



P.T.O.F.

(Three-year Plan of the Educational Offer)

SCHOOL YEAR 2021/22 - 2022/23 - 2023/24

INTRODUCTION

*The John Dewey Institute starts from a "passion for education" in which the Italian tradition and an **innovative international approach** merge within a framework aimed at the contact with nature and a more sustainable world.*

The method of the *active school* is inspired by John Dewey's philosophy that gives centrality to the child who grows and makes use of his/her potential and original talents. Being a "*school of intelligent thought*", it takes into account the social and cultural context where the child's identity takes shape in view of the realization of his/her personal life project.

Our educational system combines the objectives of the *democratic-progressive school* with those of the *Green school*, in order to maximize the potential of each child and project him/her into an international context with an open mind, sensitive to others and nature.

Our school is not a typical "international" school, exclusively centered on the English culture, but it rather aims to the enrichment of the child's cultural and linguistic background without diminishing the curricular and formative learning. Going beyond the transmission method and making the "know how" active and dynamic through operational workshops, the child becomes the protagonist of his/her own growth process, opening his/her eyes to the world and getting ready for an intercultural and multilingual communication.

EDUCATIONAL GOALS... BETWEEN TRADITIONS AND INNOVATION

The Institute offers a service of education and training in compliance with the principles and regulations of the Equal Primary School that offers a public service and is part of the Italian school system.

The school community is committed to presenting a well-defined educational proposal, unified in its educational values, which is articulated in specific personalized educational interventions.

The expectations of parents, many of whom constantly take part in the school life, are also met thanks to a positive "school-family" interaction.

Primary needs include:

- The acquisition of cognitive alphabets and functional tools for the use of different verbal and non-verbal languages and new technologies - *Information - Knowledge - Ideas*
- The development and enhancement of the potential of each student, in view of the acquisition of specific skills and competences to be developed in the continuation of studies and for future training, also thanks to motivational support - *Knowing oneself - Knowing and Knowing How.*

- The search for a civil and social education that invests the whole person in the sphere of a democratic and responsible participation, of welcoming others, of knowing how to be with others in the world - *Knowing how to live and Knowing how to be*.
- - The competence and mastery in the use of more than one EU languages, which will be certified at the end of the cycle of studies in agreement with the European protocols.

These needs represent the educational goals and objectives to be achieved for both teachers and students.

The unified project of the Institute tends to build a didactic and educational path that gradually, goes through the stages of transition from the disciplinary areas to a *systematic and critical acquisition of the disciplinary contents*, functional to the development of skills and abilities, respecting the potential of each person and the guidance project of the individual.

The preparation of a tailored study plan and the indicators of skills for each student allow to give concreteness and visibility to these principles.

THE SCHOOL

The "John Dewey" Institute is located at the **VALDISAVOIA Foundation**. It is surrounded by green fields and rare plants near the Faculty of Agriculture. This favors a serene and harmonious environment. There are spaces and areas equipped for *outdoor education*.

The classrooms, the cafeteria and relax areas for reading and listening to music, the adjacent sports facilities are the habitat in which children spend their days at school.

CLASSES

The classes are organized in an active way, interweaving moments of explanation, operation and breaks between each hour of study, to keep their attention alive.

The use of both didactic books and *tablets* is also foreseen for some of the projects in order to use familiar and attractive communication tools.

Some activities will also be conducted outdoors and in an active and involving way.

When in school you become a student, but at the end of the school day you return to your family as a child, free from any further commitments.

THE CLASS GROUPS

The class group is made of a very small number of children (12/18) in order to allow the teachers' attention to be focused in response to the *needs of each and every child*.

The "*knowledge*" will be translated into "*know-how*", always developing curiosity and personal emotional involvement.

The learning acquired will help to change "the way of thinking, feeling and acting" with a view to a gradual evolutionary growth and oriented to the development of the personality of each child.

SPORTS

Sports practice is fundamental for children's life. Our educational project includes: tennis with adequate athletic training, team sports and, later on, also sailing.

FULL TIME

The school service provides the "extended time" from 8.00 to 17.00 so that the child is a student only at school and returns to be a child once he/she is out of school.

