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ABSTRACT

The aim of this contribution will be to analyse the teaching actions of the support teacher. The basic idea is to analyse all the support teacher's tasks. By means of a pilot project, an attempt was made to ascertain whether it is possible to summarise these tasks of the teacher in a few cornerstones, which together presumably lead to full inclusive teaching action and thus to maximum efficiency for the purpose of the concepts of inclusion and integration.

Obiettivo del contributo sarà quello di analizzare l'agire didattico del docente di sostegno. L'idea di base è analizzare tutte le mansioni del docente di sostegno. Attraverso un progetto pilota si è cercato di verificare se sia possibile riassumere tali mansioni del docente in alcuni punti cardine, che nell'insieme portano presumibilmente ad un pieno agire didattico inclusivo e quindi alla massima efficienza al fine dei concetti di inclusione ed integrazione.

KEYWORDS

Inclusive teaching, support teacher, disability.

Didattica inclusiva, insegnante di sostegno, disabilità.

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Introduction

In the context of the delicate relationship between the world of disabilities and didactics, the issue of inclusive didactics, represented mainly by the figure of the support teacher, is particularly important. Specifically in the school context, the didactic actions of the support teacher seem to be apparently underestimated, even though they are widely regulated (Law no. 104 of 5 February 1992, framework law for assistance, social integration and the rights of differently-abled people). This factor is apparently due to a lack of knowledge and awareness on the part of the support teachers themselves about their duties, which are guided and regulated, like the entire school sector, by rather precise and strict regulations. The views in the literature seem to converge repeatedly on a few main themes. It seems rather evident and clear which are the cornerstones for a good and effective inclusive didactics, such as goals and objectives, methodological strategies and teachers' competences (Calvani A., 2018). Specifically, instructional design activities, the collaboration of the entire school system for the inclusion process and the emphasis on emotional and relational aspects (Ianes D., 2022) seem to be predominant. There are also many works that emphasise the importance of training the support teacher (Angelini C., et al., 2022) and, as previously highlighted, the use of fully inclusive teaching strategies (Baldassarre M., Sasanelli L., 2021). In the light of what has been stated above, the research and studies on the support teacher's didactic actions seem to be limited in relation to the broader range of inclusive didactics, a field in which this research project will be inserted. The aims of the following contribution will be to analyse, as previously stated, the support teacher's didactic actions in the school environment. Therefore, after reviewing the main literature on the subject, the basic idea is to analyse everything that revolves around the figure of the support teacher; all the didactic-inclusive steps of the specialised teacher. By comparing the specific literature, we have mainly tried to verify whether it is possible to summarise the duties of the support teacher in a few pivotal points, which on the whole presumably lead to full inclusive didactic action and therefore to maximum efficiency for the purpose of the concepts of inclusion and integration.

1. Literature Review

The sources consulted and used for this project were basically divided into three distinct macro-areas: preliminary, primary and secondary sources. Among the

preliminary sources, numerous websites were reviewed that focus on inclusive didactics with reference to the figure of the support teacher. On the whole, these sources tend to repeat as widely cited in the introduction, definition, objectives, aims and strategies, for inclusive didactics (<https://didatticapersuasiva.com/didattica/che-cosa-si-intende-per-didattica-inclusiva>). Still among these sources, the concepts of collective didactic planning (<https://www.universoscuola.it/cos-e-la-didattica-inclusiva-definizione-obiettivi-strategie>) and the work to be carried out on the social and emotional area in the presence of pupils belonging to the area of special educational needs (<https://fieradidacta.indire.it/it/blog/didattica-inclusiva/didattica-inclusiva>) are abundantly repeated. Lastly, and not by order of importance, these sites included the main official sites of the Ministry of Education and Research (<https://www.miur.gov.it>) and a number of publishing houses particularly active on the subject of inclusion and didactics (<https://www.erickson.it/insegnante-di-sostegno>). Among the secondary sources consulted were mainly manuals and texts on inclusive didactics that deal in synthesis with aspects purely related to instructional design (Buccolo M., et al., 2022), the assessment of pupils in the Bes area (Manzo G., 2022), inclusive teaching strategies and workshops (De Piano A., 2018). Primary sources. The review of these sources led to the consultation of the main and most recent (last five years) studies on the subject of inclusive teaching from the perspective of the support teacher. Relevant are the contributions on the subject of support teacher training, both from the point of view of specialising courses (Angelini C., et al., 2022), and from the point of view of the skills acquired following training itself (Domenicini G., et al., 2022). In the wake of this contribution, the observation of the "inclusive teacher" is also notable (De Angelis M., 2021) also in relation to the use of information and communication technologies (Isidori M.V., Cicaci A.M., 2021). Other strands of investigation instead take up, as already mentioned for preliminary and secondary sources, teaching strategies for inclusion such as Universal Design for Learning (Baldassarre M., Sasanelli L., 2021) and peer tutoring strategies (Schiri F., 2019).

