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EDUCATIONAL OFFER PLAN - SCHOOL YEAR 2011-12

The goal of this document is to provide a summary of the pedagogical and educational initiatives that the Institute "A. Manzoni" agree to pursue, together with similar organisations in the same district, in order to promote the citizenship rights of the youth of San Salvario.

Turin 3.11.2011

The Principal
Patrizia Borio

Foreword

The Educational Offer Plan (POF) of the Manzoni School is a description of the cultural and conceptual identity of the Institute. Its goal is to illustrate the details of the curricular, extracurricular, educational and organizational project that the institute adopts within the limits set by the Ministry of Education. The plan complies with the general and educational objectives established at national level, and respects the needs of the cultural and socio-economical context.

The Manzoni School is part of the national compulsory education system. As such, its cultural, educational and pedagogical goals must first of all be in accordance the rules of the Italian Constitution, which establishes the principles to which a democratic country must comply while respecting the rights of all citizens.

- Equality and fairness will be guaranteed by:

- a) School-wide criteria in the distribution of the students throughout the classes, taking into account the necessity of favouring the maximum possible level of socialization within genders and of cultural integration among students of different religions, languages and race.
- b) Curricular educational initiatives aimed at promoting a knowledge of the cultures of the countries where non-Italian students come from.
- c) A timetable compatible with the needs of non-catholic learners
- d) Agreements with Local Health Units (ASL) and local realities to ensure psychological assistance to children with difficulties and material assistance to physically disabled students.

- Reception and integration will be guaranteed to students and parents by:

- a) Initiatives to promote the knowledge of facilities, organisational structure, rules of the institute, educational offer plan to all the new students
- b) Activities aimed at meeting the new students to program education and training
- c) organising a meeting so that parents and teachers can get to know each other within the first month of the start of the courses
- d) Courses for teachers on the subject of youth dissatisfaction, health education, respect of the law and juvenile problems in general.
- e) Initiatives aimed at involving the parents in school projects.

-Participation and responsibility

The School will seek the collaboration of parents, being the primary educators of their children, in a framework of mutual responsibility. The Institute will therefore encourage all forms of participation of families in the life and educational choices of the School.

- Efficiency and transparency

The School activity, as a public service, will be inspired by criteria of efficiency, effectiveness and flexibility in the organization of administrative tasks and educational activities. To achieve this goal, it will promote higher education for the teachers and a transparent attitude toward the public. It will guarantee the spread of information via a noticeboard where a copy of the Institute Rules, POF, and the Program of Activities will be always available, together with the staff list and the evacuation plan. The minutes of the meetings of the school board, students committee and managers will be displayed for at least ten days as well as the services offered to the School by third parties (sports, cultural activities, etc.).

- Freedom of teaching

The Italian Constitution states that teaching is a free activity like art and science. This freedom is guaranteed while keeping the objectives of the national education plans for the middle and elementary schools and for the infancy.

1. Description of the School

The Istituto Comprensivo “A. Manzoni” is composed of four schools:

- **Scuola dell’Infanzia Statale “M. D’Azeglio”**- via P. Giuria, 43 , preschool
- **Scuola Primaria “Rayneri”**- corso Marconi, 28 , elementary school
- **Scuola Secondaria di I grado “A. Manzoni”**- via Giacosa, 25, middle school
- **Scuola Secondaria di I grado Sezione Speciale “Helen Keller”** – Via Nizza, 151, middle school

Scuola dell’Infanzia “M. D’Azeglio”	Scuola Primaria “Rayneri”	Sezione Secondaria di I grado “A. Manzoni”(sede)	Sezione Secondaria di I grado - Sezione Speciale “Helen Keller”
students: 75	students: 434	students: 288	students 129
6 teachers	41 teachers	27 support staff	17 support staff
1 special aid teacher	6 special aid teachers	5 special aid teachers	4 special aid teachers
1 teacher of catholic religion	2 teacher of catholic religion	1 teacher of catholic religion	1 teacher of catholic religion

2. Analysis of territorial resources

Manzoni School is located in the San Salvario quarter, in the Eight District, which is one of the largest of the city (with a population of about 37.623).

The Helen Keller middle school for the blind is an educational structure specialized in welcoming both able-bodied learners and learners who are blind, visually impaired or with other disabilities.