The curricular activities are enhanced with workshops in arts, sciences and geography in English, with language practice in German, Spanish and also in French in the 4th and 5th year. There are also moments of reflection "*Face to Faith*" on the values and exercise of citizenship and civic sense, as well as children's literature, chess and *coding*, creative workshops, *pet-harmony*, botany....

FOOD SERVICE

The lunch break is scheduled from 13.40 to 15.00, with special ORGANIC menus for children 6-10 years old being served in the cafeteria, in compliance with the norms prescribed by the school nutrition system.

Children are also allowed to use the fruit corner in the classroom during the small breaks between their classes.

EDUCATIONAL AND DIDACTIC OBJECTIVES

- Contributing to the harmonious and integral growth of the student-person, who meets others at school, opens up to socialization and approaches new knowledge in the search for truth and the discovery of essential values.
- To combine the past and the future by applying them to the learning method thanks to the analogical method, the use of the *tablet*-book, cross-class study and consolidation with no need to consolidate learning at home and extending learning to the outdoor classes to stimulate new visions and creativity.
- Developing an awareness of one's own value thanks to one's own abilities and inner resources, recognizing a great value to self-esteem, which is crucial in the propensity to confront and face new challenges that life poses to us along its path;
- Building a style of open, dynamic, collaborative, respectful "school community", valuing all the resources of the school staff, supporting with specific training and updating all the educational innovations that are functional for a better quality of education and for a specific methodological and professional teaching competence.
- To provide students with the cultural tools not only to "navigate" in a complex society but, above all, to grow as persons, as free, aware and responsible subjects, through a serious cultural and educational proposal rich in authentic meanings.
- Applying the right to training, making the teaching-learning process always effective, overcoming obstacles and difficulties; preventing the disadvantages of the weakest; enhancing the skills and abilities of everyone and ensuring the "educational success", the development and the certification of skills.
- Responding to the rampant relativism and cognitive conformism, implementing all teaching and training strategies capable of leaving a mark of positivity in the methodology and learning style of each student.

ORGANIZATION

At the time of enrolment the parents are given the Educational project and the **Plan of the Educational Offer**, including the **School Regulations**, the schedule of the classes, **the Calendar of activities** for the school year.

In the class groups of the Primary School the schedule of the classes is divided into **27 curricular hours**, structured in hourly units of 55' from 8.00 to 17.00, organized in frontal and cross consolidation lessons in order to make the students "free" outside the school space with no need to invest additional time into studying.

Timetable	Start	Mon-Fri	Lunch Break
40 hours in total Full time	08:00	17:00	13:40 – 15:00

Additional activities are carried out for all students in order to complete their range of knowledge and skills through the weekly organization of language courses (English: 12 hours, German: 2 hours, Spanish: 2 hours and then French: 2 hours; (on request Chinese, Arabic and Russian languages are available) chess and *coding*, sports and numerous days in the open.

The reinforcement activities are an integral part of the "**Study Plan**" of each student and contribute to the definition of the PECUP (Educational, Cultural and Professional Profile) of each student, according to the National Indications of the Italian school.

THE TEACHERS

The coordinator, in collaboration with all those working with the students in the class group, sets up an effective collaboration with parents, also in view of the development of the orientation dimension of the student; builds the unitary project of the learning units; plans the gradual development of the planned activities; checks the results also through the self-assessment forms; collects the documentation of the skills; guarantees the unity of the educational path of the class group and of each student, cooperating with the family for a convergent educational action.

The class teacher takes care of and coordinates the didactic planning that is implemented through the organic development of contents, the strengthening of skills inspired by the different school realities worldwide and the gradual development of skills.

VERIFICATIONS

Periodically, the course is checked and monitored and the students draw up the **COMPETENCES PORTFOLIO** to document the training course carried out; this portfolio includes the forms of self-evaluation of learning, verification, evaluation and certification of skills and competences acquired. The aforementioned document is also presented to the Parents as a testimony of the learning and the exercise of school skills.

- While waiting for further innovations accompanying the reform, the national indications already issued by MIUR for the primary cycle of education are respected.

CURRICULAR PLANNING

ELEMENTARY SCHOOL

The teaching action in the **ELEMENTARY SCHOOL**, with the guidance of the "prevalent" teacher is divided by subject areas that in the following years will be divided by disciplines.

