



READ-COM

*Reading Communities
from paper books to digital era*

READING PRACTICES FOR CHILD EDUCATION IN ITALY

TM1-ONLINE MEETING 09-10 JULY 2020

ERASMUS PLUS

*KA2 Strategic Partnership for School Education
Cooperation for innovation and the
exchange of good practices*



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

READING IN ITALY

- ▶ The share of readers in the last 20 years is substantially stable from 2001 (40.6%)
- ▶ The highest share of readers is represented by **young people**: 54,5% of teenagers 15-17 years old, especially girls aged 11 to 19 (over 60%)
- ▶ **Families' reading habits** impact on children's attitude: The 74,9% of readers under 18 have reading parents and only the 36.2% of those who don't have
- ▶ In 2018 **one in ten families still has no book at home** and - even where is a home library - the number of books available is very limited: 31% of families have no more than 25 books and 64% have maximum 100 titles
- ▶ There are **more reader women** (46,2%), than men (34,7%)
- ▶ Reading is much **more diffused in the Northern** regions (49.4% in the North-West read at least one book), than in the South (26.7%)

(Data on books production and reading habits in Italy provided by ISTAT (National Institute of Statistics) for 2018)



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

NATIONAL & LOCAL GOOD PRACTICES

- ▶ **NATI PER LEGGERE** (*Born to read*)
- ▶ It encourages the “**reading aloud**” for children between 6 months and 6 years as **affective and existential experience**. Listening to readings aloud within strong affective/emotional relationships is recommended not only before the acquisition of real reading skills, but also before language development (Italian Library Association, the Pediatric Cultural Association and the Center for Child Health)
- ▶ **GENITORI PIÙ**
- ▶ Promoted by the Ministry of Health, the Italian Federation of doctors/paediatricians and UNICEF for new parents: close to breastfeeding and vaccinations it puts the **Reading Education** as fundamental recommendation for the babies’ health promotion



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

NATIONAL & LOCAL GOOD PRACTICES

- ▶ **LEGGERE FORTE! (*Reading Aloud!*)**
- ▶ Launched by the Tuscany Region from the educative year 2019/2020
- ▶ Multi-year action structured as a **real educational policy focused on reading education**. It aims to make the reading aloud (done by teachers and educators) a structural practice within the entire Tuscan educational system from the 0-6 Services till the secondary cycle of education
- ▶ It aims to produce also greater awareness in families on the relevance of this practice in the home
- ▶ The project develops three macro actions: **training for operators** (educators, teachers), the **reading activity in schools**, the **data collection to measure the achieved results**



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

A LOOK TO THE NATIONAL LEGISLATION

CHILDHOOD EDUCATION

- ▶ Preschool (3-6 children) is directly ruled by MIUR and it constitutes the first official step (although not mandatory) of children educational path at national level;
- ▶ It is closely correlated with the Primary School. The educational and didactic pre-scholar programs are anchored to the national curriculum centrally issued by the Ministry of Education (DM 254/2012 + EU Recommendation on *Key Competences for Lifelong Learning*, 2018/C 189/01)
- ▶ The Ministry identifies five different “**Field of Experience**” as mandatory base to design and structure the educative activities: 1) ONESELF AND THE OTHER; 2) BODY AND MOVEMENT; 3) IMAGES, SOUNDS, COLORS; 4) **SPEECHES AND WORDS**; 5) KNOWLEDGE OF THE WORLD.



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

THE LITERACY WITHIN CHILDHOOD EDUCATION

The field “***Speeches and words***” focuses the educational area related to the acquisition of the Literacy competence (including ***emergent literacy***)

LITERACY is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way. Development of literacy forms the basis for further learning and further linguistic interaction (EU Key Competences Framework)

So, **Children** are trained to

- ▶ Master the expressive tools and manage the interaction through verbal communication in various fields of experience
- ▶ Understand various/different types of texts read by others
- ▶ Reflect on the language and on its operating rules



