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Social Report A.S. 2024 – 2025

Paritarian Kindergarten, Paritarian Primary School, Middle School

School Cycle

The school represents a fundamental pathway that guides the student through the different levels of education, ensuring that they achieve all the objectives of their educational development.

laFlag

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PREAMBLE

The Social Report presents the life and reality of the school. The various facets of the educational, project-based, and cultural actions promoted by the school find, through the Social Report, their place within the school community, the local area, and society. The goal is to clarify for the entire user base the vision, essence, and objectives of our school, both with regard to current activities and in relation to future goals to be achieved through committed efforts in the coming school years.

Our school covers the entire educational cycle, from preschool to lower secondary school, ensuring a complete and coherent educational path.

This document is, in fact, an act of social responsibility through which the Institute reports to society and to the local context on the activities carried out and their results. Nonetheless, the Social Report also serves as an opportunity to clarify the resources used for such noble purposes, promoting transparency and reinforcing the school's solid presence in the territory. It is about connecting and making accessible to all what the school aims to do, what it actually does, and the results it achieves.

This document has been intentionally drafted in a simple manner, so that it does not appear as a mere and sterile list of data, but rather as an element that is easy to consult and understand. The aim is for this tool to serve as an opportunity for dialogue and debate with individuals who operate both inside and outside the school, to improve the design and quality of the service provided.

The drafting of the Social Report aims to foster communication, with the objective of creating a positive synergy that supports the development of activities within the territory. In this regard, the Social Report aims to establish a strategic activity for the evolution of a system—a "school system" that works in symbiosis and synergy with both educational and non-educational realities in Pavia and, primarily, the South Milan area.

We address all those who, from a perspective of shared responsibility, can contribute—whether from within or outside the institution—to the construction of a co-responsible school system.

Over the course of 25 years, Flag has sought and found ways to create not only a "place" in which to invest economic and professional resources, but above all a reality that increasingly aspires to move toward project-based co-responsibility. The school is first and foremost an educational and developmental project for children, who have always been seen not merely as students, but as future citizens of the world—individuals capable, in the future, of relating to others using tools that are increasingly essential, such as knowledge of English, but above all the ability to interact appropriately and productively in diverse and rapidly evolving contexts.

From this perspective, all those who are part of the school or revolve around it can become both proposers and beneficiaries.

In summary, the services offered by Flag School throughout the educational cycle include:

- **Nursery**
  For 2-year-old children. It is an alternative to a traditional daycare center.
- **Preschool**
  Kindergarten: welcomes children aged between 3 and 5 years. It is a recognized and accredited preschool with Code PV1AL05007.
- **Primary School**
  Elementary School: welcomes school-age children between 5 and 11 years. It is a recognized and accredited primary school with Code PV1E008004.
- **Middle School**
  Welcomes students aged between 11 and 14 years. It is a recognized and accredited lower secondary school with Code PV1MS75006.

SOCIAL REPORT 2025 - 2026

WHO WE ARE:

1. Flag aims to continue being an inspiring school for children, where each individual can see their independent thinking valued, without being subjected to pre-packaged and judgmental learning models. Children are encouraged to experiment and express their creativity freely, guided by teachers who enhance their thinking—training them from an early age in teamwork, moving beyond individualism for its own sake, learning to compete healthily, and understanding that strategies developed by a group are often more credible, effective, and rewarding—even for the individual.
2. Flag aims to continue being, now more than ever, a non-conventional school that stands out in its educational offerings for its dynamism and ability to remain relevant and up to date, with specific attention to needs, interaction, and effective communication with both the new generations and their adult points of reference.
3. Flag is led by a synergistic team that works on innovation, technology, and a renewed educational spirit, with the desire to make the project of training, growth, and development ever more concrete and, above all, understandable to its users. We are driven by the intention to achieve a communication style that is increasingly effective.
4. Our facilities represent another distinctive element in the area.

