AVANGUARDIE EDUCATIVE

l'innovazione possibile

An INDIRE's research-action project to identify viable strategies for disseminating and triggering systemic innovation in Italian schools

A project that has become a Movement open to schools aiming at rendering viable, sustainable and transferable innovative experiences of transformation of didactic and organisational school models

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***Avanguardie Educative* Logo**
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Just as energy is the basis of life itself, and ideas the source of innovation, so is innovation the vital spark of all human change, improvement and progress.

Theodore Levitt

Avanguardie Educative. A research-action project that became a Movement

Avanguardie Educative is a research-action project born from an autonomous initiative of INDIRE (the Institute that since the year of its birth – 1925 – has investigated and supported the most advanced educational experiences in Italy) to examine possible propagation strategies and systematization of innovation, with particular attention to enabling factors and any that hinder dissemination.

The project was subsequently transformed into a proper Movement – officially constituted on 6th November 2014 in Genova – open to all Italian schools; its mission to identify, spread and implement educational practices and models designed to reconsider the organization of *Didactics*, *Time* and *Space* for teaching in a knowledge society in continuous evolution.

The Movement is the result of a joint action of INDIRE and 22 founder member schools who signed a *Programmating Manifesto for Innovation* consisting of 7

challenges for the 21st century school, the so-called «horizons», which clarify and vivify the *Avanguardie Educative* vision. Having tried out one or more paths of innovation inspired by the *Manifesto*, these 22 schools were thus also the first ones to lead *Avanguardie Educative*.

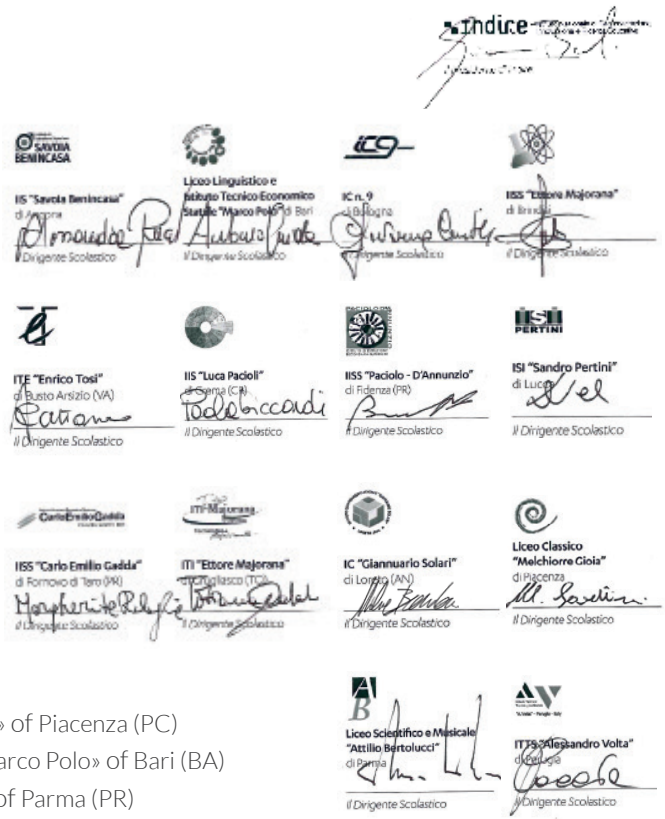
The paths of innovation inspired by the *Manifesto* have become the so-called «Ideas» that schools participating in the Movement – substantiated by a service of assistance/coaching in a blended mode – can adopt and try out in their curricula. In addition to the possibility of adopting one or more of the Ideas, schools participating in the Movement can propose innovation experiences that demonstrate their congruity with the horizons of the *Manifesto*, according to a basic principle: to promote 'contagion' of innovation from the bottom up, that is, from school to school.
The Movement is therefore open to the participation of those schools that know how to identify innovation, make it implementable and break it down so that it is feasible, sustainable and transferable to other situations with the prerequisites; that consider ICT a tool to overcome the inertia and space-time limitations of 'traditional' educational activities.

The Movement is a constantly growing Community of Practice which increases its quota from year to year: since 2014, *Avanguardie Educative* has embraced more than 870 institutes between the schools piloting the Ideas (head schools) and participating schools which are trying out one or more of these Ideas. These have been joined by a hub of schools which ensure at a regional level – together with local expert trainers – a complex series of informative, training, dissemination and support activities for the schools of the Movement and the innovation processes.