The area is heterogeneous, characterized by the coexistence of socio-ethnic groups which are very varied from economic and socio-cultural viewpoints. All social classes are present: workers, employees, merchants, professionals; there may be a predominance of the middle class, but with several instances of both especially deprived families and particularly well-off and well-educated families. The quarter has potential to be an intercultural and multi-ethnic laboratory (a possible path for an integrated development of social life). Manzoni School’s mission is the development of citizenship, communication and creativity of the students and residents of San Salvario’s, together with:

- AIACE
- ALTRE-MENTI
- APRES
- ASAI
- City of Turin – Educational System Department
- City of Turin – Sports System Department
- Merchants’ Association
- Borgo Medioevale
- Casa del Teatro Ragazzi
- Cultural Centre for the Education to Citizenship
- CICSENE
- Cinema Baretto
- Cinema Massimo
- Cinema Reposi
- Readers’ Club
- City of Turin - Eight District
- CIDISS
- “G. Verdi” Conservatory
- COSP
- CSEN
- CUS
- GAM
- Gruppo “Abele”
- “In punta di maschera”
- IRRE;
- Anti-vivisection league
- Villino Caprifoglio
- “Agnelli” picture gallery
- MUS-E
- Antiquities museum
- Cinema museum
- Fruit Museum
- Museum of the Ancient Egypt
- Natural Sciences Museum
- Zoology Museum
- “S. Luigi” e “SS. Pietro e Paolo” church youth centres
- OMT (Turin Musical Orientation) Orchestra
- Botanical Garden
- Leopardi Park
- Nobile Park
- Valentino Park
- PB School
- Parri swimming pool
- RAI (National Broadcasting Corporation)
- S.A. SPORT
- Synagogue
- “Agnelli” Theatre
- Colosseo Theatre
- Nuovo Theatre
- Regio Theatre
- UISP
- University of Turin – Faculties of Psychology, Foreign Languages and Literatures, Department of Educational Sciences.

Manzoni School Objectives:

- provide all students with a high quality education
- offer a range of educational opportunities so that every pupil can use their learning styles and discover their talents
- teach more expressive activities (visual arts, theatre, music)
- empower joint extra-curricular projects (after-school activities, booster classes, cultural activities)
- create opportunities for families to meet
- prevent social disadvantage
- open the school to cultural activities
- promote education both for visually impaired and for able-bodied learners, so that cooperation for both categories becomes an opportunity for cultural and personal development
- become a safety-education and training centre
- promote good practices in prevention and protection.

3. School patrons

Manzoni School is attended by pupils belonging to very different social and cultural sectors: many come from families with high expectations and therefore constantly monitor their children's skills and collaborate appropriately with teachers; alongside them are students from different countries making our school an excellent place for integration.

On one hand, the contribution of different cultures undeniably produces rich experiences and stimuli useful for all learners; on the other hand, recently immigrated foreign children (who often arrive when the school year has already begun) are disadvantaged because they do not know the Italian language. Such disadvantage occasionally turns into difficulties in integrating and learning. There is also a significant number of disabled pupils who are taught by special support teachers.

4. Educational aims

The School's Teachers Council believes that learners' education is the product of a long and complex path developing within an "educating environment". In such an environment, the learner can follow personal developmental paths with progressively growing autonomy, and can continuously improve his/her social and cultural growth.

Therefore, the educational aims described here are the product of an interdisciplinary work by the Teachers Council, and of a careful and interactional approach to the cultural and social aspects of the surrounding territory.

- Supporting students' own identity building, by promoting their security, self esteem and confidence
- teaching pupils to manage uncertainty by developing experiential knowledge
- Educating pupils so that they develop an autonomous way of thinking and acting, empowering and valuing curiosity, operational skills, methodological rigour and individual responsibility
- Developing strong strategic skills, allowing learners to use their knowledge as best as possible

The school is a microcosm, a miniaturised reality in which it is possible to be "trained" for everyday life, through paths allowing the development of personalities that are open, curious and available to learning and to establish relationships with other people while maintaining their own freedom and independence, with mutual respect, attention and correctness, and where everybody can carry out their own tasks with recognized roles and responsibilities.

5. Curriculum for 3 to 13 year olds

Teaching activities are strongly linked to education: these represent the set of tools, paths, strategies and contents used by the teacher to drive the learner towards maturity as a future citizen and the ability to acquire and systematize knowledge and skills.

