INCLUSIVE EDUCATIONAL AND TEACHING PLANNING AS THE KEY TO EDUCATIONAL SUCCESS FOR ALL

LA PROGETTAZIONE EDUCATIVA-DIDATTICA INCLUSIVA COME CHIAVE DEL SUCCESSO FORMATIVO PER TUTTI

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ABSTRACT

This work aims to describe the process of building a portfolio of documents having as a point of reference the bio-psycho-social functioning model, in order to be able to allow the full dissemination of an education characterized by inclusion.
In this regard, the work was based on certain questions:
1. Which documents, in line with the ICF's findings, could promote the path towards inclusion at school?
2. How can these documents be introduced into the territory?

Questo lavoro vuole descrivere il processo di costruzione di un portfolio di documenti avendo come punto di riferimento il modello di funzionamento bio-psico-sociale, in modo da riuscire a permettere la piena diffusione di un'educazione caratterizzata dall'inclusione.
A tal proposito il lavoro si è basato su determinati quesiti:
1. Quali documenti, in linea con quanto stabilito dall'ICF, potrebbero promuovere il percorso verso l'inclusione a scuola?
2. In che modo questi documenti possono essere introdotti sul territorio?

KEYWORDS

Inclusion, inclusive education, educational proposal

Inclusione, educazione inclusiva, proposta educativa

1. Introduction[1]

This work aims to highlight the need to construct a portfolio of documents that has the ICF bio-psychosocial functioning system (WHO, 2007) as a reference model so as to be able to simplify the process of constructing the student's growth and development profile. By doing so, it will be possible to start an inclusive education pathway characterised by continuous reflection (Perla, Semeraro, 2015) and by the planning and promotion of suitable practices to encourage the development and co-construction of the portfolio necessary for the student's education (Giovannini, 2022).

Therefore, it is necessary for inclusive education to be characterised by the constant presence of the ICF-CY model in order to enhance the concept of inclusion in training and education (Ghedin, 2014).

2. The promotion of education through the ICF-CY model

The task of the school institution is to foster and promote the growth of each pupil as a citizen of society (Elia, 2019). In this regard, the school must activate all the necessary processes to avoid the emergence of negative aspects such as early school leaving. Ensuring adequate education and training for the student is part of universal human rights, in particular, Article 28 of the United Nations Convention on the Rights of the Child states that the state must guarantee every child the right to education (United Nations, 2006).

The International Standard Classification of Education (ISCED), which was approved in Geneva in 1975 during the International Conference on Education, originated as a tool for statistical purposes concerning education systems. It aims to propose a formal system to systematically describe the physical and educational environment of teaching and learning, the characteristics of teachers, students, the value of their relationships, or the educational objectives and their achievement (Perla, Vinci, 2021). Unfortunately, as far as disability is concerned, it does not show a comprehensive system for documenting educational and teaching practices that are implemented based on information from the International Classification of Diseases (ICD-11). This deficiency has been partly compensated for by the emergence of the International Classification of Functioning, Disability and Health

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[1]Author of paragraphs n. 3-5

2 Author of paragraphs n. 1-2-4

(ICF) by the World Health Organisation (WHO, 2002), highlighting the need for schools to guarantee universal rights for children.

The ICF is a universal classification of human functioning in relation to contextual factors (Ianes, Cramerotti, Scapin, 2019) that are classified in terms of health domains (looking, listening, walking, learning and remembering) and health-related domains (transport, education and social interactions). It is increasingly being adopted by services and disciplines to develop a range of measures to assess functioning, disability, environments and intervention outcomes (Mpofu, Oakland, 2010), as it is able to bring together different educational agencies: schools, professional groups, professionals, local authorities, parents and students. Through the ICF, it is possible to address domains relevant to education and offer a timely resource for the systematic documentation of students in educational settings (Borgnolo, 2009). A highly relevant feature of this classification is certainly the common language used to describe the functioning of students in the educational environment, in particular it is possible to document the functioning and engagement of students, the nature of their school environment and the outcomes of their education. Therefore, thanks to it, it is possible to have a holistic framework, a common language and a standard reference for students' rights (Giaconi, Del Bianco, 2019).

The main objective of this classification is to provide a classification of functioning, considering everyday life, all the activities that take place and the environments in which people live, eliminating the idea of disability as a problem that resides in the individual (Ianes, Cramerotti, Perini, 2020). What highlights these problems is dictated by the characteristics of the educational system, understood as poorly designed curricula, poorly trained teachers, inappropriate teaching practices, and inaccessible buildings, which inevitably impair the learner's learning moment. In this regard, the task of the educational institution is to understand what the barriers to learning are and consequently reduce or eliminate them (Giaconi, 2018), conversely, to identify those resources that need to be developed because they are capable of responding to the learning needs/potentialities of each pupil (UNESCO, 2005).