- Since 2016, *Avanguardie Educative* has been included among the activities supporting the processes of innovation in schools backed by the European Structural Funds Programme 2014-2020 (Multi-fund National Operational Programme «For the school - Skills and learning environments» - *Project: Processes of organizational and methodological innovation - Avanguardie Educative*).
- *Avanguardie Educative* was selected as an example of good practice in «ecosystems» to refer to at the Annual International Conference «Eminent 2017» held by European Schoolnet, recognizing in particular the innovative value of the networking strategy that allows consolidation of a methodology of encounter between bottom-up and top-down.
- For its 20th anniversary, European Schoolnet published the *Open Book of Educational Innovation*. This document contains the most significant initiatives within the Member States to support processes of innovation and the transformation of education, and among them is the *Avanguardie Educative* Movement.
- The report *Study on Supporting School Innovation Across Europe* published in 2018 by the European Commission provides a thorough revision of current research and school innovation policies in 28 EU member states. The study encompasses 12 in-depth case studies among which two relating as many schools of the *Avanguardie Educative* Movement.

The 22 founder member schools of the *Avanguardie Educative* Movement and signatories of the *Manifesto* together with INDIRE

IC «Baccio da Montelupo» of Montelupo Fiorentino (FI)
IC «Bruno da Osimo» of Osimo (AN)
IC «Giannuario Solari» of Loreto (AN)
IC «San Giorgio» of San Giorgio of Mantova (MN)
«IC of Cadeo and Pontenure» of Roveleto di Cadeo (PC)
«IC no. 9 of Bologna» (BO)
IIS «Enrico Fermi» of Mantova (MN)
IIS «Luca Pacioli» of Crema (CR)
IIS «Savoia-Benincasa» of Ancona (AN)
IISS «Carlo Emilio Gadda» of Fornovo di Taro (PR)
IISS «Ettore Majorana» of Brindisi (BR)
IISS «Paciolo-d'Annunzio» of Fidenza (PR)
ISI «Carlo Piaggia» of Viareggio (LU)
ISI «Sandro Pertini» of Lucca (LU)
ISIS «Arturo Malignani» of Udine (UD)
ITE «Enrico Tosi» of Busto Arsizio (VA)
ITI «Ettore Majorana» of Grugliasco (TO)
ITTS «Alessandro Volta» of Perugia (PG)
Liceo Classico «Leone XIII» of Milano (MI)
Liceo Classico, Scientifico and Linguistico «Melchiorre Gioia» of Piacenza (PC)
Liceo Linguistico and Istituto Tecnico Economico Statale «Marco Polo» of Bari (BA)
Liceo Scientifico, Musicale and Sportivo «Attilio Bertolucci» of Parma (PR)





Genova, 6th November 2014

Why *Avanguardie educative*?

The Movement was inspired by the observation that often brand-new and potentially innovative teaching practices ensue from the exceptionality of a single person or are the result of a context that produces a particular alchemy; in both cases, most of the time, the change generated runs the risk of remaining confined to the original environment, without the chance of coming forth. With this in mind, *Avanguardie Educative* creates the preconditions for implementing an innovation that is transferable and sustainable – that goes beyond the concept of good practice – through tools designed together with the schools already engaged in important experimentation at a national level (those heading the project) and in actions of support in the Community of Practice, online, and face-to-face.

The research (Punie, Bocconi, 2012) and the experience of INDIRE confirm that innovation does not work if it arrives exclusively from above, but – on the contrary – it 'takes root' and is not rejected if dynamics of 'contagion' are triggered. The strategy underlying *Avanguardie Educative* is precisely to systematize change among a network of players who, both by leveraging the possibilities offered by scholastic autonomy and by identifying alternative solutions, have already taken the first steps along the tortuous road to innovation.
All of which serves to prepare the ground for an innovation model that is effective and sustainable; through a process that begins from experience and ends in a systemic change, by degrees, passages, and the fusion of ideas.
The Ideas of the Movement were developed from observation and analysis performed by INDIRE researchers in compliance with the principles of the *Manifesto*, and they represent the 'Ariadne's thread' to find a path through the complex labyrinth of innovation. Each Idea – consultable in the «Gallery of Ideas for Innovation» on avanguardieeducative.indire.it – contributes to the pursuit of the Movement's main objective: rethinking the school model so that it can respond to the needs of a knowledge-based society in rapid evolution, and which today, instead, seems increasingly distant from the dynamics that characterize the social contexts outside

The «Innovation» Concept

Innovation is a complex, many-sided theme, especially in the educational sphere; in order to understand the salient features and know what we are referring to whenever we come across the term «innovation» we must identify its distinctive elements and invariants.
For the OECD, everything that concerns innovation must contain some level of originality and produce a benefit, that is, generate added value. Innovation relates to the development of new ideas and strategies and is triggered as the reaction to a problem, on a path similar to that of research-action. According to a recent report from the European Commission, innovation can be distinguished from mere 'change' when the transformation intervenes on three planes: innovating pedagogy, transforming the school's culture, and consolidating change and improvement at the level of the educational system.
The generative process of innovation finds a primer in curiosity, in the pleasure of making new discoveries and in accepting the risk that these will prove fruitless, in the capacity to implement alternative itineraries with respect to the status quo. This process means a long and tiring road, a journey, in every sense, fraught with obstacles, consisting of experimental paths that do not follow certain and defined roads and that because of this can sometimes end in blind

school and that, for the most part, continues the structural peculiarities that have characterized teaching for almost two centuries in a perspective of the unidirectional transmission of knowledge.

