Syllabus

Course Description

Course Title	Institutional Frame and School Laws
Course Code	11428
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	
Lecturers	Prof. Beate Christine Weyland, Beate.Weyland@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2218 Dott. Mag. Mario Falanga, mario.falanga@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/342
Teaching Assistant	
Semester	Second semester
Course Year/s	5
CP	5
Teaching Hours	40
Lab Hours	0
Individual Study Hours	85
Planned Office Hours	15
Contents Summary	See the individual course modules
Course Topics	See the individual course modules
Keywords	Professionalism, teachers, research community, school legislation, constitution, rights, duties, competences, development
Recommended Prerequisites	
Propaedeutic Courses	

Teaching Format	In remote mode
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge - To know the cultural and legislative instruments underlying the legal status of the teacher. - To know the school system in its structural and functional aspects. - To know the rights, duties and powers of the teaching profession. - To know key concepts, theories and practices concerning the profile and professional development of the teacher. Skills - To use legal and professional knowledge. - Exercise one's legal and professional rights. - To fulfil one's legal and professional obligations. - Declare one's professional role in terms of ethical commitment and personal responsibility. - Observe and review one's own professional experience. - Monitor and direct the development of one's own professional profile. - To integrate oneself into the school as a complex organisation and participate in evaluation and improvement processes. - To contribute to the school community's continuous development and learning processes. DISCIPLINARY SKILLS: Knowledge and understanding - of the principles, rules and operational tools of school legislation; - of the Italian school system and the legal status of the various school actors; - of key concepts, theoretical models and practices concerning the profile and professional development of teachers; - some devices to support professional learning. Ability to apply knowledge and understanding - to concrete cases of school practice (activities and workshop situations) and in the relationship with teachers, students, families and school management

	TRANSVERSAL/SOFT SKILLS: Autonomy of judgement - The student is able to solve problematic cases arising in everyday school life; - The student is able to discuss, reflect, elaborate, rework in a personal manner the emerging themes of the module; - He/she is able to argue emerging themes of the module demonstrating critical capacity, coherence, methodological rigour, precision and accuracy. Communication skills - The student is able to use the specific language relating to school issues and knows how to deal in legal and professional terms with issues relating to everyday school life; - can communicate effectively in both oral and written expression; - can listen to and understand different points of view. - can communicate in a group and support their own ideas. Learning skills - The student is able to read and understand school law documents and demonstrates adequate competence both to devise and support arguments and to solve problems in his/her field of study; - He/she can reflect on his/her own performance and self-assessment; - Can identify their own professional development needs and orientate themselves accordingly. The skills and abilities described will be assessed both during the course (through individual and group activities) and in the final examination.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Oral: discussion of some topics with general reference to the entire module, with particular reference to the intermediate exercises carried out in Institutional Framework and School Law and the content on Constructing the Professional Profile
Evaluation Criteria	- The module provides for the award of a single final mark.

	- In relation to the oral examination, the following are considered and assessed: relevance, clarity of argument, capacity for critical analysis, ability to revise and reflect. In the event of a negative mark for the entire module examination, the examination must be repeated. However, any successfully passed partial examinations will be considered as already passed in the next attempt to take the entire module examination. It should be borne in mind that, even in this case, a negative assessment of the entire module will be counted towards the number of attempts available to take an examination. According to the Examinations Regulations, if a student fails an examination in three consecutive attempts, he/she may not register for the same examination in the three sessions following the last attempt (Art. 6, para. 4 of the current Regulations for Proficiency Examinations).
Required Readings	Weyland B., Falanga M. (2023), Didattica della scuola. Spazi e tempi per una comunità in ricerca Milano: Guerini. Falanga M., (2020), Diritto scolastico. Analisi e profili, Brescia, Scholé. The study materials related to the teaching "Building one's own professional profile" will be made available by the teacher. .
Supplementary Readings	Bartolini Bussi, M. G., & Ramploud, A. (eds.). (2018). Il lesson study per la formazione degli insegnanti. Roma: Carocci. Bertolini, C., Zini, A., Landi, L., Funghi, S. (2022). *Formare gli insegnanti alla discussione in classe: il Discussion Study*. In La Marca, A., Marzano, A. (eds.), *Ricerca didattica e formazione insegnanti per lo sviluppo delle Soft Skills. Atti del convegno Nazionale SIRD, Palermo, 30 giugno, 1 e 2 luglio 2022*. Lecce: Pensa Multimedia, 1177 – 1189 (open access). Cardarello R., Antonietti M. (2019).*Osservare per progettare*, in Nigris E., Balconi B., Zecca L. (eds.), *Dalla progettazione alla valutazione didattica. Progettare documentare e monitorare*. Milano: Pearson, pp. 179-206. Ianes, D. (2014). *Il Profilo dei docenti inclusivi dell'European Agency for Special Needs and Inclusive Education*. In: Idem, L'evoluzione dell'insegnante di sostegno. Verso una didattica inclusiva. Trento: Erickson, Appendice 2, pp. 211-225 (found in the banca dati uniba.it).

