



This draft of the Integrated Digital Plan Guidelines was drawn up by the Digital Innovation team -elected by the Academic Council on the 24th of September 2020- and is subject to deliberation by School Board.

Guidelines for the Integrated Digital Plan for Kindergarten Bilingual School

These guidelines indicate how the DDI or Integrated Digital Plan will be incorporated into the Kindergarten Bilingual school plan.

The Purpose of information and application

These guidelines have been drawn up in accordance with the Guidelines for Integrated Digital Learning attached to the education ministerial decree of the 26/06/2020 number 39 and is, at the request of the Executive Board, shared with the digital innovation team elected by the Academic Council which is responsible for organising educational and pedagogical activities. (meeting of the 24th September 2020)

Foreword

Due to the SARS-CoV-2 health emergency the legislative decree of the 8th of April 2020, number 22, subsequently modified with the Law 6th of June 2020, number 41, article 2, comma 3, establishing that the teaching staff guarantee educational functions in distance learning using digital and technological tools at their disposal.

DDI in this context means the creative educational methodologies made available to all students of the Bilingual Kindergarten School, with complementary methods that integrate, or in the case of emergency, substitute the traditional in class school experience with the used of digital platforms and new technological innovations.

DDI is an educational tool that allows us to guarantee students' right to an education in the case of another lockdown or in cases of voluntary or enforced quarantine of the staff class or individual students.

DDI is also aimed at students that in delicate health situations that have been certified or recognised by the school. It is also aimed at students in delicate emotional or socio cultural situations that have been ascertained by the class team or council. Those students are the first to have access to DDI in their homes with the support of their families.

DDI is also a useful tool to in meeting the needs of students who have prolonged absences due to hospitalization, therapy or family circumstances, etc.

The **Integrated Digital Learning** (Attività Integrate Digitali - AID) can be divided into two types, based on teacher and student interaction. The two types are used together to meet the learning objectives and reach the personal and subject based goals:

- **“Sincrone” or Online Activity**, or more specifically any interaction between teachers and students or groups of students in real time. These activities can be:

- **Online video lessons**, which are conducted in real time with audio/video and also include oral testing/evaluation



- **Execution of supervised digital lessons** or tests that have a minimal structure with online supervision in real time by the teacher. Using applications such as Google documents or Modules is an example of such an activity.

- **Asincrone or Offline activities** do not have interaction in real time between teachers and students. They should be documented and structured activities, carried out with the aid of digital tools, such as:

- **Individual study**: teacher indicates which documents or other video materials are available for further study.
- **Exercises, problems to solve, drafts or essays** that are to be written or have a multimedia format, digital project.

Independent study of the different subjects by the students is, therefore, not considered an AID activity. The 'asincrone' activities are structured and documented lessons that assume the autonomous execution of specific assignments over an arc of time with varying work groups.

Online learning modules can take the form or **mixed modules**, or in other words, alternating both on and offline moments of learning, even within one lesson plan. Well thought out combinations of on and off line learning can create significant and efficient learning experiences such as 'flipped classrooms'/ Episodi di Apprendimento Situato (EAS) or PBL (project based learning). There is a first phase of presentation/delivery, an independent/ small group presentation/ feedback phase and a plenary phase of evaluation/restitution.

Integrated didactic learning should be developed around the context and guarantee practicable lessons that balances both off and online learning and also be inclusive of all students, especially those with special educational needs. To do this it should avoid transferring content and methodologies normally used in a classroom environment directly online. Educational material distributed to the students should also reflect the different learning styles and they should provide any extra tools or material that may be required as per the Piani Didattici Personalizzati (PDP), Individual learning plan (PEI) or the Piani Personali Transitori (PPT).

The DDI proposal should insert itself seamlessly with the current and shared pedagogical methods that promote autonomy and a the students' sense of responsibility while also insuring homogenous educational package from the school. This should also respect the guidelines and national regulations for different types of study and the specific learning objectives cited in the institute's curriculum.

The **special needs teachers** work in close rapport with their colleagues for the development of learning modules for classes, with particular attention to interaction with both the teacher and the other students during DDI. They should prepare specific or personalised material for special educational needs students in accordance the PEI.

Media at their disposal:

The institution's digital platforms are :

The Spaggiari Electronic Register

The Google Suite for Education (G-Suite)

Online video Conferencing with Zoom



During AID **online lessons** the teachers take roll call corresponding to the weekly online lesson timetable. In the Agenda the teacher lists the subject material dealt with /activities completed.

In the context of the asincrone or offline learning, the teacher writes on the Electronic register when the material is due, the subject matter or the required activity for the students. Cross reference with other teachers to avoid overloading students.

Each teach designs a Google classroom course for each class to create a digital reference point to manage the on and offline work.

Work timetable and DDI management used as one

If there is another lockdown to limit the spread of SARS.CoV.2 for one group or more and DDI becomes the only form of interaction with the students, the online part of the AID programme will follow a work timetable established by the presiding consiglio /class team.

A bank of 15 online work hours will be assigned to each class for primary school with the exception of 10 online hours for first class.

Each teacher will organise his or her offline subject hours independently, coordinating with both colleagues and the class team. Each teacher's bank of hours is divided into units of 30/40 minutes in the AID offline mode.

The subject bank of hours does not include independent study in each subject that is a normal requirement for each student regardless of Offline work in AID.

Reduction of lesson time is established:

-Due to the nature of distance learning and how students learn during distance learning, the current classroom methods and material cannot simply be transferred to an online setting.

-It is important to consider the health of both the teachers and the students, using digital platforms as it is done in smart working

- With reference to the CCMM 243/1979 and 192/1980, which protects the health of workers and students using digital platforms, there is a reduction to the teaching hour that does not need to be recovered at a later date, so as to guarantee a service even in emergency situations.