By proposing more flexible and dynamic teaching methods with respect to the traditional lecture-based model, *Avanguardie Educative* wants to mend the rift between «the unique educational proposal of the institution and the diversified demand of knowledge users» (Moscati, Nigris and Tramma, 2008) and promote a vision of the school that can respond to the educational needs of the students, by activating processes aimed at stimulating critical, reflective and creative thinking, to favour the personalization of the paths of learning and teaching, to welcome the opportunities offered by ICT and digital languages. But not only: the Movement is also attempting to bring forth the creative potential that lies inside schools and that takes on new forms also thanks to the interaction between teachers, students and their families and a constant dialogue with local authorities, businesses, and other stakeholders.

All of this constitutes a major challenge: the school cannot abdicate from its fundamental role, but, as we have said, must reappropriate the position that is its remit, namely, that of being the main place devoted to the education and training of the new generations to prepare them to tackle what awaits them at the end of their studies. There must be a balance between school and out-of-classroom experiences, since school must prepare students for social life, and students should bring out-of-classroom experiences to school. Consequently, innovation does not mean upsetting the programmes, but using a different approach to teaching that looks after the gradual growth of life skills, while teaching, appropriately and well, the knowledge of different disciplines, so that the school can return to being a 'social elevator' for our young generation.

alleys.
Innovation is a continuous learning process and does not coincide only with the moment of invention; no innovation is intrinsically good but implies a series of consequences, at times unforeseen, which in a long-term vision serve to reorient ideas and strategies.
Innovation as a process consists of a set of tools capable of originating discontinuity, breaking up inertia and routine, upsetting the equilibria 'of the system', increasing the gap between *old* and *new*. This set of actions was defined by Schumpeter «creative destruction» (1912).
In the processes of innovation the construction of *knowledge* is not constituted by separate acts, but is the result of a process that is self-sustaining over time and that alternates *dissemination* (of acquired knowledge) with *creation* (of new knowledge). For this to happen it is essential that the innovation process contemplates synergistic *top-down* and *bottom-up* strategies; and it is only once it has become rooted at a local level – within a given context – that innovation, to be systematized and disseminated, should be studied, supported and relaunched by a central body nominated to identify the strategic line to follow (in a *top-down* approach).

Learning and innovation go hand in hand.
The arrogance of success is to think
that what you did yesterday
will be sufficient for tomorrow.

William Pollard

Didactics, Space, Time.
The 3 coordinates for innovation

Didactics, ***Space*** and ***Time*** are the 3 closely interlinked coordinates that identify the reference context for innovation processes triggered by the Ideas. ***Didactics*** is the driver of choices that will impact *Time* and *Space*: the starting point to initiate a change that on the one hand goes beyond the rigidity of the school calendar, lesson times and the fragmentation of disciplines (***Time*** Coordinate) and on the other, overcomes the structural limits of a classroom with rows of desks and fixed furnishings, in stark contrast to the dynamism of the cognitive and relational processes to which also ICT contributes (***Space*** Coordinate).

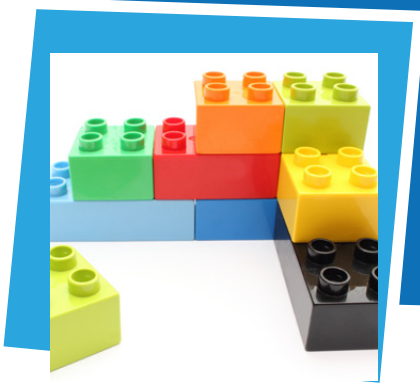
The school model we know is currently undergoing global rethinking. The frontal lesson is no more the only teaching method and the classroom is no more only the space for the transmission school model. Therefore, management and organisation of school time must be reconsidered.

The *Didactics* Coordinate

[Horizon no. 1, «Transforming the transmission school model»]

«A model exclusively based on the frontal transmission of knowledge 'from the podium' is by now anachronistic: today there are fresh, more engaging ways of teaching.

The teacher can transform the lesson into a non-stop workshop, acting as its director and as a facilitator of cognitive processes, also through the use of ICT; can make room for collaborative and inclusive didactics, for brainstorming, research, and peer-education; can become a benchmark for both the individual and the group, steering students through processes of research and the acquisition of knowledge and skills that involve different timeframes and ways of establishing the teacher/student relationship.



It is through active education – which exploits open and reusable learning materials, simulations, hands-on experiments, educational games, and so on – that learning can occur. Doing and learning from mistakes.

A school that ventures beyond the transmission model and adopts open active educational models allows the students to continuously learn and to reason properly, to self-correct along the way and to present their results to others».