Two elements are necessary for effective teaching activities and education:

1. Skilled, professional teachers, motivated towards both their own and the pupils' development, and capable of establishing good relationships with pupils, colleagues and families.
2. Appropriate learning environments, with adequate tools, organization and management regarding opening hours, use, internal regulations (e.g. laboratories) of the school.

The curriculum cannot just be equated with the cultural contents of teaching, but it includes all the objectives, experiences and operational activities aimed at equipping the learner with specific skills during his/her developmental phase.

The continuous curriculum during the compulsory learning age will focus on the following characteristics:

1. **Sequentiality:** it needs to follow a series of sequential steps, laid out according to a logical programme;
2. **Subsidiarity:** every single step is connected to all other steps and it is subject to constant review;
3. **Congruence:** every single step should not be considered in isolation but instead as a problem with a possible open solution. To obtain this solution, all teachers communicate and decide with equal professional and cultural dignity.

A specific appendix to the POF explains the curriculum and the organization of the educational activities of all three sections of the school.

6. Integrating students with disabilities

Main goals

- To recognize the value and dignity of each person, trying to help them to develop their potential and enhance their abilities.
- To help each class, as a group, to become aware of the value represented by all diversities, including disabilities; this can happen through reciprocal help and solidarity.

Policies and methodologies

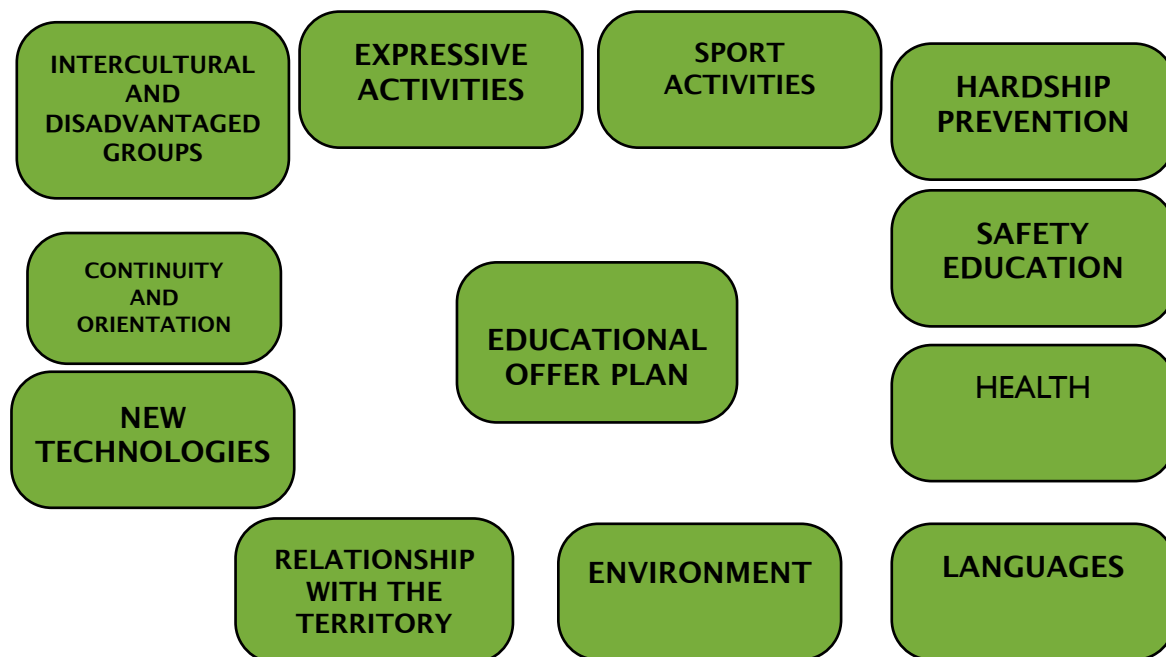
- There are projects aimed at easing the difficulties that can be encountered by students with disabilities (SWD) in passing from each educational grade to the next one (from pre-school to primary school; from primary school to middle school; ...)
- Teachers of a SWD often meet with their family, with the Social and Medical teams taking care of the student and with their previous teachers in order to acquire as much relevant information as possible.
- There is a detailed evaluation of the capabilities of each SWD.
- The composition of a class that includes SWD's is tailored as much as possible to their specific needs.
- Teachers observe and record their progress systematically
- **Class teachers coordinate very closely with the special aid teachers often assigned to SWD's. They agree on learning and educational goals, on pedagogical methods to be followed, on activities and tests.**
- Particular care is taken in scheduling all activities on a daily and weekly basis, detailing the time slots allotted to individual work, to work done in small groups (to be formed sometimes on the basis of common interests and sometimes, instead, according to the different learning skills) or to activities involving the entire class.
- The physical spaces where the various activities take place (laboratories, and so on) are organized so as to be easily accessible.
- Specific teaching methodologies employed with SWD's include:
 - Facilitated communication (FC);
 - Augmentative and alternative communication (AAC);
 - Cooperative learning;
 - use of suitable computer software programs;
 - brain storming;
 - *other strategies* (for instance, positive reinforcement);
 - the choice of teaching material particularly suited to the specific needs of each SWD.
- Extra-curricular activities, also involving experts external to the school, are often organized.
- There are also activities aimed at the teachers themselves:
 - update courses;
 - ongoing collaboration with the territorial network of professional services for teachers known as UTS;
 - projects organized in collaboration with CESM;
 - specialized lectures regarding dyslexia (developmental reading disorder).

