



ISTITUTO COMPRENSIVO "G. MICHELI"

di Scuola dell'Infanzia, Primaria e SSPG

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Parma, 15 MAY 2019

**“A school that involves is a school that thinks,
plans considering everyone ”**



TIMETABLE 15 MAY 2019

8:30-9:30 Welcome Desk in Primary School San Leonardo, Via Milano 16

9:00 – 9:30 Welcome Committee: Presentation of the school and the neighborhood in which it is located. Presentation of the people who are part of the group of event organizers

Groups I, II, III

9: 30-12:30: start of activities in Vicini secondary school and San Leonardo primary school

12:30-14:30 Break with lunch to Poeta Pizzeria-restaurant

14:30-16:45 start of activities in Vicini secondary school and San Leonardo primary school and meeting between teachers of the project

Groups IV, V, VI

9:30-10:00: move to Micheli primary school, via Micheli, 16/a

10:00-12:00 start of activities in Micheli primary school

12:30-14:30 Break with lunch to Poeta Pizzeria-restaurant

14:30-15:15 start of activities in Micheli primary school

15:30-16.45 move to Vicini secondary school and meeting between teachers of the project

9:30-10:30

Group I – VICINI secondary school School Library

Teacher Chiara DINI: “**Asking for direction, giving directions**”

An italian cours for student of recent migration

Group II - VICINI secondary school III C

Teacher Forceri Nicoletta: “**Various study skills**”

Laboratory for the enhancement of various study skills

Group III -san LEONARDO primary school

Teacher Sorrentino, Teacher Dedominicis : “**An italian cours**”

An italian cours in the primary school for student of recent migration

10:30-11:30

Groups I, II, III san LEONARDO theater of primary school

Mr. Giacomoni; Ms. Govoni, Teacher Dedominicis “**Is our time!**”

Presentation Project “Is our time!-Integration with music”

11:30-12:30

Group I – VICINI secondary school IB

Teacher Chiara DINI, teacher Allodi, teacher Contu, Mr Boselli, Mr Anquin:

“Silky roads”

Group III – VICINI secondary school ID, gym of Vicini school

Teacher Marinelli and Teacher Forcieri **“Emotions do gymnastics”**

Emotions came into play

Group II – VICINI secondary school II D

Teacher Sava, albanian mediator and Meghan indian mediator **“A one-way trip - albanian and indian mediators**

12:30 alle 14:30

BREAK with lunch to POETA PIZZERIA-restaurant

14:30-15:30

Group I san LEONARDO primary school

Teacher Sorrentino, Teacher Dedominicis “**Giocampus**”

Group II san LEONARDO primary school

Teacher Rosati, Teacher Dini : “**coding: the development of computational thinking in the computer room**”

Group III – VICINI secondary school

Teacher Ortalli Alessandra: “**My own coursebook**”

15:30 – 16:30 VICINI secondary school

Groups I, II, III, IV, V, VI Vicini secondary school

Focus Group _ in a classroom of the school

Meeting between teachers of the project

Ore 10:00 Groups IV, V, VI arrive to MICHELI PRIMARY SCHOOL

10:00 – 11:00 Groups IV, I DELFINI nursery school

Teacher D'Angelo, Teacher Chiarelli, Teacher Caspiati – **“Art in english “**

10:00 – 11:00 Groups V, MICHELI primary school, IV C

Teacher Serra, Teacher Marcotti **“Music workshop”**

10:00 – 11:00 Groups VI, MICHELI primary school, VB

Teacher Rosati, Teacher Azzali **“Digital workshop”(Spanish teacher)**

11:00 – 12:00 Groups V, I DELFINI nursery school

Teacher D'Angelo, Teacher Chiarelli, Teacher Caspiati – **“Art in english “**

11:00 – 12:00 Groups VI, MICHELI primary school, IV B

Teacher Serra, Teacher Marcotti **“Music workshop”**

10:00 – 11:00 Groups IV, MICHELI primary school, IIC+ some students of VB

Teacher Rosati, Teacher Azzali **“Digital workshop”(Spanish teacher)**

12:30 alle 14:30 Break with lunch to POETA PIZZERIA-RESTAURANT

14:30 – 15:15 Groups IV-V, MICHELI primary school

Teacher Serra, Teacher Mazzocco “**Singing together**”

14:30 – 15:15 Group VI- MICHELI primary school IV -C

Teacher Pingitore, Teacher Forcieri “**An animate reading: the little prince**”

15:15-15:30

Groups IV, V, VI arrive to VICINI SECONDARY SCHOOL

15:30 – 16:30 VICINI secondary school

Groups I, II, III, IV, V, VI Vicini secondary school

Focus Group _ in a classroom of the school

Meeting between teachers of the project

Cultures have a calling to enrich one another in a spirit of mutual respect

"Micheli" Institute is located in the area of two districts: San Leonardo and Cortile San Martino, to the north of the city centre . This area has been characterized, since the 1960s, by a high domestic migration flow , thanks to the rich industrial fabric, which has however undergone changes in the last twenty years: the tertiary sector have strongly developed when big shopping centers have opened.

The area is characterized by a wide network of voluntary associations and there are many sports facilities. Most of the population has a worker and / or white-collar occupation, located in the area. In recent years a considerable number of new families from abroad have settled down in the area.

The socio-economic background is diversified: alongside families who are in a solid economic position , other families live in a state of uncertainty due to job insecurity, to lack of family and social "roots", as well as to territorial displacements. In this context our Institute represents an important reference point as a place of literacy, of aggregation, of socialization and education to civil values.