The *Space* Coordinate

[From horizon no. 3, «Creating new learning spaces»]

«The classroom remains a space designed for face-to-face interventions, but is also a place where teachers can move around freely and interact in a more explicit and direct way with their students. The various phases of teaching require new settings that are at the heart of a different idea of a school building, which must ensure the integration, complementarity, and interoperability of its spaces. An avant-garde school is born from a new model of learning and internal operation, in which the pride of place of the classroom recedes.



An avant-garde school makes its environments malleable, with spaces that can always accommodate the school community for teaching activities and any other kind of resource, even of an informal kind; spaces where information is exchanged in an unstructured way, where students can study alone or in small groups, where they can go more deeply into some issues with the teacher, revise, or simply relax.

An avant-garde school opens itself to the outside world and becomes a barycentre and benchmark for the local community: by increasing the hospitableness of its spaces, it becomes a civic centre geared to citizens' needs, and gives impetus and development to cultural, educational, and social initiatives».

The *Time* Coordinate

[Horizon no. 4, «Reorganizing teaching time»]

«The school model we are familiar with has become the subject of a worldwide rethink. This about-turn involves both the pattern and the management of learning time. The overcoming of rigid barriers, such as the school calendar, lesson times, and the fragmentation of disciplines into minimum time units distributed throughout the school year, can occur while considering: the need to rationalize and optimize resources; a curriculum divided into segments, training units and modules; the establishment of ICT and its applications in the context of education to favour the creation of new educational timeframes and modalities».



To put experiences into practice, disseminate, and share them. Assistance/coaching in blended mode

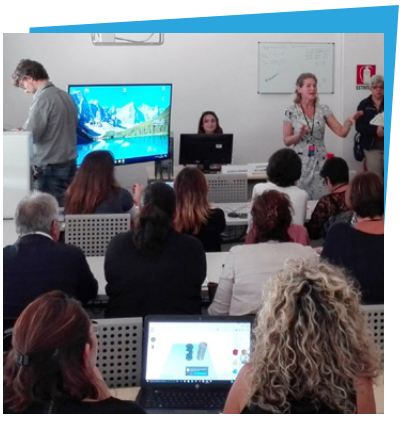
Joining the Movement means, firstly, that schools must share the principles inspiring the *Manifesto for Innovation* and, in a more operational key, participate in the activities of assistance/coaching that INDIRE and the schools (leading, regional hub and participants) promote, organize and carry out to make the change processes documented in the Ideas transferable, and to put into practice, disseminate and share experiences in progress or concluded.
Support activities/coaching can take place in a blended mode:

- **face-to-face**, through residential informative/training or immersive seminars during conferences and exhibitions, forums, visits to and meetings at the Movement's schools by teachers, trainers of the regional schools hub and INDIRE researchers;

- **online**, via the *Avanguardie Educative* community, in a dedicated environment which, in addition to containing interactive multimedia documents for further information and downloadable cues for reflection, is a place for connecting and sharing experiences, in tune with the Community of Practice approach. In this online setting are held webinars and talks about individual Ideas – or ones transverse to these – conducted by teachers, school leaders or experts of national and international renown. Advice is also available from INDIRE researchers, as are forms of support/participation from the Movement's schools.







The *Avanguardie Educative* community

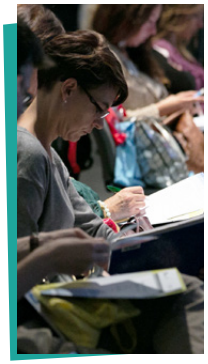
The *Avanguardie Educative* community believes in the role of 'silent promoters' precisely because innovating means travelling on roads that are off the beaten track, without renouncing the ethical challenge of change.

The community believes in innovation that generates interest and encouragement in all the players in the game: in students who live ever more 'connected' but that too often perceive the classroom experience as 'disconnected' from their daily lives, far from the rapid changes produced by the advent of technologies, new media, the social networks, and by the radical transformation of the labour market; in head teachers and in teachers, all those who have found new passion in their profession thanks to the gratification of knowing they have had a positive effect through their work. In fact, good innovation, when it becomes viral, produces an improvement for all the parties concerned, through a fusion of ideas and knowledge.

The community believes in innovation that becomes a virtuous circle where the sharing and spreading of good practice is reflected not only in those who welcome new models but returns to the community itself to generate further new ideas. In this light, the schools that have already embarked on this road (those heading the project) never interrupt the process because by now they are 'expert', but keep on wanting to learn from others, in a process of training and continuous enrichment of all concerned.

The community, by following a *bottom-up* strategy – oriented in other words to encouraging the spread of











innovation from below, from school to school – opens itself to the school according to a further guideline, accepting new proposals for innovation.