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

THE LITERACY WITHIN CHILDHOOD EDUCATION

- ▶ The **Teachers** should adopt a **ludic approach** to lead children in discovering the written language
- ▶ Knowledge and rules are **exclusively acquired through daily communicative use and reflection** stimulated by the Teacher
- ▶ Preschool's pupils approach the emerging literacy through peculiar **pre-graphic and pre-phonetic activities** proposed by the teachers and they begin to move close to the written words mainly **by games**.
- ▶ They are introduced to reading mostly to **develop cognitive and imaginative** skills through the use of images, pictures, game-books and reading aloud of short stories (even dramatized by the teacher)



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

THE LITERACY WITHIN CHILDHOOD EDUCATION

- ▶ The pre-literacy skills acquired within Childhood Education make children **able to recognize** (“read”) some words, when those show some known letters and elements.
- ▶ However, at this stage, the child **still doesn't have** specific orthographic and/or phonologic competences on what is reading (*Logographic state, U. Frith 1985*): these more complex skills will be later systematically developed within Primary Education stage



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

THE READ-COM SAMPLE OF CHILD EDUCATION TEACHERS

- ▶ **180 TEACHERS** of public and private preschools from Florence and its metropolitan area, and from Arezzo and Valdarno area, including Terranuova Bracciolini
- ▶ **GENDER DISTRIBUTION:** 97,8% are women
- ▶ **SCHOOL OF ORIGIN:** Public school (63,9%), mainly located in the urban setting (23,3%), those from the rural areas are the 7,8%
- ▶ **QUALIFICATION TITLES:** prescribed by Law, Childhood & Primary Education Degree- "*Scienze della Formazione Primaria*" (Law N. 169, 30 October 2008, Art. 6); "*Magistrale*" or Socio-Psycho-Pedagogical High School Diplomas, achieved within the school year 2001-2002 (D.I. 10 March 1997)



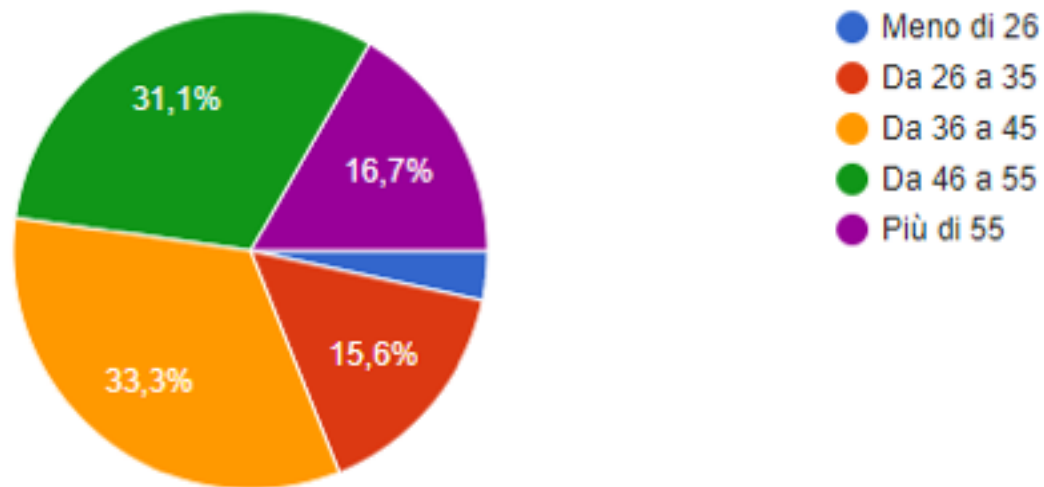
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READING PRACTICES FOR CHILD EDUCATION IN ITALY

