

«IC Piola» Giussano «IC Falcone e Borsellino» di Offanengo

ITALIA



Relationships established

- - Relationship with the university.
- - Relationship between the two coordinators of the project.
- - Relationships in each school's team (IC Offanengo).
- - Relationship between the two schools' teams.



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ANNIVERSARY

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Method of action

1. Each school analyzed its own observation grid
2. The two schools shared a revised grid in a plenary session
3. The grid was sent to the university which worked out our observations together with the neuropsychiatrist
4. We used the grid
5. The teachers of each school exchanged opinions on the efficacy and usability of the grid
6. We created working groups with members of both teams according to the age ranges in the grid
7. Final discussion about the latest changes to the grid in a plenary session
8. Transnational meeting



Operational proposals



1. Elimination of some redundant or not needed items.
2. Application of the grid not based on age, but based on the class attended.
3. Introduction of the area relevant to the observation of the reception
4. Introduction of two items in the communication area for the observation of foreign children
5. The grid did not include the area of autonomy and relationship for early pupils
6. Provide objective evidence to facilitate the observation of some items
7. Creation of a digital format to make it easy to use
8. Associate each light bulb with a score to help establish the level of concern in the total of each area.
9. Pre-screening grid that allows to reduce reports and that refers to other types of specific observation grids

Open questions

1. Is it a practical and useful grid for teachers?
2. Is it clear and easy to understand even for those who have not taken part in the revision of the grid? (need for some explanatory notes under the most complex items or maybe a user manual for the items?).



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Impact of the sanitary emergency



- The grid was used for a smaller number of children.
- The expected usage time of the grid was reduced.
- Part of the live training course addressed to the Comprehensive School of Offanengo was not held.
- The researchers could not come into the schools to supervise the teachers using the grid.
- The experience gained with the first lockdown made it possible to implement the use of digital devices and to promote and facilitate the communication between the two schools.
- Transnational meeting not from the live.