On avanguardieeducative.indire.it there is a form that enables schools to submit any experiences of innovation they have developed and consolidated. These experiences are analysed by a special board of editors – consisting of INDIRE researchers and external experts identified from among the founding member schools – in order to grasp their congruency with the horizons of the *Manifesto* and the potential transformation of the experience proposed into an Idea, or to add it as a development of the Ideas already present in the «Gallery».

The identification of new Ideas is then married to the production of new *Guidelines* for their implementation and the identification of additional leading schools that make their experience available to other Italian schools, thus offering the Italian school system new ways to implement innovative processes with the support of those who have already tried and tested them.



The regional schools hub and the expert trainers

Today, *Avanguardie Educative* is a dynamic community that is evolving, transforming, and growing. The schools heading the projects and those participating who have tried out one or more of the ideas, have been joined by the schools of the regional hub and expert trainers who ensure in the relevant territory a full series of informative, training, dissemination and support activities for the schools of the Movement and the innovation processes, and guarantee a constant scaling-up towards a strategy of systemic change.

The **regional schools hub**, selected through an open call, are invited to deal with activities aimed at: ensuring local dissemination of the innovation principles promoted by the Movement's *Manifesto* (also through the organization and provision of online and face-to-face training activities); to contribute to identifying new innovation

that could enrich the «Gallery of Ideas for Innovation»; to promote and provide support for assistance measures to adopt the Ideas, also with the aid of expert trainers.

The **expert trainers** are teachers of the head schools which, after having participated in a course specially created by INDIRE to obtain this qualification, are invited to deal with activities aimed to: promote local meetings at the seats of educational institutions which are significant for innovation, as well as online and face-to-face training; document good practices in trying out the Ideas to expand the offering of representative cases in the dedicated online environment.
The INDIRE's researchers who over the years have investigated and provided a theoretical framework to ongoing innovation processes are also expert trainers, like teachers and head teachers.







The 7 horizons of the *Manifesto* of *Avanguardie Educative*

INDIRE and the 22 founder member schools drafted the *Manifesto* identifying 7 challenges for the 21st century school which became the 7 horizons that animate the Movement and inspire all the initiatives of its community.

The horizons in a nutshell:

1

Transforming the transmission school model

A model based exclusively on the transmission of knowledge 'from the podium' is by now anachronistic. Today, students learn more effectively through active learning that leverages open and reusable materials, simulations, workshops, hands-on experiments, didactic games, etc.

2

Taking advantage of the opportunities offered by ICT and digital languages to sustain new ways of teaching, learning, and assessment

Technologies reduce distances by opening up new communication spaces (the Cloud, virtual worlds, the Internet of Things) linking geographically isolated places and actors of the school system: from businesses to local bodies, from associations to foundations. For *Avanguardie Educative*, new technologies are neither unwelcome guests nor leading players, they are merely means to personalize learning pathways and represent knowledge.

3

Creating new learning spaces

An avant-garde school gradually redesigns its spaces and places with solutions that are flexible, multi-functional, modular and easily rearranged according to the activity. It is also open to the outside world, thereby creating new educational opportunities. The reorganization of school environments leads to the active involvement and participation of the students in the learning process.

4

Reorganizing teaching time

Rethinking the educational model involves both the arrangement and management of learning time. This assumes the transcending of a certain organizational rigidity, such as the school calendar, lesson timetables and the splitting of disciplines into minimum temporal units. This change must come about bearing in mind the need for a rationalization of resources, a syllabus divided into units and modules, the establishment of ICT and its application in the sphere of learning.

5 Reconnecting the know-how of schools and the know-how of the knowledge society

Thanks also to the spread of the Internet, today's society brings value to new skills that often do not involve a particular discipline, and whose development is linked to a way of learning and working that is intimately connected to the surroundings. A school that is open to an evolution in know-how can understand change and improve the service it offers in sync with local demand.

6 Investing in 'human capital' by rethinking relationships (internal/external, face-to-face teaching/peer-learning, schools/companies, etc.)

Giving value to 'human capital' lets teachers feel increasingly like directors of active educational models and see change as a resource. An avant-garde school can identify resources – locally, among associations, businesses and informal situations – to enrich its service by means of constant innovation that guarantees quality in the educational system.

7 Promoting innovation that is sustainable and transferable

The objective of the schools of *Avanguardie Educative* is to identify innovation and make it viable, sustainable and replicable in other situations; it is therefore necessary to single out those key elements that allow the passage from experience to the model so that it can be transferred to a context that has appropriate conditions to produce similar results.







The Ideas of the *Avanguardie Educative* Movement

The Ideas of the *Avanguardie Educative* Movement enrich and increase from year to year the «Gallery of Ideas for Innovation», a place that gathers experiences verified in the field by an ever-growing number of Italian schools and which are the subject of continuous research by INDIRE.
Every Idea in the «Gallery» is a piece of a mosaic that aims to revolutionize the organization of *Didactics*, the *Time* and *Space* of «teaching/learning»; in fact, the Ideas should not be regarded as 'independent units', but rather as the tesserae of a mosaic: a single Idea alone has not the strength to 'unhinge' certain mechanisms that 'hamper' the school, often lost in red tape and disinclined to carry out experimentation and research. However it can be a first step to break the inertia and a dynamic for change and 'contagion' between schools.

