



Cap sur l'école inclusive
en Europe



Best Practices

Parma

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1/ Context

The 5^B class (Fifth grade) is made up of 22 pupils, 13 boys and 9 girls. School time is 27 hours per week. The class group has a high level of learning in general, with strong creative artistic skills, a multiplicity of scientific and humanistic interests. Over the years, the class has achieved a high level of inclusion of a pupil with certified disability (under Law n°104).

Among the class, there is a particularly brilliant group of children, with a high level of autonomy and with high creative and technological skills.

A more talented pupil (known as A) is showing little enthusiasm for school activities and has been discontinuously included in the class group.

One pupil (B) is disability-certified (L.104) with reduced mobility, severe language impairment, medium to severe mental retardation.

Two pupils (C and D) show a poor academic performance and low self-esteem.

One pupil (E) was included this school year among the class.

2/ Goals : socio-affective and relational goals

The work aimed at applying the inclusive educational model to the learning unit dedicated to the artistic heritage of the city of Parma.

It originated as conclusion of a heritage education project that took place during the five years of primary school and which planned a visit to the main monuments of the city of Parma.

Projet goals were as follows:

- ✓ Improving cooperation and expression skills and developing every pupil's potential
- ✓ Encouraging continuity in the transition from primary school to middle school
- ✓ Giving gifted students the opportunity to deepen topics and experiment with tools that are more appropriate to them;
- ✓ Stimulating pupils' curiosity by rewarding them in the autonomy of the learning path

For some pupils, specific objectives have been set, corresponding to their needs:

- For pupil A (level of excellence) > promoting participation and the desire to deepen, accepting collaboration and comparison in the group.

- For pupil B (disabled with certificate L. 104) > playing an important role within the group, as a tour guide. The purpose is to:

- promote self-esteem (using speech to greet people and test its effectiveness);
- increase self-control (management of "tourists" groups in complete autonomy);
- promote the correct execution of a procedure (welcoming "tourists" with distribution of the map, stopping in front of each station, positioning the tablet at an established point, presenting the monument with the communicator, transferring to the next station);
- encourage the correct use of the "Let me talk" communicator (on which the route for stations is built);
- recognize the main monuments of the city (through the role of photographer in his own group and the identification of the monument on "Let me talk").

- For pupil C > increasing self-esteem (favoring the artistic-creative expression and inserting him/her into a group in which he/she can stand out for this); perceiving the effectiveness of one's actions (with targeted tests) and the achievement of minimum objectives of competence (repeated listening in various forms, free exposure and emotional involvement).

- For pupil D > increasing self-esteem (with a responsibility role in group work with the role of spokesperson) and self-control (with the teacher's verbal reference to the role).

- For pupil E > providing opportunities for socializing and for deepening relationships.

3/ « Best practice » conduct

Choices made for this project were calibrated on the characteristics of each pupil, in order to enhance everyone's strengths. The structure and the articulation of the project were designed according to the realization of the final product.

During a free conversation with the children, the learning unit was proposed to them only from the point of view of knowledge and the teacher-led discussion led to the choice of a virtual guided tour like the one they experienced during the experience at the 2015 Expo (Phase 1). The class decided to create a virtual tour (with creative interventions) to five significant monuments of the city of Parma to be implemented in the classroom, and to prepare an explanatory map with an indication of the working groups.