The class coordinator should monitor the students' workload and be aware of all evaluations taking place in the different subject areas to check the 30/40 minute limit is being maintained.

Any offline or asincrone assignments are distributed from Monday to Friday, by 18:00 with at least two days notice. The terms of deadlines are also to be defined from Monday to Friday a week prior to the due date. This gives the students time to organise their time, and leaving them the choice of how or not to study independently over the weekend. Students must send didactic material by 18.00 from Monday to Friday unless otherwise agreed with both class and work group.

Pre school and Nursery



Visual contact between the teacher and their class will be guaranteed. There will be at least 3 meetings a week. The most important aspect in both nursery and pre school is maintaining contact with the children and their families. Activities that reflect the domestic space, the educational projects and the availability of material will be communicated to the families via the electronic register or email service of the school. Considering the children's age short activities and videos will be prepared. The Youtube channel that was created in the last lockdown will also be used for each section.

Outline of online lessons

If the video lesson is for the entire class or programmed from the teacher's weekly timetable, the teacher can start the meeting directly through Google Meet within the Google classroom or alternatively the teacher can use Zoom.

At the beginning of the lesson the teacher should accurately take a roll call.

- Students must respect the following rules during a video lesson: be punctual to the scheduled meeting. The link for each meeting is strictly confidential and students are not permitted to share it with anybody;
- Students' microphones should be off when they enter. The teacher will decide when the microphones can be turned on;
- The video camera should be on, and the student should be visible, in suitable attire, in a setting that is appropriate to learning with the necessary materials and devoid of background noises;
- Participation with the video camera off is allowed only in specific cases that have been agreed upon by teacher and student prior to the lesson or activity.

Outline of Offline lessons

The teachers prepare lessons independently while conferring with colleagues or the class team to create a long term plan.

The teachers should use Google classroom as their reference point for managing distance learning for their class or classes. This platform allows you to create and manage homework, evaluations, feedback, track material and programme meetings through Meet and Zoom. You can also share resources and interact through streaming or the email service.

Google classroom uses Google drive which tracks and automatically manages educational material and homework. These should be saved in a repository to be used in the future. Using Google Drive you can create and share digital content with the various applications available. They can be in the G Suite or downloaded to be made available in the kindergartenonline domain.

All offline learning must be logged and it is important to encourage the commitment of the students in completing and delivery of the interdisciplinary bank of work hours.

Teachers should create AID offline activities that complement the other educational methods used both in distance learning and in the class, taking into account the individual learning goals in the curriculum and



paying particular attention to the need for open dialogue with the students in reaching or tailoring said objectives.

Disciplinary aspects of the digital tools

Google Meet and in general Google Suite for Education, have efficient security systems that permit the administrator to run daily checks on the online access log. Video conferences can be monitored in real time and the start finish times of sessions, who logged in when and where. This means that the G suite and alert administration to misuse during or after a session

Personal accounts on the electronic register and on Google Suite for education are work and study accounts and it is strictly forbidden to use these applications for anything other than educational means and for civil communication with the school itself.

It is severely forbidden to share images or recordings of persons in the video lessons, disrupt video recordings or use the digital tools to share offensive material.

Any abuses of these rules by students can result in disciplinary notes and meetings with parents. In serious or repeated cases in which the rules are broken, there can be the following courses of action:

- . A note on record
- . Suspended lessons

Percorsi di apprendimento in caso di isolamento o condizione di fragilità

Continued learning in cases of isolation or fragility

If one or more classes are isolated due to the governmental restrictions in containing and preventing SARS CoV2 and class lessons are no longer possible the class team or Consiglio di Classe council will organise the distance learning plan for the duration of time necessary using both online and offline methods and a weekly timetable

If the measures of containment for the SARS CoV 2 are directed at individual or small groups of students the Consiglio di Classe or class team will organise distance learning modules. These modules must be logged correctly on the electronic register and can be both on and off line and may also involve streaming with the class itself. The method must facilitate the objectives of the curriculum to insure the students' 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/Consiglio 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. Alternating attendance should take into consideration the student's age, specific learning environment/school grade and where possible, promote and augment school 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 the elementary school, scuolamedia@kindergarten.it for the middle school).
- The urgent summons of a Consiglio di Classe or team to evaluate the case.
- The Consiglio di Classe or team will form a Personal Teaching plan (transitory) if there is a positive evaluation of the case, which must be verbalised during the meeting.
- 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 Consiglio di Classe 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.

Criteria for Evaluation

The evaluation of learning through DDI has the same criteria and the evaluation of class based learning that includes a multimedia project. Evaluation can be: teacher feedback that is either oral or written, a summary evaluation at the end of a module or learning unit, intermediary or final exams.

The teacher should transcribe any evaluations of DDI on the electronic register in the same way as done in class based evaluation. Both what was being tested and how it was done should be included in the description of the evaluation.

Evaluation is carried out using the rubric approved the faculty board that also includes the evaluation of digital media, which is in the triennial education plan. Knowledge and skills acquisition, individual and objective goals and the possible difficulties in reaching these goals and the level of maturity all have a role to play.

Digital Support for families.

The school has made personal computers available to those students who do not have access to them at home to facilitate distance learning.

Privacy Policy

The teachers of the school who are hired by the school director must respect the laws personal information laws that pertain to students and their families. The students and their guardians are aware of the privacy laws for school. Art.13 Regolamento UE 2016/6769 (GDPR)



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Accept the terms of use of Google Suite for Education, taking particular note of the concept of 'netiquette" that govern students' behaviour with digital mediums
Accept the educational pact of co-responsability that includes the prevention of fight against cyber bullying in the context of DDI.