Observing inclusion through the ICF presupposes a totally different point of view of disability, as one abandons an exclusively bio-medical view of it, characterised by an overemphasis on the cause of learning difficulties, in favour of designing appropriate educational interventions whose purpose is to offer opportunities for activities and facilitations for participation in an appropriate context with a view to inclusive education (Cappello, Bellacicco, 2020).

3. Description of the research work

The research activity was conducted in a lower secondary school in the 2022/2023 school year, and aims to define what tools should be used in a plan to succeed in ensuring the growth and development of pupils with Special Educational Needs, bearing in mind what are considered international best practices in line with the ICF-CY International Classification Framework.

Twenty-one teachers were involved, who initially had to attend a training course, and subsequently organised training sessions for the other teachers in the school, in order to create both vertical and horizontal training. This training session turned out to be of fundamental importance because thanks to it, the parameters needed to build a portfolio of documents based on the ICF model were defined. This aspect must not be underestimated since the ability to involve students is a skill that teachers must know how to use in their educational proposal.

The project involved three moments of data collection:

1. The first step took place at the beginning of the school year and before the start of the teacher training period. It focused on the topic of inclusion and was implemented through the administration of the Inclusive Quality Assessment Questionnaires for teachers.

2. The second step was the training of teachers who wished to explore the topic of inclusion and inclusive teaching. In particular, this moment was characterised by an initial moment of effective reflection on the subject, followed by an analysis of teaching practices, in order to regulate and control the course.

3. The third step was characterised by a phase of observation and self-assessment of the inclusive practices implemented by the teachers.

This way of working emphasises and emphasises the relationships between the school, community members and local organisations. In this project, particular emphasis is placed on a group of teachers who will have to work in an interdisciplinary manner, in order to be able to create an inclusive training course capable of generating benefits not only for the students but for themselves and for all those involved in the educational process. In this perspective, the ICF bio-psycho-social functioning framework is certainly of great help, as it has allowed for an inclusive background in the Index for Inclusion perspective (Booth, Ainscow, 2014).

Index for Inclusion		
Inclusive culture	*Inclusive policy*	*Inclusive practice*

Perspective that brings with it the adoption of the bio-psycho-social model, with reference to concepts such as health, functioning, well-being.	Systemic vision involving various stakeholders.	Educational project with particular reference to ICF dimensions to contextual factors contextual factors and activity and participation.

Table 1: Characteristics Index for Inclusion

The training of the 21 teachers who participated in the research was characterised by one meeting per week during extracurricular hours, which lasted three hours for a total of five meetings.

	Meetings	Aims
1	The inclusion concept	Knowledge and understanding of theories, tools and resources for inclusion
2	The customisation concept	Knowledge and understanding of the construct of personalisation; Knowing how to use tools for educational personalisation
3	Measures, strategies and tools for inclusion	Being able to implement strategies and use tools for 'inclusion by using inclusive education
4	Disciplinary facilitation, adaptation of curricular objectives and teaching materials	Knowing how to plan and adapt actions and resources
5	Pupil diversity as a resource	Expertise in the promotion of a culture of assessment that is responsive to the individual in compliance with current legislation

Table 2: Teachers' training meetings

The teachers' training activity was a time to create opportunities to stimulate reflection on educational problems and create awareness in the educational actions that are implemented.

This work involved 6 classes (2 first, 2 second, 2 third), 53 pupils attending the first class (of which 3 with disabilities), 49 the second class (of which 4 with disabilities), 55 the third class (of which 3 with disabilities), for a total of 157 pupils.

The training course was monitored by means of a questionnaire for teacher self-assessment and detection of the school's inclusive quality (Ferrara, 2016), used as a pre- and post-test for teachers. It was aimed at monitoring the inclusive quality

of the educational proposal through teacher self-assessment. Finally, an analysis form of the inclusive teaching practices implemented in order to analyse the teaching practices that promote evaluation and reflexivity actions.

4. Results analysis

The present work lasted one year and specifically two first classes, two second classes and two third classes (Table 3).

