



School Equity Best Practice

Title: ALTERNATIVE TEACHING ZONE

Equity dimension:

- Fairness Inclusion Access Opportunities
 Personalised learning Personal and social development

Subject: *SEN*

Target groups:

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

Source:

Istituto Comprensivo "A. Casati" - Muggiò (MB) Italy

<http://www.ic-casati.gov.it>

"Alfonso Casati Comprehensive School" is a group of schools which includes two pre-primary, two primary and one lower-secondary school for a number of about 1200 totally enrolled pupils. Most parents work so services as school meals and afternoon clubs are highly demanded.

The significative participation of the different cultural associations in the area, together with a cooperation between school and local Authorities, allows the constitution of a relevant supporting network. Parents take part to the school life through the School board and a special Parents Committee too.

The school aim is promoting personal and cultural success of every single student by the development of child in all his/her different aspects, helping the students to get social and relational competences and fostering cultural literacy.

Another main goal of our school is "achieving the students' well-being and inclusion", in order to prevent school dropouts, through special activities as literacy for newcomers or personalized learning for special needs students.

Description:**Recipients:**

Mainly SEN and disabled pupils of the three years of lower secondary, though the “alternative teaching zone” is open to all students in the school.

Goals:

to meet the specific needs of the pupils, widening the school's educational offer, to allow the students to experiment alternative activities rather than traditional teaching, but also to enable them to acquire life skills (Key competences of European citizenship), promote the knowledge of their strengths and help them choose the right high school (school guidance).

Methodology:

The educational intervention is intended to enhance the strengths and individual resources of students, starting from what they already can do or loves, experiencing efficacy and personal success. It aims to improve the learning skills and the ability to create positive relationship with other students, to respect the times, to pay attention the work phases of a lab activity, in order to learn how to make a handmade product by themselves.

Thanks to its laboratories, the alternative teaching zone may also offer different interdisciplinary evaluation tools.

It is also a container of activities and creative labs, aimed to the reinforcement of the linguistic skills (in Italian, English and French) through special didactic games which have been bought or hand made in the class by the students and their teachers. It covers the most part of the weekly school time and is managed by SEN special teachers through a daily handover among them. Each support teacher devote to the alternative teaching zone at least one or more hours out of his whole weekly plan (18 hours).

The space is open to the needs of all the children of the school; a specific timetable is handed out and displayed in every single class, so that each teacher knows when to find in the teaching zone special supporting activity for groups of pupils, either SEN or not.

These laboratories include such activities as : Crafts and Recycling (creative activities with mainly recycled materials), Cookery and Bakery, Electricity tools and Gardening.

Steps

N°	Work steps	Responsible Teacher	Period
1	Definition of the number of SEN students and of SEN teachers Creation of a possible timetable for their presence in the Alternative Teaching zone as a “Relay team”	Responsible teacher for SEN and students with disabilities	September/mid October

2	Starting phase: planning of the possible activities to carry on in the lab, according to the human resources available and the professional competences of the teachers involved	Responsible teacher for SEN students with disabilities	End of September/October
3	Working phase: starting of the different activities in the alternative teaching zone	SEN teachers	First term
4	School's Open Day organization and Christmas stands	SEN teachers	Open day before Christmas
5	Testing and reporting to school head	Responsible teacher for SEN students	End of first term
6	Alternative Space plus laboratories (gardening, electricity ...)	SEN teachers	Second term
7	Final testing and report to school head	Responsible teacher for SEN students	End of second term
8	Customer satisfaction	All the students involved	End of second term

Responsibilities

The person in charge of the Alternative Teaching Zone and of the labs for "Carlo Urbani" Junior Secondary school is the SEN coordinator Mrs Daniela Del Grande.

Duration: the school year.

Resources:

Human Resources:

SEN Teachers. The activities in the school garden are supported also by some volunteers from local associations.

Financial Resources:

common budget (assigned each year by the head teacher), self-financing from the Open Day Christmas Market (the market is open to parents who visit the school and remains available to teachers until Christmas holidays, it is managed by the students and their teachers).

Technical Resources and Materials:

"Riciclarte" Laboratory: recycled materials (newspapers, cans, cardboards and so on); colors, glue, wool, carpentry tools, to create costumes, jewelry and other materials that can be used for creative activities planned throughout the year.

"Vegetable garden" Laboratory: gardening Tools , seeds, plants, etc.

"Electricity" Laboratory": different kinds of electrical material (plugs, sockets, electrical wires) necessary for the realization of medium complexity circuits, extensions, etc.

"Cooking" Laboratory: small electric oven, camping plates, pots and various tools for the kitchen, food ingredients.

A computer with Internet connection is also available for the different laboratories.

Outcomes:

Handmade products; observations and evaluations of the improvement of personal skills of the pupils (also in relation to the European Key competences); a recipes book of the cooking laboratory, didactic games realized in the lab, etc.

The most important impacts on the pupils is the improvement of self-esteem and the confidence in personal skills, the improvement of their social abilities necessary to create correct relationship with the others. As a result of this project some have reduced or correct their misbehavior in the classroom, others have made great progress in social skills, improving the level of inclusion of the school.

For some of them the experiences made in the laboratories have determined the correct choice of the high school according to the vocational guidance of the teachers.

At the end of the school year, for each laboratory, a customer satisfaction questionnaire is distributed to the students to evaluate the activities. The outcomes are always positive.

Supporting documents:

[TIMETABLE SPAZIO EDUCATIVO.docx](#)

[Spazio Educativo.pptx](#)

Interview:

[..\Dropbox\EQUITY\SWANSEA\video_SE_Casati.mp4](#)