

What's up in education
New models for future pre-school services

Families and community involvement and participation

ITALY



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Families and community involvement and participation

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Documents about the general management of ECEC services



Regolamento
Nidi e Scuole
d'infanzia

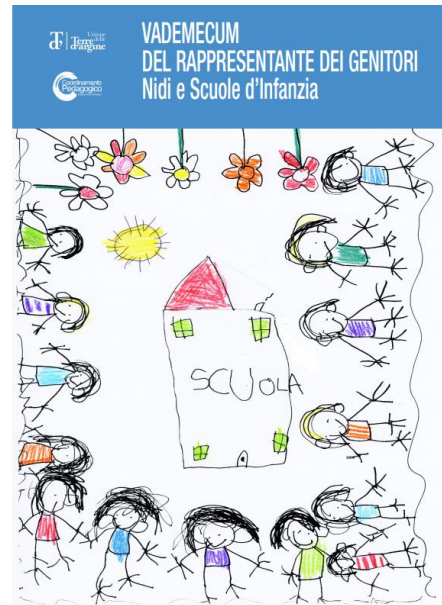
CARTA DEI
SERVIZI 0/6

All the documents of Unione Terre d'Argine identify the families as not simply the users of a service, but interlocutors who are co-responsible for a process wherein it is necessary for the parties to express their points of view and their educational beliefs, in a logic that is respectful of the different roles.

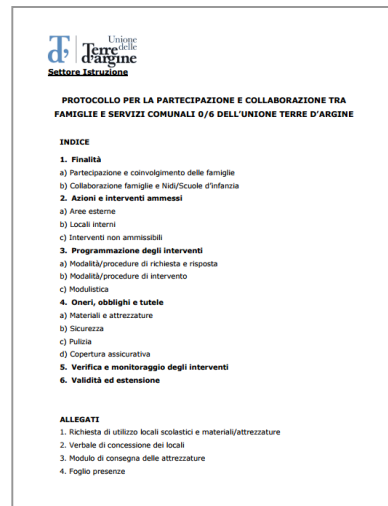
- The **Nursery Schools and Pre-schools Regulations** contain the modes of participation and the **representative bodies/system for families involvement** in school life.
- The **Educational Services Charter** is a tool addressed to citizens that contains information about the operation and characteristics (organizational, managerial, pedagogical) of 0-6 services. Within the Charter there is a **dedicated section to the participation of families and community** (rights and duties, modes, communication tools, supervision and evaluation tools).
- The **Pedagogic Project** highlights the relevance of the **relationship between educational services and families/territory/community**. This document is the manifesto of 0/6 services identity and orients the educational activity.

Regulatory framework

Specific documents about the participation of families and community



REGOLAMENTO AGENTE SPECIALE 006



■ The **Special Agent 006 Regulation** is the result of the “*SPECIAL AGENT 006 - How a community can be a quality agent*” project that has been funded by **Regional Law n. 3/2010**, aimed at developing the participatory processes. The purpose of the Regulation is the participation of the whole Community in order to **promote the improvement of the quality** of the educational experience of children inside 0-6 services through ways, opportunities of collaboration **between Administration and Community** (all interested stakeholders).

■ The **Protocol for participation** and collaboration between families and municipal 0/6 services of Unione Terre d'Argine **contains operational guidelines** to concretely implement participatory projects in municipal nursery schools and pre-schools.

■ The **Vademecum of the parents' representative** is the result of two participatory projects, addressed to parents' representatives of nursery school/pre-school Boards. It's a guidebook, consisting of different sheets that deepen real aspects and issues in order to **support and help whomever fills the representative role in educational services**. Nursery schools and pre-schools are environments where the parents' representatives take part democratically, together with other families, to develop an educating community.

Modes and tools of participation

From the documents about the general management of ECEC services

Families participation in the nursery school/pre-school's life is achieved through different modes:

- Representative bodies and formal meetings

Nursery school/pre-school Board, elected in each nursery school and pre-school. It's made up of: a President elected amongst the parents, 2/3 parents' representatives per section, 1 teacher per section, 1 representative of cleaning or kitchen staff, the pedagogic coordinator. The Board has functions to promote participation, to discuss educational projects, to evaluate the quality of the service.

Assembly of the nursery school/pre-school Boards' Presidents, made up of: the presidents of all the Boards, the assessor for education, the manager and the officials of the UTdA Education Department. This body evaluates actions and proposals for the improvement and development of the services' quality, in relation to standards expressed in the Services Charter.

- Evaluation of families perceived quality throw a questionnaire adressed to nursery schools and pre-schools users.
The families participation is part of the questionnaire.

- Informal moments

Parents-school individual talks, section meetings, workshops, "playing and working" afternoons and parties, breakfasts for all the families and children of the service.



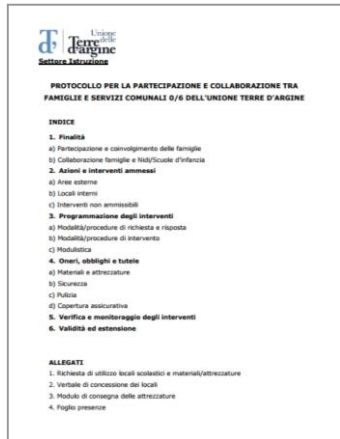
Modes and tools of participation

From the documents about the participation

■ Special Missions

Take care of the quality of ECEC services throw interventions related to the material values (schools, gardens, public properties, toys and furniture building...) and education activities or projects (workshops, music lessons, physical education...)

Special missions can be proposed by families and citizens interested to increase the quality of ECEC services or can be proposed by the Municipality.



What we do

Best practices – Wood labyrinth



What we do

Best practices - School painting



External façade



Interior walls

What we do

Best practices – Wood kitchen
and aromatic herbs path



What we do

Best practices – Words factory



What we do

Best practices – outdoor toys



Outdoor natural scale

What we do

Best practices – breakfast at school



Perceived quality about families participation

	Pre schools		Nursery schools	
Topic	Average* 2011	Average* 2016	Average* 2010	Average* 2015
Representative bodies mode of operation	7,5	7,9	7,8	8,1
Families involvement at school	7,6	8,1	7,6	8,3

*On a scale from 1 to 10 where 1 = not at all satisfied, 10 = completely satisfied

What we want to improve

Challenge: Special Agent 006 Association

**AGENTE
SPECIALE 006**



As defined by the Special Agent 006 Regulation, Special Agents 006 can be organised in an **Association**.

Special Agents can be educators, teachers, parents, grand parents, experts, volunteers, citizens, talents...every person who desires to contribute to the quality of ECEC services.

What we want to improve



<https://www.facebook.com/Agente-speciale-006-686718111528489/>



A better quality... where, when, why ?

- A stronger common and shared identity
- Families more pro-active and willing
- Discovery of “talents” and balance between “positive” and “demanding” leaders
- Direct evaluation of the services’ quality
- Facilitation of the relationship between families and institutions
(Administration) = less conflicts, more positive discussions and funny time!

Keep attention to...

- Participation maintenance: support interest and membership
- Preserve the political interest on participation
- Be available!!

