INVALSI AS an opportunity

for collaborative networking

and community of interest

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IV SEMINAR
"INVALSI DATA: A RESEARCH AND EDUCATIONAL TEACHING TOOL"
ROME, NOVEMBER 29TH – DECEMBER 1ST, 2019

IV Seminar
"INVALSI data: a research and educational teaching tool"
Rome, november 29th – december 1st, 2019

Who are we?

Incantiere is a network of operational schools, with over twenty institutes throughout the entire Italian territory and with *a long-term* planning. It began with a detailed analysis of the results of the INVALSI tests for the subject "Italian". The focus was on possible actions aimed at its improvement, taking into account existing operational and cultural constraints, the attention to innovation of the lead school, Vincenzo Ampolo (Surbo, Lecce) , as well as teachers of the discipline who are particularly attentive and open to innovation and pedagogical experimentation.

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What do we do?

Steps for improvement have been designed along three fundamental lines:

- enhancement of teacher pedagogy with consequent development and consolidation of didactic-methodological skills;

- systematization as pertains to research and innovative methodologies for teaching / learning Italian language and literature, with a particular focus on the writing and reading workshop method and its diffusion in our country;

- triggering of virtuous processes of change and planning of actions to support the change of consolidated teaching practices.

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What do we do?

Many initiatives have already been implemented: literary festivals, meetings with university experts (including foreign ones), discussions with authors and reference figures in the publishing world, competitions for students, collaborations with Italian publishing houses, training courses for teachers and workshops.

The model of diffusion and maintenance of innovation and the increased efforts to make these ideas possible is designed and validated with the support and involvement of the Department of Storia, Società e Studi sull'uomo of the University of Salento.

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IN SUMMARY, ABOUT THE NETWORK

- Incantiere is a network of more than 20 schools in Italy

- The lead school is Direzione Didattica "Ampolo" in Apulia

- Although we just started, we have high ambitions and long-term goals

Incantiere

Formazione e buone pratiche per la Didattica della
Lingua e letteratura Italiana

IN SUMMARY, ABOUT THE NETWORK

- The network was created in November 2018 by a group of primary, middle and high school teachers

- They are particularly attentive and open to innovation and pedagogical experimentation

HOW DO WE DO WHAT WE DO?
THE PROCESS

Step 1: Data

Step 2: Professional community of teachers

meets to talk about strategies, contents

Aggregazione	Percentuale studenti livello 1	Percentuale studenti livello 2	Percentuale studenti livello 3	Percentuale studenti livello 4	Percentuale s... livello 5
				24,0%	15,6%
femmine	7,3%	24,6%	28,5%	25,0%	11,8%
maschi	4,0%	29,0%	30,3%	15,4%	5,5%
femmine	20,2%	31,3%	27,5%	17,3%	10,2%
maschi	10,3%	33,3%	29,0%	10,6%	5,5%
femmine	26,0%	34,6%	23,2%	12,6%	9,6%
maschi	24,5%	27,4%	26,0%	17,5%	11,0%
femmine	15,6%	27,3%	28,7%	18,6%	15,4%
schi	14,4%	24,9%	26,7%		

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How do we do what we do?
The process

Step 3: Activity proposals

Step 4: Choice of criteria

- feasibility

- scalability

- repeatability

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How do we do what we do?
The process

Step 5: Scheduling in small teams (calendar, canvas)

