Integrated Digital Pedagogical Plan for Kindergarten Bilingual School

Foreword
The Integrated Digital Pedagogical Plan (DDI) refers to the innovative methodologies of teaching/learning, aimed at all students, as a complementary teaching method that enriches, or in a state of emergency, substitutes the traditional in-class school experience using digital platforms and new technology.
The Bilingual Kindergarten School intends to invest in a path aimed at the progressive integration of new technological teaching methods, as we recognise the potential for individualised, personalised and inclusive teaching and learning.

Legislative References
The health emergency has led to the creation of relevant legislations that recognise the possibilities of educational distance learning in each school grade, on a national scale. (Administrative law of the 25th of March 2020, number 19, article 1 comma 2, letter p.)
We further indicate the sub sector decree: D.L 8th of April2020, number 22; D.L 19 May 2020 number 34 and the DMI 26 June number 39.
The Integrated Digital Pedagogical Plan guidelines laid out by the Minister for Education- with Decree number 39 of the 26/06/2020- request the implementation of said plan by the schools, until the relevant institutions are ready, *"…if it is necessary to contain the infection, or until it is deemed necessary to suspend educational activity again in the presence of temporary epidemiological conditions."*

The Plan
For the duration of the emergency in the academic school year of 2019/2020, the teachers of Kindergarten Bilingual School guaranteed, albeit in distance learning, an almost total completion of the planned educational curriculum, establishing regular contact with the students and their families. The programme was also revised according to ministerial guidelines, with staff undertaking both personal and professional development in distance learning.
Starting from the school year 2020/2021 the DDI is an integral part of this institution's educational package, as both an accompaniment to regular lessons in class and as a substitute, especially in emergency situations, that render physical access to the school impossible.
The current Plan, implemented for the academic school year, 2020/2021, considers digital learning not only as an emergency response, but also as a useful method that facilitates learning in the school's curriculum and promotes cognitive development.
In a digital perspective, the teacher's eventual role, as required by the National Guidelines of 2012 and confirmed by the New Scenarios of 2018, would to create challenging, fun and collaborative contexts in which

- The students' experience and knowledge is valorised
- Promote exploration and discovery
- Encourage collaborative learning
- Promote self-awareness of learning methods
- Motivate students

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-Undertake effective interventions when dealing with students that have diverse special educational needs
To begin with, the school's Digital Integrated Pedagogical Plan intends to foster:

- A homogenous educational plan: Using this plan the Academic Council will establish the criteria and ways in which to adapt the current educational programme and in house learning to distance learning. This should be done considering DDI as both complementary or as a substitute, so that each teacher's didactic plan inserts itself into a wider methodologically shared programme.
- Activities created to develop the technological skills of the students.
- Improvements in the digital/ technological tools and laboratories of the school.
- Organisational tools that facilitate digital governance, transparency, file and information sharing as well as the exchange of information between the Presiding Council, teachers and students.
- Teacher training to improve innovation and the development of digital skills for the work place, which also help develop both the cognitive and social skills of the students.

Clear Personal information data protocols that are communicated to the families along with the DDI plan, which guarantees a correct handling of personal information in respect to the law where only necessary and pertinent information will be shared.

DDI Organisation
The educational system and with it, our own school, cannot afford to find itself unprepared in the case of another health emergency and must look beyond to create an improved and innovative plan. As such, and considering the Guidelines provided, DDI aims to create a balance between 'sincrone' / 'asincrone' [online/offline] activities. This allows DDI to become a complementary element to the traditional class experience.

The educational programme must avoid simply transferring methodologies and content normally used in the classroom to DDI to insure a sustainable and inclusive programme.

The teachers will remould the Educational programme, discerning the necessary elements to each subject, the interdisciplinary complications, the contributions made by both formal and informal contexts se we can guarantee the students' central role even in distance learning and continue developing their sense of independence and autonomy.

Achieving the goals of the vertical digital curriculum will be particularly important so that the students can independently shift to DDI when necessary.

To improve the quality and number of the technological tools the Bilingual Kindergarten school has already promoted an inventory and, to support the Curriculum itself, the school is committed to implementing the network and the digital infrastructure (firewall, data protection system).

The team or Consiglio di classe, with the help of families, will evaluate on an individual basis the necessity for personalised courses or small groups to meet the needs of possible delicate situations in the face of the SARS.CoV.2 epidemic proved health issues. In cases where fragility affects emotional and socio-cultural conditions, even more so in cases of students with disabilities, the request for school attendance in presence is privileged. However, the Team/Consilgio di Classe will also evaluate for these students the necessity for personalized courses or for small groups.

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These courses may be held online with the teacher or offline, depending on the specific learning objectives established by the school's curriculum. This should guarantee each student's right to education.

To alleviate situations where there are students in a delicate emotional or socio-cultural state, and to insure expediency and their continued education, it may be useful for the class team/council to prepare or update the PDP (Personal Study Plan) or a PPT (Personal Transitional Plan). Revised plans can be used to alternate school attendance with distance learning, in accordance with the families and separate to any other complementary measures. A PDP/PPT is not required in case of short term absences.

