

CONCORSO a cattedra

La **Prova** di **Inglese** Scuola dell'Infanzia e **Primaria**

Manuale per la preparazione
alle **prove scritte e orali**
(posti comuni e di sostegno)

- Methods and Approaches of Modern Teaching and Learning
- Examples of Learning Unit
- Useful Vocabulary for Learning Unit

a cura di **Sara Mayol • Carola Z. Gavazzi**

III Edizione



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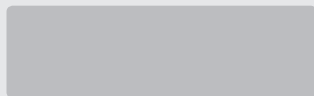
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Finalità e struttura dell'opera

Nel campo dell'insegnamento e dell'apprendimento delle lingue straniere, la scuola italiana ha compiuto grandi progressi negli ultimi decenni e sta ancora facendo molti sforzi per adeguarsi alle indicazioni europee. Tuttavia, l'internazionalizzazione e lo sviluppo della dimensione europea non sono obiettivi facilmente raggiungibili, perché mirano a ottenere il più alto grado di uniformità partendo da sistemi scolastici molto diversi fra di loro e radicati in un tessuto culturale eterogeneo.

Rivolto ai candidati al **concorso a cattedra** nella **scuola dell'infanzia e primaria** che devono sostenere le **prove di inglese**, per i posti comuni e di sostegno, questo manuale, ricco di spunti operativi per una didattica efficace e partecipata, vuole essere uno strumento per riflettere sulle esigenze comunicative in un mondo globalizzato e per conoscere i bisogni del discente della società del terzo millennio, che deve assiduamente confrontarsi con parlanti di altre culture.

Il testo è strutturato in cinque parti, in lingua inglese.

La **prima parte** introduce il **sistema educativo italiano**: dopo una breve storia della scuola italiana, sono analizzati gli ordinamenti scolastici e i principali attori della comunità scolastica, ovvero gli organi collegiali e gli insegnanti.

Nella **seconda parte**, il manuale presenta, e mette a confronto, i principali **modelli di apprendimento** e il loro impiego nella **progettazione didattica** e nella **valutazione** degli apprendimenti, in una prospettiva inclusiva; vengono inoltre illustrati gli strumenti e le tecniche a disposizione dei docenti per realizzare un'azione didattica efficace. Infine, sono esaminate nel dettaglio le diverse **metodologie** di insegnamento: dalla lezione frontale a quella partecipata.

La **terza parte**, di taglio pratico, propone esempi di **learning unit** che possono essere attivate in varie classi della scuola primaria, da singoli docenti o meglio ancora da più insegnanti, per un approccio innovativo alla didattica disciplinare nonché alla lingua e alla cultura straniera.

Per facilitare l'impiego dei modelli forniti in più contesti e agevolare la predisposizione di attività d'aula, la **quarta parte** presenta una vasta gamma di **schede lessicali** riferite ai più comuni campi semantici trattati nella scuola primaria, *classroom language*, ma anche al principale linguaggio correlato al *class management*.

Per la preparazione alla prova scritta del concorso, per i posti comuni e di sostegno, la **quinta parte** propone una serie di questionari sulla comprensione di testi in lingua inglese.

Al termine del volume, in **appendice** sono forniti ulteriori esempi di attività in aula.

Il manuale è arricchito da numerosi **contenuti extra** e **materiali didattici**. Il codice personale, contenuto nella prima pagina del volume, dà accesso a una serie di servizi riservati tra cui:

- il **software di simulazione online** che permette ulteriori esercitazioni sulla comprensione dei testi;
- una serie di articoli e letture mirate per prepararsi al **colloquio orale** in inglese.

Questo lavoro, ricco, complesso, denso di rinvii normativi e spunti operativi per l'attività dei futuri insegnanti, tratta materie in continua evoluzione.

Ulteriori **materiali didattici** e **approfondimenti** sono disponibili nell'area riservata a cui si accede mediante la registrazione al sito *edises.it* secondo la procedura indicata nel frontespizio del volume.

