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| **Agrupamento de Escolas de Estarreja** | | | | | | | | | | | | | | | | |
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| **-** | | | | | | | | | | **PLANO INDIVIDUAL DE TRANSIÇÃO** | | | | | | |
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| |  |  |  | | --- | --- | --- | |  |  |  | | **Aspirações, interesses, expetativas e potencialidades** | | | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | **Aspirações, interesses e expetativas quanto à vida pós-escolar** | | | |  |  |  | |  |  |  | |  |  | . | |  |  |  | | **Tomada de decisão** | | | |  |  |  | |  |  |  | |  |  | Dadas as informações recolhidas junto da aluna e da família, a aluna cumprirá o PIT na Biblioteca Municipal. | |  |  |  | | **Etapas e ações a desenvolver** | | | |  |  |  | |  |  |  | |  |  | Formador/ Responsável pela Formação: | | | | | | | | | | | | | | | | | |

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| |  |  |  | | --- | --- | --- | |  |  | - | |  |  |  | | **Competências a adquirir** | | | |  |  |  | |  | **Académicas** | | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  | **Pessoais** | | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  | **Sociais** | | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  | **Laborais/Ocupacionais** | | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | **Experiência em contexto laboral/estágio - Biblioteca Municipal de Estarreja** | | | |  |  |  | |  | **Atividades** | | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  | **Competências a adquirir** | | |  |  |  | |  |  |  | |  |  |  | |

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| |  |  |  | | --- | --- | --- | |  |  | . | |  |  |  | |  | **Calendarização** | | |  |  |  | |  |  |  | |  |  | . | |  |  |  | |  | **Responsável pelo acompanhamento** | | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | **Monitorização e avaliação do PIT** | | | |  |  |  | |  |  |  | |  |  |  | |
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| |  |  | | --- | --- | | **Responsáveis pela elaboração do PIT** | | | |  |  |  | | --- | --- | --- | | Nome | Função | Assinatura | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | | | Data: |  | |
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| |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | | **O Coordenador da Equipa Multidisciplinar de Apoio à Educação Inclusiva** | | | | |  | | | | | Data: |  | Assinatura: |  | |

