“Avanguardie educative”: a cultural movement for the educational and organizational transformation of the Italian school

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Avanguardie Educative is a network of innovative schools being researched by INDIRE with the aim of studying how teaching and organizational changes may be implemented within a school and mainstreamed to other schools.
OECD suggested to move from a top-down model to a bottom up model

“Enrich the current nation-wide model focused on-the-job, school-wide training initiatives where INDIRE could be used as a counselor than a provider of training using a connectivist framework where it is essential to support the creation of school networks.”
The main ideas of the Movement are described in its "Manifesto" written by INDIRE with the help of the 22 schools who are the co-promoters of the Movement Leading advanced schools
The Manifesto is built around 7 pillars:

1. To change the “lecture-based” school model;
2. To take advantage from the ICT potential;
3. To change the (physical) learning environment;
4. To change the school timetable;
5. To align the school to the needs/challenges of the knowledge society;
6. To invest on Human Capital;
7. To make innovation a sustainable process.
The players of the Project “Avanguardie educative”

22 leading advanced schools (primary and secondary schools)

189 newcomer schools testing one or more practices from all over Italy
INDIRE selected 12 innovative practices having a disruptive impact on the lecture-based model of schooling and acting on 3 levels:

**Time:** i.e. *Block-scheduling* implies the rearrangement of the school year so that all the hours planned in certain subjects are concentrated in only one term, in a single block.

**Space:** i.e. *Flexible spaces* promotes the customization of classroom layouts according to subjects, and the use of modular learning settings.

**Teaching-learning processes:** i.e. *Debate* a discussion where two groups of students are positioned for and against a particular stance.
### The Gallery of 12 Innovative Practices

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<th>Subject-related classroom lab</th>
<th>Flexible spaces</th>
<th>Grade retention with course credits</th>
<th>Block Scheduling</th>
<th>Digital Educational Contents</th>
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<td>SPAZIO FLESSIBILE (Aula 3.0)</td>
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<td>COMPATTAZIONE DEL CALENDARIO SCOLASTICO</td>
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<td>SPACED LEARNING (Apprendimento intervallatato)</td>
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* Some of those practices make an extensive use of ICT (TEAL, ICT Lab, Flipped Classroom)
In che cosa consiste la “compattezza del calendario scolastico”? Alcune discipline vengono integrate solo nel 1° quadrimestre, al termine del quale si effettua una valutazione finale, che viene riportata nello scuolino di fine anno; altre discipline, per un equivalente numero di ore settimanali, vengono proposte solo nel 2° quadrimestre.

Al termine dell’anno scolastico il Consiglio di Classe effettua la valutazione finale globale dell’alluno, tenendo conto di tutti i risultati e di tutte le valutazioni registrate (anche, quindi, delle valutazioni ottenute nelle discipline affrontate solo nel primo quadrimestre).

Alcune discipline non vengono compatte perché necessario, per la loro stessa natura, di un approccio costante e continuativo nel tempo (id. es. le lingue, l’educazione motoria, ecc.).
Test an (existing) innovative practice

Submit a (new) innovative practice
Co-design of the coaching process and products (guidelines for the implementation of practice, webinars, face to face meetings, observation visits)

Community of Practice
Main aims:

1. To study the implementation of the practices
2. To study how to upscale innovation
3. To study how to mainstream innovation

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“If you have an apple and I have an apple and we exchange these apples then you and I will still each have one apple… but if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas.”

George Bernard Shaw
Thank you!

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