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Estensioni online

Topics and useful texts

- Jean Piaget
- Council Of Europe: Recommendations Concerning Modern Languages
- Language Acquisition
- What Are Classrooms Like for Students with Learning Disabilities?
- 15 strategies for Managing Attention Problems
- eVoc Strategies: 10 Ways to Use Technology to Build Vocabulary
- Using Songs in the English Classroom
- Bullying in Schools
- Erik Erikson
- Positiveness: Strengthening Family Relationships
- Maria Montessori
- Cyberbullying
- Student-centred learning: What does it mean for students and lecturers?
- Multiple intelligences
- Non-verbal communication
- Creativity in the language classroom
- Low Self-Esteem
- Bowlby's Attachment Theory
- Oral Language in Perspective

Part One

Basic Knowledge of the Italian Educational System

SUMMARY

Chapter 1	The Italian School System and the European Context
Chapter 2	Organisation and Functioning of School Institutions
Chapter 3	Basic Knowledge of Italian Public Law

Chapter 1

The Italian School System and the European Context

1.1 The historical evolution of the Italian school

1.1.1 The nineteenth century

In 1861 the school model of the Kingdom of Sardinia was extended to the newly established Kingdom of Italy. The **Casati Legislation in 1859** outlined a school system divided in three sections: Higher education; Classical secondary education; Technical and primary education.

Primary school lasted a period of four years, with the first two compulsory for everyone. The **Coppino Legislation of 1877** extended the compulsory period to three years and the total period of primary school to 5 years.

1.1.2 The first half of the twentieth century

The main problem was illiteracy. At the census in 1901, 56% of the Italian population was illiterate, especially women and people in rural areas, while the situation in the industrial areas was a little better.

In **1904, the Orlando Reform** extended compulsory education until the age of 12 and changed the structure of the course of studies. At the end of the fourth year, the pathways were divided between those who continued to the fifth and sixth year of primary school (in preparation for professional training) and those who went to secondary school.

In **1911, with the Daneo-Credaro legislation**, primary schools passed under the direct management of the State through the Provinces and the school patronage became mandatory to provide assistance to families in need.

In **1923, with the Gentile Reform**, the education system was definitively centralised and governed by a hierarchical structure. Underlying the reform, there was an **aristocratic conception of culture and education**, seen as tools for selecting the best.

Primary school education returned to an extension of five years divided into two cycles (lower grade of three years and upper grade of two years). **Education was compulsory until the fourteenth year of life**, even if implementation was conditioned by the massive lack of school attendance in the poorest areas of the country.

Pupils graduating primary school had four pathways open to them:

- Grammar school, which gave access to high school;
- Technical school, structured into lower and upper courses;

- Teacher training school, structured into lower and upper courses;
- Complementary school, of technical, commercial and agricultural specialisation, later called vocational schools, for a period of three years.

After the Agreement of 1929, the **Catholic religion** became a school subject taught in all non-university schools. Those who did not intend to follow this subject could be exonerated upon request.

1.1.3 School in the Republican Constitution

With the approval of the Constitution, which came into force on 1st January 1948, the fundamental principles on which the education system is based were identified and set forth.

The articles that are more or less directly related to instruction are the following:

- **Articles 2 and 3** set out the fundamental human rights, equality and equal dignity of all citizens, the commitment of the Republic to remove obstacles to the full development of the human person;
- **Article 7** constitutionalises the Lateran Treaty of 1929;
- **Article 9** entrusts the Republic with the task of promoting the development of culture and scientific and technical research;
- **Article 29** states the rights of the family as a natural society founded on marriage;
- **Article 29** proclaims the duty and the right of parents to support, instruct and educate their children;
- **Article 31** confers to the Republic the task to support families and protect maternity, childhood and youth;
- **Article 33** introduces the principle of freedom of education. Commits the Republic to set down general education standards and establish state schools at all levels. It gives the right to private entities to establish schools at no cost for the State;
- **Article 34** affirms that the school is open to everyone. It establishes mandatory education for at least eight years (later legislation has extended the period to ten years). It sets the duty of the Republic to ensure that all worthy and capable citizens are enabled to reach the highest levels of education, even if they lack financial means;
- **Article 35** recognises the professional training of workers;
- **Article 117** sets out the powers of the State and the Regions in terms of education and vocational training. This article was amended in 2001 by Constitutional Law no. 3.

1.1.4 The second half of the twentieth century

In 1962, the Government established the single **compulsory lower secondary school**, implementing Article 34 of the Constitution (compulsory attendance for a period of 8 years).

After the protests in 1968, the Enabling Act 477 of 1973 and the implementing decrees (**enabling decrees**):

- introduced the participation of families and students to school life;

- established the boards of the school and redefined the legal status of the school personnel;
- allowed the realisation of innovative experiments with the observance of the laws in force.