2. Methodology and Methods

The work carried out is contextualised in the category of descriptive research and in this context the chosen methodology was that of the questionnaire. The main issue analysed, as previously mentioned, was that of investigating the support teacher's teaching actions, and observing the phenomenon of inclusive

teaching through the methodological practices and strategic steps implemented by the teacher. The research hypothesis was particularly simple. Do support teachers design teaching actions according to current regulations? Obviously, to support and verify this hypothesis, several data collection and analysis methods were used. First of all, an attempt was made to verify the first-mentioned steps of the support teacher; from the reception of the disabled pupil to the systematic observation of the pupil himself, to the design of ad hoc learning units. This method was made possible through the administration of a questionnaire based on a Likert scale. The questionnaire was first submitted to ten support teachers aged between thirty-five and sixty, all tenured support teachers, from secondary schools, five male and five female, who gave feedback and corrections on the drafting of the questionnaire itself (Pilot Project).

Subsequently, the questionnaire was administered to one hundred and fifty (150) students of the Specialisation Course for Support Teaching Activities, at the Parthenope University of Naples. This sample with an average age of forty-three(43) years and a massive female presence(123), compared to male colleagues(27). The questionnaire, as mentioned before, based on the Likert scale (fully agree, agree, undecided, disagree, strongly disagree), included six items to be answered: the support teacher has the task of implementing reception and integration strategies for the pupil/children with disabilities; the support teacher has the task of consulting the pupil/children's certification for the purpose of future educational planning; the support teacher has the task of implementing systematic observation processes for the purpose of future educational planning; the support teacher takes part in the GLO (OWG-operational working group), which has the task of drawing up and approving the individualised educational plan (PEI); the support teacher has the task of choosing the appropriate strategies and methodologies, depending on the residual abilities and potential of the pupil with disabilities; the support teacher has the task of taking part in the didactic planning of learning units (LU), according to the objectives of the IEP and for inclusion.

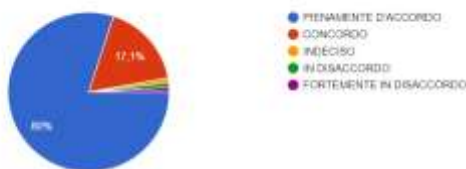
3. Results

So as far as the results are concerned, we first review the statistical indexes relating to the answers taken from the sample and then move on to a discussion of the data itself.

On question no. 1, the support teacher has the task of implementing reception and integration strategies for the pupil with disabilities, 80% of those

interviewed, that is 84 people, fully agreed, followed by 17.1% who agreed (18 people), with 1.1% undecided and 1.1% disagreeing and strongly disagreeing (3 people).

1. IL DOCENTE DI SOSTEGNO HA IL COMPITO DI METTERE IN ATTO STRATEGIE DI ACCOGLIENZA ED INSERIMENTO PER L'ALUNNO/A PORTATORE DI DISABILITA'.



Graph. 1 (Item nr° 1)

(fully agree, agree, indecisive, at odds, strongly disagreeing)

In question no. 2, the support teacher's task is to consult the pupil's certification for the purpose of future teaching planning, 88.6% or 93 people strongly agree, 10.5% , 11 people agree, 1% strongly disagree. There are no answers from undecided or in disagreement.

2. IL DOCENTE DI SOSTEGNO HA IL COMPITO DI CONSULTARE LA CERTIFICAZIONE DELL'ALUNNO/A AL FINE DELLA FUTURA PROGETTAZIONE DIDATTICA.

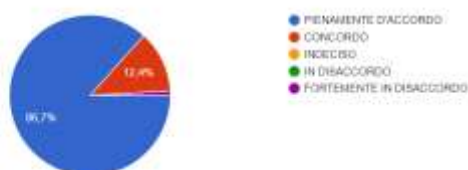


Graph. 2 (Item nr° 2)

(fully agree, agree, indecisive, at odds, strongly disagreeing)

In the third question, no. 3, the support teacher has the task of implementing systematic observation processes for the purpose of future teaching planning, 86.7% (91 persons) strongly agree; 12.4%(13) agree, 1%(1 person) strongly disagree. Also in this item as in the previous one, there are no answers of undecided or disagree.

3. IL DOCENTE DI SOSTEGNO HA IL COMPITO DI METTERE IN ATTO PROCESSI DI OSSERVAZIONE SISTEMATICA AL FINE DELLA FUTURA PROGETTAZIONE DIDATTICA.



