



Curriculum Analysis – ITALY

Pre-primary curriculum	
Introductory overview of the curriculum (e.g. what is the focus, what are the approaches, how is it delivered, etc.)	<p><i>Italy does not have a national curriculum. Autonomy of schools and empowerment of teachers are paramount values of the educational system at all levels. Curriculum design is a task carried on by each school and proceeds within specific requirements of compliance with competency profiles defined by national recommendations (Indicazioni Nazionali per il curricolo - last version issued on 2012). The document aims at providing a reference for continuity between pre-primary, and primary. The approach is competency-oriented but the learning outcomes are intentionally ill-structured so that there remains plenty of space for individualization, personalization and contextualization. The introductory chapter sets the basis to the underlying values that inspire the “vision” or “concept” of the Italian Instructional System which has the shared responsibility to go beyond learning and instruction, providing through the educational environments and their connections with other contexts, the means to personal development in terms of “knowing how to be in the world”. Recurrent concepts are thus: culture, person, lifelong learning, citizenship. Embedding social dimensions in each activity of schools is a discourse weaving each chapter of the recommendations</i></p>
<p>Goals and expectations, level of attainment, statutory requirements, etc. which are connected to the affective domain of learning; please provide information against the core competencies indicated (based on the attached CASEL segmentation; more information can be found on http://www.casel.org/core-competencies/)</p> <p>Please note that information is needed only for the categories actually addressed by the curriculum.</p>	<p>SELF-MANAGEMENT: Self management is not an expression used as a capability but it is understandable since Italy is adopting the concept of autonomy as a measure of level of competence, as proposed in the EQF framework.</p>
	<p>SELF-AWARENESS: Self awareness is generally discussed as a cultural attribute, leading to the valorisation of every ones and self memories and traditions.</p>
	<p>SOCIAL AWARENESS: “Per un nuovo Umanesimo”: One entire chapter at introductory level dedicated to social awareness and its implications and how the schools can promote it “</p>
	<p>RELATIONSHIP SKILLS: “Per una nuova cittadinanza”: One entire chapter discussing how the schools are conceived as communities and how every person learns better if in a relationship with others and the need of an inclusive approach. Teaching occurs in the context of a learning relationship (which is one of the main principles of Italian pedagogy)</p>
	<p>RESPONSIBLE DECISION-MAKING: “Per una nuova cittadinanza”: States that the educational system must educate citizens capable of participate willingly in the construction of collective landscapes that are both wide and heterogeneous but at the same time integrated at national, European and worldwide levels</p>
Topics and themes covered, incl. any domains and issues	<p><i>The national recommendations states that the complexity of</i></p>



addressed	<p><i>knowledge cannot be structured in strictly separated disciplinary schemes and recognizes interconnections among all areas of knowledge.</i></p> <p><i>Pre-primary curriculum development is organized in “Fields of experiences” (campi di esperienza), each field being almost self-explained by the choices of titles:</i></p> <ul style="list-style-type: none"> • <i>Il sé e l’altro (The self and the other): building identity, reflecting and understanding the world through dialog and questioning- applied to data, methodologies, right and wrong behaviour, culture, moral and also religion (which is optional). Comprises self awareness and communication of emotional feelings.</i> • <i>Il corpo e il movimento (The body and movement): Movement is conceived as a means of relating with others, communicating and physical activity is one of the first challenges to be addresses in terms of self-awareness, self-control, identity development and autonomy. “Taking care of the body” and “orientteering” are comprised in this field of experiences.</i> • <i>Immagini, suoni, colori (Images, sounds and colours): Imagination and creativity are approached as connected to both emotional development, aesthetic perceptions and cultural sensibility. Art is an opportunity so see the world with “different eyes” whilst being protagonist in artistic productions adds to self-awareness and social-awareness. Musical activities should contribute to self-esteem. Media literacies are comprised in this field of experiences. Storytelling capabilities are comprised in this field.</i> • <i>I discorsi e le parole (Discourses and words): Development of language is seen as essential not only to communicate but to build identity and develop logic reasoning. A second language is seen as a way to “encounter new worlds and cultures”. Communicating emotions, analogies and narrative thinking are among the goals for this area</i> • <i>La conoscenza del mondo (Knowing about the world): This area is conceived in exploratory and inquiry modes. It should promote self-awareness development through sharing and representing reality and their own experiences. Confronting opinions and problem-solving are comprised as goals in this area as well as observation or comprehension of “invisible structures”. This is the area where math, logics, and natural phenomena are addressed.</i>
Recommendations	<p><i>The recommendations for Pre-primary comprise all 5 categories of CASEL framework as a set of transversal development goals and a student centred inclusive approach.</i></p>