Each Idea can count on useful *Guidelines* for implementation at school and is the result of the work of research-action by INDIRE with the support of the head schools that have put into practice that specific innovative experience. The *Guidelines* contain useful information for teachers who wish to try out an Idea in their school activities; they highlight positive aspects and any problems teachers may encounter en route, suggestions for their resolution based on experience and a precise description of the organizational, educational and management processes.
They provide a basis for the setting of innovation methodologies that go in the direction of a school that is changing according with the competences of the knowledge society and with the methods used today to teach and learn them.



In the community of open innovation,
participants are self-selected.
They are attracted by interesting projects
and ingenious people,
and when their work is carried out publicly
they can easily find employment.

Chris Anderson

The ideas in the «Gallery»:

Beyond the Disciplines. This is a didactic and organizational framework whose system relies on work by skill, with attention to orientation and reconstruction of the curriculum by «study skills». The hours of each discipline are broken down into a technical area and motivational workshops for groups and open classes, activities that reconnect the knowledge of the school to local resources and needs.
Why *To reassess attitude as a dimension of competence that is often underestimated but is fundamental for the participation of the students in the course and in the acquisition of qualifications.*

Debate (Arguing and Debating). This is a method that allows students to acquire transverse skills (life skills) and that 'dismantles' some traditional paradigms, favouring cooperative learning and peer education not only among students but also among teachers and between teachers and students.
Why *To promote the introduction of cooperative learning and peer education among students, among teachers, and between students and teachers.*

Differentiated Learning. The educational environment is created and designed to simultaneously perform different activities with the aim of promoting a learning process based on experience, interdisciplinarity, and research. The teacher welcomes differences, encourages potential, recognizes talents, customizes the educational offering and enhances the work of the community, making each student a protagonist of his/her own curriculum.
Why *In order to promote the integration of different ways of learning and studying (some of which are close to the models and behaviour of young people today).*

Flexible Use of Time. Making teaching and learning times malleable is one of the possibilities that teachers and head teachers have to trigger processes of educational and organizational innovation aimed at building active and stimulating learning environments, capable of raising the educational quality and promoting motivated participation on the part of the students.
Why *To decrease cognitive dispersion among the students and the number of drop-outs and to promote the creation of a more malleable classroom environment where teachers can combine various styles of teaching.*

Flipped classroom. The lesson becomes homework while the time in class is used for collaborative activities, experiences, debates, and workshops. The teacher does not assume the role of prime mover but instead becomes the director of the pedagogic action, a sort of mentor.
Why *For a radical transformation of the didactic practices, the greater time available enables the teacher to activate learner-centred teaching processes.*

Heuristic dialogue. Children's and youngsters' thoughts and hypothesis, even if fabled, are epistemic tools: means to know the world. Heuristic dialogue is a dialectic technique to bring together students' mental processes and knowledge tools introduced by the teacher or that they have come across.

Why *To conceive learning as a knowledge-building process and fight against the 'tyranny of the right answer' that homologates and produces mechanical and superficial knowledge acquisition.*

Independent Learning and Tutoring. Two integrated methods are tested from primary schools to lower secondaries. The first places at the centre the autonomy, responsibility and freedom of the youngster who chooses which themes to investigate and the activities to be carried out; the second provides for a teacher-tutor who accompanies the student. The tutor does not evaluate but plays an educational and relational role: listening, directing, mediating and guiding.

Why *To comply with the characteristics of each individual student and offer young people the opportunity to reflect on their path and to express themselves with respect to their own inclinations, passions and needs.*

Inside/Outside School - Service Learning. This Idea is committed to strengthening the relationship between a school and its surroundings, through a continuous dialogue with local institutions and stakeholders and application of the pedagogical approach of Service Learning. In projects which make reference to this Idea, the local surroundings become a learning environment that distinguishes the educational relationship.

Why *To offer the student the opportunity to experience citizenship and relational skills first hand.*

Integration of Digital Educational Content/Textbooks. Italian Law no. 128/2013 laid down that schools could produce their own textbooks to be allocated to classes for specific disciplines. The students actively participate in the production of textbooks. While awaiting guidelines to precisely steer these production processes, some schools have already begun to do experiments to this end.

Why *To promote a global change in teaching practices and the active involvement of the student in the production of textbooks.*

MLTV - Making Learning and Thinking Visible. A concrete innovative educational model able to valorize and capitalize on disciplinary knowledge, abilities and competences and the development of thought in its various forms: critical, creative, logical-mathematical, reflexive, decision-making, systemic.

