

## **BUSTA B**

### **QUESITO 1**

Il progetto “Anno in L2/Zweitsprachjahr”, previsto dalla Deliberazione della Giunta provinciale n. 1319 del 2015: finalità, caratteristiche e adempimenti del dirigente scolastico.

### **QUESITO 2**

Dopo aver inquadrato la tipologia di istituto a cui il candidato intende riferirsi, si illustri sinteticamente il ruolo che può svolgere l'istituzione scolastica nella prevenzione e repressione dei fenomeni di bullismo e cyberbullismo alla luce della L. 29 maggio 2017, n. 71 “Disposizioni a tutela dei minori per la prevenzione ed il contrasto del fenomeno del cyberbullismo”.

### **QUESITO 3**

Si illustri la relazione tra Rapporto di Autovalutazione, Piano di Miglioramento e Piano Triennale dell'Offerta Formativa, evidenziando il ruolo del dirigente scolastico e degli organi collegiali.

### **QUESITO 4**

Quali sono i principali obblighi di servizio previsti per il personale dipendente dal Codice di comportamento del Personale della Provincia autonoma di Bolzano.

### **QUESITO 5**

Dopo aver illustrato gli elementi essenziali del diritto di accesso ai documenti amministrativi, ci si soffermi sulla richiesta di accesso ai compiti in classe ed alle prove d'esame degli alunni interessati e dei compagni di classe.

**QUESITO 6**

**Language and Schooling**

As already indicated in Chapter 1, there is a growing concern among experts and administrators that an increasing number of young people are not sufficiently equipped to meet the language requirements needed to actively participate in modern democratic knowledge societies. Language proficiency across diverse knowledge domains is important for academic success in school and for social inclusion. This includes the ability to switch codes and opt for a register that is appropriate for a special communicative purpose and social context. Language proficiency is also important for continuing education and training as well as for practising basic civil rights and taking advantage of public media. There is a broad consensus that the traditional approach of expecting young people to come to school with age-adequate proficiency in the language of schooling acquired at home, just needing to be given finishing touches by language as subject, is no longer sufficient. Such an approach is characteristic of a highly selective educational system in a more or less homogeneous social and linguistic context. To meet today's socio-cultural challenges, the whole school has to focus on language education in a very complex, reflective and co-ordinated way, based on reading and writing and thus on distinctive language competence within each subject and across subjects.

So each subject in school is responsible for achieving the goals of that particular subject in terms of knowledge building and meaning-making in the full sense of the term, but also in terms of meeting the goals of successful schooling and of quality education in general. Language requirements such as reading and understanding expository texts, listening to explanations, summarising or answering questions orally and presenting results are present in all classrooms, in connection with content work. The language dimension in teaching and learning subject matter is equally important to language as subject itself. It can be described as the second pillar of the language of schooling. This has been repeatedly stated and demonstrated in various ways by the Council of Europe through its intergovernmental and specialised conferences and the many papers published on that topic, available on "A platform of resources and references for plurilingual and intercultural education" (mainly in the box "Language(s) in other subjects" and in the box "Curricula and Evaluation"). Also, the relationship between language as subject and language in other subjects like history, mathematics or science has been addressed on the website and will be dealt with explicitly in Chapter 7.

What type of language do students need in their attempts to acquire new subject-specific knowledge, link it with other pieces of knowledge within the same subject or beyond, question the limits of its validity or transfer it to other contexts? How does language enable and shape their mental activities and their cognitive development as well as their forms of communication? The answer to these questions requires the broad concept "language" to be broken down into categories that have a useful practical application. One of the major goals of school education is to provide access to the

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knowledge society, to the type of thinking and attitudes that will help learners explain what they are experiencing and building up as knowledge.

*Adapted from **A Handbook for Curriculum Development and Teacher Training. The Language Dimension in All Subjects**, 2016. Jean-Claude Beacco, Mike Fleming, Francis Goullier, Eike Thürmann, Helmut Vollmer, with contributions by Joseph Sheils, p. 21.*

In <https://rm.coe.int/a-handbook-for-curriculum-development-and-teacher-training-the-language/16806af387>

### Questions

- 1) The poor language skills of young people are
  - a. upsetting authorities.
  - b. gladding schools.
  - c. irritating universities.
  - d. appeasing leaders.
  