❖ **Contextual Data**

Premises:

- 12 classrooms
- 800 m² of outdoor activity space, including 500 m² of English lawn where educational, sports, and psychomotor activities take place
- Tiered outdoor amphitheater for lessons and theatrical performances
- 2 psychomotor activity rooms, one of which is dedicated to kindergarten
- 2 dining halls, one of which is reserved for kindergarten

5. Flag School was founded in May 2001. It is a secular, accredited, and bilingual school. To date, many students have attended Flag, and we can confidently say that we have received excellent feedback regarding the goals achieved by our former students—particularly in terms of their responsible and independent ability to use the knowledge and skills they have acquired.
6. We remain a unique presence in the Pavia area and are decidedly competitive compared to the tuition fees of international schools or those that define themselves as bilingual in the Lombardy region. In addition, we offer an outstanding student–teacher ratio compared to the standard in both public and private schools (see point 10).
    - 42% of our students reside in the urban area
    - 58% of our students come from the surrounding areas
7. We are the only school in Italy inspired by the educational principles of Alfred Adler, which are based on respect for a child's psychological development, the use of the innate need to learn, curiosity as a tool for observing reality, and the value of encouragement.
8. The goal of our school is to develop in children the natural tendency toward creativity, to stimulate their curiosity, and to open them up to the possibility of learning through experimentation and discovery. We want all of them to be like little Galileos—we support their desire to be proactive by legitimizing their thinking.
9. We are a school that embraces inclusion as both a pedagogical and didactic tool. This allows us to support and stimulate all children in a positive and encouraging way. Inclusion is, for us, a fundamental goal that involves all pupils—including, of course, those with certified needs under Law 104, as well as students with DSA and BES.

10. Every child is special, with their own way of functioning and their own developmental path. It is the responsibility of the kindergarten and primary school to observe and recognize these different ways of functioning, starting from the belief that diversity is a value, and ensuring that each child sees their uniqueness recognized and appreciated, while acquiring the ability to be part of a group.

❖ **Contextual Data**

Teaching Staff:

- Kindergarten: 11 teachers
- Elementary: 14 teachers
- La Flag Middle: 10 teachers

❖ **Our Teachers:**

➢ All teachers hold the required qualifications specific to the school level in which they work.

- Some of our Italian teachers hold dual qualifications: for both kindergarten and primary school.
- We have teachers qualified in learning support.
- We have teachers who also hold degrees in psychology.

➢ Regarding **English and German languages in the primary school:**

- The English language teachers are native speakers.
- We have a native German language teacher.

➢ Regarding **the English language in the kindergarten:**

- The teachers are native English speakers.

All foreign teachers hold qualifications equivalent to Italian teaching credentials or are recognized as specialized qualifications by the Ministry.

❖ **We use innovative teaching and educational strategies compared to traditional schooling.**

The most effective active teaching methodologies take place in a learning environment characterized by a flexible relational style, which provides room for students' interests and experiences. These teaching methods prioritize learning that stems from hands-on, experiential activities, placing the student at the center of the process and valuing their skills and relational background.
Experts indicate that the most effective educational practices are precisely active ones, such as collaborative learning and small group work, which are highly productive in stimulating cognitive conflict and the collective search for solutions to various problems. In order for students not only to acquire knowledge but also to develop skills and competencies—including the ability to "learn how to learn" in the way most suitable for them—strategies and teaching methodologies are needed that aim to enhance each student's learning potential and foster their autonomy.

Below are some of the methodologies we use:

❖ **Interdisciplinarity method**

This is a teaching methodology that involves examining reality through the interconnections between all its elements, thus going beyond the traditional compartmentalized approach to school subjects. For example, the analysis of a historical-social environment is carried out by dynamically and interactively involving multiple subjects—such as history, geography, and social studies—thus fostering a broader and deeper understanding in students, and therefore a more meaningful one.

- Operational method

- Investigative method
- Cooperative method

❖ **Circle Time**

Circle time is considered one of the most effective methodologies in socio-emotional education. Participants sit in a circle, guided by a facilitator whose role is to prompt and coordinate the discussion within a set time frame. The order of speaking, based on the seating arrangement, must be strictly respected. The facilitator acts as a privileged interlocutor by asking questions or offering responses.

Circle time promotes and develops circular communication, encourages self-awareness, supports the free and active expression of ideas, opinions, emotions, and personal experiences, and helps create an atmosphere of calm and shared understanding—ideal for forming any new working group or as preparation for any following activity.

