

Erasmus+ Virtuously_Virtual







Secondaria "G. da Milano" di Valmorea



Primaria di Albiolo



Primaria "Dante Alighieri" di Binago



Secondaria "Fratelli Cervi" di Binago



Primaria "Don Carlo Gnocchi" di Solbiate



Primaria "Emilia Bernasconi" di Cagno



Scuola dell'Infanzia



Primaria "Bruno Munari" di Valmorea



Primaria di Rodero

THE SCHOOL-FAMILY EDUCATIONAL ALLIANCE

“The crucial point is that of the basic meeting between parents and teachers, a concrete form of the encounter between School and Society: if this meeting fails, the structure does not live”

(Gianni Rodari – A school of fantasy)

The co-responsibility between school and parents for the education of the new generations is among the fundamental principles expressed in the

Italian Constitution.

With different but complementary roles, our Constitution assigns to the family and school the responsibility of educating, instructing and training young people.

The educational system has changed, putting the child at the center of the training process

The involvement of parents in school life has expanded



Research experiences have shown that a good relationship between home and school leads pupils to:



- ▶ **Achieve better learning outcomes**
- ▶ **Promote greater self-regulation and general well-being**
- ▶ **Reduce absenteeism**
- ▶ **Maintain a more satisfying relationship with teachers and classmates**
- ▶ **Have a more positive attitude towards school and cultivate greater ambitions towards one's education**

Teachers and parents, as part of the collaboration established, are also encouraged to build a cooperative learning environment and to develop virtuous peer learning processes.



SCHOOL-HOME COOPERATION

Communicating

Parenting

Volunteering



Collaboration with
the community

Learning at home

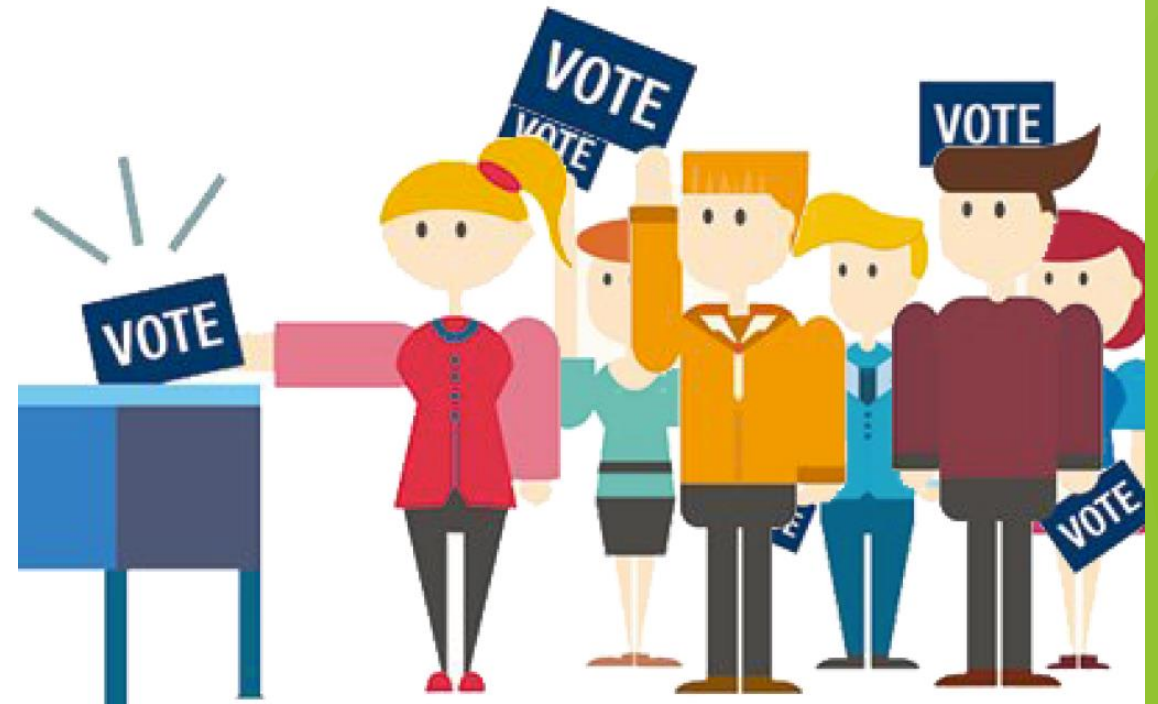
Decision making

PARTECIPATION AND CO-DESIGN

► IN INDIVIDUAL
FORM



► IN COLLECTIVE
FORM



Parent have the opportunity to meet the School at several levels

In individual form

Family dialogues with teachers, expresses opinions and receives useful information on the progress of their children and on how to collaborate at home to achieve the expected skills objectives.

In collective form

On a further level, parents elect their own representatives in the collegial class and institute bodies to collaborate in the planning of activities.

FUNCTIONS OF PARENTS REPRESENTATIVES:

- ▶ 1-Collect and report the proposals and opinions prevailing among the parents
- ▶ 2-Collaborate with the teachers to promote the school-family relationships
- ▶ 3-Express opinion on the extracurricular activities that the school intends to carry out including guided tours and educational trips



The educational pact of co-responsibility

A further legislative intervention on the subject of school-family relationship is the instrument of the educational pact of co-responsibility, which parents sign when enrolling in the school.