- 2) Good language skills are vital for
  - a. running a media company.
  - b. a successful social life.
  - c. carrying on studies.
  - d. an effective public speech.
  
- 3) Today gaining fair linguistic skills at home is
  - a. no more satisfying.
  - b. somehow practical.
  - c. still important.
  - d. hardly necessary.
  
- 4) When studying a subject language is
  - a. less important than subject itself.
  - b. more useful than context.
  - c. relevant depending on the subject.
  - d. as important as content.
  
- 5) Education at school has many aims and one of these is
  - a. to explain learners how their brain works.
  - b. to help students deal with the learning society.
  - c. to make learners gain scientific expertise.
  - d. to give students new perspectives.

**QUESITO 7**

**Early development: a powerful lever for educational success and well-being**

Inequality has increased across many countries over past decades. The economic recovery following the financial crisis in 2008 exacerbated this. Top and upper middle-income groups recovered much of the lost ground whereas those in the bottom income levels remained well below pre-crisis levels (OECD, 2016). The economic aftermath of the COVID-19 pandemic is predicted to further extend these inequalities (OECD, 2020). The populations of OECD countries are becoming increasingly heterogeneous as a result of migration. For example, the share of the foreign-born population in OECD countries increased from 6% to 9% over the last two decades. Integrating young immigrant children into their new communities is of key importance for social and economic cohesion and education is a primary means for achieving this (OECD, 2017).

The evidence is overwhelming. Starting behind means staying behind. When children's early learning is not strong before they start school and continues to be weak in the first two years of school, the outlook for these children is bleak. This group of children is likely to continue to attend school, at least until the end of primary school, but many will not develop the basic academic skills they need to achieve positive outcomes during adulthood. Some will struggle to participate fully in society or experience positive levels of well-being. This is a particular concern in countries or regions where rates of inequality and deprivation are already high and growing. Children's well-being and rights to learn are recognised by the 1959 United Nations Convention of the Rights of the Child. The Convention notes the responsibilities of governments, families and communities to help realise children's rights and promote their well-being (United Nations, 1959). Governments can do much to promote early learning and child well-being in early childhood. Policies that support families with young children range across the provision of parental leave, ensuring access to adequate housing in safe environments, and rules on migration and family reunification. The most direct policy levers available to governments for strengthening early learning, however, are in the realm of ECEC (Early Childhood Education) as well as parenting programmes and other direct supports for families with young children.

The Sustainable Development Goals recognise the importance of early development and learning, stating that children should have access to organised learning at least one year before starting school (United Nations, 2015). Despite the potential for enhancing outcomes through early years policies, some governments know very little about the impact of these policies. Reliable, valid and comparable data on children's early learning and well-being is the only means to gauge how well children are faring and what is most needed to improve children's early experiences and outcomes. Such data, however, is not yet available to most policy makers.

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Information on the early learning outcomes of specific groups of children is needed, to ensure the needs of all children are met. Aggregate indicators can mask significant or growing inequities across different groups of children. In some countries, children from disadvantaged backgrounds have more limited access to ECEC than other children and they access lower quality provision that is less responsive or tailored to their needs than provision for more advantaged children.

*Adapted from Phair, R. (2021), "International early learning and child well-being study assessment framework", OECD Education Working Papers, No. 246, OECD Publishing, Paris, p. 17.*

In <https://doi.org/10.1787/af403e1e-en>.

### **Questions**

- 1) The post COVID-19 pandemic will
  - a. favour only upper middle-class people.
  - b. render difficulties less predictable.
  - c. promote mutual aids in OECD countries.
  - d. make the gap among social groups wider.
  
- 2) When children's early learning is weak, they
  - a. will not study as teenagers.
  - b. can still develop academic skills.
  - c. will hardly be successful adults.
  - d. will reach positive results later.
  
- 3) The 1959 UN Convention states that children's rights
  - a. are governments' and families' duties.
  - b. are protected worldwide.
  - c. should be promoted only at a local level.
  - d. can in some cases be denied.
  
- 4) The Sustainable Developments Goals affirms children ought to start learning
  - a. as soon as they can read.
  - b. some time prior to school.
  - c. no sooner than Year One.
  - d. just before the age of six.
  
- 5) In order to meet children's needs, data on their early learning results
  - a. appear incidental.
  - b. become necessary.
  - c. seem predictable.
  - d. are irrelevant.