Micheli Co-educational Institute is made of :

- two nursery schools "I delfini" and "San Paolo" with a total of 75 children. The 76% of whom are from foreign families;
- three primary schools “San Leonardo”, “Giuseppe Micheli”, “Ulisse Adorni” with a total of 695 whose 50% have non-Italian origins;
- a secondary School "Luigi Vicini" with a total of 306 students of whom 40% have non-Italian origins.

The foreign students are the 52% of the school population, of whom 38% born in Italy.

The IC Micheli benefits from Parma Town Council's projects , MIUR (Department of Education) funds for schools located in areas affected by a strong immigration process and by a high rate of school dropout. Moreover our Institute benefits from extra hours' teaching , intensive literacy workshops and extensive workshops of Italian as specific language during school and extra school time. Newly arrived families and students are welcomed and accompanied in the first period also by linguistic and cultural mediators, in collaboration with curricular teachers.

As a matter of fact today Italian School is called to build a future society inevitably heading towards plurality. In particular, in the last three years, the number of foreign students in our Institute has risen. This is mostly due to arrivals by relocations or reunions from central and northern Africa and eastern Asia countries. The school community has been enriched with new languages and ways of life.

Numbers in words

Integration means years of experiences, of practice, of actions, of changes.

The background of our neighborhood has strong integration roots because it was born and continues to be build on new arrivals and settling down from the countryside to the city, from the south to the north of the country, and today from different areas of the world. Not only. It has been enriched with dynamic responses to the new needs of society, with solutions of open didactics to meet the needs of a neighborhood in constant evolution.

For 43 out of 48 classes our Institute has applied to the Department of Education for waiver over the 30% foreign students. This figure helps to understand the foreign students' range of distribution in our school due to housing, working and social network reasons of the neighborhood.

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Educational and Didactic innovation

Is it possible in our schools a research, an experimentation and didactic innovation on linguistic and cultural enhancement? On this bet, our Co-educational Institute has made choices that go beyond general aims of integration but propose to and share with local authorities and private groups a curricular international approach for pupils of primary and secondary school.

Identity is still under construction

The identity of immigrant kids is still under construction. When they joins school, teachers have therefore to be prepared to provide them , as well as other students, with the tools to become aware of themselves and the context in which they live, giving them the opportunity to express their personality, their needs and their will. The presence of non-Italian-speaking pupils, if enhanced, also contributes not only to expand, enrich and update native students' knowledge but also encourages critical reflection on the peculiarities of the Italian language and stimulates conscious, serene and lively learning.

The school becomes the keystone of an active community, for the students who attend it, for the families that live it and for the neighborhood that supports it. Within the path of inclusion, the value and opportunity of linguistic diversity is a path along which a "first" language won't be an obstacle to learning but will be open to new languages, because every language says the world in its own way .

I. PRACTICES' OBJECTIVES

- Living the school with participation and trust;
- Promoting the gradual acquisition of social values
- Building active citizenship and contributing to the development of the social environment through a personal and critical point of view and by proposing feasible actions;
- Placing ourselves at the center of the educational process in which active (non-educational) methods are involved;

I. PRACTICES' OBJECTIVES

- Recognizing in the learning process one's own limits and difficulties. Learn how to use strategies to overcome them, becoming more aware in the building of one's own knowledge;
- Encouraging cognitive curiosity and critical sensibility;
- Raising the basic skills in L2, in English and in the scientific disciplines;
- Improving the results of the final exams

A) Provide linguistic support to foreign students

Potential proposals	<ul style="list-style-type: none">- Organize Italian courses during school hours- organize Italian summer courses;- involve immigrant families.
Potential benefits	<ul style="list-style-type: none">- Possible association between linguistic skills and results;- results easy to be measured;- tracking and evaluation of the courses.

B) Promote plurilinguism among the students

Potential proposals	<ul style="list-style-type: none">- Provide moments of sharing of Italian and foreign languages's phrases in the class;- organize afternoon courses of foreign languages;- develop an inclusive teaching method for everyone through a peer tutoring.
Potential benefits	<ul style="list-style-type: none">- the performance of foreign students is better when the cultural capital is preserved;- foreign students could improve both the skills in their own language and those in other subjects;- there may be more chances of immigrant families to support the learning of their children.
Potential difficulties:	<ul style="list-style-type: none">- lack of material resources available in all languages;- perception of delaying the learning of Italian.

C) Intervene on educational programs and redirect the role of teachers

Potential proposals	<ul style="list-style-type: none">- Define a new program using an intercultural perspective;- provide hours for active discussion and debates in the classroom;- organize seminars or refresher courses for teachers on intercultural issues;- select expert teachers on immigration issues;- evaluate the foreign students considering also their background;- include financial incentives for teachers based on the performance of foreign students
Potential benefits	<ul style="list-style-type: none">- increased involvement of foreign students;- - the teacher is comparing new teaching methods with respect of the current ones;- improved motivation in the study and higher inclination to learn by foreign students.
Potential difficulties	<ul style="list-style-type: none">- Inflexibility of school programs;- standardized evaluation methods

Involve the families of immigrant pupils and employ cultural mediators.

Potential proposals	<ul style="list-style-type: none">- translate the main news of the school system into several languages other than Italian;- hire additional teachers in addition to ordinary teachers,- use linguistic and cultural mediators.
Potential benefits	<ul style="list-style-type: none">- higher involvement of families in the school environment,- awareness when choosing the school in which to enroll the children by the immigrant family.

E) Avoid the high concentration of foreign children in the classes.

Potential proposals	- create social and cultural heterogeneous classes.
Potential benefits	<ul style="list-style-type: none">- better integration within the classroom,- foreign students are more motivated by the positive influence of their classmates.
Potential difficulties:	<ul style="list-style-type: none">- difficulties in creating heterogeneous classes when there is a constant flow of immigrant students



THANK YOU SO MUCH