BUSTA A

QUESITO 1

Premessi cenni sui diversi ambiti di autonomia riconosciuti alle istituzioni scolastiche dalla legge provinciale n. 12 del 2000, il candidato si soffermi sull'autonomia didattica.

QUESITO 2

Dopo aver inquadrato la tipologia di istituto a cui il candidato intende riferirsi, si illustrino i principali adempimenti del dirigente scolastico in materia di inclusione, con particolare attenzione agli alunni stranieri.

QUESITO 3

Dopo aver inquadrato la tipologia di istituto a cui il candidato intende riferirsi, ci si soffermi su quali azioni possono essere intraprese per migliorare i livelli di apprendimento degli alunni a seguito di esiti delle prove Invalsi inferiori alla media nazionale.

QUESITO 4

La Deliberazione della Giunta provinciale del 13 aprile 2021, n. 313 disciplina il periodo di inserimento professionale. Si illustrino le principali caratteristiche di tale istituto e i compiti del dirigente scolastico.

QUESITO 5

Premessi cenni sulla responsabilità del personale docente in materia di vigilanza sugli alunni, il candidato illustri le azioni di competenza del dirigente scolastico in relazione all'organizzazione della vigilanza.

QUESITO 6

Innovation in education: the sense of urgency

Innovation in education is a highly contentious issue. Talking to education ministers one quickly gets the impression that education systems in general are very reluctant to innovate, and that there is strong resistance to change among teachers. Education is sometimes perceived as one of the most conservative social systems and public policy fields. But talking to teachers gives one the opposite idea – that there are too many changes imposed on them without much consultation or the necessary preconditions for successfully implementing change. In some countries, innovative change has been implemented without the care and diligence needed or the appropriate prior testing, experimentation and evaluation.

This controversy should not deter us from looking to the facts. And the facts clearly demonstrate that education systems are running up against very serious problems which, if left untouched, could result in serious risks not only for education itself but also for future economic growth, social progress and well-being. Since the mid-20th century, education systems have expanded enormously and human populations have never been more highly educated than today. Emerging economies and developing countries are now also relentlessly expanding their education systems, seeing education as an indispensable ingredient of modernisation and progress. Indeed, the benefits to individuals and societies of ever more education remain very impressive. Yet, although many policy makers may consider the continued expansion in numbers as the best route forward, a closer look into the data reveals that this may as well lead us into difficulties.

The problem education is facing is mainly one of productivity and efficiency. Here, efficiency means the balance between resources invested and the outcomes in terms of students' performance and equity. Over the past decades ever more resources have been invested in education. Looking just at school education, the average expenditure per student across OECD countries increased by no less than 17% between 2005 and 2013 in constant prices (OECD, 2016). But over roughly the same period, the Programme for International Student Assessment (PISA) data from the 2003 and 2012 surveys show no significant improvement in test scores. Instead, in most countries the percentage of top performers has declined. And, while the PISA data show some progress in equity, huge gaps remain in equality of opportunity and education outcomes between various social groups (OECD, 2013).The problem of productivity and efficiency in education is even more striking when education is compared with other public policy sectors, which have realised enormous productivity gains in past decades. In sectors such as health, technology has been a major driver of increased productivity and efficiency with much improved outcomes even if the cost has also gone up. Many observers wonder why enormous advances in technology has not yet led to similar improvements in education. Governments have invested a lot in bringing technology, mainly information and communications technology (ICT),

to schools. But, as the analysis of PISA data discussed in Chapter 3 will show, it has not yet been possible to associate increased availability and use of computers in schools with improvements in learning outcomes.

OECD (2016), Innovating Education and Educating for Innovation: The Power of Digital Technologies and Skills, OECD Publishing, Paris; pp 12 – 13.
In http://www.oecd.org/education/ceri/GEIS2016-Background-document.pdf

Questions

1) People think that the education system is
   a. old-fashioned.
   b. innovative.
   c. neglected.
   d. rigid.

2) In some nations innovation has been
   a. implemented effectively.
   b. evaluated negatively.
   c. carried out carelessly.
   d. considered achieved.

