

Prova PRI_I

Scuola primaria

Domande a risposta aperta

Quesito 1 - La scuola primaria ha la responsabilità di promuovere un'approfondita padronanza della lingua italiana tenendo conto della varietà di lingue che caratterizzano la società contemporanea.

Il/la candidato/a:

- commenti tale affermazione facendo riferimento agli studi in questo ambito;
- descriva un'attività per una classe del primo ciclo specificando: obiettivi, metodologie e modalità di valutazione.

Quesito 2 - Una scuola che adotti la didattica laboratoriale è pensata come luogo dove la conoscenza ha origine dall'osservare, dal fare ipotesi e previsioni, dal comunicare e dal discutere insieme. Scegliendo uno dei campi disciplinari, il/la candidato/a illustri le basi teoriche ed empiriche di tale affermazione e descriva un'attività specificando:

- la classe a cui è rivolta
- gli obiettivi e i risultati attesi
- le strategie educative e didattiche
- gli spazi, i materiali utilizzati e l'organizzazione dei tempi

Quesito 3 - Il/la candidato/a dia una definizione di "compito autentico" facendo riferimento agli studi in questo ambito e ne illustri un esempio all'interno di un ambito disciplinare a scelta tra quelli della scuola primaria.

Quesito 4 - Uno dei traguardi per lo sviluppo delle competenze in ambito matematico è il seguente: "riconosce e rappresenta forme del piano e dello spazio, relazioni e strutture che si trovano in natura e che sono state create dall'uomo" (Indicazioni Nazionali). Il/la candidato/a:

- illustri le basi teoriche di tale affermazione;
- descriva un'attività in questo ambito specificando obiettivi, metodologia e modalità di documentazione e valutazione.

Quesito 5 - La continuità verticale si realizza dalla scuola primaria alla scuola secondaria di primo grado mediante la progressione degli obiettivi relativi alle diverse competenze.

Il/la candidato/a:

- discuta tale affermazione alla luce degli studi in questo ambito;
- descriva un esempio di attività da proporre a una classe quinta per promuovere la continuità con la scuola secondaria di primo grado.

Quesito 6 - "Insegnare le regole del vivere e del convivere è per la scuola un compito oggi ancora più ineludibile rispetto al passato (...). In quanto comunità educante, la scuola genera una diffusa convivialità relazionale, intessuta di linguaggi affettivi ed emotivi ed è anche in grado di promuovere la condivisione di quei valori che fanno sentire i membri della società come parte di una comunità vera e propria." (Indicazioni Nazionali)

Il/la candidato/a:

- commenti tale affermazione facendo riferimento agli studi in questo ambito;
- descriva un'attività di educazione alla cittadinanza per una classe del primo ciclo specificando obiettivi, metodologie e modalità di valutazione.

Domande a risposta multipla - EN

Quesito 7 Domanda A - -Choose the answer which fits best according to the text.

Citizenship Education in Europe

Improving teachers' knowledge and skills for teaching citizenship was identified as one of the significant challenges in the previous Eurydice study on citizenship education. The current report indicates that strengthening teachers' competences should remain an important concern for policy-makers. Indeed, while several countries have reformed their citizenship education curricula over the last years, the introduction of related reforms in initial teacher education or continuing professional development remains the exception. In some cases, this might lead, for example, to a lack of suitably qualified teachers for teaching a new stand-alone citizenship subject.

Furthermore, although citizenship education has a cross-curricular status in a majority of countries, only three of these have defined a set of common competences directly linked to citizenship to be acquired by all prospective secondary teachers. In the other countries, the area of citizenship education is generally integrated within initial teacher education courses for specialists in history, geography, philosophy, ethics/religion, social sciences or economics.

Besides teachers, school heads also have a major role to play in creating the essential conditions for delivering successful citizenship education. Heads can, for instance, be key players in encouraging a favourable school culture, in promoting the active participation of all members of the school community or in creating opportunities for citizenship-related activities. The role of the school head with respect to citizenship education is recognised to some extent in a few European countries, since it is subject either to specific recommendations, or education authorities provide them with specific training programmes or other support measures. However, a more systematic investigation into the ways that school heads might be further assisted in providing an effective environment for the teaching and learning of citizenship would provide a useful contribution to future debate on the issue of citizenship education.