7. Extending the training offer.

In order to improve the training offer, the Institute promotes a series of projects with various activities, in addition to the strictly curricular ones, which are integrated in an organic way, in order to provide students with a wide range of experiences as they follow their formative path.

Proposed activities always require additional participation by the teachers .

The diagram below, where students are placed in the centre, highlights issues on which specific actions will be taken to enrich the curriculum objectives.



8. Parental involvement

The Institute proposes to realize the active participation of parents in school life not only through formal settings (interviews, meetings), but also through the availability and contribution of personal proficiencies that can be enjoyed within the school environment, in mixed groups for the school choir for example, or in the school library.

9. Teaching evaluation / Institute learning and evaluation

The diffusion of a culture of quality is increasingly presented as a condition for achieving progressively, but realistically, the renewal of the Italian school.

The evaluation of teaching / learning, therefore, can not be limited to observation of the student's path and the subsequent reporting of results, but must also be able to identify the causes of failure, in order to prepare remedial strategies and alternative intervention plans.

9.1 Student evaluation

Since the new National Guidelines, Italian schools no longer have the same evaluation sheet but each school must consider its own document, identifying "procedures and criteria for students evaluation in respect of national legislation" (Self-government regulation - art. 4).

Our Institute is working on the preparation of an evaluation sheet that could check the knowledge, skills and achievements of our students against various other schools.

9.2 Institute self-evaluation.

In the 2009/2010 the C.I. Manzoni initiated a self-evaluation process. This choice was born from a shared conviction that only an overall view, a vision of the system, can provide an opportunity to highlight and give visibility to the positive progress that take place every day in the school.

Summary table: self-evaluation of C.I. Manzoni

A.Y.2009-2010	1 st Period I	Institute self-evaluation begins	Internal evaluation: teachers, ATA's personnel	Investigation tool used: questionnaire
				Problem finding, problem solving, swot analysis, solving critical points using the PDCA method.
A.Y.2010-2011	2 nd Period	Institute self-evaluation	External evaluation: parents	Investigation tool used: questionnaire
				Problem finding, problem solving, swot analysis, solving critical points using the PDCA method.
A.Y.2011-2012	3 rd Period	Institute self-evaluation		

Internal and external evaluation in the educational system is a strategic goal that fits in the wide panorama of a culture of school autonomy. It responds to the need to control and manage the changes taking place in reality, to the need to manage effectively and efficiently the training plan, and to the opportunity to respond to implicit and explicit needs of individuals who learn in a precise cultural and socio-economic context.

The centrality of educational institutes as training agencies that respond to the learning expectations and to the needs of students requires the ability accept changes as organizational learning. This attitude presupposes the existence of a school able to reflect on itself and optimize resources. The methodological approach used for self-evaluation by our institute is the result of the application of the different methodological perspectives in use, adapted to the realities of a school that contains individuals, specificity and different stories that were able over time to talk to relate to each other and to turn these different characteristics into strengths.

Institute Analysis, organizational diagnosis, educational indicators, customer satisfaction, and learning outcomes are methodological perspectives that develop, despite the different epistemological matrices, from the application of the principles of Total Quality into the formative world. With the certainty that a school's quality is not strictly connected to the application of management structures that often overlook the complexity of this wonderful world where we have all chosen to work, we are determined to continue on our path self-evaluation.