- Operational method
- Investigative method
- Cooperative method

❖ **Role Playing**

Role playing involves simulating behaviors and attitudes typically adopted in real-life situations. Students must assume the roles assigned by the teacher and act as they think someone would behave in the given context. The goal of this technique is to develop the ability to embody a role and to deeply understand what that role requires.

Role playing is essentially an improvised dramatization; it focuses on individuals' behavior in interpersonal relationships within specific operational scenarios, aiming to discover how people might react in such circumstances. The teacher must respect students' choices and reactions without judgment.

Like any awareness-raising technique used for educational purposes, role playing must be applied accordingly—it should follow structured sequences and end with an evaluation of the learning outcomes.

- Expository Method
- Cooperative Method

❖ **Cooperative Learning**

An excellent inclusive methodology is cooperative learning, which enables the "co-construction" of "objects," procedures, and concepts. It is not just about "working in groups": merely organizing students into groups is not enough to ensure effective collaboration and meaningful learning. This method addresses the class as a community of individuals collaborating toward a shared outcome, working in small teams.

Its core principles are:

- Positive interdependence within the group
- Individual accountability
- Face-to-face promotive interaction
- Emphasis on social skills
- Monitoring or reviewing (reflection) of group work
- Both individual and group assessment
- Investigative Method
- Cooperative Method

❖ **Peer Education**

Peer education is a methodology that is increasingly being used, especially for the prevention of at-risk behaviors, as it actively involves students directly within the school context. Its goal is to change specific behaviors and develop life skills—those everyday abilities necessary for each of us to feel well, including mentally.

In this educational method, peers serve as role models for acquiring various types of knowledge and skills, and for changing behaviors and attitudes—generally related to personal well-being—often proving to be as effective as trained professionals.

The peer is not a teacher or an expert in a specific scientific subject, but someone skilled in managing relationships: their role is that of a mediator, which is why they are perceived as part of the group. A peer educator is an ordinary student with heightened awareness of the communication processes within peer groups.

One of the strengths of peer education is its ability to re-activate socialization within the classroom group. The peer alone does not initiate change, but acts as a stimulus for participation: during sessions, the class is involved and encouraged to reflect on personal experiences.

Peer education offers adolescents a space to talk about themselves and to share their experiences "on equal footing." It slowly brings real life into school: it is the peers who convey and share experiences, doubts, and uncertainties with other peers. Those involved perceive this as a moment of informal life within the standard school routine.

- Expository Method
- Cooperative Method

❖ **Laboratory-Based Learning**

Laboratory-based learning is naturally an active methodology. It emphasizes experiential learning "to foster practical engagement while also encouraging dialogue and reflection on what is being done," thus offering students opportunities to actively construct their own knowledge.

This method encourages a proactive attitude toward learning, driven by curiosity and challenge rather than passivity. One of its strengths is that it is easily applicable across all subject areas: in the lab, disciplinary knowledge becomes a tool to assess what each student has learned through hands-on experiences.

This type of learning is based on the learner's individual needs, promotes collaborative learning, and supports skill development. Through lab-based activities (which can be conducted in a regular classroom or in specially equipped environments), where students work alongside the teacher, it fosters meaningful and contextualized learning that enhances motivation.

- Operational Method
- Investigative Method
- Cooperative Method

❖ **Some Examples:**

1. Our teachers don't use desks or blackboards—they work together with the children, often in circle time.
   We've removed the traditional slate blackboards and even the now widespread interactive whiteboards (IWBs), and have equipped all classrooms with state-of-the-art interactive panels. We favor more interactive and collaborative lessons rather than conventional frontal ones - model of teacher at the front, students in rows.

2. Lessons take place in the classroom, in the gym, or in the garden.
   We embrace a deconstructed classroom concept.
   Children experience school as a place where they feel good—not as a place where "grown-ups" impose rigid frameworks that "little ones" must follow by convention.

3. We don't issue disciplinary notes.

4. To manage conflicts and misunderstandings, we use "the thinking space" (il pensatoio): a dedicated place where each child is free to share their experience without fear of judgment, but with the opportunity to be guided—by a properly trained adult from our staff—toward the idea of rules as protective boundaries.

5. Student assessment, at all school levels, is carried out in accordance with the regulations set by the Ministry of Education and Merit.