The minutes of the dedicated Consiglio di Classe/Team will document that the student will follow, in that limited period of time, the same program and objectives as the class.

School attendance is our priority. Teams/Consigli di Classe will take into consideration the student's age, specific learning environment/school grade and where possible, also promote and augment school attendance in alternating attendance.

The procedure is as follows:

- A request emailed to the school secretary on behalf of the family for the DDI plan (segreteria@kindergarten.it for classes of elementary school in via San Gallo, matteotti@kindergarten.it scuolamedia@kindergarten.it for the middle school.
- The urgent summons of a Consiglio di Classe or team to evaluate the case within 3 days.
- The class council or team will verbalise their decision regarding the activation of the DDI plan.
- The Personal Teaching Plan will lay out a hypothesised plan of attended schooling and distance learning with a calendar or simultaneous or separate learning. The curriculum objectives will also be included as well as the evaluation methods necessary.
- If the class council or team denies the request, it should be verbalised and subsequently communicated to the family.

If requests for these prevention and containment measures render regularly attended classes impracticable within one or more classes, the teaching programme can be re modulated to accommodate said needs in as much as the current legislation permits.

The reference points for Special Education students are still the Personalised or Individual Teaching Plans put in place. Teachers will organise the relative and necessary compensations and integrate the necessary tools to DDI. The relevant teachers, along with the families of said students, will decide the daily workload while guaranteeing relevant support with didactic materials.

Timetable
Students using DDI will be offered a combination of pertinent simultaneous and asynchronous lessons during the school day to optimising learning opportunities in the educational environment provided. Sufficient breaks also need to be factored into the timetable.

In the event of another lockdown where DDI becomes the only scholastic service offered by the school, each school grade will have a weekly minimum quota of simultaneous lessons for the entire class with the possibility of smaller group lessons and of course asynchronous modules where each method is used where relevant.

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The criteria outlined in the curriculum integrating the DDI plan will be the basis for organising the educational and pedagogical activities.

Communication with the families will take place using the Spaggiari Electronic Register
Two-way communications with students will be ensured through the Institutional Email Service and/or the G-Suite for Education platform.
Communication with the families and school/teachers will be guaranteed throughout the "Segreterie" service.
The main tools that our institute will use are the following:

- The Spaggiari Electronic Register
The Kindergarten Bilingual School uses the Spaggiari electronic register. All secondary school teachers, students and the families have the relevant credentials to access this register. It is an official portal through which the teachers can outline lessons done or to be done in the 'Agenda' section.
The electronic registers is used for official notes and communications on activities carried out.

G-Suite for Education
The G-Suite account and tools that Google offers schools, grant access to emails and educational apps, such as Google Classroom, Google Drive, spreadsheets, presentations etc.
Each teacher and student has access to a personal account created and provided by the school secretary. This platform satisfies the security needs and data protection and provides a safe and personalised communication system between teachers and students as a class or individually.
A repository has been created using Google Drive that will be exclusively dedicated to saving and storing lessons and video lessons created by the teachers. This virtual bank is not just for saving but renders teacher-made material constantly available, even outside of class times. It is understood that this is done with data protection in mind, especially when dealing with storing photos and audio material.
There are useful extensions that can be used with G- Suite for Education, especially for the browser Google Chrome, which provide other educational functions.
-Zoom can be used for video calls.
-Digital textbooks for both teachers and students are available and grant access to digital material provided by the publishers
Technical Support
The *animatrice digitale* (Prof.ssa Michelagnoli) and IT technician Rich Suppaiah will provide the necessary support to the school when creating digital lessons. The *animatrice digitale* will provide workshops on creating content and managing the G-Suite for Education. The IT technician will provide general assistance and IT maintenance.

Evaluation tools
Each team/council and individual teachers will be asked to discern the appropriate and relevant tools for evaluation, which also considers the teaching method. Testing needs to be saved and sent to the repository

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drive (Google Drive) that has been created for the school, storing it in the team's drive/folder that only the teachers have access to.

Current legislation entrusts best practices in evaluation to the teachers, referencing criteria approved by the Academic Council and included in the Triennial Educational Plan. To guarantee transparency and expediency, evaluation needs to be consistent in DDI learning. Consistent feedback when class based learning may not be guaranteed helps regulate the educational process.

These cardinal principals facilitate the creation of lessons that reach certain goals which are relevant to each student but also require evaluation methods that evaluate the learning process and not just the final objective.

Educational evaluation considers the quality of the process, willingness to learn, how to work in a group, autonomy, personal and social responsibility and the ability to self-evaluate. In this way, the objective evaluation of the empirical is integrated with logbooks or other features and gives a more complex picture of a learning student.

Teacher Training

Teachers will be offered to complete some hours of digital training to meet the requirements set out by the minister for education's guidelines. This will also prevent any loss of the skills gained during the distance learning done in the second semester of the academic year 2019/2020.

The 'animatrice digitale' will create workshops based on the following criteria:

G-Suite for Education - for teachers that do not have basic computer skills.

Applications and Extensions for the G-Suite for Education: this is for staff who already have basic computer skills.

G-Suite for Education: Learning how to save files and assessments through repositoryository.

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