



Officina Educazione Futuri 2022

*Descrizione dell'esperienza/progetto/attività che vuoi condividere con la comunità di
 Officine in relazione al tema "spazi di inclusione e democrazia"*

Nome e cognome del/della partecipante	Adriana Aprea
Affiliazione	School manager of Comprehensive Institute of Pontassieve (Firenze)
Titolo e breve descrizione dell'esperienza/progetto /attività (max 1000 caratteri spazi inclusi)	<p>Inclusive agorà</p> <p>The aim of Inclusive agora project was to promote the quality of school spaces and environments to positively influence the individuals who live there every day, by responding to the needs of inclusion, participation and facilitation of democratic life, creating a real Agora within the building. It is important to consider the educational space as a mediator of relationships, behaviors, experiences that give emotional quality to full self-expression, through variability and adaptability. It is therefore necessary to offer more learning environments, where doing and acting are encouraged as an educational framework, supporting the cognitive contribution through the emotional and bodily experience, which characterizes and distinguishes each individual student and which allows the true inclusion and personalization of the teachings. Then, we need to encourage facilitation activities: digital resources, use of the library. A good layout of the spaces must encourage and support cooperation through cooperative learning and peer to peer practices, basic methodologies of cognitive democracy which education must guarantee (J. Dewey Democracy and education)</p>
Eventuali note relative all'innovazione didattica e/o alle metodologie utilizzate (max 1000 caratteri spazi inclusi)	<p>It was a question of giving life to an innovative and orienting teaching that involved diversified spaces, times and activities such as to shift the attention from the classroom, as the only learning environment, to open up to a multiplicity of environments capable of actively involving and personalized every single student in an inclusive way. Spaces have been used as open spaces, also usable for moments of meeting, relaxation, study or personal reflection. Our project aims to ensure that the school building becomes a "civic center" open to the territory and to the reality that surrounds it, opening up to the concept of "total educational space" that escapes from the "classroom" environment to consider the school building, in toto, learning environment, everyone's space, a place that can be structured and destructured, re-configurable, that is, open to diversified and subjectively interpretable experiences, even in the realization of a given learning task. We will start with the embellishment and removal of any obstacles to the</p>

	<p>use of the spaces by the disabled. First of all, the library will be given attention, as the project will favor activities of: reading, artistic-creative, musical and digital, for the latter we will make use of assistive technologies for the disabled and pupils with BES: simplified keyboards; software for reading and writing; videomodeling.</p>
<p>Parole chiave (max 6)</p>	<p>INCLUSION; LEARNING AND OPEN SPACES; COOPERATIVE LEARNING; COGNITIVE DEMOCRACY; LEARNING BY DOING.</p>
<p>Breve biografia del/della partecipante (max 900 caratteri spazi inclusi)</p>	<p>Adriana Aprea is a school manager at the Ic Pontassieve which is Polo Inclusione for area 5 of the province of Florence is composed of 1883 students including 417 foreigners. There are 65 disabled people and a large number of certified DSAs. There are many students with Special needs and the school is characterized by the high quality of inclusive methodologies. It is also a music school.</p> <p>He collaborates with the chair of Social Pedagogy at the Suor Orsola Benincasa University of Naples and has to his credit several publications on the subject of inclusion and narrative practices.</p>