   At Kindergarten, a PORTFOLIO is compiled at the end of the year, collecting observational grids tracking each child's developmental milestones, along with a final report in which the teachers describe the children.

   At Primary School, teachers assess students based on several indicators: schooling, behavior and developmental trends, effort and participation, management of materials, attention and learning, experiences, and acquired competencies.
   The teaching staff believes that assessment, beyond providing information about results, serves as a tool for guidance, self-awareness, enhancement of individual abilities, and formative use of mistakes and failure.

   At Middle School, assessment complies with current regulations, which include numeric grades (at Flag, grades will not go below 4 and may go up to 10 with honors). These grades are supplemented and enriched by explanatory feedback covering not only academic progress but also students' emotional and behavioral development.

6. The use of technology and multimedia tools is continuously reviewed and updated, with the goal of bridging the communication gap between digital-native students and teachers who need to better understand and utilize new technologies.
   The introduction of interactive panels gives digital natives access to cutting-edge technology, fostering the development and consolidation of responsible tech use from an early age.
   This technological advancement also greatly enhances the school's ability to create a truly inclusive classroom environment.

7. Teachers regularly attend specific professional development courses, either organized by the school or available in the international training landscape, with the aim of developing a new, unique educational language.

8. Each year, teachers are evaluated based on their ability to respond effectively to the school's educational and developmental philosophy, as well as to the needs of students and families. The teaching staff is reviewed and updated annually to ensure the high educational standards outlined in the P.T.O.F. (Three-Year Educational Plan). Every year, the teaching team must meet evaluation standards set by the school's leadership.

9. To us, school is a dynamic and constantly evolving place.

10. Team discussions and supervision are ongoing, ensuring that teachers feel like a true team in continuous pursuit of progress.

11. Flag has, in fact, developed its own teaching approach: it combines the value of our culture—which in traditional or religious schools is often translated into outdated

practices—with the linguistic, scientific, technological, and communication needs of today's world.

12. Unlike other schools, whether religious or secular, Flag is never the same. It is a school attuned to change, with a strong desire to evolve, adapt, and transform in step with the times.

13. Our children are trained to become global citizens. From an early age, they build a curriculum of certified, internationally recognized skills:

    ➢ **At Primary School** students take the first three internationally recognized English exams in Grades 3, 4, and 5:
        - ***Starters***
        - ***Movers***
        - ***Flyers***

        ■ All of these are Cambridge University exams, and to provide a reference point, the Flyers exam corresponds to the KET, the first international certificate often required in many high schools and/or at university level.

        ■ For German, students take the Fit in Deutsch 1 exam in Grade 5, an international German language certificate from the Goethe-Institut, which is also part of university curricula.

    ➢ **At Middle School** Students continue with international certifications for:
        - ***English*** *(A2 Key and B1),*
        - ***German*** *(Goethe-Zertifikat A1 and A2: Fit in Deutsch 1 and Goethe-Zertifikat B1),*
        - *and begin the certification path for* ***Spanish*** *(DELE A1 and A2).*

14. They complete a large part of the curriculum directly in English with native-speaking teachers, specialists in various subjects.

15. They study subjects not typically included in the traditional Italian school curriculum, such as drama—one of the many disciplines taught in English—which serves as an exciting and effective cross-curricular language tool.

16. English is not perceived as a foreign language:

    ➢ It is a core language on par with Italian. Children learn to read, write, and study in both Italian and English.
    ➢ The first language perceived as foreign is German.

What has been described so far also applies to our youngest students in Nursery and Kindergarten, who from the age of 2 have the opportunity to fully harness the brain's natural predisposition for learning—an ability that neuroscience has now proven, especially in relation to language acquisition.

WHAT WE DO:

❖ **The Offer**

Flag's distinctive feature is its educational approach, which recognizes the uniqueness of each student and leverages children's natural tendency to connect with others to better integrate into the school environment. The close collaboration between teachers and psychologists creates a peaceful school atmosphere that supports the development of knowledge. This approach values the thoughts of both teachers and students, constantly seeking dialogue and synergy with families.

In addition to the teaching staff, the school employs seven other professionals responsible for administration, services, and management.