Why *To learn how to learn individually and in group and develop social competences and team work abilities, also in view of a future in the world of work and adult life.*

Scenario-Based Teaching. The design of the activities in class is based on a *Learning Story*, a set of pre-packaged activities, already tried out by other classes, by which the teacher is inspired to organize his/her own educational activity.

Why *To encourage a change in didactic activities focused on the design of the activity, beyond the figure of the teacher as a dispenser of knowledge.*

Spaced Learning. This is a particular division of lesson time that provides three input sessions and two breaks. In the first 'input', the teacher provides information to students. This followed by a break with complete detachment from the contents just presented. In the second input, the teacher revisits what was done in the first session, changing the way of presenting it. After the second break comes the third input, in which the teacher sticks to the content of the first session but proposes some learner-centred activities.

Why *To go beyond the concept of lecture-based lessons, putting the learner at the centre of the learning processes.*

Subject-Related Classroom Lab. The classroom is reorganized and assigned to one or more disciplines of same area becoming a space that the teacher can customize. Students move from one classroom to another on the basis of the discipline to be studied.

Why *To overcome the distinction between lessons and workshop activities within a functional educational setting.*

TEAL (Technology-Enhanced Active Learning). This is a teaching practice that stimulates active learning and the use of ICT in the classroom. Students are encouraged to collaborate and work in a group and the teacher assumes the role of facilitator and coach.

Why *To facilitate collaborative learning processes also between peers, sustained by the constant use of ICT.*

Grade Retention with Course Credits, ICT Lab and **Flexible Space (Classroom 3.0)** were 3 Ideas among the first to be published in the «Gallery of Ideas for Innovation» which, over time, have seen their peculiarities and relative initial input change, and that are not currently supported by the activities of the assistance/coaching environment.

The prime movers of *Avanguardie Educative*

INDIRE
An institute with many years' experience in educational innovation and research, and the promoter of the Movement together with the founder member schools.

Founder member schools of the Movement
The 22 schools that have tried out, nationwide, significant and tangible ways to transform the current organizational and educational model (which became the so-called «Ideas»); schools that INDIRE has shared the philosophy of the Movement with.



Schools piloting the Ideas (head schools)
The schools that have tried out and successfully implemented the Movement's Ideas and are prepared to accompany institutes that want to give impetus to a systemic change.

Participating schools
Schools that recognize the inspiring principles of *Avanguardie Educative* and intend to experiment with one or more of the Movement's Ideas to embark on a guided path towards innovation.

Regional schools hub
Schools that have adopted and consolidated one or more of the Movement's Ideas, conducted training initiatives and research-action experiences; at a local level they ensure a constant scaling-up towards systemic change and are committed to disseminating the Movement's themes to local schools and stakeholders.

Head teachers
Promoters of the initiative that involves the whole school and who constitute the strategic lever for triggering the process of systemic change.

Expert trainers
They are INDIRE researchers, teachers and head teachers who support the schools of the Movement in their path towards innovation through targeted actions on the processes activated with the adoption of the Ideas and who offer their experience and competence through training sessions on the Ideas.

The prime movers of the Ideas

Teachers, students, all school staff

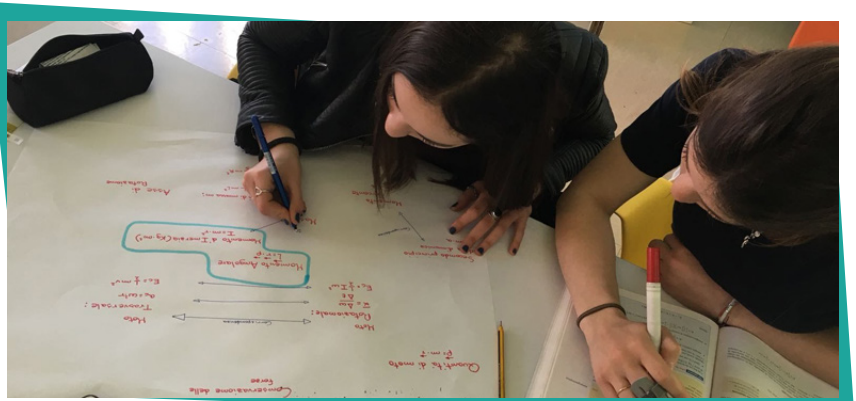
Their acting in full synergy is an essential ingredient for tangible, efficient, sustainable and transferable innovation.

Students' families

Become participants and keep up to date on the activities; they represent one of the main interlocutors and constitute an important network that supports, stimulates and encourages the school in its innovation strategy.