The amount of hours of the disciplines of the **national curriculum** for each class group, adopting the module of 27 hours, is distributed as follows:

Curricular Disciplines		Extra-Curricular Disciplines provided
	N o · o f h o u r s	
Italian	7	
History	2	
Geography	2 of which	1 Geography/English
Civic Education	1	
English	3 +	3 English 2 German 2 Spanish
Mathematics	5 of whiuch	1 Matemathics/English
Sciences	2 of which	1 Sciences / English
Music	1	Singing activities
Arts and Images	1	1 Arts / English
Motor activity	1	2 Sports
Face to Faith	1	
Total	27 *	13 *

*** Mon/Fri - EXTENDED TIME**

*** : 27 + 13 = 40 hours**

EXTENSION OF THE EDUCATIONAL OFFER

Besides the curricular disciplines of the Institute, in collaboration with the "**Yeschool language training**" School, we offer the study of the following languages: English: 12 hours, German: 2 hours, Spanish: 2 hours and 2 hours of French in the last two years.

Moreover, **on Saturdays we are also able to offer the following courses**, scheduled in advance in modules:

- Pet-harmony
- Botany
- Consolidation
- Artistic creativity
- Sports practice: team games, tennis, athletics, sailing for the older children, winter skiing ...

- Initiation to musical, choral and instrumental practice
- Consolidation activities of logic and mathematics
- Chess and *coding*
- Citizenship education and Legality Project

PROJECTS IN THE P.T.O.F.

The Institute wants to be open to cooperation with other national and international schools by joining the ministerial educational projects through the activation of twinning and specific laboratory activities.

The verification and final evaluation of the training activity will allow the certification of skills and competences acquired.

The materials produced are collected and included in the "*Notebook of educational documentation*".

ENROLLMENT AND CLASS FORMATION

In preparation for the enrollment of new students, the Institute promotes meetings with parents and students to present the Educational Project and the Educational Offer Plan.

The enrolment is done by filling a form containing the educational offer, indicated in the Three-year Plan of Educational Offer (PTOF).

Any subsequent inclusion in classes already constituted or of students coming from other institutions are first examined by the teachers of the classes in which the students will be placed, also through aptitude and verification tests.

SCHOOL-FAMILY RELATIONSHIP

Parents, who are primarily responsible for the education of their children, participate actively and responsibly in the life of the school community.

As part of the Parents' Project, periodic school-family meetings are held throughout the year in order to contribute to a greater pedagogical and social training of parents, in view of a constructive educational dialogue, which is expressed in the participation in class councils during the planning phase, and the presentation of the Formative Contract.

The release of the intermediate and final evaluation forms to parents represents a further moment of meeting and educational cooperation.

The collaboration of Parents in para and extra scholastic initiatives also becomes a training opportunity for Parents and offers the school the opportunity to carry out organic interventions of permanent education, according to the specific goals of the school, a place of culture at the service of the entire civil community of the territory.

METHODOLOGICAL STRATEGIES

The use of different strategies, even tailored ones, will respect the democratic-progressive school method, involving children actively.

EQUIPMENT

The Institute is equipped with the following facilities:

- Secretarial services
- Classrooms and adequate furniture
- Computer and LIM
- Canvas room, dedicated to painting
- Relax and music room
- Reading room Library
- Lunch Room
- Wide green spaces
- Outdoor classrooms
- Large parking spaces

INTEGRATION OF FOREIGN STUDENTS

For foreign students, a special planning of reception, insertion and learning of the Italian language L2 is activated.

Specific traditions and cultures are also respected without forcing, but at the same time without reducing or diminishing our cultural and religious traditions.

MONITORING & ASSESSMENT

The evaluation is a fundamental step of the educational process and assumes an informative and formative character for each student and family, in order to promote that positive interaction between school and family and to favor the recovery action and the development of skills to be acquired.

The skills evaluation will take into account:

- the starting level of each student;
- the educational goals of the school;
- the general, common, disciplinary and specific objectives of the class and of the module.

The skills are described in an analytical and descriptive way, without grades, following the Ministerial Directions.

Also the educational and organizational value of the teaching activities carried out by the school, aimed at an increasingly better effectiveness and efficiency in the service of cultural and social promotion will be assessed.

Key indicators of the quality of the educational process:

- The actual progress made by the students;
- all the basic skills acquired;
- taking the responsibility in following each one's own orientation path;

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