



Erasmus+



Work for an Inclusive School Heritage
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Work for an Inclusive School Heritage Best Practices

ISTITUTO D'ISTRUZIONE SUPERIORE «SEBASTIANO GRANDIS» - CUNEO

OUR SCHOOL

- ISTITUTO D'ISTRUZIONE SUPERIORE «S.GRANDIS» is a public High School set up in 1941
- We offer the following 5 year courses:
 - Technical for Tourism
 - Social-sanitary
 - Opticians
 - Commercial
 - SMAT (Mechanics, Electrics, Electronics)

OUR FIGURES

IN OUR SCHOOL:

- 185 teachers, attendances and secretaries
- 1.100 learners aged 14-18
- 100 adult students (courses in the evening)
- 50 classrooms
- 20 technical laboratories
- 3 gyms
- 2 libraries
- 1 laboratory for disabilities

OUR STUDENTS

- 1.100 students coming from Cuneo and the surrounding area.
- 283 students with special EDUCATIONAL needs (S.E.N.)
 - 150 students with learning developmental disorders
 - 68 students with disability
 - 65 students with other special needs (socio-economical, linguistic and cultural disadvantages)
- 30 different countries of origin

THIS MEANS THAT ONE FORTH OF THE LEARNERS HAVE DISADVANTAGES

WHAT WE DO FOR THE INCLUSION

- **Inclusive teaching** is used in all classes and **adapted to the needs** of single students;
- we have «**support teachers**» for students with special needs in the same classroom.
- Our school practices **different didactic methods**: flipped classroom, learning by doing, peer education projects....
- Our school is a **reference centre for disabilities** for the other schools of the area:
 - it offers aimed **training and refresher courses** for teachers
 - **special tools and didactic material** for disabled students

WHAT WE DO FOR THE INCLUSION

- For S.E.N. students we design a **taylor made curriculum; tests** are arranged with graduated exercises and students are allowed to use specific tools.
- Our school is engaged in projects focused on **fighting early school drop out** and it pays close attention to welcoming and to relationships between students themselves and with teachers.
- Our school has deep **relationships with local companies and public agencies** where students experience **work linked training**.
- Our school participates to **Projects in European and International contexts**.

21ST-CENTURY SKILLS – BUILD UP SKILLS FOR RESPONSIBLE BUSINESSES

- STUDENTS WORKED ON THE TOPIC OF SUSTAINABLE BUSINESSES (I.E. BUSINESS PLAN WITH EXPERT OF SMALL ENTERPRISES, LOCAL TRIPS) TO SEE GOOD PRACTICES AND PARTICIPATED TO **BUSINESS SIMULATION ACTIVITIES** PROVIDING CULTURAL, TECHNICAL AND OPERATIVE TOOLS USEFUL TO DEFINE A STUDENT OWN BUSINESS PLAN IN THE FIELD OF SOCIAL BUSINESS AND SUSTAINABLE TOURISM.
- STUDENTS WERE FINALLY INVOLVED IN **INTERNSHIPS** EXPERIENCES IN SUSTAINABLE BUSINESSES.
- TEACHERS AND STUDENTS WERE INVOLVED IN **CLIL ACTIVITIES** IN ENGLISH ON THE TOPIC OF SUSTAINABLE TOURISM

21ST-CENTURY SKILLS – BUILD UP SKILLS FOR RESPONSIBLE BUSINESSES

- STUDENTS: THE PROJECT FOSTERED AN **ACTIVE LEARNING** THROUGH PRACTICAL AND PROFESSIONAL ASPECTS AND SIMULATED TOWARDS THE ACQUISITION AND USE OF **PROBLEM SOLVING** STRATEGIES IN REAL OR SIMULATED BUSINESS SITUATIONS THROUGH **PROJECT & WORK BASED LEARNING EXPERIENCES**
- TEACHERS HAVE BEEN INVOLVED IN EXPERIMENTING AND IMPLEMENTING CLIL COURSES INTENDED TO OTHER STUDENTS. THEY ALSO CREATE SOME LITERATURE (E-CLIL TEACHING UNITS ON SUSTAINABLE TOURISM) THAT HAS BEEN SHARED AND THAT CAN BE LATER USED BY OTHER TEACHERS INTERESTED IN CLIL METHOD TEACHING.
- PEDAGOGICAL GOALS:
 - TO INCREASE STUDENTS **SELF-ESTEEM** AND **ENTERPRISING SPIRIT**
 - TO CREATE PROFESSIONAL GROWTH AND BETTER WORK OPPORTUNITIES AFTER SCHOOL
 - TO FOSTER ENTREPRENEURIAL ATTITUDE IN SCHOOL PAYING ATTENTION ALSO TO SUSTAINABLE DEVELOPMENT NEEDS
 - TO DEVELOP COMPUTER AND FOREIGN LANGUAGE SKILLS BOTH FOR STUDENTS AND TEACHERS

SOCIAL INCLUSION – «INCONTRIAMOCI» (LET'S MEET UP)

- THE PROJECT IS FOCUSED ON **THE USE OF BODY LANGUAGE, DANCE, THEATRE** TO INTEGRATE PEOPLE WITH DISABILITIES IN THE SOCIETY.
- THE STUDENTS HAVE BEEN INVOLVED IN ACTIVITIES OF BODY MOVEMENT TO BRING OUT EMOTIONS AND FEELINGS UNDER THE SUPERVISION OF AN EXPERT OF «EMOTIONAL THEATRE».
- FOR INSTANCE: **ONE LESSON** HAS BEEN FOCUSED ON **BLINDNESS** WITH THE PRESENCE OF ONE BLIND STUDENT OF OUR SCHOOL. DURING THIS LESSON ALL THE STUDENTS WERE BLINDFOLDED AND THEN STIMULATED WITH VOICE, SOUNDS AND MOVEMENT ACTIVITIES.
- DURING OTHER LESSONS, STUDENTS HAVE EXPERIMENTED DIFFERENT TYPES OF EXPERIENTIAL COMMUNICATION ACTIVITIES USING THE BODY LANGUAGE:
 - SOUNDS EXPERIENCES
 - UNUSUAL BODY POSITIONS
 - MIME THEATRE – USE OF BODY EXPRESSION
 - FOLK DANCING

SOCIAL INCLUSION – «INCONTRIAMOCI» (LET'S MEET UP)

PEDAGOGICAL GOALS:

- TO ENCOURAGE THE SOCIAL LIVES OF PEOPLE WITH DISABILITIES INSIDE THE SCHOOL
- TO IMPROVE: AUTHONOMY, SELF CONSCIOUSNESS, SELF ESTEEM OF THE PARTICIPANTS (AND IN PARTICULAR OF THE STUDENTS WITH DISABILITIES) THROUGHOUT THE COMPARISON WITH OTHERS
- TO CREATE SOCIAL IMPACT, TO OPEN OUR SCHOOL TO THE INCLUSION OF PEOPLE WITH DISABILITIES AND ENCOURAGE OUR STUDENTS TO THE VOLUNTARY SECTOR