



# THE ITALIAN EDUCATIONAL SYSTEM

1. ALL THE COUNTRY
2. OUR INSTITUTE “ISTITUTO COMPRENSIVO GANDHI”
  - a. BUILDINGS
  - b. GUIDELINES
3. INCLUSION



# 1. IN ITALIA

- PRESCHOOL EDUCATION – **SCUOLA DELL'INFANZIA** – 3-5 YEARS OLD
- COMPULSORY EDUCATION – **SCUOLA PRIMARIA** – 6-10 YEARS OLD
- COMPULSORY EDUCATION – **SCUOLA SECONDARIA DI PRIMO GRADO** – 11-13 YEARS OLD
- HIGH SCHOOL EDUCATION – **SCUOLA SECONDARIA DI SECONDO GRADO** – 14 -18 YEARS OLD
- **UNIVERSITY** – VERY OLD GUYS



## 2A. ISTITUTO COMPRENSIVO «GANDHI»

KINDER GARDEN «LUIGI CAPUANA» – 3-5 YEARS OLD





## 2A. ISTITUTO COMPRENSIVO «GANDHI»

PRIMARY SCHOOL «DUCA D'AOSTA» – 6-10 YEARS OLD





## 2A. ISTITUTO COMPRENSIVO «GANDHI»

MIDDLE SCHOOL «PAOLO UCCELLO» – 11-13 ANNI





## 2B. INSTITUTE'S GUIDELINES

**SFONDO INTEGRATORE**

**LIFE SKILLS**

**INTERCULTURA**

**INTERCULTURAL**

**WINDOWS**

**CURRICOLO VERTICALE**

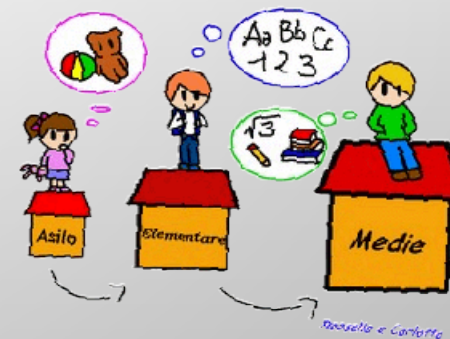
**SUBJECTS VOCABULARY**



Rossella Hu



Rossella Hu



Rossella e Corallo

## SFONDO INTEGRATORE LIFE SKILLS

- Decision-making
- Problem solving
- Creative thinking
- Critical thinking
- effective communication skills
- interpersonal relationships skills
- self-awareness building skills
- Empathy
- Coping with emotions
- Coping with stress

A different one  
each year

# INTERCULTURA

## INTERCULTURAL WINDOWS



WELCOME, RECOGNITION AND APPRECIATION OF OTHER LANGUAGES AND CULTURES, OF OTHER BACKGROUND THAT COMES WITH PUPILS, INTERCULTURAL DIALOGUE AND EXCHANGE, OPENNESS TO THE WORLD AND TO THE OTHERS ARE SOME OF THE PRACTICES THAT CHARACTERIZE THE EDUCATIONAL ENVIRONMENT OF OUR SCHOOL.

# INTERCULTURA

## INTERCULTURAL WINDOWS



# **CURRICOLO VERTICALE**

## **SUBJECTS VOCABULARY**

ACTIVE RESEARCH ON ESSENTIAL VOCABULARY IN ORDER TO FIND THE FOUNDATIONS OF EACH SUBJECT AND THE NECESSARY TOOLS FOR STUDENT TO UNDERSTAND REALITY.

## 3. INCLUSION

**DISABILITY:** RESULT OF PHYSICAL OR MENTAL IMPAIRMENT AND BEHAVIOURAL OR ENVIRONMENTAL OBSTACLES WHICH CAUSES:

⇒ A LOWER PARTICIPATION TO SOCIAL LIFE: THIS IS A DISADVANTAGE, I.E. HANDICAP

**INCLUSION** MEANS THAT WE MODIFY THE CONTEXT IN ORDER TO OVERCOME OBSTACLES TO PARTICIPATION.

IT IS A CONSTANTLY EVOLVING PROCESS, WHICH PROMOTES DIVERSITY.

