



School Equity Best Practice

Title: GUIDANCE DIARY

Equity dimension:

- Fairness Inclusion Access Opportunities
 Personalised learning Personal and social development

Subject: self-awareness

Target groups:

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

Source:

Institute "Dante Alighieri" is a comprehensive state school situated in Cornated'Adda, a little town 21Km away from Monza in northern Italy. It has a population of about 11.000 inhabitants. The Institute is made up of four schools: three primary schools and a lower secondary school. It has about 850 students, mainly middle working class students with a high percentage of immigrants

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Description:

The main purpose of the project "Guidance diary" is not to be a simple accessory to the choice of the high school, but it aims to be a real growing factor for the students' ability to make choices for their future. The final product will be a collection of information based on skills, interests and personal characteristics of each student. In addition, the path that each student can take, accompanied by the teacher, is a useful tool for the school itself, as it helps in the construction of the "vocational advice".

Methodology:

The first year of lower secondary school represents a particularly critical moment which may cause significant inconveniences. Therefore, there is a need for guidance since from the first year to prevent early school leaving. This is why a tutor, usually the Italian language teacher, is assigned to each class as a counsellor.

With the Guidance Diary, our institute offers all students a physical space to keep their best works, orientation activities, experiences and reflections related to learning.

The main features of our path are introspections that make it possible for students to realize their attitudes, individual skills and metacognitions.

Specifically, the activities used and reported in the diary are readings, questionnaires, film visions, to help pupils identify interests and recognize their own identity.

For the first year students there are activities with the purpose of reflecting on one's own identity, on the method of study, learning style, and on the organization of work.

In the second year, we propose readings, films, role-playing games to introduce the theme of school choice and to promote self-projecting over the future. Role-playing games based on choosing a high school are used to make students reflect both on the most common mistakes when choosing them and on the importance of school education.

For third-year students, the guidance diary includes the introduction to the various different types of high secondary schools and students' reflections after their meetings with psychologists on the topic of choice. During this last year, study strategies are enhanced, pupils are asked to answer a vocational questionnaire, and they meet our school former students. Another important issue is the opportunity to take part in laboratories and workshops at high schools. Thus boys and girls can challenge themselves and make a real experience in the new school.

Pupils with linguistic or learning difficulties, as well as children with relationship problems and/or social problems, are given particular attention by building bridge projects with the high school and workshops assisted by their teachers.

Each task is documented and reported in the guidance diary as a significant footprint of the path that is used both as a personal reflection and as a starting point for the tutor discussions.

Resources:

Tutors of the project are Italian language teachers who follow the children in the path and stimulate them by proposing, for each age group, different activities (readings, films, discussions, questionnaires) that are useful for introspection and orientation (before personal and then scholastic).

Activities take place during the three years of Secondary School.

Activities take place in classroom and sometime in the computer lab (especially in the third year)

Outcomes:

All the school students (about 300) received the guidance proposal during the three-year project of lower secondary school. Thanks to this project more and more kids have followed the vocational advice (about 78%).

Supporting documents:

https://drive.google.com/file/d/1KuepMmb5tcg3_NUGyDvhZcl8a8bTMxsw/view?usp=sharing

Students' feedback:

<https://drive.google.com/file/d/1F0Fslusa34S-Cx7qPdQqCdIFuGkNYGNa/view?usp=sharing>

Difference between vocational advice and High Scholl enrolment:

<https://drive.google.com/file/d/11e13KXI0o5kzdHbIBBfTRoSM0BPV3GDX/view?usp=sharing>

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