Another eight people take care of building maintenance, including facilities, cleaning, catering, and IT systems.

❖ **Nursery**

The Nursery service offers 2-year-old children the option of part-time or full-time enrollment.
Unlike a traditional daycare, the service follows an Anglo-Saxon style focused on fostering children's basic autonomy.

Some examples:

- No high chairs
- No bibs
- No bottles
- In agreement with families, children are supported to give up diapers and pacifiers as soon as possible.

Children are cared for by:

- Native English-speaking teachers, since early exposure to languages has proven highly effective. At this age, children may not yet speak fully but have a strong ability to absorb and understand language meaning.
- Italian pedagogists who assist the English teachers, specifically supporting children during the initial separation from their parents. When children cry at drop-off, the consoling language is the mother tongue.

Currently, the service operates as follows:

- Full-time hours: Monday to Friday, 8:30 AM to 4:30 PM
- Part-time hours: Monday to Friday, 8:30 AM to 1:00 PM
- Upon request: Pre- and post-school care is available, allowing entry from 7:30 AM and extended hours until 6:30 PM.
- Lunch: Children eat at school with their teachers. Special diets can be accommodated for certified medical reasons.

❖ **KINDERGARTEN – Authorized Preschool**

Open to children aged 3 to 5 years.
Unlike traditional preschools, our program follows an Anglo-Saxon approach focused on gradually developing children's autonomy.

Children are guided by:

- Native English-speaking teachers, who structure lessons to fully leverage children's natural predisposition for learning. Through playful and engaging activities, our young learners build a solid foundation in the English language.
- Italian teachers, who support the English-speaking staff and are specifically responsible for implementing projects aligned with the national guidelines for government authorized schools.

Current structure of the service:

- Full-time hours: Monday to Friday, 8:30 AM to 4:30 PM
- Upon request: Pre- and post-school care available, with entry from 7:30 AM and extended hours until 6:30 PM

Lunch: Children eat at school with their teachers. Special diets can be accommodated upon certified medical request.

❖ **PRIMARY SCHOOL – Accredited Private Primary School**

At our school, we select teachers capable of working within a modular framework: there is no single main classroom teacher. Instead, each class group is supported by a team of at least six teachers who work independently and authoritatively, collaborating closely and creating a classroom environment that feels like a training ground—a safe space where students are guided and supported through a shared "training" in adapting confidently to change.

As a state-recognized private school, we adhere to the official curriculum guidelines of the Italian education system—yet we go far beyond them.

To ensure a balanced development of both foundational languages, Italian and English, many subjects from the Italian curriculum are taught directly in English—such as Music, Drama, Art, IT, and Physical Education. Other disciplines are addressed in both languages: Mathematics from Year 1, and from Year 3, also History, Geography, and Science. This approach significantly strengthens the number of hours taught in English, enriching and complementing the Italian program.

All teachers engage in continuous professional development. Their individual competencies are specifically enhanced to align with the school's chosen pedagogical approach.

Field trips at our school are far more extensive than those typically offered by either public or private institutions. Each outing has strong educational and formative value and is closely linked to the school's yearly curriculum. Every year, students participate in at least two international or language-based experiences, allowing them to broaden their academic and social horizons and to grow into global citizens.

Our educational philosophy is inspired by the theories of Alfred Adler (1870–1937), whose ideas remain remarkably modern and relevant. We are currently the only Adlerian-inspired school in Italy—though similar educational approaches are more common in Germany, France, Austria, and the United States, where school systems tend to be more open to experimentation and creativity.

A truly unique feature of our school is the Pro-Sociality Hour, recently renamed the Thinking Room Hour. Managed by a qualified teacher and psychologist, this session is designed to help children develop emotional awareness and regulation by reflecting on personal experiences or current events. The program is highly flexible and tailored annually to the specific needs and interests of each class.

The Thinking Room has evolved into a broader educational strategy. It is used as needed throughout the school day by staff to help individual students or groups reflect, calm down, and regain emotional balance.

In line with Adlerian principles, the school does not use traditional disciplinary notes in the student diary. Instead, the *Thinking Room* promotes accountability. The child becomes an active participant—doing, engaging, evolving, and building autonomy and responsibility. Families are informed when necessary, not as punishment, but to support the child with coordinated interventions.