Curriculum Analysis – Italy

Primary School curriculum	
<p>Introductory overview of the curriculum (e.g. what is the focus, what are the approaches, how is it delivered, etc.)</p>	<p><i>Italy does not have a national curriculum. Autonomy of schools and empowerment of teachers are paramount values of the educational system at all levels. Curriculum design is a task carried on by each school and proceeds within specific requirements of compliance with competency profiles defined by national recommendations (Indicazioni Nazionali per il curricolo - last version issued on 2012). The document aims at providing a reference for continuity between pre-primary, and primary. The approach is competency-oriented but the learning outcomes are intentionally ill-structured so that there remains plenty of space for individualization, personalization and contextualization. The introductory chapter sets the basis to the underlying values that inspire the “vision” or “concept” of the Italian Instructional System which has the shared responsibility to go beyond learning and instruction, providing through the educational environments and their connections with other contexts, the means to personal development in terms of “knowing how to be in the world”. Recurrent concepts are thus: culture, person, lifelong learning, citizenship. Embedding social dimensions in each activity of schools is a discourse weaving each chapter of the recommendations.</i></p>
<p>Goals and expectations, level of attainment, statutory requirements, etc. which are connected to the affective domain of learning; please provide information against the core competencies indicated (based on the attached CASEL segmentation; more information can be found on http://www.casel.org/core-competencies/)</p> <p>Please note that information is needed only for the categories actually addressed by the curriculum.</p>	<p>SELF-MANAGEMENT: Self management is not an expression used as a capability but it is understandable since Italy is adopting the concept of autonomy as a measure of level of competence, as proposed in the EQF framework. It is comprised in the Student competency profile to be reached through primary School</p> <p>SELF-AWARENESS: Self awareness is generally discussed as a cultural attribute, leading to the valorisation of every ones and self memories and traditions. It is comprised in the Student competency profile to be reached through primary School</p> <p>SOCIAL AWARENESS: “Per un nuovo Umanesimo”: One entire chapter at introductory level dedicated to social awareness and its implications and how the schools can promote it “ It is comprised in the Student competency profile to be reached through primary School</p> <p>RELATIONSHIP SKILLS: “Per una nuova cittadinanza”: One entire chapter discussing how the schools are conceived as communities and how every person learns better if in a relationship with others and the need of an inclusive approach. Teaching occurs in the context of a learning relationship (which is one of the main principles of Italian pedagogy) It is comprised in the Student competency profile to be</p>



	<p>reached through primary School</p> <p>RESPONSIBLE DECISION-MAKING: “Per una nuova cittadinanza”: States that the educational system must educate citizens capable of participate willingly in the construction of collective landscapes that are both wide and heterogeneous but at the same time integrated at national, European and worldwide levels It is comprised in the Student competency profile to be reached through primary School</p>
<p>Topics and themes covered, incl. any domains and issues addressed</p>	<p><i>The national recommendations for primary school stress as specificity of the learning paths the concept of Cultural Literacies, which is described as an “horizon extended to other observed cultures and to relationships and knowledge building supported by new media”.</i></p> <p><i>Learning is seen as the first exercise of constitutional rights and should develop the following dimensions: cognitive, emotional, affective, social, physical, ethical and religious (optional). Reflective Citizenship, critical thinking, awareness and responsibility are developed allowing different cognitive styles. Disciplines should not be seen as fragments of information or isolated territories.</i></p> <p><i>Dialog and freedom of speech are encouraged and seen as the key to building values of citizenship (as described by EU documents), social skills, responsible decision-making and conflict prevention.</i></p> <p><i>Collaborative learning, workshops and learning how to learn are strongly recommended.</i></p> <ul style="list-style-type: none"> • Italian: Learning Outcomes comprise, other than domain specific competencies, communication skills, argumentation, collaboration in social contexts, reflection upon his own results and the results of others, recognize and learn from errors. • Foreign languages (mainly English A1 level): Learning Outcomes, other than domain specific competences, comprise: attributing value to cultural repertoires of each student. • History: the domain includes past and living narratives, perception of the present and the vision of the future enclosed in the metaphor of “historical conscience”. This approach should enable the sense of responsibility regarding public domains and heritage. Teachers are advised to promote critical thinking and prevent the use of history as a manipulated political discourse. Intercultural approaches should be provided in order to compare multiple points of view and prevent intercultural conflicts in the classroom. • Geography: it is seen as a connecting area that studies “the relationship among human societies and their planet”. Multicultural classes are seen as resourceful as in history and provide multiple points of view. Citizenship competencies are connected with the protection of the environment and “territory management”.



	<ul style="list-style-type: none"> • Mathematics: beyond domain specific competencies, should promote interpretation of reality and solve authentic problems. Workshops should foster group collaboration skills, argumentation, data literacy, scientific oriented decision-making • Sciences: Observation, inquiry and interpretation of phenomena are related to the development of self-efficacy, collaboration, argumentation and negotiation of sense. • Music: it offers a "symbolic and relational space" that sustains socialization, cooperation, sense of being part of a community and interaction with various cultures, flexible mindframes. Development of emotional and affective functions and symbolic representations of emotions are considered for identity development and intercultural skills. Relationship skills are practiced through groupwork. This is the only discipline where autonomous judgement is stated as learning goal (the expression is borrowed from Dublin descriptors: autonomia di giudizio) • Art and Image: beyond domain specific competencies, should promote awareness of the value of historical heritage, critical appraisal of "cultures of young people", intentional decisions about communication modes, critical analysis abilities. It is stated that "this discipline should contribute to the development of all dimensions of the personality of the students. • Physical Education: promotes self-awareness, contributes to the development of "the personality trough awareness of the embodied identity". Reflecting about the changes in their bodies, students will be enabled gain a positive image of themselves when comparing it with others. It facilitates non-verbal communication. Sports reinforce the self-appraisal, emotional control and team collaboration abilities, ethical values. • Technology: stimulates problem-solving, dialogue and collaboration. Promotes responsible decision-making and reasoning about the impact of transformations, and the conflict between individual and collective interests.
<p>Recommendations</p>	<p><i>Self-management at primary school is embedded in the concepts of responsibility and autonomy at introductory level. However, there is no concrete evidence of learning goals and outcomes which are intended to promote this specific dimension of autonomy. Although this is clearly a transversal goal, it could be further developed. The other 4 dimensions, instead, are better described also in the chapters dedicated to specific disciplines.</i></p>