



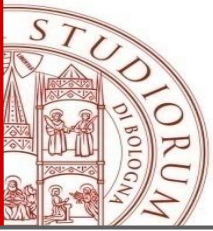
ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA



From training to experimentation: working pathways to promote inclusive transitions for children and families in the integrated 0-6 ECEC system

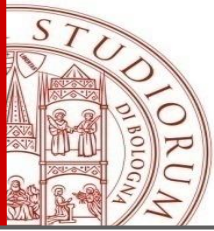
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Structure and content of the presentation

1. Experimental pilot processes and initiatives
2. Challenges and obstacles
3. Key strengths and factors of success



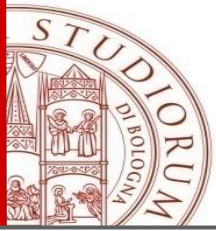
Focus groups participants and working groups

14 participants in the 2 focus groups:

- *3 municipal pedagogical coordinators and 1 pedagogue from a Union of municipalities*
- *6 preschool teachers – responsible for educational continuity (3) and inclusion (1), collaborators of school leader for the preschool segment (2)*
- *2 primary teachers - responsible for educational continuity*
- *2 preschool teachers coordinating state schools within network of purpose*

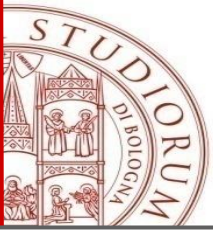
Representatives of 6 area working groups:

- *Parma and Piacenza Group*
- *Modena and Reggio Emilia Group*
- *Ferrara and Ravenna Group*
- *Forli and Rimini Group*
- *Cesena Group*



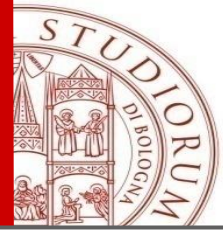
Question route

1. What has been accomplished?
2. What obstacles were encountered?
3. What were the main success factors of the pilot experimental projects?



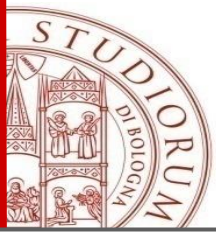
Pilot projects #1: focus on processes

- Strengthening existing experiences →
 - *Inter-institutional working groups*
 - *Integrated training experiences*
 - *Existing continuity pathways*
- Activation of new initiatives →
 - *Creation of new inter-institutional networks*
 - *Activating experiments focused on vertical continuity (nursery-school) and*
 - *Horizontal continuity (families - preschool)*
 - *Introduction of new themes at the CPT level*
 - *Activating joint training paths aimed at educators and teachers*
- Further avenues for future work (*design hypotheses and working guidelines*) →
 - *Strengthening the CPT*
 - *Systematization of exchange between educators and teachers*



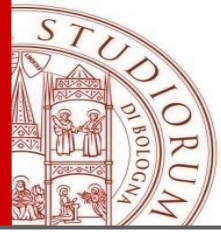
Pilot projects #2: focus on initiatives

- Initiatives geared toward actively involving families
- Initiatives geared toward the creation/enhancement of inter-institutional arrangements.
 - (bottom-up) Joint working groups between educators and teachers
 - (top-down) Activation of inter-institutional tables at district level
- Initiatives geared toward improving mutual understanding among staff
- Initiatives geared toward revising transition practices and tools



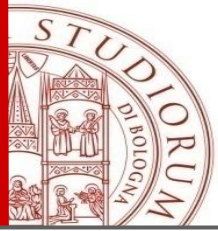
Challenges and critical issues

- Lack of "direction" and coordination
 - Staff Turnover
 - Poor involvement of school leadership
- Isolation of functions and continuity arrangements
 - Continuity commission fails to "lead the way"
 - Poor dissemination of existing best practices in the field of educational continuity
- Differences in governance, institutional practices, and pedagogical approach among institutions in the same territory
- Institutional asymmetries and structural barriers*.



Factors of success

- Positive response from families →
 - - *Staff incentive (motivation)*
 - - *Leverage for advocacy with school leaders*
- Political mandate: input to the establishment of inter-institutional networks →
 - - *"Broad" participation*
 - - *Credibility and legitimacy*
 - - *Expert supervision*
- Active involvement of the executive
- Activating structural spaces for inter-professional exchange and discussion →
 - - *Enhancement*
 - - *Solution to isolation*
 - - *Gradual approach*



Lessons learned: 4 key messages

1. Developing a common pedagogical vocabulary requires the activation of shared training paths, and remains a crucial step toward the co-construction of the integrated 0-6 system.
2. Strengthening family welcoming and participation practices is a key lever toward promoting inclusive practices (*relative to horizontal continuity*), which *also generate positive repercussions on vertical continuity*
3. Strengthening territorial pedagogical coordination and active involvement of the management level (state schools) are necessary conditions for the 'systemic' consolidation of continuity initiatives, as well as inter-institutional collaborations.
4. The consolidation of inter-institutional networks, as well as the introduction of joint educational pathways, is a crucial step toward the co-construction of a shared pedagogical vision in 0-6, but may require stepwise development strategies.



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