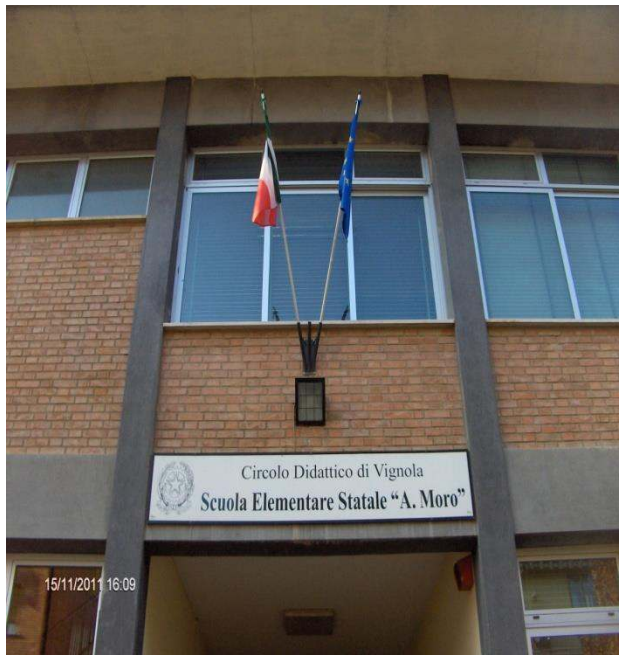


# *Continuity of children's learning and socialising experiences across pre- and primary school*



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DD Vignola





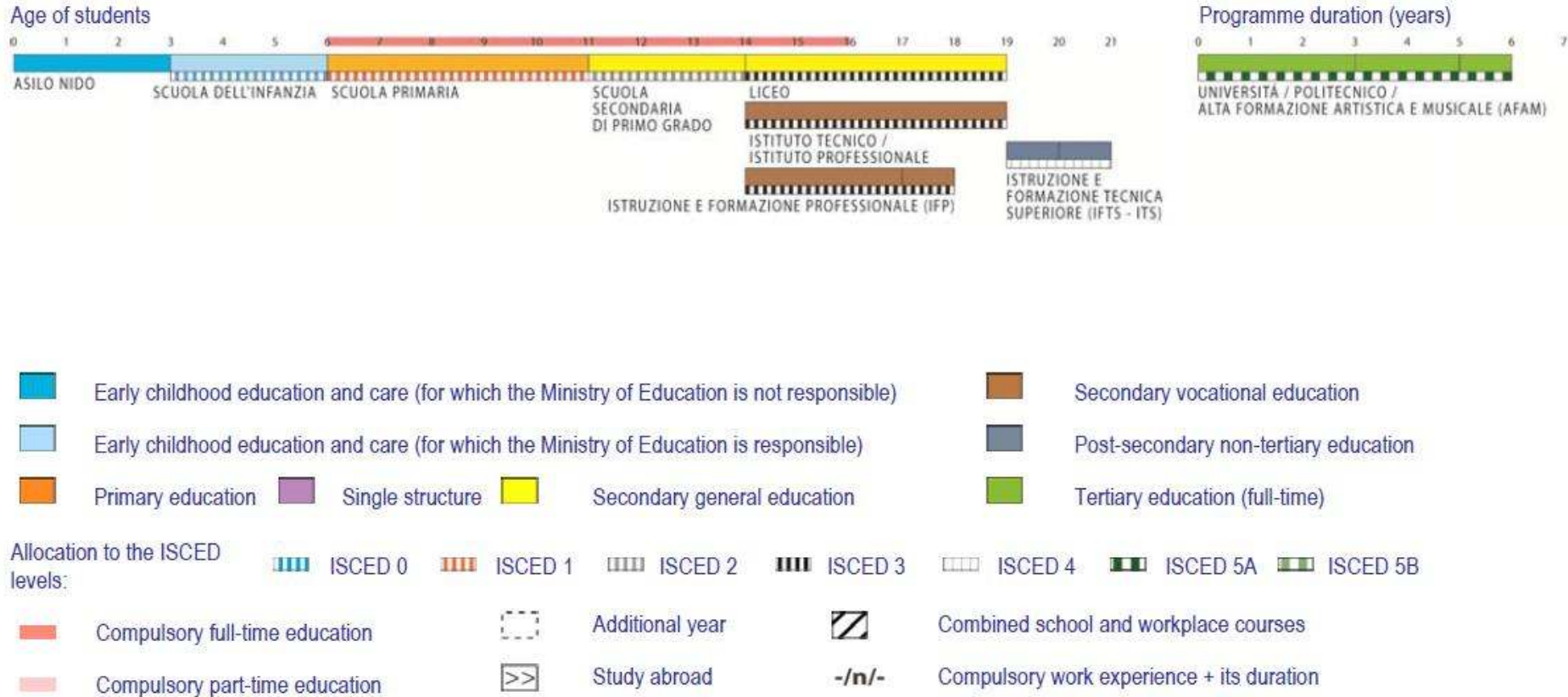
## PRESCHOOL "C. Collodi"



