



School Equity Best Practice

Title: “Space to happiness”

Equity dimension:

- Fairness Inclusion Access Opportunities
 Personalised learning Personal and social development

Subject: *Special education needs*

Target groups:

- Early Years Primary education Lower secondary education
 Upper secondary education Vocational Training Other

Source:

“Giuseppe Parini High school” is a humanistic lyceum with three fields of study:

- human science
- economic and social
- linguistic

It is located in Seregno, a city in northern Italy. This institution is the first school with specific labs for each school subject in the province of Monza.

Contact details

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Description:

The educational space renamed “Space to happiness” aims to improve the well-being and the personal growing of the students, giving opportunities to be themselves. Also, it is intended to ensure the role of the students as individuals in the school community and the social community as well.

This inclusive project takes place in a room where everybody – students with or without disability, teachers, parents and educational staff can meet and work together to develop their personal identity. For that reason it’s always a “work in progress”.

Methodology:

Thanks to the new organization of the school in terms of laboratories and classrooms, there's a specific lab for each school subject in the institute. One of them is for the educational space. It's located in the centre of building to connect all the members of the school. This position is also useful to ensure its visibility. All the students with or without disability can use this room during their schooldays. It is used to plan interactive events or to manage specific situations of students with serious disability.

From the last school year the education plan related to the project has been developing through the collaboration of teachers, educational bodies of the territory, school parents and students.

In fact, from this school year, there's a second lab for the educational space. And it's because of the increasing number of SEN students that is necessary to ensure a personalized and inclusive learning, aiming at the personal and social development.

The headmaster promoted this project in our school as well as in our territory to collaborate with the cultural institutions. In addition, the group of special education teachers also promoted the project in order to inform students and subject teachers too. Those teachers organized an event that involved school parents. And, during the "alternative school week" many students participated in the activities they planned.

So now, the project is regularly supervised by an educational space expert and supported by a teacher-coordinator. The role of this teacher is concerning the project management, in terms of dissemination of information, organization of initiatives and relationships with the headmaster.

The main characteristics of the project and its path are as follows: the motivation and personal creativity of each participant. Everyone can contribute with their personal story and education, with their passions and attitudes.

Some activities start from teachers' interest or competence. In this case, they manage all the activities as contact persons. They are responsible and they make decisions with who is involved in the project.

The organization of the educational space is as a community of practice. Every student can find care and support from the adults. Besides, adults can develop new interactions and relationships, helping each other. They also enrich their personal and professional dimensions. During the activities teachers often work in co-presence. They usually plan group works related to the different learning paths of the students, with or without disability, and relaxing activities to socialize with teachers and peers.

All the learning objectives of the workshops are planned taking into account attitudes and competences of the students in order to achieve cognitive skills and social skills too.

Some activities are realized in collaboration with external human resources, local bodies, cultural associations and voluntary organizations.

The institution has already cooperated with the following bodies:

"Institute of blind people" located in Milan, "Old people's centre" located in Seregno, "Disabled people's centre" located in Seregno and Muggiò, "Maith Onlus Association" located in Ottiglio (AL), cultural associations Orienteering experts, craftsmen.

Resources:

Human resources: the project involves students with or without disability, special education teachers, subject teachers, educators, the headmaster, an external supervisor, school caretakers, external experts.

Financial resources: the project budget is €1000. It can be used to buy some equipment, materials, software and so on. Besides, some activities received financial support from other projects or donations.

Technical resources: two labs with interactive whiteboards ,six computers and two printers.

Outcomes:

Students and parents have expressed their satisfaction for the activities, especially for the SEN students.

They really appreciated their active role in the project , the mutual aid and the improvement of the social relationships.

The project has acquired now and it's very helpful to disseminate inclusive practice and values in the school.

Supporting documents:

- Logo.jpg
- Gianni Trezzi, *L'esperienza di uno Spazio educativo come opportunità di partecipazione*, in *Pratiche didattiche di partecipazione e inclusione. Breve manuale di lavoro a scuola e fuori*, a cura di Mariangela Giusti, Universitas studiorum 2018, pp. 59-64

Interview: *the practice should include a recorded video interview to one of the users about the benefits of the good practice. The video should be in English or subtitled. Maximum 3 minutes. Write the video URL here.*