Class	N. of students	N. of SEN students	N. of disability students	Age
1A	25	1	2	10 – 11 years
1B	28	3	1	10 – 11 years
2A	23	2	2	11 – 12 years
2B	26	1	2	11 – 12 years
3A	27	1	1	12 – 13 years
3B	28	2	2	12 – 13 years

Table 3: Data of pupils involved in the project

The data analysis provided a detailed picture of the characteristics of the educational institution. Specifically, differences concerning the inclusive quality before and after the training course were researched through the administration of questionnaires to the teachers.
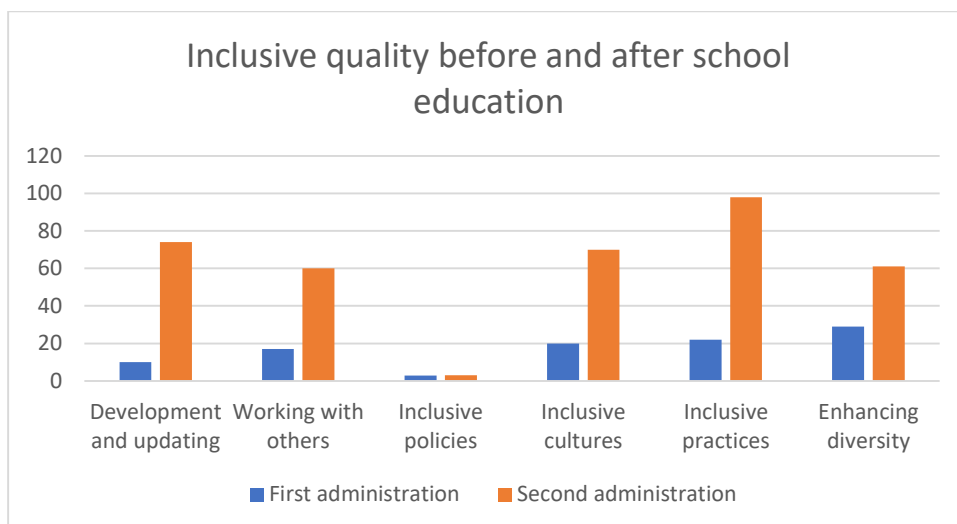
Chart 1: Pre- and post-inclusive quality of the educational institution

Chart 1 shows an increase in competences especially in the development of inclusive cultures and the creation of inclusive teaching practices, with a respective increase of 50% and 76% declared. In the area of valuing pupil diversity there is a 32% improvement, while in the area of the ability to work with others there is a 43% improvement, and finally in the area of professional development and further training there is a 64% improvement. All the data show significant improvements after the training course, with the exception of inclusive policies, which showed a live improvement of 5%, which could be explained by the reduced timeframe of the experiment.

It should be noted that these improvements were detected by comparing the tests administered at the beginning and end of the course, and specific statistical software was used to compare the averages derived from them.

Finally, in order to further validate the data collected, the clusters of concepts most frequently used by teachers in the self-assessment phase were analysed and a further qualitative analysis was carried out. It emerged that teachers attribute to the term inclusion the meaning of respecting the needs and requirements of all, designing appropriate learning environments and activities so that each pupil can actively participate in class life. In addition to this definition is the ability to create a favourable environment capable of removing obstacles that prevent full participation in social life. Another term that has emerged predominantly is inclusive teaching insofar as it is capable of fostering optimal learning for each pupil and gives ample space to the development of other skills such as respect for others,

a propensity for teamwork, the development of self-esteem and problem-solving skills.

In this regard, the teachers asserted that inclusive education has no weak points but needs adequate and considerable commitment on their part to put it into practice on a daily basis. They emphasised the importance of collaboration, sharing and participation, thus emphasising the role of relationships and mutual respect. In addition, when the teachers emphasised the need to be gifted with the ability to welcome and listen truly to the other, so as to be able to give the right attention to each pupil.

5. Conclusions

The school institution has the burden of leading its students towards the acquisition of skills (D'Alonzo, 2020) necessary to deal with the experiences they will encounter in the different contexts of life, therefore the educational proposal it offers must not exclude any pupil (Curatola, 2005).

The school must guarantee the pupil adequate and effective professional and environmental resources to ensure that equitable and welcoming attitudes are developed to promote inclusive environments (Fabiano, 2020).

This work carried showed the importance of teachers as promoters and disseminators of inclusive educational proposals.

The design and implementation of educational proposals can certainly be critical with respect to inclusion, but it is up to the teacher to be able to adapt these proposals according to the needs of each pupil in the class (Cottini, 2022). Moreover, it is necessary for the teacher to have a strong awareness of the proposal he or she wants to make and the objective he or she wants to achieve, so as to avoid episodes of discontinuity and dissimilarity, and a failure to design corrective measures that will inevitably lead towards exclusion and not inclusion (Mura, Zurru, 2019).

The teacher's task is to implement didactic paths that are motivating and inclusive for each learner, since the final objective is to succeed in developing the skills necessary for the structuring of an identity (pupil) understood as a citizen of society (Caserta, Zorzi, 2023).

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