Source: http://ec.europa.eu/citizenship/pdf/citizenship_education_in_europe_en.pdf

What has happened in the period between the previous Eurydice study and the current report?

- a) Citizenship education is now part of continuing professional development throughout Europe
- b) Several countries have reformed their citizenship education curricula
- c) Initial teacher education has been reformed in all countries
- d) Improving teachers' knowledge and skills for teaching citizenship is no longer a significant challenge

Quesito 7 Domanda B - -Choose the answer which fits best according to the text.

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Where has a set of common competences directly linked to citizenship been defined?

- a) In just three countries
- b) In the majority of countries
- c) In countries where citizenship education is generally integrated within initial teacher education courses
- d) In all countries except three

Quesito 7 Domanda C - -Choose the answer which fits best according to the text.

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Source: http://ec.europa.eu/citizenship/pdf/citizenship_education_in_europe_en.pdf

Who plays an important part in encouraging a favourable school culture?

- a) All members of the school community
- b) EU governments
- c) Headteachers

- d) Only school teachers

Quesito 7 Domanda D - -Choose the answer which fits best according to the text.

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Source: http://ec.europa.eu/citizenship/pdf/citizenship_education_in_europe_en.pdf

In the phrase 'essential conditions for delivering successful citizenship education', what is the meaning of the word 'delivering'?

- a) sending
- b) providing
- c) finishing
- d) causing

Quesito 7 Domanda E - -Choose the answer which fits best according to the text.

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How could the future debate on the issue of citizenship education be facilitated?

- a) By examining how to help school heads create an appropriate school environment to teach and learn the subject
- b) By agreeing specific recommendations for headteachers
- c) By providing education authorities with specific training programmes
- d) By increasing the number of headteachers

Quesito 8 Domanda A - -Choose the answer which fits best according to the text.

Strengthened guidance on improving the spiritual, moral, social and cultural development of pupils.

The Department for Education has published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain. The guidance aims to help both independent and state-maintained schools understand their responsibilities in this area. All have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011.

Until now schools have been required to 'respect' these values, but as a result of changes brought in earlier in the year all schools must now have a clear strategy for embedding these values and show how their work with pupils has been effective in doing so. In a letter to the Education Select Committee, the Parliamentary Under Secretary of State for Schools, Lord Nash, explained the changes were designed to "improve standards regarding the spiritual, moral, social and cultural development of pupils and so strengthen the barriers to extremism". Ofsted and the independent inspectorates now take the work of schools in this area into account during inspections.

Examples of what pupils should learn include:

- how citizens can influence decision-making through the democratic process
- that the freedom to hold other faiths and beliefs is protected in law
- that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- the importance of identifying and combatting discrimination

Publishing the guidance, Lord Nash said: "A key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background".

Source: <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

Why has the Department for Education published guidance on promoting British values in schools?

- a) To encourage young people to leave school
- b) To understand the differences between independent and state-maintained schools
- c) To maintain responsibility in this area
- d) So that at the end of their schooling, young people are ready to live in the Britain we know today

Quesito 8 Domanda B - -Choose the answer which fits best according to the text.

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Source: <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

Where or when did the government first outline these values?

- a) In the 'Prevent' strategy
- b) After the publication of 'Prevent' strategy
- c) Before 2011
- d) With the publication of the new guidance

Quesito 8 Domanda C - -Choose the answer which fits best according to the text.

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In the phrase 'a clear strategy for embedding these values', what is the meaning of the word 'embedding'?

- a) realising
- b) promoting
- c) incorporating
- d) enhancing

Quesito 8 Domanda D - -Choose the answer which fits best according to the text.

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What will now happen to the work of schools in the area of promoting British values?

- a) It will be included in a new area
- b) It will be modified by Education Select Committee
- c) It will be defined by Lord Nash
- d) It will be assessed by various inspectorates

Quesito 8 Domanda E - -Choose the answer which fits best according to the text.

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Which of the following issues will be included in promoting British values programme?

- a) How to see and fight discrimination
- b) How to undermine the democratic process
- c) How to avoid protection by the law
- d) How to change faith and beliefs