## PRIMARY SCHOOL "A. Moro"



## STRUCTURE OF THE ITALIAN EDUCATION SYSTEM



**New!** Law 107/2015 on integrated ECEC system

....but not yet implemented

# *DIREZIONE DIDATTICA DI VIGNOLA*

## *at a glance (2016/17)*

- N. 7 Pre-Schools (tot. 28 classes)
  - N. 4 Primary Schools (tot. 54 classes)
  - N. 653 preschool children
  - N. 1251 primary school children
  - N. 65 preschool teachers
  - N. 124 primary school teachers
  - N. 30 educators (special needs assistants)
  - N. 491 children with migrant backgrounds (26% overall)
  - N. 67 children with special needs (3,52%)
- 2 preschool classes +  
3 primary school  
classes
- 50 preschool children  
75 primary school children
- 5 preschool +  
3 primary school  
teachers
- 26 migrant children
- 7 SEN children

→ Enrolled in mainstream integrated classes with the support of special needs teachers and educators



# IMPORTANT PROJECTS

## •*CONTINUITY PROJECT BETWEEN PRIMARY AND PRESCHOOL*

**Every school year the continuity commission (GLU) provides activities about contents that are flexible and suitable for the classes involved**

- Children self-introduction
- Welcome activity and presentation of the primary school carried out by 10 year old children (5th class) : children give a symbolic present to 5 year old children,
- Preschool children interview primary school children
- Expressive laboratories carried out by both preprimary and primary school children as “partners”, 5 year old children together with primary school children of the 1st and 2nd classes);
- In the first school days children starting the primary school bring their book “preschool memories”, with the main activities carried out during the previous year



- “Lettori Forti” and “Sillaballando” as continuity projects



- At the end of the preschool years teachers fill out a summary document called **“Documento di Sintesi Infanzia-Primaria”**, which is not an assessment instrument but indicates the main activities and the educational path carried out by the children. At the end of the school year this document is presented to the parents during school meetings and made available to the teachers of the future first classes of primary school.
- In order to guarantee a positive beginning of the primary school the following meetings are carried out:
  - In May/June Preprimary teachers meets the commission of teachers responsible for the grouping of children in the future classes;
  - Preschool and primary school teachers (only 1st grade) meet within the months of October/ November

- **Sillaballando**: The project aims at finding out new methodologies and didactical strategies which could help in preventing problems connected with reading and writing competences or at least limit these difficulties. The teacher responsible for DSA (children with learning disabilities) together with preschool teachers, prepare different linguistic and physical activities and games to be carried out at the preprimary school such as: words jumping, dancing, singing, guessing, and also playing with words.

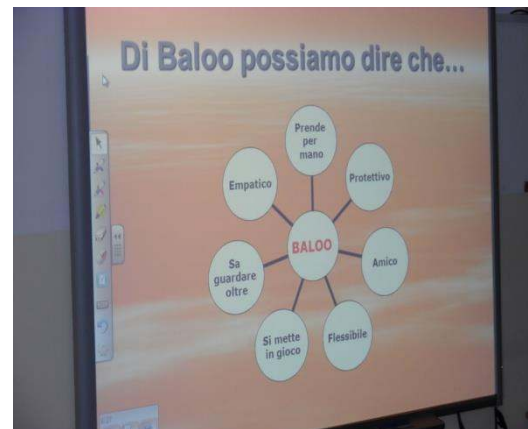


- ***Lettori forti – Tane della lettura:*** (strong readers and readers' den) It is addressed to both primary and preprimary children, who can read books at school with mum and dad, borrow books from the school library, they create specific soft spaces-areas at school, they visit laboratories at the town library;