Step 6: Planning within the referent team of the territory involved in the project
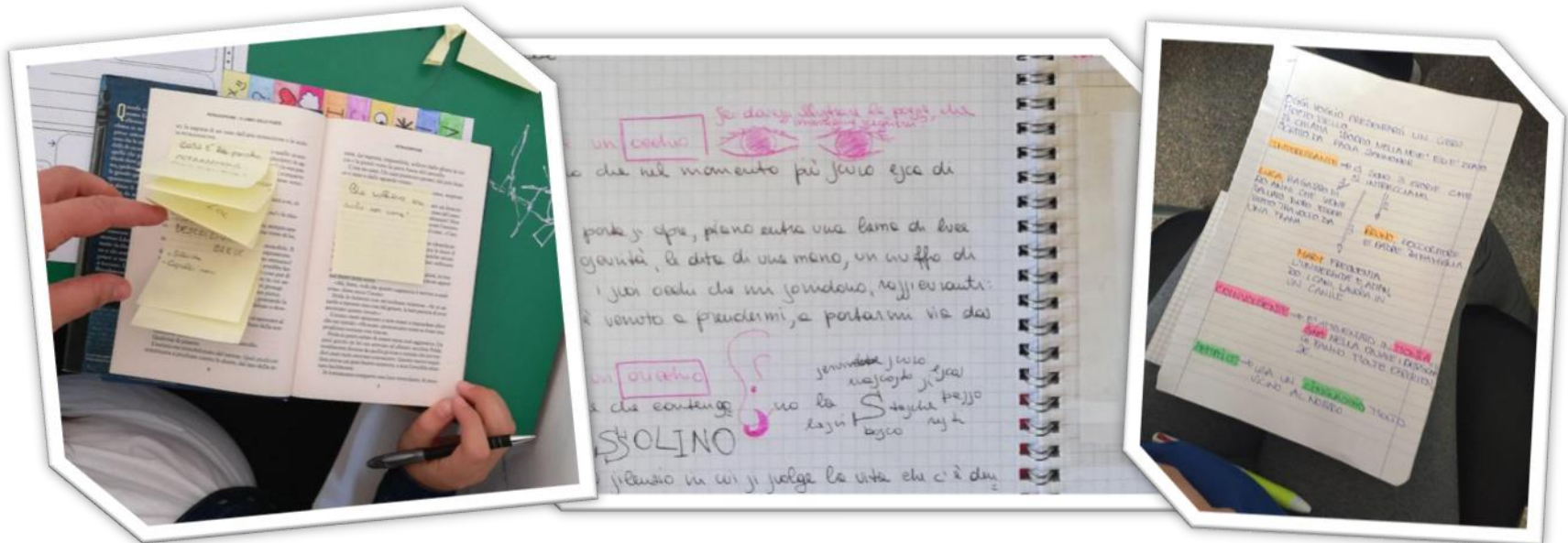
HOW DO WE DO WHAT WE DO?
THE PROCESS

Step 7: Launch of the initiative through
our website and also through
- social channels
- informal channels

Step 8: Implementation initiative
disseminated
open
"liquid"

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How do we do what we do?
The process