The Nineties had a series of sectoral reforms, such as the reform of the primary school, the adoption of the Consolidated Law on school regulations, the establishment of the Comprehensive Institute, and the extension of compulsory education to 10 years.

Law 59/1997 introduced **school autonomy** (Article 21).

School equality was introduced by Law 62 of 2000, which established the **public education and training system**, including state schools and charter schools.

1.1.5 From the Moratti reform to the Good School

With Law 53/2003 (**the Moratti reform**) a new reform of the non-university educational system was introduced, restructuring:

- Nursery schools;
- The first school cycle (primary school and lower secondary school);
- The second school cycle (secondary school divided into two subsystems, grammar schools and vocational schools).

Today, only the general system of the Moratti reform still remains. In fact, in 2007, the change of legislative majority involved partial deferment. Between 2009 and 2010, a series of containment measures for public spending reorganised primary and secondary education.

In 2015, Law 107 (known as **The Good School law** or *Buona Scuola*) introduced a total “Reform of the national system of education and training” to be implemented (in particular) through a series of delegated legislative.

Certain provisions entered immediately into force, relating to:

- The extraordinary Plan to recruit about 100,000 teachers;
- The transformation of the Training Offer Plan to a Three-Year Plan;
- The employment by schools of new personnel;
- Different procedures to evaluate the test year of new teachers;
- Different systems of territorial placement for in-house and supply teachers for three-year offices.

1.2 Nursery schools and first cycle

1.2.1 Nursery schools regulations

Nursery schools were established by Law 444 of 18 March 1968.

The current nursery school is a pre-school path, recommended but not compulsory, for children **age 3 to 6**.

The normal schedule is of forty hours per week, five or six days, which can be extended to a maximum of fifty hours a week and reduced to no less than twenty-five hours.



The sections of primary school have, usually, a number of children that is not less than 18 and not more than 26.

For children from 24 to 36 months, the **spring sections** can be activated, based on school projects underlying agreements between the Regional School Offices and the Regions. The National Guidelines for nursery schools are included in the **National Guidelines for nursery schools and first cycle**, issued in 2012.

1.2.2 Primary school

The primary school is the first step of the first cycle of education. The condition to enrol in the primary school is to come to the age of 6 years.

Upon registration, parents or tutors express their options regarding the **weekly timetable, which includes four models**:

- **24** hours per week, introduced by Law 169/2008;
- **27** hours per week, introduced by Legislative Decree 59/2004 (Article 7);
- **30** hours per week. To the 27 hours option another 3 hours of optional activities are added, at parent's choice and based on the availability of the personnel (models 2 and 3 are derived from Law 53/2003, the so-called "Moratti reform");
- **40** hours per week (full-time), with 8 hours per day for 5 days a week, including a lunch break, the duration of which (one to two hours) is decided by the Board of the Institute at the proposal of the Board of teachers.

The classes of primary schools usually have a number of children that is not less than 15 and not more than 26.

Teaching **English language** was compulsory as a result of the Law 53/2003. The weekly timetable is different depending on the year group: one hour in the first grade, two in the second, and three in the following grades.

The National Guidelines for primary school are included in the National Guidelines for nursery schools and first cycle, issued in 2012.

The **periodic and annual evaluation of the pupil's academic performance**, as well as the related certification, is expressed in grades with tenths. The evaluation of the **behaviour** is instead expressed via a judgement, delivered in the manner approved by the Board of teachers. Even for the **Catholic religion**, the assessment is made through synthetic judgement.

Support teachers, assigned to classes in which pupils with certified disabilities are included, participate in the evaluation of all pupils.

Teachers may unanimously decide **not to admit** a pupil to the next grade, only in exceptional and duly motivated cases.

The frequency criterion of at least three quarters of the customised annual timetable does not involve primary school. It follows that the evaluation of the **impact of absences** on school performance is left to be decided by the team of teachers.

1.2.3 Lower secondary school

After primary school the lower secondary school, which lasts for three years, has two models of weekly timetable:

- Basic timetable of 30 hours per week (**normal time**);
- **Extended time** of 36 hours per week, which can rise to 40 hours upon authorisation by the Regional School Office. The timetable includes the time spent in the school canteen.

The parents or tutors are responsible for choosing the option at the time of registration.

The first classes are made up, as a rule, with no less than 18 and no more than 27 pupils, and can reach 28 in case of pupils extra registered.

The teaching of two European languages was provided: **the first is necessarily English**, with three hours per week. The second language has two hours per week and, based on the Programme of Studies, must normally be chosen between French, Spanish or German.