3) Nowadays people in the world are
   a. less learned than years ago.
   b. as educated as in the past.
   c. more skilled than they were.
   d. more educated than before.

4) The Pisa surveys show
   a. slight changes in test results.
   b. better test scores.
   c. worse test scores.
   d. poor results in tests.

5) A lot of money has been spent to
   a. carry out PISA surveys in Europe.
   b. implement digital skills in education.
   c. supply citizens with devices.
   d. make people familiar with ICT.

QUESITO 7

Digital Education Action Plan

There are two interrelated aspects to digital education to which the strategic priorities of this Action Plan will respond: firstly, the deployment of the vast and growing array of digital technologies (apps, platforms, software) to improve and extend education and training. Online, distance and blended learning are specific examples of how technology can be used to support teaching and learning processes. A second key aspect of digital education is the need to equip all learners with digital competences (knowledge, skills and attitudes) to live, work, learn and thrive in a world increasingly mediated by digital technologies. Addressing these two aspects of digital education requires policies and actions on several fronts, including infrastructure, strategy and leadership, teacher skills, learner skills, content, curricula, assessment and national legal frameworks. While Member States are responsible for the content of teaching and the organisation of their education and training systems, action at EU level can contribute to the development of quality and inclusive education and training by supporting cooperation, the exchange of good practice, frameworks, research, recommendations and other tools.

Recent data show a diverse situation of digital education across Member States. Evidence from the OECD's PISA exercise in 2018 showed that many low-income homes had no access to computers. Eurostat figures from 2019 indicated that access to broadband internet varies significantly across the EU, ranging from 74% of households for the lowest-income quartile to 97% in the highest-income quartile. On teacher preparedness, the OECD Teaching and Learning International Survey in 2018 showed that only 39% of educators in the EU felt well or very well prepared for using digital technologies in their daily work, with significant differences between Member States.

Over the past decades, many initiatives and investments have been undertaken in educational technology and digital skills development. Despite progress and excellent examples of innovation, these initiatives were often short-lived, or limited in scale and had marginal impact at system levels. This may, in part, be because the potential of digitising education was not widely visible and understood. The Covid-19 crisis put us for the first time in a situation where there was little choice but use digital technologies to provide education and training. We have learned a lot, and many teachers, students and parents faced a steep learning curve. At the same time, this pandemic also exposed the shortcomings that need to be tackled in order to have successfully integrate of digital technologies in education and training systems.

Efforts to curb the outbreak of COVID-19 led to the closure of education and training buildings, campuses and other sites and a forced shift to emergency modes of digital education. These emergency modes have included a wide uptake of online and distance learning. This mass and unprecedented use of technology for learning revealed many opportunities for teachers to organise

their teaching differently and to interact with students on a more personalised basis, focusing on their specific needs. At the same time, many Member States experienced shortcomings in the system and a widespread lack of digital readiness.

Digital Education Action Plan (2021-2027), Resetting Education and training for the digital age, European Union, 2020; pp. 2-3.

In https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en

Questions

1) Providing students with digital education skills is
   a. achievable if the curricula change.
   b. necessary when infrastructure vary.
   c. a target in the Action Plan.
   d. possible in education processes.

2) The exchange of good practice
   a. implies high costs.
   b. makes inclusion difficult.
   c. contrasts EU guidelines.
   d. implements good learning.

3) According to a recent OECD survey in Europe
   a. the internet is used by 74% of teachers.
   b. few teachers use digital tools in class.
   c. devices are more expensive than useful.
   d. many families scarcely use the internet.

4) According to the text, following the Covid-19 crisis
   a. ICT has proved a support to learning.
   b. people have spent more on devices.
   c. families have chosen home-schooling.
   d. school dropout has increased.

5) The extraordinary usage of technology in the COVID-19 outbreak
   a. turned out to be useful for teachers.
   b. made individual teaching difficult.
   c. was an obstacle to interaction.
   d. uncovered teachers' poor digital skills.