The Educational Pact of Co-Responsibility defines rights and duties in the relationship among educational institutions, students and families in respect of each other's roles, skills and responsibilities.



Family role in IC Valmorea

Educational pact of co-responsibility



The family:

- ▶ Knows and accepts the educational offer and the regulations of the school
- ▶ Supports school initiatives aimed at promoting autonomy and sense of responsibility also in the use of digital tools and new technologies in order to prevent the phenomena of bullying and cyberbullying
- ▶ Takes part in the prevention and information initiatives
- ▶ Encourages an assiduous attendance of students to lessons and other activities
- ▶ Supports the motivation to study and the application to school work of students;
- ▶ Maintains constant relationship with the Institute, inquiring about students' learning processes and behavior through interviews with teachers and regular viewing of communications on the website and on the electronic register

Cooperate even at a distance

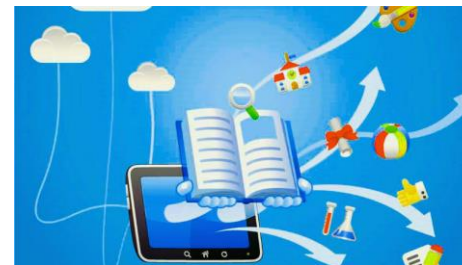
In the context of the health emergency, the educational-didactic continuity family-school is an even more valuable ally to ensure access to quality education.

The health rules envisaged, but also the new ways of delivering teaching, require bringing teacher-parent-pupil cooperation to a level of greater proactivity in the face of new needs.



In the context of the COVID-19 health emergency, the School-Parents Educational Alliance can contribute to:

- ▶ **Preserve** the student's bond with the School and the sense of school community
- ▶ **Redesign** the disciplinary teaching according to the needs of the new delivery methods
- ▶ **Enforce** health rules at school and at home
- ▶ **Manage** times and methods of Distance Learning and Digital Integrated Teaching
- ▶ **Exchange** information also in relation to the equipment owned by the families for the use
- ▶ **Update** parents on the progress of students even in remote mode

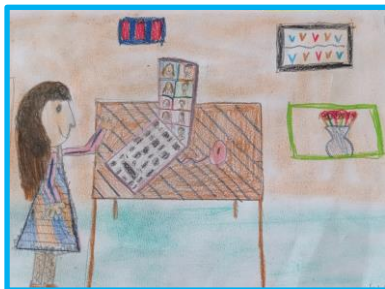
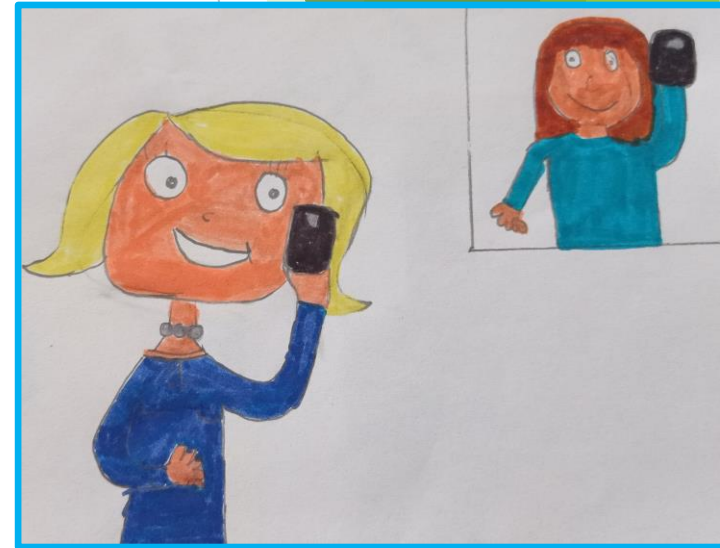


The DAD and the school-family relationship.



Since March 2020, the closure of schools in response to the COVID-19 pandemic has meant that children had to abandon their school desks and continue learning at home. The role of the parents' representatives was invaluable, because through them the teachers maintained direct contact with all families through digital means such as email or Whatsapp.

The reviews following the health situation will take place online, via MEET. Virtual OPEN DAYS are also held to present formative educational offerings to the parents of future students, during which professors and teachers will explain to the parents the organizational workings of the school.

