, communication, exploration, problem-solving and creativity.

As mentioned, a participatory context is a complex pedagogical approach that must be based on the principles of democratic living, as a means of instituting action and at the same time as an end that is embodied in the daily life of the group.

## References

- Azevedo, A. (2009). *Revelando a aprendizagem das crianças: a documentação pedagógica. Tese de Mestrado em Estudos da Criança*. Braga: Instituto de Estudos da Criança Universidade do Minho.
- Barnes, B. (2000). *Understanding agency: social theory and responsible action*. London: Sage.

- Blanchet-Cohen, N., Habashi, J., Lundy, L., Murray, C., Musomi, M., Ndimande, B., Swadener, B. B. (2010). *Children's Rights in Una and Beyond: Transnational Perspectives, Una Working Paper 7*. Belfast: Una <<http://www.unaglobal.org>>.
- Bruner, J. (1997). *Actos de Significado: para uma psicologia cultural*. Lisboa: Edições 70.
- Bruner, J. (2000). *Cultura da Educação*. Lisboa: Edições 70.
- Bruner, J. (2004). Life as Narrative. *Social Research*, 71(3), 691–710.
- Bruner, J. (2010). *Realidad mental y mundos posibles*. Bracelona: gedisa.
- DeVries, R. & Kamii, C. (2001). *Developing constructivist early childhood curriculum: Practical principles and activities*. New York, NY: Teachers College Press.
- Christensen, P. & James, A. (2000). Introduction: researching children and childhood cultures of communication. In P. Christensen & A. James, *Research with children: Perspectives and practices* (pp. 1–9). New York and London: Routledge.
- DeVries, R., & Kamii, C. (2011). *Ramps and pathways: A constructivist approach to physics with young children*. Washington, DC: National Association for the Education of Young Children.
- Dewey, J. (1971). *Experiência e educação*. São Paulo: Companhia Editora Nacional.
- Dewey, J. (2001). *Democracy and Education*. Hazleton: The Pennsylvania State University – Electronic Classics Series, Jim Manis, Faculty Editor.
- Dewey, J. (2002). *A escola e a sociedade e A criança e o currículo*. Lisboa: Relógio D'Água Editores.
- Dewey, J. (2005). *A Concepção Democrática da Educação*. Viseu: Pretexto Editora.
- Edwards, C., Gandini, L., & Forman, G. (1999). *As cem linguagens da criança. A abordagem de Reggio Emilia na educação da primeira infância*. Porto Alegre: Artes Médicas.
- Epstein, A. (2007a). *The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning*. Washington, DC: National Association for the Education of Young Children.
- Epstein, A. (2007b). *Essentials of active learning in preschool: Getting to know the High/Scope curriculum*. Ypsilanti, MI: High/Scope Press.
- Formosinho, J., & Oliveira-Formosinho, J. (2008). *Pedagogy-in-Participation: Childhood Association*. Lisbon: Aga Khan Foundation.
- Freire, P. (1996). *Pedagogia da Autonomia*. São Paulo: Paz e Terra.
- Freire, P. (1997a). *Pedagogia da Esperança: um reencontro com a pedagogia do oprimido*. Rio de Janeiro: Paz e Terra.
- Gambôa, R. (2004). *Educação, ética e democracia: a reconstrução da modernidade em John Dewey*. Porto: Edições ASA.
- Gambôa, R. (2011). *Pedagogia-em-Participação: Trabalho de Projeto*. In J. Oliveira-For-

