



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## SYLLABUS DEL CORSO

### Legislazione Scolastica

2223-2-G8501R039-G8501R043M

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#### Course title

School legislation

#### Topics and course structure

The first part of the course shows the fundamental tools for the analysis and application of law in schools. The second part, through the relationship between history, society, legislation, analyzes the fundamental stages, starting with the Casati Law, which marked the arrival of school autonomy and the inclusive paradigm. The third part of the course analyzes the current legislation, with reference to specific educational law institutes.

##### **First part: institutions of law and peculiarities of education law**

- The law. What, how, why
- Institutions and legal systems
- The sources of law
- Administration and politics
- The education law

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

- The Casati law and the pyramid structure of the Italian school.
- The Daneo-Credaro law and the statization of the elementary school
- The Gentile reform and Bottai's innovations
- The school of reconstruction and law n.1859 of 31 December 1962
- The change of the 70s. The Falcucci document (1974) and its impact on paradigms, school curricula, evaluation
- The Berlinguer and Moratti reforms. The Gelmini review. Law 107/2015

##### **Third part: educational institutions and the role of rules for the construction of the educating community**

**and learning environments.**

- School autonomy and educational systems
- System evaluation and learning evaluation
- The legal status of school staff. The statute of female students and students
- The regulatory provisions concerning special educational needs (students with disabilities, with specific developmental disorders, with economic, linguistic, cultural disadvantages).

**Objectives****At the end of the course, the student has:**

- a sound knowledge of the tools of analysis and application of law in the school environment
- awareness of the "ratio legis" of the measures, their cultural substratum and the historical development of the structure of primary and childhood schools and inclusive institutions
- knowledge of the teaching systems of the integrated system 0-6 years and of the first cycle of education (organization, teaching disciplines, national indications)
- the skills related to the proper exercise of the profession of primary and infant school teacher
- the ability to actively intervene in the 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

**Methodologies**

Participated 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

- materials by the teacher. Any reference text will be communicated on the bulletin board
- knowledge of the RAV and PTOF is required (with particular reference to the school curriculum) and the decision of the Academic Board on the evaluation criteria) of the educational institution where the title is held or place of employment, in the case of students with a substitute contract
- a manual of contemporary history, in order to help students understand the relationship between Italian history (from the Enlightenment to present days) and school reforms

## Programme and references for non-attending students

- materials by the teacher. Any reference text will be communicated on the bulletin board
- knowledge of the RAV and PTOF is required (with particular reference to the school curriculum) and the decision of the Academic Board on the evaluation criteria) of the educational institution where the title is held or place of employment, in the case of students with a substitute contract
- a manual of contemporary history, in order to help students understand the relationship between Italian history (from the Enlightenment to present days) and school reforms

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

- the autonomy of educational institutions: Alessandro Venturi, *Autonomia e pluralismo nei sistemi scolastici comparati*, Aracne 2012 OR Marco Campione, Emanuele Contu, *Liberare la scuola. Venti anni di scuole autonome*, Il Mulino, 2019
- school system's evaluation: Damiano Previtali, *Il Sistema Nazionale di Valutazione in Italia*, Utet 2018;
- student's evaluation: Milena Piscozzo e Stefano Stefanel, *La valutazione nella scuola primaria. Obiettivi, curricoli, scelte*, Utet 2022
- the professional profile of teachers: Gianluca Argentin, *Gli insegnanti nella scuola italiana*, il Mulino 2018 OR *La carriera degli insegnanti in Europa*, Eurydice Italia 2019:  
[http://eurydice.indire.it/wp-content/uploads/2018/12/Eurydice-quaderno\\_39\\_x\\_WEB.pdf](http://eurydice.indire.it/wp-content/uploads/2018/12/Eurydice-quaderno_39_x_WEB.pdf)
- inclusion: *L'Index per l'inclusione*, edizione italiana a cura di Fabio Dovigo e Dario Ianes  
<http://www.eenet.org.uk/resources/docs/Index%20Italian.pdf>
- school in Europe: Carlo Capra (a cura di), *Sistemi scolastici d'Europa*, Anicia 201

## 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.

**Evaluation criteria.** The accuracy, completeness of the answers, the ability to relate the norm to concrete cases and the historical substrate, the correctness of the Italian language are evaluated. The teacher reserves the right to conclude the exam in the face of particularly comprehensive answers or in the face of gaps on the fundamental nuclei of the discipline

**Working students.** In order to meet the needs of students engaged with fixed-term teaching contracts and the corresponding needs of educational institutions of didactic continuity, particular times for carrying out the exams

can be agreed

## **Office hours**

On monday, after lesson, or on appointment by e-mail

## **Programme validity**

two academic years

## **Course tutors and assistants**

### **Assistants**

prof. Emanuele Contu

doc. Milena Piscozzo

### **Tutor**

doc. Cecilia Gerola

## **Sustainable Development Goals**

NO POVERTY | QUALITY EDUCATION | DECENT WORK AND ECONOMIC GROWTH | REDUCED  
INEQUALITIES

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