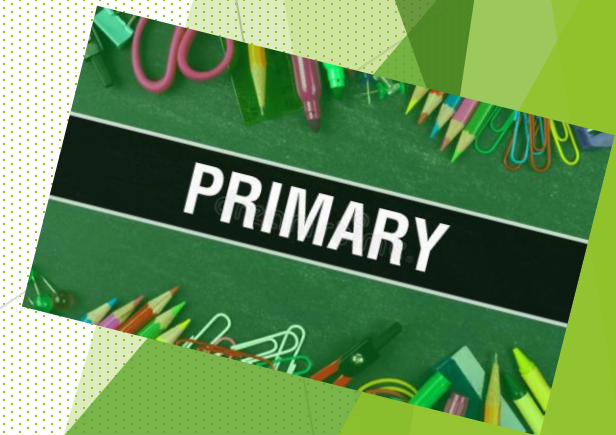


Parents are to make their skills and time available to projects involving primary school children



They should play an ***ACTIVE ROLE.***

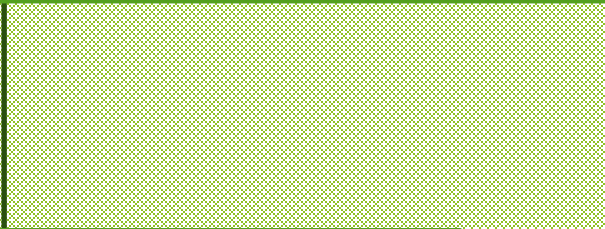
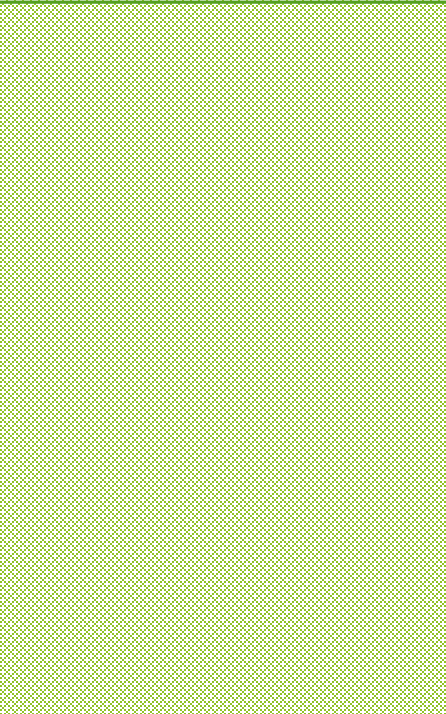
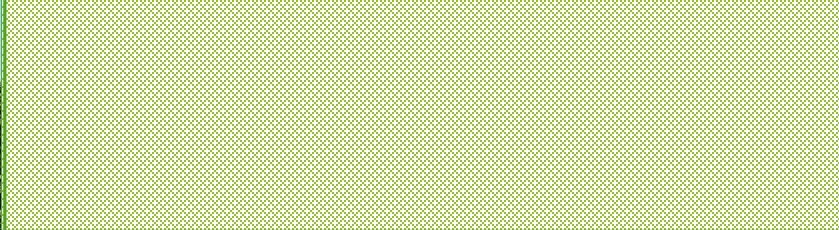
For example:



Yoga

A mother with a teaching diploma in yoga-gymnastics would make her profession available to teach children some yoga exercises in the open air.





Art

A mother with a diploma in art and graphic design, would teach the younger children to draw, the use of colors, painting techniques, and the use of different creative materials. While for the older children to observe works of art.





Psychomotricity

At the end of the school term, parents are advised by their children about the things they have learned at school.





Educational garden

Parents collaborate in the care of the garden especially during the summer period.



Educational garden



The Garden Mini-Market

The students will sell, and the parents will purchase the products that they grow.



Green Tidying Day

This project includes two periodic times throughout the school year: one is linked more to the celebration of tree culture, and the another linked to the care of public green areas.





Road safety

Walking and/or cycling through the streets of the town respecting the road signs.

ROLE AS A SPECTATOR

For example:

Musical and theatrical show

Parents would assist and attend



THE PATH OF MEMORY

- It is a new project presented on January 27 on the occasion of the memory of the victims of the Shoah
- It involves the students of the third classes of secondary school, those of the fifth classes of primary and their families
- They have to find information, photos and objects that can testify to the local experience in the period between the beginning of the Second World War and the proclamation of the Italian Republic.
- Then students will archive and catalogue all the material collected in a special space and keep the memory alive through the illustration of the material to all citizens

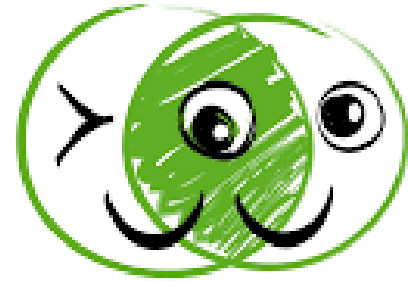


Pupils with special educational needs

For pupils with special educational needs, meetings between the team of teachers, parents and specialists who care for the children, will be scheduled three times during the year, and referred to as GLOs. In these meetings the relevant documentation will be shared (individualized educational plan).

In our Institute, a commission made up of support and curricular teachers, the DS and two parents, will meet twice a year to discuss issues related to inclusion and integration.

This group will be called GLI = working group on inclusion.



Parents at our pre-primary

1. Stare

2. Care

3. Dare



1. Stare

New social group

Get familiar with kids
and teachers

New experience



2. Care

Get in the swing of things

Be active at meeting and take responsibilities

Help making the environment more beautiful



3. Dare

Suggest projects

Become involved in teaching

Become part of the board



Sources:

www.Invalsi Open

PTOF IC Valmorea

www.icvalmorea.edu.it



VALMOREA



Thanks for the attention