Graph. 3 (Item nr° 3)

(fully agree , agree, indecisive, at odds, strongly disagreeing)

In question no. 4, the support teacher takes part in the GLO(OWG), which has the task of carrying out the elaboration and approval of the individualized educational plan (IEP), 82.9%(87 people) fully agree, 12.4%(13 people) agree, 2.9%(3) disagree, 1%(1) are undecided and another1% strongly disagree.

4. IL DOCENTE DI SOSTEGNO PRENDE PARTE AL GRUPPO DI LAVORO OPERATIVO PER L'INCLUSIONE(G.L.O.), CHE HA IL COMPITO DI ELABORARE ED APPROVARE IL PIANO EDUCATIVO INDIVIDUALIZZATO(PEI).

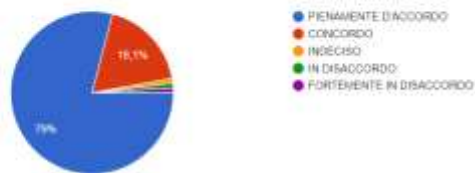


Graph. 4 (Item nr° 4)

(fully agree , agree, indecisive, at odds, strongly disagreeing)

In question five, no. 5, the task of the support teacher is to choose the appropriate strategies and methodologies, according to the residual abilities and potential of the pupil with disabilities, 79% of the respondents (83 people) strongly agreed, 18.1%(19) agreed, 1%(1) were undecided, 1%(1) disagreed, 1%(1) strongly disagreed.

5. IL DOCENTE DI SOSTEGNO HA IL COMPITO DI SCEGLIERE LE OPPORTUNE STRATEGIE E METODOLOGIE DIDATTICHE, IN FUNZIONE DELLE ABILITA' E POTENZIALITA' RESIDUE DELL'ALUNNO/A PORTATORE DI DISABILITA'.

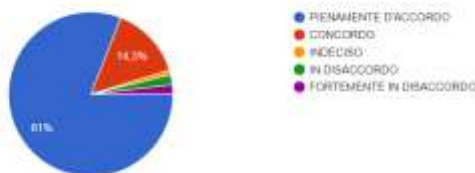


Graph. 5 (Item nr° 5)

(fully agree , agree, indecisive, at odds, strongly disagreeing)

With regard to the last question, no. 6, the support teacher has the task of taking part in the didactic planning of learning units (LU), according to the objectives of the IEP and for the purpose of inclusion, 81% (85 people) fully agree, 14.3% (15 people) agree, 1.9% (2) disagree and another 1.9% (2) strongly disagree. This leaves 1%(1) undecided.

6. IL DOCENTE DI SOSTEGNO HA IL COMPITO DI PRENDERE PARTE ALLA PROGETTAZIONE DIDATTICA DI UNITA' DI APPRENDIMENTO(U.D.A.), IN FUNZIONE DEGLI OBIETTIVI DEL PEI ED AL FINE DELL'INCLUSIONE.



Graph. 6 (Item nr° 6)

(fully agree , agree, indecisive, at odds, strongly disagreeing)

4. Discussion

This could imply that the support teacher is identified as the main figure in the creation and activation of the right strategies for the reception and insertion of all the pupils belonging to the area of special educational needs and specifically for those with disabilities. This data also implies, considering the type of sample, a particularly high degree of awareness of this factor regarding the figure of the

support teacher. Again, this result seems to be perfectly consistent with the starting hypotheses and in particular with the reference legislation (Ministerial Note no. 4274 of 4 August 2009, Guidelines for the scholastic integration of pupils with disabilities), which is the theoretical framework of this contribution. Proceeding in a similar way with regard to question no. 2, also in this case almost the entire sample (99%) fully agrees/agrees with the basic statement. Specifically, the sample agrees that it is necessary for the support teacher to consult the pupil's certification. This brings us to some considerations.

The first is that viewing the certification allows the support teacher to understand from the outset, even if in general terms, what the pupil's residual abilities and potential will be, on which to base future teaching activities. The second consideration is the possibility of sharing such reflections and information with the entire class council, always with a view to the future methodological and disciplinary choice. Again, this result, as for the previous item, seems to be perfectly in line with the starting hypotheses and also in this case with the theoretical framework of reference (Ministerial Circular 6 March 2013, no. 8, Intervention tools for pupils with special educational needs).