THE READ-COM SAMPLE OF CHILD EDUCATION TEACHERS

► TEACHERS' AGE SPECTRUM

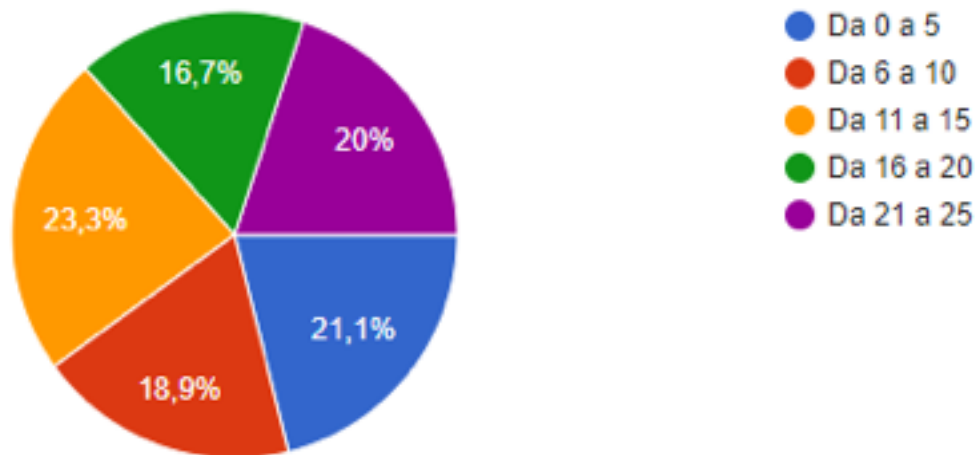


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READING PRACTICES FOR CHILD EDUCATION IN ITALY THE READ-COM SAMPLE OF CHILD EDUCATION TEACHERS

► YEARS OF TEACHING SERVICE IN SCHOOL



The teachers' experience within the Childhood Education, it is included in a range from the ***minimum of 1 year*** to the ***maximum of 37 year***



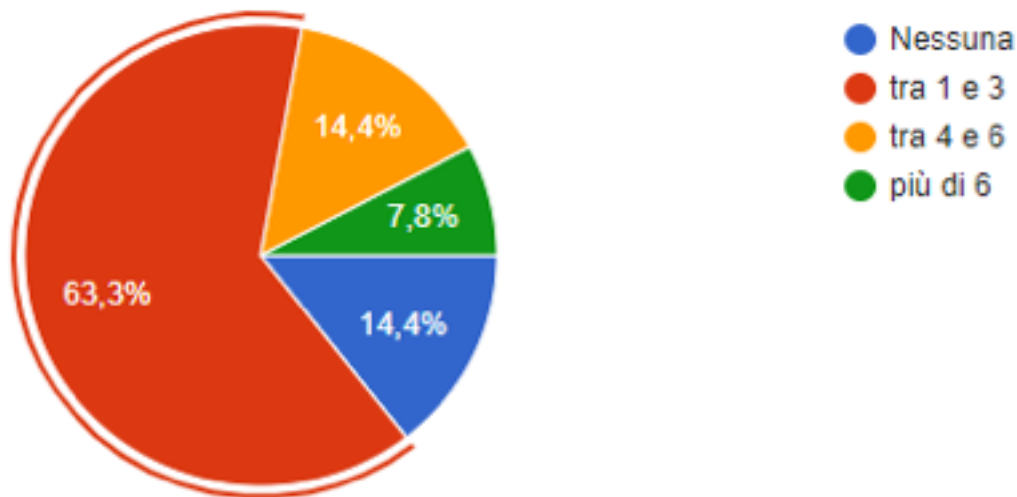
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READING PRACTICES FOR CHILD EDUCATION IN ITALY

THE READ-COM SAMPLE OF CHILD EDUCATION TEACHERS

▶ TEACHERS' TRAINING



- ▶ It has been explored considering the number of actions in which they participated *in the last 5 years*



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

THE READ-COM SAMPLE OF CHILD EDUCATION TEACHERS

▶ TEACHERS' METHODS

- ▶ According to the peculiar developmental and growing needs of children within Childhood Education, the most adopted methods are the ***Phonological Awareness*** (40%) and the ***Mixed one*** (36,7%), since both these methods well meet the peculiar requirements of the *emerging literacy process*.
- ▶ ***Constructivism*** (11,10%). The other methods result **less applied** (***Global*** 6,7%; ***Phonic*** 3,3%). ***Alphabetic and the Syllabic methods are really residual*** due to the fact that they are more suitable for the specific learning outcomes related to literacy acquisition to be pursued in the next educational stage (Primary Education).



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

THE READ-COM SAMPLE OF CHILD EDUCATION TEACHERS

▶ TEACHERS' MOST USED TYPE OF TEXTS

- ▶ **Expository** (62,20%), followed by the **Literary** (22,2%). The use of **Prescriptive** and the **Informative** texts show little percentages (respectively 8,9% and 6,7%), whereas no teacher mentioned the **Enumerative** text
- ▶ Considering the focused children age spectrum (3-6), teachers mentioned also other interesting type of texts and strategies to approach the babies to reading education or to the **storytelling** such as **drawings, illustrated books, narrative boxes, audiobooks, invention of stories, puppets dramatizations** and **Kamishibai Theatre**.