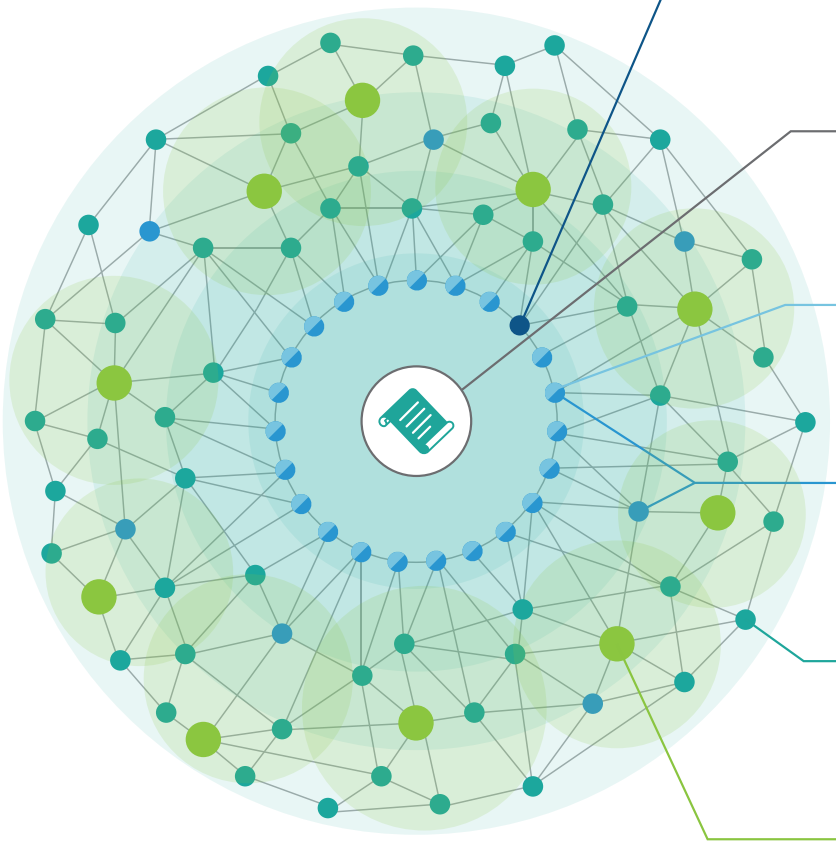
Local authorities and stakeholders

These are, together with the students' families, the main interlocutors which the school community encounters, dialogues with, participates with, and shares experiences with.





The network of *Avanguardie Educative*



INDIRE

The promoter of the Movement together with 22 founder member schools

THE MANIFESTO

The programmatic document written by INDIRE and the 22 founder member schools

FOUNDER MEMBER SCHOOLS

(22 FOUNDER MEMBER SCHOOLS AND THE FIRST 22 SCHOOLS PILOTING THE IDEAS)
Schools that have developed and consolidated innovation strategies and written the *Manifesto* with INDIRE

SCHOOLS PILOTING THE IDEAS (HEAD SCHOOLS)

Schools that have successfully tried out Ideas and are prepared to assist other schools wishing to adopt them

PARTICIPATING SCHOOLS

Schools that have adopted one or more Ideas

REGIONAL SCHOOLS HUB

Schools throughout the country that offer support for the Movement's schools

Becoming part of the *Avanguardie Educative* Movement is simple

Joining the Movement means first adopting the inspiring principles of the *Manifesto for Innovation*.
To join the Movement, schools can **adopt one or more of the Ideas** and/or **propose an innovation experience**. This gives them the right to access the online work environment (community and support).

To adopt one or more of the Ideas, the head teacher, in agreement with the teaching staff, must:

1. register on avanguardieeducative.indire.it;
2. sign up and enter the teachers of his/her school in the online work environment;
3. access the online work environment together with the teachers and embark on the path to innovation.

To propose an innovation experience, the head teacher, in agreement with the teaching staff, must:

1. register on avanguardieeducative.indire.it;
2. fill in the form describing the innovation experience that his/her school has developed and consolidated; a special board of editors – consisting of INDIRE researchers and external experts identified from among the founding member schools – will analyse the experience proposed to check whether it qualifies to be transformed into an Idea or to add it to the «Gallery» as a deeper look at some Ideas already present in it.



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Avanguardie Educative is also on the social media FaceBook™, YouTube™, and Flickr™.

INDIRE's channel on YouTube™ «*Rendere visibile l'Innovazione*» gathers and documents the Schemes in action of the Ideas of the *Avanguardie Educative* Movement.

INDIRE

With more than 90-year history, INDIRE – the National Institute for Documentation, Innovation and Educational Research – is the Italian Ministry of Education's oldest research organization and is the benchmark for educational research in Italy. It was created in 1925 with the task of collecting and valorizing the work done by the schools of the time, accompanying the evolution of the Italian school system over the years.
Thanks to its roots, INDIRE possesses a historical archive containing an abundance of documents from the 19th-20th centuries, specializing in the gathering of documentary material of historical/educational interest.
It is engaged in promoting innovation processes in schools: by developing new teaching models, trying out new technology for training courses, and seeking to redefine the relationship between space and time in both learning and teaching.
INDIRE is the National Erasmus+ Agency for Schools, Universities and Adult Education.

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