UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Legislazione Scolastica

1819-2-G8501R039-G8501R043M

Course title

School legislation

Topics and course structure

The first part of the course aims to explain the fundamental tools for analyzing and applying school law; the second, through a sociology of law approach, analyzes the fundamental stages, starting with Casati Law, which marked the landing of school autonomy and the current structure of primary school and childhood. The third part of the course analyzes the current legislation, referring to three specific areas: the innovations of Law 107/2015 on the autonomy of school institutions; the "statute" of the teaching profession (rights and duties, relationship between the regulatory framework and the freedom of teaching); the primary school and childhood education systems and the 2012 National Curriculum.

First part: institutions of school law.

The relationship between law, history and society; the sources of law; the peculiarities of school law.

Second part: the evolution of the school system towards autonomy, verticalization, inclusion.

The Casati law and the pyramid scheme of the Italian school.

The Daneo-Credaro law and the placement of elementary school

Gentile Reform.

Law No 1859 of December 31, 1962.

The document Falcucci (1974) and the march towards the establishment of "full time".

The Impact of Law No. 104/92 on Educational Needs. The school becomes autonomous: dPR 275/1999.

Part Three.

Primary and primary school today, between services 0-6 and first cycle of education.

Law 107/2015

The "statute" of the teacher: the professional profile; rights and duties, relationship between the normative framework and the freedom of teaching; the contribution of the curriculum teacher to inclusive strategies.

The didactic arrangements of primary and infant school: dPR 89/2009 on the implementation of the first cycle of education; National Curriculum 2012 Legislative Decree 62/2017 on the evaluation of students; Legislative Decree 65/2017 on the Integrated Education and Education System from 0 to 6 years.

The national evaluation system

Objectives

At the end of the course, the student has:

- a strong knowledge of the tools for analyzing and applying law in the field of education;

- the awareness of the "ratio legis" of the measures, their cultural background and the historical development of the primary school and childhood education and of the inclusive institutions.

- the competences relating to the proper exercise of the profession of primary school teacher and childhood;

- the ability to actively intervene in collegial bodies in the light of the possibilities offered by the legislation and the corresponding constraints.

Regarding to the Specific Learning Goals and

Description of the Primary Education Sciences Course, the course contributes to the following areas: **Making judgements** - awareness of the ethical and cultural responsibility associated with the exercise of the teaching function and assumption of the consequent duties towards the students, their families, the school institution, the territory; - Aptitude to formulate judgment on educational situations and events after having obtained accurate documentation. **Communication Skills** - the ability to communicate with colleagues within the collegial bodies, to interact with the school principal and the operators of territorial services for information exchange, project development, and coordinated management of training processes. **Applying knowledge and understanding** - ability to identify and define the educational priorities of primary and secondary school, to link curricula of two-grade schools through adequate progression of learning and to coordinate educational and extra-curricular opportunities. **Learning skills** - interest in teaching profession and desire to improve knowledge and practice;
Students must know italian history, from Enlightment to present days. Those who ignore this part, should provide by themself before the exam.

Methodologies

Partecipated lesson. Case history.

Online and offline teaching materials

The online resources will be made available during the lessons, in order to update the necessary regulations.

Programme and references for attending students

- Max Bruschi (a cura di) “La Buona scuola”, Legge 107/2015 e legislazione a confronto”, Edises, Napoli 2015: preface; chap. 1.1, 1.2, 1.3, 1.4, 1.6; 2.1, 2.11.

- laws in electronic format;

- materials by the teacher;

- a manual of contemporary history, in order to help students understand the links between Italian history (from the Risorgomento to present days) and school reforms.

Programme and references for non-attending students

- Max Bruschi (a cura di) “La Buona scuola”, Legge 107/2015 e legislazione a confronto”, Edises, Napoli 2015: preface; chap. 1.1, 1.2, 1.3, 1.4, 1.6; 2.1, 2.11.

- laws in electronic format;

- materials by the teacher;

- a manual of contemporary history, in order to help students understand the links between Italian history (from the Risorgimento to present days) and school reforms.

Non-attending students should deepen, thought the study of a specific bibliography, one of the following topics of their choice:

a) the autonomy of educational institutions, : Alessandro Venturi, *Autonomia e pluralismo nei sistemi scolastici comparati*, Aracne 2012;

b) school system’s evaluation;

Damiano Previtali, *Il Sistema Nazionale di Valutazione in Italia*, Utet 2018;

c) the legal status of theachers: Maddalena Colombo, *Gli insegnanti in Italia. Radiografia di una professione*, Vita e Pensiero 2017;

d) inclusion;

L'Index per l'inclusione, edizione italiana a cura di Fabio Dovigo e Dario Ianes caricabile da:

http://www.eenet.org.uk/resources/docs/Index%20Italian.pdf

the so-colled "dirittismo": Alessandro Barbano, *Troppi diritti*, Mondadori 2018.

Assessment methods

Oral exam, concerning one or more topics: generally,

a question on the institutions of law, one on the historical part of the law, one on current legislation. The teacher reserves the right to conclude the exam in response to particularly exhaustive answers or in the face of gaps in fundamental areas of the discipline

Office hours

On monday, after lesson, or on appointment

Programme validity

two academic years

Course tutors and assistants