



ERASMUS+ KA1

“ARMONIA DELLE DIFFERENZE
ATTRAVERSO UNA DIDATTICA INCLUSIVA”

2015/17

Istituto Comprensivo “Ninni Cassarà”
Partinico

www.istitutocomprensivocassara.gov.it



INCLUSION: OUR MAIN GOAL, OUR CHALLENGE, OUR DAILY CHOICE

**ISTITUTO COMPRENSIVO “NINNI CASSARÀ”
PARTINICO**

**“European Diversity Education”
Riga 14-18 September 2015**

THE ITALIAN EDUCATION SYSTEM

- Inclusion is linked to disability, difference, disadvantage...
- Law 104/1992 allows students with disabilities to attend mainstream schools, in the ordinary sections and classes at all educational levels.
- Law 170/2010 recognises dyslexia, dysgraphia, dysorthographia and dyscalculia as specific learning disorders. And states that pupils with learning disorders don't need special teachers, but a new way of teaching, according to their way of learning.



THE ITALIAN EDUCATION SYSTEM

- The Ministerial Directive of December 2012, is the last step of this inclusive process: it deals with all kinds of difficulties, permanent or temporary at school: disabilities, specific learning disorders, socio-economic, cultural or linguistic disadvantages.
- This has required more inclusive practices in classrooms through individualised and personalised education plans.



WHAT DOES INCLUSION MEAN IN OUR EXPERIENCE?

- The Istituto comprensivo “Ninni Cassarà” is attended by 767 students with different backgrounds:
- 65% belongs to middle-high class
- 35% comes from middle or low class

Moreover

- 11% are disadvantaged students (socio-economic disadvantages, low class origins, “at risk” families)
- 3% Immigrants coming from East European Countries and north Africa
- 7% student with disabilities or with Specific Learning disorders (with medical certification)



GOALS OF THE SCHOOL STATED IN OUR SCHOOL EDUCATION PLAN

We intend to work everyday in order to build a school in which:

- all students are welcomed
- Every pupil can feel well, can participate, give his/her positive contribution
- Each one can learn according to his/her pace
- Everyone knows that diversity is enriching
- Every student is a full member of a community based on the respect of rules, respect of different origins, beliefs, cultures, way of living.
- Everybody can be an active member with a leading role in his/her learning process.



IS IT SO EASY?

OUR DIFFICULTIES AND LIMITS

- Behavioural problems:
lack of respect of rules, other people, environment
- Drop out (low percentage)
- Failures in learning processes
- Inability to work in groups and to cooperate
- Classes composed of more than 25 students
- Mixed ability classes (It should be a resource!)
- Insufficient attention to gifted students



OUR ANSWERS:

As far the students with special needs:

- Periodic meeting with the Work Group for Inclusion (GLI) between support teachers, medical staff, parents, professional figures involved in the student's life
- Draft of Individual Education Plan and individualised teaching and learning
- Personalised use of technology and compensatory tools



TO BUILD AN INCLUSIVE SCHOOL - COMMUNITY:

- Focus on learner centred curriculum
- In each class support teachers work with the whole class and cooperate with colleagues to promote inclusion through personalised learning;
- Planning of activities by using inclusive methodologies such as cooperative learning, pair work and group work
- Extra curricular projects about emotional education, active citizenship, metacognition
- Drama, music, ceramics labs
- Teacher training on inclusive strategies and methodologies
- Erasmus+ project about inclusion



OUR RESOURCES:

CTRH AND CTS

- CTS: area support center. It provides compensatory tools to the schools of our local area.
- CTRH : area resource centre for disability. It's a network of 15 schools.



OUR RESOURCES:

CTRH AND CTS

Aims:

- Foster inclusion of disabled students
- Promote cooperation and comparison between schools in the local area
- Purchase of tools, books, didactic equipment
- Promote teacher training and new teaching methods
- Collect materials and spread best practices
- Coordinate Inter-Institutional Work-Group where teachers, medical staff, local institutions and parents meet to discuss disability issues



...and...

- **European Diversity Education Course...**
- ...now **YOU** are our European resource!

Thank you for your attention!