Learning to recognize and legitimize one's emotions—and to name them accurately—is essential to developing a healthy sense of self and fostering empathy, which is the foundation of meaningful social interaction. The school is also committed to helping adults adopt this same emotionally intelligent and constructive way of expressing disagreement.

Current Structure:

- Full-time hours: Monday to Friday, 8:00 a.m. – 4:00 p.m.
- Optional Pre and Post-School Care: Drop-off available from 7:30 a.m., pick-up until 6:30 p.m.

Lunch: Students eat with their teachers. Special diets can be accommodated with certified documentation.

❖ **MIDDLE SCHOOL**

➢ Providing our community with a Comprehensive Institute aligned with the principles of global education — from ages 3 to 14.
➢ A school that encourages students to make sense of the variety of their experiences
➢ A school that reduces fragmentation, repetitiveness, and the episodic nature of learning
➢ A school that embraces a vision of education that includes both learning and learning how to live in the world
➢ OPEN to ALL, fully aware of its mission
➢ Stimulating, thanks to a wide range of activities and initiatives
➢ Engaging, actively involving students in the learning journey
➢ Attentive to the needs of young adolescents
➢ Not limited to providing instruction, but committed to shaping independent thinkers
➢ In step with the times, ready to evolve with society
➢ Continuously willing to update and innovate
➢ Collaborative with families, working together to support every student's growth

After Fifth Grade, We Keep Growing…

➢ Just like in Swiss schools…
We'll have SIXTH, then SEVENTH, and EIGHTH grade.

➢ This three-year cycle is also officially recognized as a Paritaria (state-accredited private school).

➢ During these years, the school plays a key role in the personal and educational development of young people.
It must accompany the transformation of children completing Primary School into well-prepared, self-aware adolescents.

➢ These three years are a time for GUIDANCE: students must have the opportunity to test themselves, discover their strengths and limitations, and freely choose their future path with confidence and clarity.

AUTONOMY – EXPERIENCE – EMOTION – MULTILINGUALISM

➢ An ACTIVE teaching approach, open to EXPERIMENTATION

➢ Four certified languages: Italian, English, German, and Spanish.

➢ Introduction of subjects typically found in upper secondary school (Philosophy, Latin, Physics, Law, Economics) to enhance awareness and support future educational choices.

➢ A calm, joyful environment that values the unique sensitivity and potential of each student.

➢ Ongoing attention to academic, emotional, and behavioral growth, with open dialogue with families — always seen as an essential and enriching element.

➢ Flag prepares students ahead of time, so they are aligned with their future.

❖ APPROACH TO PHYSICS AND APPLIED TECHNIQUES

In recent years, developing increasingly effective synergies with parents has proven extremely valuable.
We especially want to highlight how many families have offered their skills and expertise to support the growth and development of our school community.

The school is committed to taking family suggestions seriously, with a critical, self-reflective, and proactive mindset, always aiming to enhance not only educational outcomes but also the social and emotional well-being of the students.

Our goal is to provide hands-on scientific experiences across various fields — Chemistry, Biology, Physiology, and Physics (mechanics, electricity, magnetism, optics, acoustics, thermology, electrostatics).

The teaching approach includes guided experimentation at every stage, enabling students to clearly demonstrate physical principles. Each experiment is complemented by a theoretical explanation, mathematical formulas, and data collection.

Everything is designed to offer engaging, practical, and exciting scientific learning starting from Primary School.

<u>The objective is to understand how this knowledge applies to everyday life — to spark students' curiosity and involve them actively in scientific discovery.</u>

Some examples include:

➢ Acoustics: Students explore the fundamentals of acoustics by studying how mechanical waves propagate through air and affect nearby objects.

➢ Thermodynamics: Students learn key principles by observing material expansion and evaluating thermal conductivity.

➢ Optics: Students discover geometric optics through reflection and refraction of light.

➢ Electricity: Students grasp the basics of electricity and get to know essential electronic components.

➢ Life Sciences: Students explore concepts in chemistry, biology, and anatomy — such as acids and bases, electrolysis, osmosis, and more.