1.2.4 National Guidelines for the first cycle

The National Guidelines of 2012 point out that the **primary school and the lower secondary school** should jointly make up the first cycle of education. Hence, the choice of the vertical curriculum, built through school autonomy within the framework offered by the Specifications.

The starting point is the **Student's Profile**, which describes the skills related to the teaching disciplines and the full exercise of citizenship that a student must have at the end of the eight years of the first cycle of education.

Then, there are the curricula of disciplines (in order Italian, English and a second European Union language, history, geography, mathematics, science, music, arts and image, physical education, and technology).

For each of these disciplines, the **learning objectives** are identified:

- At the end of the third grade of primary school;
- At the end of the fifth grade of primary school;
- At the end of the third grade of lower secondary school.

1.2.5 Periodic and final evaluation. The final state exam in the first cycle of education

In secondary school (lower and upper), the school year is valid when the pupil has attended at least **three quarters of the customised annual timetable**.

The class council is **responsible for the periodic and final evaluation**, chaired by the head teacher or a delegate. Pupils must be assessed for each discipline and for behaviour with **grades expressed in tenths**. Teaching Catholic religion is evaluated using synthetic judgement.

To be eligible for the next year or for the State exam, pupils must acquire sufficient knowledge in all disciplines, including the grade for behaviour. In case of **deficiencies in one or more disciplines**, the class council may approve admission by majority. In this case, it makes a specific note in the evaluation document to call for the responsibility of the family and the student to make up.

The **State exam** is a summary of the activities performed by the pupil during the three years and a final verification of achieving the objectives identified by the Profile of competencies at the end of the first cycle of education, included in the National Guidelines.

Admission to the State exam takes place after the final meeting in the third grade and consists in assigning the **eligibility grade**, expressed in tenths, based on the following rules:

- Preliminary checks on school attendance, in order to ascertain the validity of the year (attendance of at least three quarters of the annual customised timetable);
- A grade not lower than six tenths for each discipline;
- A grade for behaviour of not less than six tenths;
- Verification of the guiding council expressed prior to the deadline for entries to the pathways of the second cycle or EPT (education and professional training).

The examination board is made up by all teachers of the third grades of the school, including support teachers. The chairman is appointed by the Regional School Office.

The State exam consists in five written tests (four of the Institute and a national one) and an oral exam.

The written tests of the Institute are: Italian, mathematics and science, English, and second European language. A national written test is then added with texts chosen by the Ministry among those prepared annually by INVALSI. It consists of two tests, one for Italian and one for mathematics, to be taken consecutively during one morning determined on national scale.

The oral test consists in a multidisciplinary interview, taken in the presence of the entire examining subcommittee.

The final mark is made up of the arithmetic average of the following grades in tenths:

- The admission grade to exam;
- The five grades obtained in the written tests;
- The grade obtained in the oral examination.

The final grade is rounded up to a higher unit by fraction equal to or greater than 0.5.

Candidates who obtain a mark of ten tenths will receive **honours** from the commission and the decision will be taken unanimously.

Graduate candidates shall be given the **certificate of competencies**: from 2015/2016 the model is provided by the Ministry. The certificate includes the confirmation or revision of the **guiding council** released during the examinations.

1.3 Second cycle of education

1.3.1 The equal status of “education” and “education and professional training”

The Moratti reform stated the equal status of the two pathways after the first school cycle: the five year education by the State and the education and professional training by the Regions.

CONCORSO a cattedra

Finalizzato alla preparazione della **prova di inglese** del **concorso a cattedra** nella **Scuola dell'Infanzia e Primaria**, il volume fornisce le nozioni teoriche in lingua inglese necessarie per superare le fasi della selezione concorsuale, ma anche esempi di attività d'aula in contesti cooperativi.

Il testo è strutturato in **cinque parti** in lingua inglese.

La prima parte del manuale fornisce un'utile **sintesi del sistema educativo italiano**: gli ordinamenti scolastici, gli organi collegiali, gli insegnanti.

Nella seconda parte il volume presenta i principali **modelli di apprendimento** e il loro impiego nella progettazione didattica, inoltre analizza nel dettaglio i diversi **metodi di insegnamento**, dalla lezione frontale a quella partecipata.

La terza parte propone **esempi di Learning Unit** dalle quali i futuri docenti possano prendere spunto per il loro lavoro quotidiano.

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