



# Inclusive education of disadvantages groups

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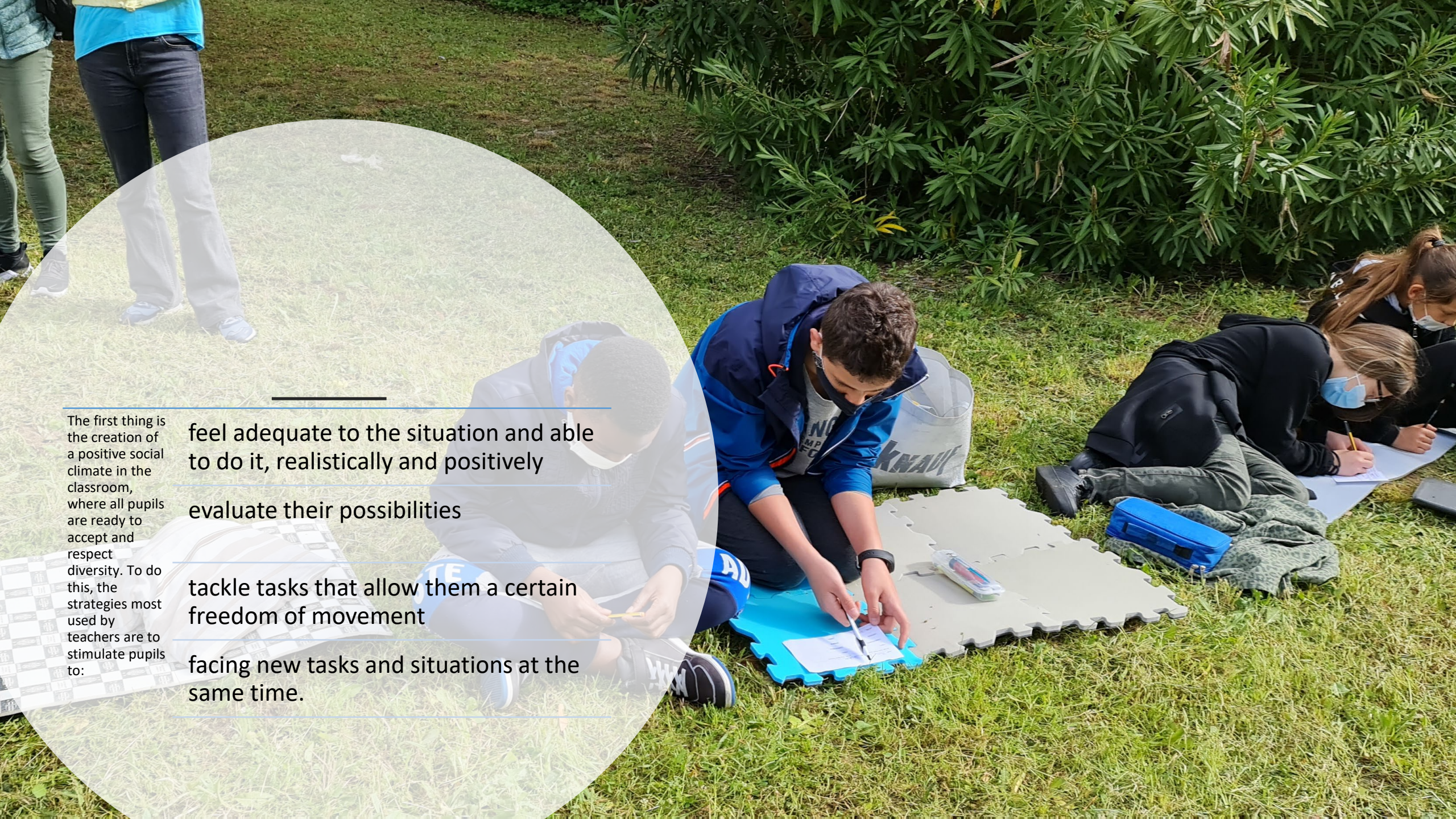
ITALY

*"The Italian school develops its educational action in line with the principles of the inclusion of people and the integration of cultures, considering the acceptance of diversity as an indispensable value. The school consolidates inclusive practices for children and young people of non-Italian citizenship, promoting their full integration. It also promotes, with specific strategies and personalized paths, the prevention and recovery of early school leaving and early learning failure (...) Particular care is reserved for students with disabilities or with special educational needs, through adequate organizational and didactic strategies, to be considered in the normal planning of the training offer. "* (National Indications for the Curriculum of the Kindergarten and First Cycle of Education - September 2012).



Our institute has a high percentage of SEN (Special Educational Needs) children, SLD and disabled children, as well as many pupils of first origin from other cultures.

Our complexity and the heterogeneity of the classes, in which students with disabilities, students with Specific Learning Disabilities, students with learning difficulties, disadvantaged students, foreign students, coexist, ask to teachers of learning a teaching method studied for all and that don't leave one behind.

A group of students is working outdoors on a grassy area. They are sitting on mats and writing on papers. One student in the foreground is wearing a blue jacket and a face mask, writing on a piece of paper. Another student to the right is wearing a black jacket and a face mask, also writing. In the background, there are more students and a large green bush. A large, semi-transparent circular graphic is overlaid on the left side of the image, containing text.

The first thing is the creation of a positive social climate in the classroom, where all pupils are ready to accept and respect diversity. To do this, the strategies most used by teachers are to stimulate pupils to:

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feel adequate to the situation and able to do it, realistically and positively

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evaluate their possibilities

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tackle tasks that allow them a certain freedom of movement

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facing new tasks and situations at the same time.

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Also, the teacher will have to

- adapt teaching style, materials, times, technologies,
- -modify ongoing strategies,
- - develop metacognitive didactics,
- -develop a cooperative approach,
- - to favor the creation of relational networks (family, territory, specialists...).

This group of four children is made up of 2 children from other countries, one SLD children and one certified child and they work together!

