

QUESITI IDONEITA' LINGUA INGLESE ESTRATTI

Question 1 - A)

Documentation as a tool for participation in German early childhood education and care Helen Knauf* Department of Social Work, Fulda University of Applied Sciences, Fulda, Germany

The aim of the study presented in this article is to find out whether the documentation practices in German early childhood education and care (ECEC) centres are compatible with the notion of participation by children. Children's participation has to be seen as a general educational issue in the context of democratic and inclusive education, but also as a specific aim to foster the learning and reflective competencies of the individual child. This makes it all the more important to know whether participation can be found in early childhood key practices – for example documentation.

Question 1 - B)

Documentation as a tool for participation in German early childhood education and care Helen Knauf* Department of Social Work, Fulda University of Applied Sciences, Fulda, Germany

The research examines the documentation practices in 40 ECEC centres in Germany. On this basis, the article outlines what the main forms of documentation are (portfolio, documentation panels, presentations of children's work) and what importance children's participation has for these forms. It shows that participation is of minor relevance in the documentation practices in most of the ECEC centres examined. Only a few centres involve children extensively in documentation and include documentation in their daily work. If participation is part of the documentation practices, a 'pedagogy of listening' as conceived by the Reggio approach can be found.

Question 2 - B)

Practice philosophy and play. The ludic dimension in and of philosophy for children.

P4C founder Matthew Lipman did not theorize or directly question the role of play within the curriculum he developed, but a careful reading of the program's novels and manuals shows it to be saturated by a playful approach to philosophizing. The same applies to the secondary literature on P4C, where the element of play is almost universally implicitly understood as a basic dimension of doing philosophy together. This paper is an attempt to make the importance of playing in the program explicit, and to show how playful children's philosophizing can be, if it starts from an expression of wonder, shared in a community of inquiry.

Question 3 - A)**THE PEDAGOGICAL COORDINATOR IN THE INTEGRATED ECEC SYSTEM: AN EVOLVING FIGURE**

The definition of the peculiarities that characterize the structure of the pedagogical coordination is intrinsically linked to the development potential of the ECEC services and to the opportunity to trigger circular processes of reflection and reworking of the organizations, guaranteeing new and diversified models of social and cultural accompaniment. This contribution intends to describe in detail, through a precise analysis of the normative documents, the role, functions and competences of the pedagogical coordinator within the ECEC system.

Question 3 - B)**THE PEDAGOGICAL COORDINATOR IN THE INTEGRATED ECEC SYSTEM: AN EVOLVING FIGURE**

To this end, the contribution gives an account of the historical development that has accompanied the shaping of this professionalism and of the debate on possible future developments. Furthermore, the aim is to redefine typologically the figure of the pedagogical coordinator within the managerial dynamics of innovation and change possible through co-planning between services and territory.

Question 4 - A)**REVIEWING THE EVALUATION: A METHODOLOGICAL ISSUE APPLIED TO A CASE OF REFLEXIVE AND PARTICIPATIVE EVALUATION IN DAY CARE CENTRE**

The evaluation of an evaluation is considered a categorical imperative in any theory or approach to evaluation. However, different models to be used in order to conduct the evaluation experiences also involve different parameters that must be followed to evaluate them. We will present this issue by referring to two twin educational evaluation experiences conducted following an approach freely inspired on the evaluation of IV generation by Guba and Lincoln; the approach, named “promoting from within”, has been developed over the course of twenty years by implementing concrete experiences of evaluation and analyzing them.

Question 5 - A)**QUALITY AS EDUCATIONAL COHERENCE. A RESEARCH-TRAINING PATH WITH 0-3 SERVICES AND NURSERY SCHOOLS IN BRESCIA**

The article presents a Research-Training project that involved all the operators of nursery services and schools (296 educators and 10 pedagogical coordinators) in Brescia, a municipality in northern Italy, in the 2022-23 school year. The experience falls within the scope of the Legislative Decree. 65 of 2017 which establishes the integrated 0-6 system, overcoming the previous split one. This innovation involves a new declination of quality, no longer referring to individual structures, but characterized by the search for forms of continuity intended as educational coherence.

Question 6 - B)

A COMPLEX IDEA OF HUMAN BEING: THE CONTRIBUTION OF NEUROSCIENCE AND ECOLOGICAL SOCIAL AND HUMAN APPROACH IN THE CONSTRUCTION OF COMPETENT AND INCLUSIVE EDUCATIONAL CONTEXT

The contribution of contemporary neuroscience allows today to embody the idea of a complex human being. The relationships and the mediators that are used at school are the signs that students received. That can stimulate the perceptive apparatus and support the development of identity and the relationship between similar (inter-subjectivity). In this work, we will present, through the perspective of the principles of Universal Design for Learning (Rose and Meyer, 2002) how an active, multi-perspective and varied learning, stimulating learning, participation, and development of soft skills, through the design of educational contexts and using different methods that enhance diversity.

Question 7 - A)

WHEN DOES INCLUSIVE EDUCATION BECOME REALITY? INDEX FOR INCLUSION 06 AND EARLY CHILDHOOD EDUCATIONAL CONTEXTS. AN ECOLOGICAL EXPLORATORY STUDY, THROUGH PARTICIPATORY ACTIONRESEARCH, IN THE METROPOLITAN CITY OF BOLOGNA MUNICIPALITY SERVICES

The educational research work presented here, illustrates the path of collaboration and the network initiated among the services, agencies and territories of the Metropolitan City of Bologna Municipality, to monitor the quality of educational inclusion processes in services. This paper also describes some of the results of the first year of the research training course, carried out from December 2022 to July 2023, aimed at educators, teachers, school collaborators and pedagogical coordinators.

Question 7 - B)

WHEN DOES INCLUSIVE EDUCATION BECOME REALITY? INDEX FOR INCLUSION 06 AND EARLY CHILDHOOD EDUCATIONAL CONTEXTS. AN ECOLOGICAL EXPLORATORY STUDY, THROUGH PARTICIPATORY ACTIONRESEARCH, IN THE METROPOLITAN CITY OF BOLOGNA MUNICIPALITY SERVICES

The work, conducted using a mix-methods methodology, aimed to investigate the resources, needs and critical issues related to educational inclusion processes present in the services involved. The "Index for Inclusion" tool was used, adapting it to 0-6 contexts, and 32 focus groups were conducted within educational services to capture the reality from a phenomenological point of view as well.