➢ Electromagnetism: Students study magnetic force through permanent magnets, electromagnetic fields, and the attraction/repulsion of charged objects.

The school strongly believes that students should develop manual skills throughout their education to be able to repair or replace everyday objects. Some practical examples include:

➢ Learning about key tools and how to use them:
- Adjusting cabinet doors
- Replacing light bulbs or household plugs
- Understanding how electricity, gas, and water meters work
- Using power strips safely and knowing their load limits
- Identifying which professionals to call for specific technical issues

❖ THE ERA OF ARTIFICIAL INTELLIGENCE

There is no need to hide or feel embarrassed about using artificial intelligence to support our work, as this tool offers assistance—not definitive solutions.
Artificial intelligence fosters progress. It is essential to learn how to ask the right questions, and that is only possible through culture.

This is a fundamental concept: AI is a powerful tool that can significantly improve our work, ***but it should never be seen as a final solution or a replacement for human thought.***
*AI can support and facilitate many tasks, but true progress comes only when we know how to use it effectively—****asking the right questions and integrating it with our knowledge and culture****. This requires an open, unbiased approach to technology, recognizing its value as a support tool, not a threat.*

We can define this as a phase in which:

- AI is no longer a futuristic theory, but a tangible reality influencing our daily work. This includes tools and platforms that support educational content creation, student assessment, personalized learning, and classroom management.
- AI presents new challenges and demands an update in our skill set. We must learn to use these tools effectively, understand their potential and limitations, and reflect on their ethical and pedagogical implications.

The shift from pedagogy to AI in education is not a leap into the unknown, but rather an evolution where pedagogy remains the foundation and compass for a responsible and effective integration of AI.

Here are some key points to understand this transition:

Pedagogy as a Compass:

- Educational goals at the core: Pedagogy defines the ultimate aims of education—students' overall development, skill acquisition, promotion of critical thinking, creativity, and active citizenship. AI must serve these goals, not become a goal in itself.
- Student-centered approach: Pedagogical principles focus on students' needs, learning styles, motivations, and emotions. AI can help personalize learning, but always with respect for individual characteristics, while fostering student autonomy and agency.

The Necessary Integration:

The transition from pedagogy to artificial intelligence is a continuous dialogue, where pedagogical wisdom guides the application of technological potential—with the aim of building a more effective, inclusive, and equitable future for education. This is an opportunity to prepare students for the challenges and opportunities of an increasingly intelligent world.

❖ **ACTIVE CITIZENSHIP: Navigating Our World**

The school is committed to developing a broad spectrum of knowledge for its students, beyond what is provided in the standard curriculum. This includes the in-depth exploration of various topics to enable students to actively participate in everyday life. Covered topics include:

➢ The Italian State: Understanding the structure of government, how institutions work, and the legislative process.

➢ The European Community: Studying the history of the European Union, its main institutions, and the EU's role in the global context.

➢ Citizens' Rights and Duties: Exploring the fundamental rights guaranteed by the Constitution, civic responsibilities, and the importance of respecting laws.

➢ Public and Private Administration Applications: Analyzing how public and private administrations function and how they interact with citizens.

➢ Public and Private Economy: Studying basic economic principles, the government's role in the economy, and how private enterprises operate.

➢ Commerce: Understanding the basics of trade, how global markets work, and commercial practices.

➢ The Role of Lending Institutions: Examining the role of banks and financial institutions, the concept of credit, and how loans function.

These topics are addressed thoroughly to provide students with a comprehensive and practical understanding, preparing them to be informed and active citizens.

Key Innovations (Summary from the Self-Assessment Report) for the 2024/2025 School Year

- ❖ Continued use of the new English study method: The adoption of this integrated learning system has yielded excellent results, which are expected to grow further in the upcoming school year.
- ❖ Enhanced programming in the anthropological area subjects, History, Geography, and Science—taught in parallel in English as well (History, Geography, and Science).
- ❖ Improved content in supplementary educational services, building on the experience of the first two years of the After School Program and supported by new technological equipment.
- ❖ Use of Interactive Panels in all classrooms.
- ❖ Use of school-provided PCs and tablets for students.
- ❖ Further reference can be made to the P.T.O.F. (Three-Year Educational Offer Plans) 2025–2028, prepared for each school level.