Step 9:   Activity documentation collection

Step 10: Reflection in groups of teachers

      on what has been done &

      evaluation of activities in focus groups

https://reteincantiere.wixsite.com/incantiere

WHY DO WE DO WHAT WE DO?
THE PROCESS

"Congruenza" is pursued

Data

Objectives

Actions
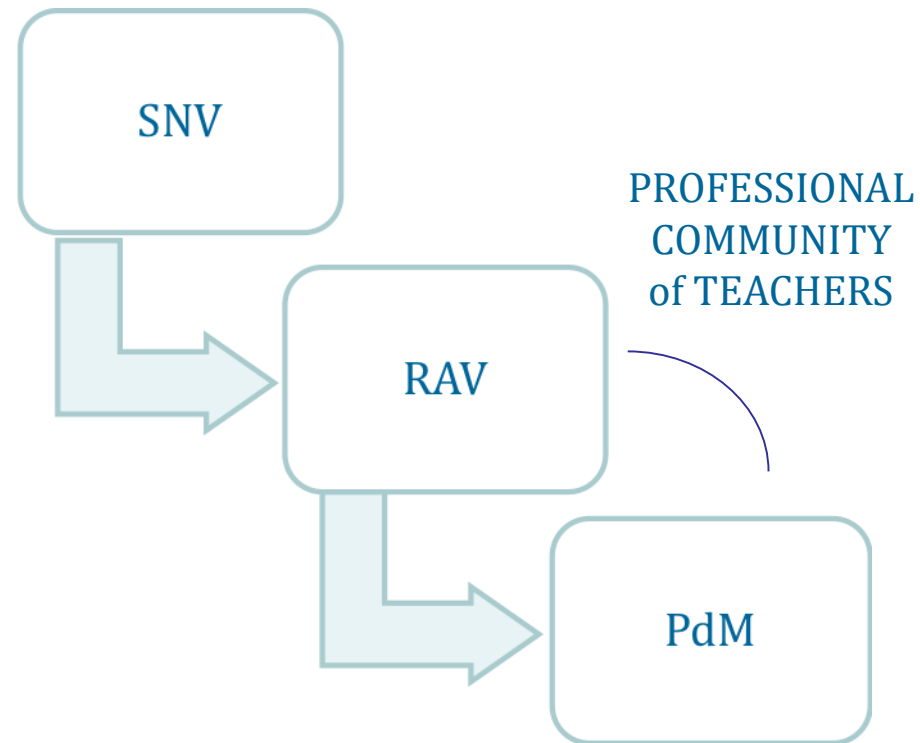
Process

Goals

WHY DO WE DO WHAT WE DO?
THE PROCESS

"Coerenza" is pursued
WRW method

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INVALSI

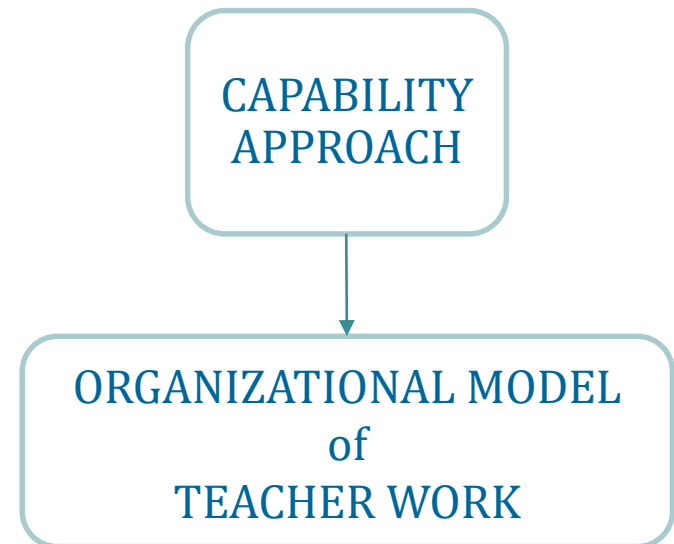# Progetto Incantiere: from RAV to PDM

The National Evaluation System (SNV - Sistema Nazionale di Valutazione) makes available to schools the Self-Evaluation Report (RAV - Rapporto di Autovalutazione) and the improvement plan (PdM - Piano di Miglioramento), which are the tools that allow the schools to evaluate themselves in order to improve their services.

From the self assessment (RAV) to the improvement plan (PdM), the schools involved in the project "Incantiere" experimented with a new model of professional community of teachers.