**GOAL:** DIGNITY, SELF-DETERMINATION AND FULL EDUCATION OF A MAN OR WOMAN WITH DISABILITY.

### 3. INDIVIDUALIZED EDUCATIONAL PLAN P.E.I.

IT RELIES ON THE INTERNATIONAL CLASSIFICATION OF FUNCTIONING, DISABILITY AND HEALTH (I.C.F.) OF WORLD HEALTH ORGANIZATION (W.W.O)

- IT CONSIDERS THE STUDENT AND ALL HIS/HER FEATURES, SUCH AS SOCIAL CONNECTION, SOCIALIZATION, COGNITIVE ASPECTS, COMMUNICATION, INTERACTION AND AUTONOMY. IN THIS WAY TEACHERS CAN PLAN THEIR WORK IN ORDER TO IMPROVE THE PUPIL'S EDUCATION AND KNOWLEDGE.
- IT PAYS PARTICULAR ATTENTION TO IDENTIFY BARRIERS AND FACILITATORS;
- IT DEFINES DIDACTIC AND EDUCATIONAL GOALS, DEVICES, STRATEGIES, EVALUATING METHODS, INCLUSION PROJECTS
- IT CAN BE VERIFIED AND MODIFIED IF NECESSARY

### 3. STRATEGIES AND RESOURCES FOR INCLUSION

THREE DIFFERENT PROGRAMS CAN FIT A STUDENT. IT ALL DEPENDS ON HIS/HER FEATURES AND HIS/HER ABILITIES. HE/SHE CAN PURSUE:

- THE CLASS'S PROGRAM, WITH EVENTUAL SIMPLIFICATIONS OR FACILITATIONS;
- A SIMPLIFIED PROGRAM, WITH THE EVENTUAL SUPPORT OF COMPENSATORY INSTRUMENTS AND/OR DISPENSARY MEASURES
- A DIFFERENTIAL PROGRAM, WITH STEADY LINKS TO THE CLASS'S PROGRAM

### 3. STRATEGIES AND INSTRUMENTS FOR INCLUSION

- **FACILITATION**: THIS STRATEGY DOESN'T REDUCE CONTENTS OR QUANTITY, BUT IT MAKES IT MORE AFFORDABLE.
  - EX: I ADD IMAGES, VIDEOS, SONGS, A GLOSSARY
- **SIMPLIFICATION**: I REDUCE THE TASK IN CONTENT OR IN QUANTITY.
  - EX. I CAN TAKE AWAY CONTENTS WHICH ARE TOO ABSTRACT.
- **DIFFERENTIATION**: THE STUDENT PURSUES A PERSONALIZED PROGRAM, ACCORDING TO HIS/HER SPECIAL NEEDS. ANYWAY, HIS/HER ACTIVITIES ARE TIED TO THOSE OF HIS/HER CLASS, SO THAT HE/SHE HAS ALWAYS GOT A BOND WITH HIS/HER FELLOWS.

### 3. PUPILS WITH SPECIAL NEEDS

- STUDENTS WITH DISABILITY (L. 104);
- STUDENTS WITH SPECIFIC DEVELOPMENTAL DISORDER:  
(SPECIFIC LEARNING DISORDERS, HYPERACTIVITY DISORDER, SPEECH DISORDER): THEY HAVEN'T GOT ANY CERTIFICATION ACCORDING TO LAW 104/92)
- STUDENTS WITH A SOCIO-ECONOMIC, LINGUISTIC OR CULTURAL DISADVANTAGE.

### 3. COMPENSATORY INSTRUMENTS AND DISPENSARY MEASURES

**COMPENSATORY INSTRUMENTS:** THEY MAKE WORK MORE AFFORDABLE

- CONCEPT MAPS
- VIDEOS, TEXT TO SPEECH, WORD PROCESSING PROGRAM
- BIGGER AND HIGHLY READABLE TYPEFACES
- TABLES, FORMS, MULTIPLICATION TABLE
- CALCULATOR

### 3. COMPENSATORY INSTRUMENTS AND DISPENSARY MEASURES

#### DISPENSARY MEASURES ALLOW:

- AVOIDING ALOUD READING AND CURSIVE WRITING
- EXONERATING FROM WRITING FOREIGN LANGUAGES
- MORE TIME FOR TESTS OR SHORTER TESTS
- SCHEDULING ORAL EXAMINATIONS

# DUCA D'AOSTA PRIMARY SCHOOL'S «STUDENTS» PLANTING 32 TREES WITH MAYOR NARDELLA



Normal students



Normal teachers?