Activities

SPECIFICATION OF PHASES

Phase	Activity	Methodology	Materials	Duration	Evaluation	
1	Informal presentation of the project to the class	Brainstorming		1 hour		
2	Presentation of the project . theme . work methods and phases . times . final draft (in public with parents and teachers) . presentations of work groups . assignment of themes by group	Explanation by the teacher Discussion and conversation Mediation	On the IWB: - images of the monuments (with details); - explanatory diagram of the project development; - scheme of thematic groups	2 hours		
3	Documentation. a. Assignment of social roles and start of documentation phase b. Documentation organized in key points	a. Teacher explanation; recall of prerequisites; interaction with the spokespersons; cooperative learning with individual work a first collection and selection of material b. Work instructions and explanation of key points; cooperative learning; teacher supervision through a spokesperson; Delivery to the teacher of the monument information form completed	Billboards to make roles visible with related tasks Touristic brochures of the city and books provided by the teacher, material collected at home individually by the pupils "Monument in 5" card	2 hours	Self-evaluation on their role in the group	
4	Return	The teacher provides the return of the papers and distributes the revised documents to the groups (so that each child has a copy of his own work and that of the other groups)		1 2 hour		
5	Individual work	Explanation of homework to the pupils (explanation of the characteristics of the oral exposition)		1 2 hour		
6	Exposition in the classroom	Individual exposition in the classroom by each child in relation to his/her group theme, according to the established procedures Teacher feedback		3 hours	Individual evaluation by teachers based on oral exposition. Evaluation by peers.	
7	Preparation of the final presentation	Explanation by the teacher on the final product; delivery of the form "I invent the monument"; beginning of group work; teacher supervision through a spokesperson	Video on the IWB about Expo 2015; "I invent the monument" form	2 hours		
8	The stations	Group work; subdivision of duties and compilation of	"I invent the monument" form	2 hours	Self-evaluation	

		the "I invent the monument" forms				
9	Realization	Explanation for individual / pair work; Homework		1/2 hour		
10	Exposition tests	Exposition in class of thematic stations; restitution on the effectiveness by classmates through an evaluation grid and by the teacher; general exhibition test with school teachers		4 hours	Evaluation of Group work	
11	Parma 2.0 – Ufficio turistico	Exposition with parents, teachers, ...		2 hours		
12	Final verification and evaluation	Written tests of verification on disciplinary, social and metacognitive skills		2 hours	Written tests Self-evaluation on their role in the group Written assessment of meta-cognitive skills	
13	Work closure	Feedback by teacher		1 hour		

Methodology:

4/ Evaluation of best practice

This activity was quite complicated to organize. Often, initial ideas of the teachers had to change course because the pupil initiatives led us to a different organization of work. It took a lot of time but allowed us to understand the importance of pupil participation in building this best practice. The class worked well, the disabled pupil was able to take part in this activity in English language, using body expressiveness for communication. He has great language difficulties but was able to make many objects for the staging of the supermarket and he chose to play the role of the cashier during the dramatization. He had a lot of fun with his class and all of his classmates included him throughout the preparation of the game.

5/ Limitations

Simulation and role-playing game are two pedagogical methods that require a lot of time and energy. It is important to wonder whether they fit the context of the course in which they will be used. Simulation or role-playing game should ideally be done in three stages: preparation, progress and feedback on the activity. The motivating role of the teacher is central: it's up to him/her to choose various documents and activities, in phase with the tastes of his public, formative evaluations, etc. It is a question of encouraging the learner in an autonomous movement of discovery and appropriation of knowledge.

The framework of the planned activity must be properly thought about: characters, rules, goals set for the entire class but also and especially for pupils with special educational needs. All activities must be designed with a view on inclusive and differentiated pedagogy in order to deal with the heterogeneity of learners within a group.

The framework should be clear and easily understandable: pupils do not have a lot of time to appropriate it. The number of pupils must be taken into account: a small group will involve fewer constraints than a large one.

The teacher becomes an accompanist during the simulation or the role-playing game. As he/she will give more space to pupils, he/she must be willing to accept that pupils explore different ways of applying their knowledge and sometimes move away from the intended framework.

Tools provided to pupils should have an easily usable format (electronic or paper) and be adapted to the context of the simulation or the role-playing game and to the needs of pupils with special educational needs.

Available time represents a significant challenge.

Once the preparation is completed, the scenario must be tested and the players given the freedom requested to achieve the goals.

Evaluation must also be thought about: how to evaluate learning in a simulation or a role-playing game?

In order to avoid arbitrariness, some evaluation criteria should be set before the beginning of the activity, for example the quality of the knowledge at stake or the links established between the information available and the capacity to use and synthesize them.

Some evaluation methods can enable the teacher to situate the pupil in his learning:

- Considering the available information and the information actually used;
- Asking pupils to evaluate each other (assessment by peers);
- Asking pupils to evaluate themselves
- Considering how the game influenced SEN pupils' participation, how they took part in the activity, and how the rest of the class welcomed them in the group work