SNV

RAV

PROFESSIONAL
COMMUNITY
of TEACHERS

PdM

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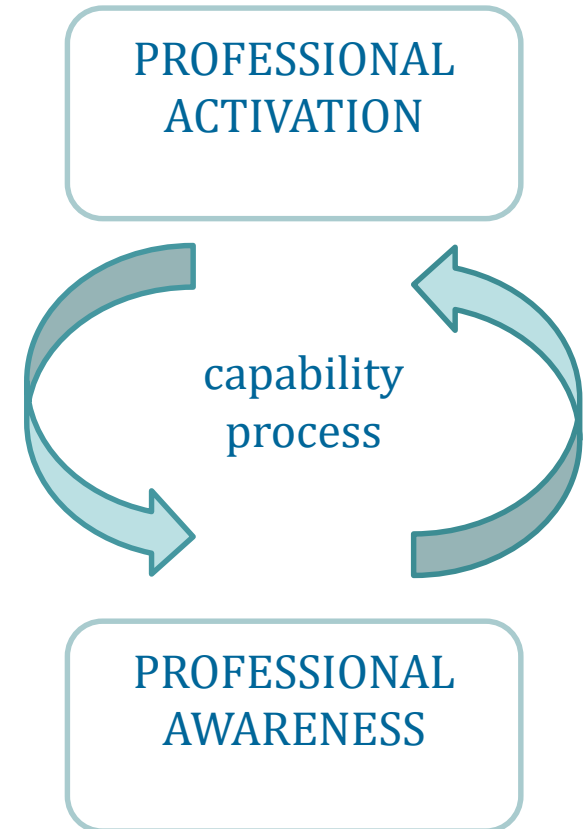Rome, november 29th – december 1st, 2019

Progetto Incantiere: teaching professionalism

The present work, through the analysis of the RAV and the PdM, of the schools involved by the project "Incantiere", analyzes the processes implemented by the educational institutions, with the aim of understanding "if" and "how" the capability approach and a new organizational model of teacher work can modify the didactic action and the teaching professionalism.

CAPABILITY APPROACH

ORGANIZATIONAL MODEL of TEACHER WORK

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INVALSI

Progetto Incantiere: teaching professionalism

In relation to the evolution of contemporary educational contexts, teacher training becomes important for its ability to improve students' learning outcomes (OECD, 2011; 2013). So, teacher professionalism cannot be limited to the acquisition and exercise of competences but requires new dimensions of professional activation (Costa, 2015), able to re-define personal and professional goals and move them into a capability process (Sen, 1999; Nussbaum, 2011) and the strategies to achieve these goals.

PROFESSIONAL ACTIVATION

capability process

PROFESSIONAL AWARENESS

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Progetto Incantiere: community of co-learning teachers

The project results indicate the importance of the capability process on teacher professional development, in order to acquire greater capacity to choose, define and share educational and professional goals that are discussed and shared in team teaching.
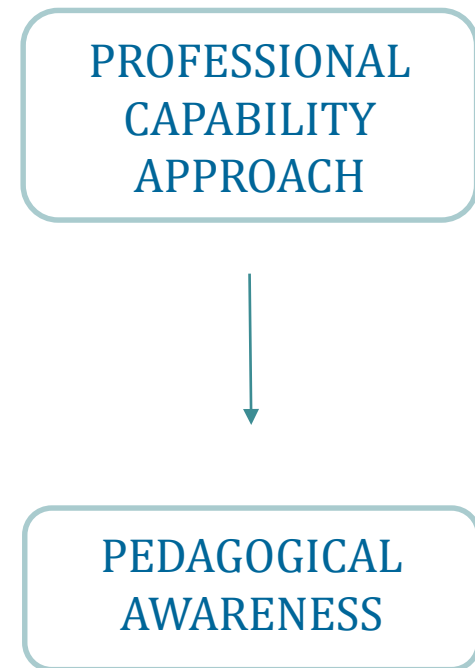
The existence of institutional and organizational tools in support of professional competences , in particular the communities of co-learning teachers (Wegner, 2006), increased the teacher's cooperative competences.

COMMUNITY of
CO-LEARNING
TEACHERS

PROJECT INCANTIERE: A CAPABILITY APPROACH

Furthermore, the research draws a new professional development model for teachers as a result of investment in both personal and professional capability processes (Sen, 1999, Nussbaum, 2011) within the school participatory contexts.

In a participatory framework, each teacher is called individually and collectively to be involved in moments of analysis, reflection and comparison aimed not only at projecting and implementing possible action plans, but also at promoting the development of a common pedagogical awareness and an explicit and shared educational project.

PROFESSIONAL CAPABILITY APPROACH

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PEDAGOGICAL AWARENESS

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