	INDIRE, Neoassuntiunti a.s. 2022/2023: Toolkit (online). Perrenoud, P. (2010). *Dieci nuove competenze per insegnare: Invito al viaggio* (III edizione. ed., Teoria e storia dell'educazione). Roma: Anicia. .
Further Information	
Sustainable Development Goals (SDGs)	Partnerships fot the goals, Quality education

Course Module

Course Constituent Title	Kindergarten and School as Institutions
Course Code	11428A
Scientific-Disciplinary Sector	GIUR-05/A
Language	Italian
Lecturers	Dott. Mag. Mario Falanga, mario.falanga@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/342
Teaching Assistant	
Semester	Second semester
CP	3
Responsible Lecturer	
Teaching Hours	24
Lab Hours	0
Individual Study Hours	51
Planned Office Hours	9
Contents Summary	The Italian school system and the legal status of teachers, students, managers.
Course Topics	- The right to education as a fundamental right and as a social right. - Constitutional principles on education, teaching and schooling.

	- State, regions and local authorities for schools. - Schools: legal profile and functional autonomy. - The Italian school system: pre-school, cycle I and II secondary education. - Rights, duties, responsibilities of the teacher - Rights, duties, responsibilities of the student - Rights, duties, responsibilities of the school manager - Rights, duties, responsibilities of the students' families.
Teaching Format	La lezione si svolge in modalità remota.
Required Readings	Weyland B., Falanga M. (2023), Didattica della scuola. Spazi e tempi per una comunità in ricerca Milano: Guerini. Falanga M., (2020), Diritto scolastico. Analisi e profili, Brescia, Scholé.
Supplementary Readings	

Course Module

Course Constituent Title	Teacher Professional Development and Portfolio Work
Course Code	11428B
Scientific-Disciplinary Sector	PAED-02/B
Language	Italian
Lecturers	Prof. Beate Christine Weyland, Beate.Weyland@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2218
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	16
Lab Hours	0
Individual Study Hours	34
Planned Office Hours	6
Contents Summary	Initial training is but the first step in the continuous professional development of every teacher. One of the most fascinating aspects

	of this profession is precisely that teaching is also an activity of learning, reflection and research, which takes place both in the dimension of continuous personal improvement and in the collective dimension of continuous development and learning processes that can involve the school community at various levels. Teaching will touch on some models of teacher competence profiles and some devices to support continuous professional learning.
Course Topics	- Theoretical models and profiles of the teacher's professional competence. - From initial training to induction into the profession: mentoring, mutual observation and the assessment of competences in the training and probationary period for newly recruited teachers. - The devices to support professional learning. - The tools of empirical research as a medium for professional development. - Teacher self-observation and reflective observation. - The lesson study: a participative and situated model of training and self-training.
Teaching Format	The lessons will be divided into phases of lectures by the lecturer and phases of activities on the materials that will be proposed, organised in the form of individual work and collective discussion. The lesson will be conducted remotely.
Required Readings	Weyland B. Falanga M. (2023). *Didattica della scuola. Spazi e tempi per una comunità in ricerca*. Milano: Guerini. - open access
Supplementary Readings	Gola G. (2012). *Con lo sguardo di chi insegna*. Milano: Franco Angeli