- mosinho, & R. Gambôa, *O trabalho de Projeto na Pedagogia-em-participação* (pp. 47–81). Porto: Porto Editora.
- Hohmann, M. & Weikart, D. (2007). *Educar a Criança*. Lisboa: Fundação Calouste Gulbenkian.
- Lockhart, S. (2011). Active Learning for Infants and Toddlers: Even the youngest children actively engage the world around them. *HighScope ReSources*, 5–10.
- Malaguzzi, L. (2008). História, Ideias e Filosofia Básica. In C. Edwards, L. Gandini, & G. Forman, *As Cem linguagens da Crianças* (pp. 59–104). Porto Alegre: Artmed.
- MacNaughton, G. (2003). *Shaping early childhood: Learners curriculum and contexts*. Maidenhead: Open University Press.
- MacNaughton, G. & Williams, G. (2008). *Teaching Techniques: Choices in theory and practice. (3rd edition)*. Maidenhead: Pearson & Open University Press. Maidenhead: Pearson & Open University Press.
- MacNaughton, G., Smith, K. & Lawrence, H. (2003). *Hearing young children's voices*. Austrália: University of Melbourne, Centre for Equity and Innovation in Early Childhood, Faculty of Education.
- Mason, J. (2005). Child protection policy and the construction of childhood. In J. Mason, & T. Fattore, *Children taken seriously in theory policy and practice* (pp. 91–97). London: Jessica Kingsley.
- Oliveira-Formosinho, J. (2001). A visão de qualidade da Associação Criança: contributos para uma definição. In J. Oliveira-Formosinho & J. Formosinho, *Associação Criança: Um contexto de formação em contexto* (pp. 166–180). Braga : Livraria Minho.
- Oliveira-Formosinho, J. (2007a). A contextualização do Modelo High-Scope no âmbito do Projecto Infância. In J. Oliveira-Formosinho, D. Lino & S. Niza, *Modelos curriculares para a educação de Infância: construindo uma práxis de participação*. (pp. 43–92). Porto: Porto Editora.
- Oliveira-Formosinho, J. (2007b). Pedagogia(s) da Infância: reconstruindo uma práxis de participação. In J. Oliveira-Formosinho, T. Kishimoto & M. Pinazza, *Pedagogia(s) da Infância: Dialogando com o Passado, Construindo o Futuro* (pp. 13–36). Porto Alegre: Artmed.
- Oliveira-Formosinho, J. (2007c). Pedagogia da Infância: Reconstruído uma Práxis de Participação. In J. Oliveira-Formosinho, D. Lino & S. Niza, *Modelos Curriculares para a Educação de Infância: Construindo uma práxis de participação* (pp. 13–42). Porto: Porto Editora.
- Oliveira-Formosinho, J. (2009). Desenvolvimento Profissional de Professores. In J. Formosinho, *Formação de Professores* (pp. 221–284). Porto: Porto-Editora.
- Oliveira-Formosinho, J. & Andrade, F. (2011). O espaço na *Pedagogia-em-Participação*. In J. Oliveira-Formosinho, *O espaço e o tempo na Pedagogia-em-Participação* (pp. 9–63). Porto: Porto Editora.

- Oliveira-Formosinho, J. & Formosinho, J. (2001). Associação criança: uma comunidade de apoio ao desenvolvimento sustentado na educação de infância. In J. Oliveira-Formosinho, & J. Formosinho, *Associação Criança: um contexto de formação em contexto* (pp. 27–61). Braga: Livraria Minho.
- Oliveira-Formosinho, J. & Formosinho, J. (2002). A Formação em Contexto: a perspectiva da Associação Criança. In J. Oliveira-Formosinho, & T. Kishimoto, *Formação em Contexto: uma estratégia de integração* (pp. 1–40). São Paulo: Pioneira Thomson.
- Oliveira-Formosinho, J. & Formosinho, J. (2008). Prefácio: A Investigação-acção e a construção do conhecimento profissional relevante. In L. Máximo-Esteteves, *Visão panorâmica da investigação-acção* (pp. 7–14). Porto: Porto Editora.
- Oliveira-Formosinho, J. & Formosinho, J. (2011). A perspectiva pedagógica da Associação Criança: a Pedagogia-em-Participação. In J. Formosinho, & R. Gambôa, *O trabalho de Projecto na Pedagogia-em-Participação* (pp. 11–45). Porto: Porto Editora.
- Phillips, L. G. (2010). *Young Children's active citizenship: storytelling, stories and social actions. Tese de Doutoramento em Filosofia*. Queensland: University of Technology, Faculty of Education.
- Piaget, J. (1983). *Seis Estudos de Psicologia*. Lisboa: Dom Quixote.
- Piaget, J. (1986). *O Nascimento da Inteligência na Criança*. Lisboa: Dom Quixote.
- Pires, C. (2013). *A voz da criança sobre a inovação pedagógica*. Tese de Doutoramento-Estudos da Criança – Área de especialização de Metodologia de Supervisão em Educação de Infância. Universidade do Minho. Braga. Recuperado de [https://bibliotecadigital.ipb.pt/bitstream/10198/13791/1/tese\\_cm.pdf](https://bibliotecadigital.ipb.pt/bitstream/10198/13791/1/tese_cm.pdf).
- Ponte, P., & Ax, J. (2010). Action Reserach and Pedagogy as science of the child's upbringing. In S. Noffke, & B. Somekh, *The Sage handbook of Educational Action Research* (pp. 324–335). London: Sage.
- Schweinhart, L. J. & Weikart, D. (2010). The HighScope Model of Early Childhood Education. In J. Roopnarine & J. E. Jonhson, *Approaches to Early Childhood Education* (pp. 191–212). Upper Saddle River, NJ: Merril.
- Silva, I.L., Marques, L., Mata, L. & Rosa, M. (2016). *Orientações curriculares para a educação pré-escolar*. Lisboa: Ministério da Educação/Direção Geral da Educação (DGE).
- Siraj-Blatchford, I., & Sylva, K. (2004). Researching pedagogy in English pre-schools. *British Educational Research Journal*, 30 (5), 691–712.
- Vygotsky, L. (1991). *A Formação Social da Mente*. São Paulo : Martins Fontes.
- Vygotsky, L. (2007). *Pensamento e Linguagem*. Lisboa: Relógio D'Água.
- Woodhead, M. & Faulkner, D. (2000). Subjects, objects or participants? Dilemmas of Psychological Research with children. In P. Christensen & A. James, *Research with children: Perspectives and practices* (pp. 10–39). New York and London: Routledge.