Also for question no. 3 the trend of the previous items continues; 99.1% fully agree/agree with the proposed statement. Specifically, the sample agrees with the possibility of implementing systematic observation processes with regard to the pupil with disabilities. This data leads us first of all to the deduction that before any didactic planning (as highlighted in the same item) it is good practice to observe, possibly according to the axes already present in the various individualised educational plans (Law n. 104 of 5 February 1992, Law - framework for assistance, social integration and the rights of disabled people).

Moreover, these data seem to be apparently consistent on the one hand with the starting hypothesis and on the other hand with other elements mentioned in the theoretical framework in question (Inter-ministerial Decree no. 182 of 29 December 2020, Adoption of the national model of the individualised educational plan and related guidelines). In the fourth item the majority trend continues with 95.3% of respondents fully agreeing/agreeing with the starting statement. Specifically, the majority of the sample agrees with participation in the (OWG) GLO, which implements and approves the pupil's future IEP. All this apparently implies awareness on the part of the interviewees, of that feeling of "co-responsibility" and sharing effectively expressed in the Miur Notes of 4/8/2009: "It is the entire school community that is to be educated in the process in question and not only a specific professional figure to whom the task of integration is to be entrusted exclusively".

Also in this case the data seem relevant with the starting hypothesis and also in line with the theoretical framework considered. Of relevance however for this item are also, as reported in the results, a part of the sample belonging to the category in disagreement/strongly disagree; 3.9%. This could imply, on the one hand, a willingness not to take part in the GLO (OWG); this implication would however be refuted by the reference legislation on the structure of the GLO itself (Legislative Decree 13 April 2017, no. 66, Norms for the promotion of school inclusion of students with disabilities). On the other hand, such a datum could apparently mean the exclusive will of the support teacher to draw up the IEP individually. Even in this case, this thesis would be refuted by the reference legislation (Law no. 104 of 5 February 1992 - framework law for assistance, social integration and the rights of disabled persons). Therefore, these factors open up certain limits of the research that would merit further investigation. As far as question no. 5 is concerned, 97% of the respondents fully agree/agree with the starting statement. More specifically, the majority of the sample agreed with the fact that the support teacher has the task of choosing the appropriate teaching strategies and methodologies according to the potential of the disabled pupil. This fact implies in almost all the sample that it is the support teacher who chooses, researches and finds the right way, the right approach, suitable to the pupil's needs according to what has been previously analysed and observed. Everything is still apparently pertinent and consistent with the starting hypotheses and once again in line with the basic theoretical framework (Ministerial Note 4 August 2009, no. 4274, Guidelines for the school integration of pupils with disabilities).

Also in the last item the majority trend is that of fully agree/disagree, which stands at 95%. In particular in this question the majority of the sample agrees with the fact that the support teacher has the task of taking part in the didactic planning of Learning Units, according to the IEP. This majority data would seem to imply, in full coherence with the previous items, team work for inclusive policies on the one hand, and on the other a co-responsibility with regard to didactic planning that is not entrusted solely to the curricular teachers. It would apparently appear that the support teacher must design UDAs for the case being analysed each time, systemising all the work of the previous steps. This datum is strongly consistent and pertinent with the starting hypothesis if correlated also with the other items (majority tendency of the sample) and would result once again perfectly anchored to the theoretical starting point (Ministerial Note 4 August 2009, no. 4274, Guidelines for the school integration of pupils with disabilities). To be considered also for this question is the trend of undecided (1%) and in disagreement (3.8%). This aspect could lead one to infer an apparent disagreement with the LU planning

activities usually delegated to curricular teachers. However, this assertion is easily refuted by following the reference legislation: "The LU is designed by teachers of curricular subjects pertaining to the same cultural axis or to more than one axis" (Legislative Decree 19 February 2004, no. 59, Definition of the general norms relating to pre-school and the first cycle of education). For this very reason, since the support teacher is fully included in the class assigned to her/him (Ministerial Note 4 August 2009, no. 4274, Guidelines for the school integration of pupils with disabilities), this hypothesis is easily and widely refuted.

Conclusions

It would seem that studies relating to inclusive didactics, from the very point of view of the actions of the support teacher and the practices entrusted to him/her, would seem to merit further investigation, even though the starting hypotheses of this contribution appear to be fully confirmed. It is certainly possible to observe certain limitations of this research project. Qualitative limitations with regard to the sample considered, could appear as a factor slowing down the knowledge process underlying the research. It is true, however, that these limitations can become an opportunity to broaden and deepen the topic considered. Replacing the sample with tenured support teachers, for example, could lead to further developments on the topic, just as expanding the sample used, but on other school orders, could open up new considerations. All this is to emphasise how this pilot project is in the process of being developed and has considerable scope for development and expansion, adding a further contribution to the link between inclusive teaching, support teachers and inclusion.

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