

Syllabus

Course Description

Course Title	School Legislation
Course Code	82013
Course Title Additional	
Scientific-Disciplinary Sector	IUS/09
Language	Italian
Degree Course	University course for initial training of secondary school teachers in the Italian language - 60CP
Other Degree Courses (Loaned)	Training course 30 CP - Italian section
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
Course Year/s	1
CP	2
Teaching Hours	12
Lab Hours	0
Individual Study Hours	38
Planned Office Hours	0
Contents Summary	Consistent with the DPCM of 4 August 2023, the course aims to present the evolutionary and current framework of school legislation in its various aspects: national school system, secondary school, legal status of teachers and students.
Course Topics	<ul style="list-style-type: none"> - Evolutionary outline of school legislation from the Constitution to the present day. - Schools in the Constitution. - National education system and educational regulations for secondary schools.

	<ul style="list-style-type: none"> - School institutions: legal personality, functional autonomy and governance. - Legal status and the teaching and student function.
Keywords	Constitution, Legal status, Teachers, Students, Functional autonomy, Legal personality, Lower secondary school, Upper secondary school.
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lectures and interactive sessions on legal topics and issues relevant to the teaching profession.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	<p>The subject area of reference is that of school legislation, within administrative law, in its dimensions of legislation on public education and in-depth legal and jurisdictional study of the same. The proposed objective is to provide students with an adequate general knowledge of school legislation.</p> <p>Disciplinary knowledge objectives are as follows</p> <ul style="list-style-type: none"> - outline of the history of training processes and educational institutions; - national education system and current educational regulations of secondary schools; - teaching function, legal status of school personnel and the students' statute; - regulations concerning special educational needs (students with disabilities, with specific learning disorders, with specific developmental disorders, with economic, linguistic, cultural disadvantages). <p>Disciplinary skills:</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"> - To know the cultural and legislative instruments underlying the legal status of teachers. - To know the school system in its structural and functional aspects. - To know the rights and duties of the teaching profession. - To know key concepts, theories and practices concerning the

	<p>profile and professional development of the teacher.</p> <p>Ability to apply knowledge and understanding</p> <ul style="list-style-type: none"> - Use legal and professional knowledge. - Exercise one's legal and professional rights. - Fulfil one's legal and professional obligations. <p>Transversal/soft skills:</p> <ul style="list-style-type: none"> - Declare one's profession in terms of ethical commitment and personal responsibility. - Ability to make one's own contribution in the school community in autonomy of judgement and originality. - Being able to relate in terms of legal status with students, colleagues and school management. <p>Learning ability</p> <ul style="list-style-type: none"> - Capacity for reflective judgement
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	written exam
Evaluation Criteria	<p>Relevance and mastery of the scientific content covered by the course</p> <p>Formal accuracy with regard to statutory and regulatory references.</p>
Required Readings	<p>Study of the following chapters:</p> <p>Part I: Chapter 1, pp. 19–29; Chapters 2, 3, 4, and 5.</p> <p>Part II: Chapter 2, pp. 189–210; Chapter 3, pp. 217–236; and Chapter 4.</p> <p>Part III: Chapter 1, pp. 311–315; Chapters 3, 4, 5, and 6.</p> <p>Part IV: Chapters 1 and 2.</p>
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Reduced inequalities