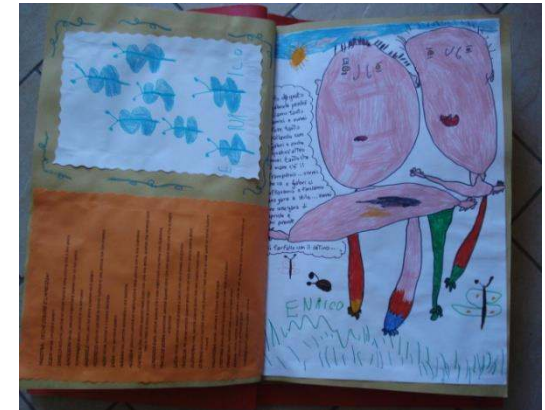
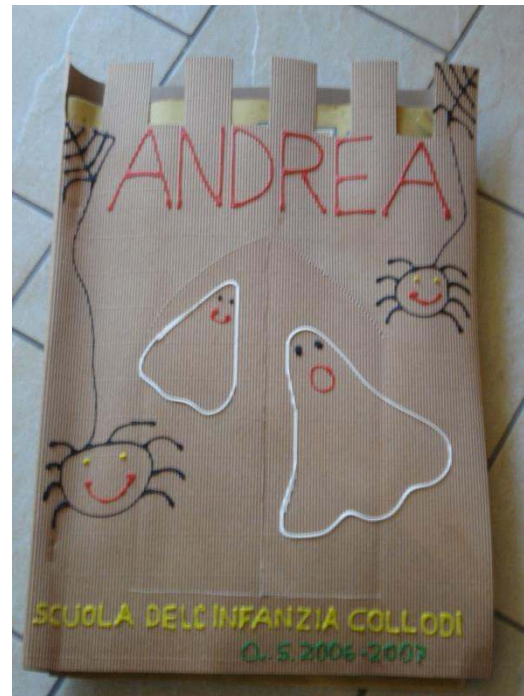
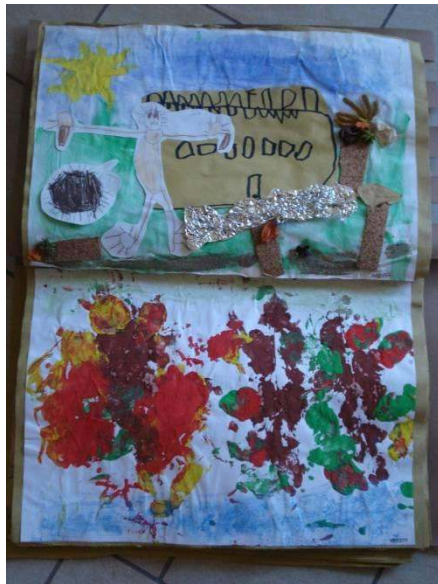




- **Baloo Project:** mentoring and tutoring activity , carried out by university students who received scholarship and can help in case of children with social problems, learning disabilities and linguistic difficulties, in order to improve learning and integration in primary and preprimary schools.



- **Final individual documentation (librone-big book)** during the school years teachers and children collect pictures, artwork and important activities in order to document their learning path.



# GOALS OF THE CASE STUDY

- Improve already existing continuity projects
- Facilitate learning and integration processes
- Improve exchange of views and confrontation between preprimary and primary teachers
- Improve professional development and growth of the teachers involved in the project



# METHODOLOGIES AND ACTIVITIES

- Team teaching (copresence) in those preschool and primary classes involved in the project
- Teachers exchanges among the different types of school;
  - Activities in small and big group to be carried out both at the pre- and primary school. (i.e. children's mutual visits)
- Strengthening existing continuity projects and activities (Sillaballando, Lettori forti/Tane della lettura, Memorie di scuola...)- enhancing critical reflection
- Use of educators and students from “Baloo Project” to improve inclusion and learning in particular for children with special needs;

# EXPECTED OUTCOME

- Enhancing social relationship and inclusion by availing of bridging figures such as educators and «Baloo» tutors;
- Improvement/strengthening of both cognitive and social competences of the children involved;
- Strengthening of teachers' competences to be used in different contexts with specific reference to good practices for educational continuity and inclusion
- Learning from other partners: elaboration of educational practices fostering the participation of children and families from migrant background.

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**THANK YOU FOR YOUR  
ATTENTION! GOOD  
START... TO ALL!**

