

PUBLIC CONSULTATION

“School for the 21st century”

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1. How can schools be organised in such a way as to provide all students with the full range of key competences?

One step to provide all students with the full range of key competences is to promote pre-school programmes based on learning, but also on personal and social competences. After that, in our multicultural society a very important thing is to increase the languages learning, bringing to three the number of compulsory languages studied at school. The communication in the mother tongue has also to be advanced, providing a wide range of micro area language. Moreover English, that is the key languages for all the world, has to be taught at a higher level.

Furthermore interculturalism could be encourage through meetings, conferences and students exchanges.

Another suggestion is the revision of some aspects of school's organization, such as the reduction of student's number in every class and the development of some subjects, for examples Mathematics, Science and over all of digital and technological competences.

2. How can schools equip young people with the competences and motivation to make learning a lifelong activity?

Teachers at schools should encourage students to update their skills and competences continually, in order to prepare them towards their lifelong learning, the flexible continuous integrated approach that a person must have during life.

Considering the fact that in this ages the world of work requires more competences and good-preparation. They need to be aware of abilities requested and they have to be responsible

regarding their future life. For this reason pupils have to be encouraged to expand their knowledge not only in the school field, but they have also to inform themselves about topics which are normally disregarded leave out in class and get used to learn not only because they must do it for school, but also through their own initiatives. In order to support this, schools could promote external courses that will be rewarded with extra-credits.

3. How can school systems contribute to supporting long-term sustainable economic growth in Europe?

Education plays a very important role in making European citizens to acquire the competences needed to face changes in the society. School should become a learner-centred activity in which learner and teacher cooperate to build knowledge and skill. So students should be informed since the earlier classes about the main matters of the world, such as the sustainable economic growth. For this reason schools could organized lessons and conferences hold by experts on this argumentation. These lessons could include education on issues such as the sustainable use of energies and transport systems, sustainable consumption and production patterns, health, media competence and responsible global citizenship.

4-5 How can school systems best respond to the need to promote equity, to respond to cultural diversity and to reduce early school leaving? What can be done as regards curricula, school organisation and the roles of teachers in order to respond to each pupil's individual learning needs?

School system should favour languages learning, the increasing of language diversity and the knowledge of different cultures, traditions and religions through meetings, conferences, intercultural relations, discussions and projects in order to help foreign students to integrate themselves in the classes. To establish the equity between all the students is in fact one of the most important aim to achieve. In order to permit this, but also to reduce the early school leaving, could be introduced extra-school programmes in favour of disadvantaged students, in particular for examples by sustaining foreign students in the learning of the languages and in the process of their social adaptation. For this reason teachers should be able to speak different languages, above all English, and the introduction of "specialised teachers" could also help

foreigner with particular difficulties.

Moreover poverty influences and determines the cognitive development of deprived children and their school's results, so every single Member States should help them economically and in general by reducing the price of books and school materials.

Finally teachers should create basic strategies based on cooperative teaching and learning and collaborative problems solving. They can also make the class more interactive and interact themselves with students through videos, discussions, laboratories and by dividing the class in heterogeneous groups.

6. How can school communities help to prepare young people to be responsible citizens, in line with fundamental values such as peace and tolerance of diversity?

In order to prepare students to be responsible and active citizens, schools could organize formative activities and meetings about careers guidance held by experts with the aim to explain to pupils the way to choose and to take their place in society and to live in community, with principles as equity and tolerance.

These activities should be directed towards the specific updating of work's development and towards the learning of technology packets.

Moreover an important improvement could be the promotion of the culture of democracy at school since the earlier classes, because democracy requires a long learning process.

7. How can school staff be trained and supported to meet the challenges they face?

In order to deal with the problems which teachers have to face, they should improve their forming of growth. First of all they have to participate in updating courses concerning technology, foreign languages (above all English) and new methods of teaching. They are in fact required to use the opportunities offered by new technologies, to respond to the demand for individualised learning and to assist pupils to become autonomous lifelong learners. Moreover teachers must have the total control on students, and for this reason they should have the capacity to maintain the order in the class, to face aggressive behaviours and to integrate every pupil in lessons and activities. So Member States must invest in the training of teachers, in the improvement of their skills and must concentrate more attention on teachers certification.

8. How can school communities best receive the leadership and motivation they need to succeed? How can they be empowered to develop in response to changing needs and demands?

Students will be the future active citizens, so school must be responsible about their skills and competences. For this reason the Member States should supply schools with complete programmes to direct them towards an appropriated teaching.

Moreover there is a variety of models of school management in Europe: in our opinion the best systems, which all the schools have to based on, is that of "school leaders", which can set the direction of change, facilitate open communication, stimulate creative thinking, motivate staff and pupils to higher levels of achievement and exemplify the lifelong learning. Also in every school, parents and other stakeholders should be represented on governing bodies with wide powers over staffing, finances, school ethos and curriculum, as it happens already in some communities, in order to be ready to develop in response to changing needs and demands.