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

THE READ-COM SAMPLE OF FAMILIES

- ▶ **178 FAMILIES** from Florence and its metropolitan area, and from Arezzo and Valdarno area, including Terranuova Bracciolini
- ▶ **PARENTAL STATUS:** *biparental families* (95,5%) with one or two children with at least one baby in the focused age spectrum (families of 3 children constitute the 7,9% and those of four children the 2,8%)
- ▶ **NATIONALITY:** mainly Italian (95,50% of fathers; 96,62% of mothers), residual percentage of Moroccan, Tunisian, Dominican, Spanish, Indian, Peruvian (between 0,6% and 1,7%)
- ▶ **SPOKEN LANGUAGES:** only the 5,6% has a different mother tongue (Spanish, Arabic, Indian) from Italian



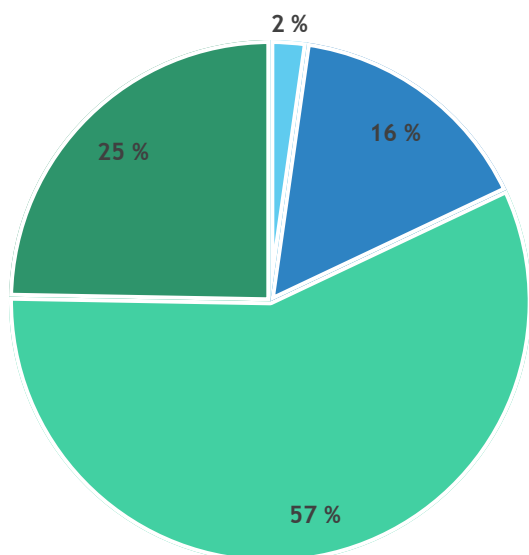
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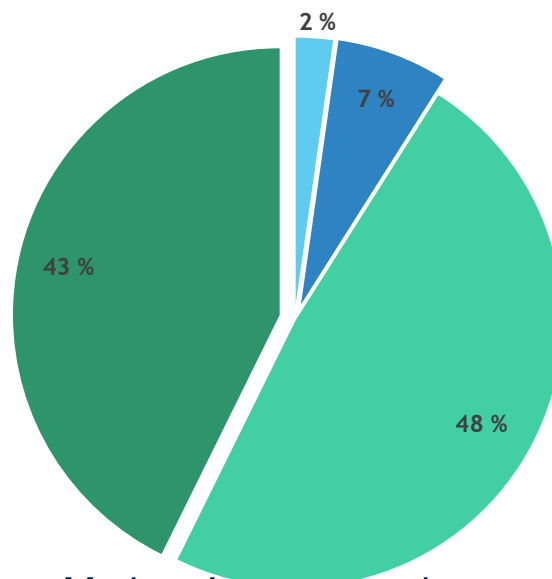
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THE READ-COM SAMPLE OF FAMILIES

EDUCATIONAL & EMPLOYMENT STATUS: *medium-high level* of education, also reflected by the employment status (the percentage of families with unemployed is very low: only the 2,4% of fathers are unemployed and the 7,8% of the mothers).



Fathers' educational status



Mothers' educational status

- Without studies
- Basic Education
- Secondary Education
- University Studies



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THE READ-COM SAMPLE OF FAMILIES

▶ READING PREFERENCES

- ▶ The majority (86,5%) opt for the *paper format*
- ▶ Who choose preferably the electronic one, show a marked preference for the *mobile phone* (41,6%), followed by *tablets* (20,2%) and computer (19,10%). Only the 1,1% mentioned other devices such as, for example, the smart TV.
- ▶ **Reading in family** is essentially conceived as something of pleasant related to **leisure and recreational time**: among the motivations to read the 69,6% - indeed – indicate fun, while professional or study purposes connected to this practice are indicated respectively by the 14,6% and by the 5,6% of the sample.



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For any question, please contact
mario@centromachiavelli.it, giulia@centromachiavelli.it

THANKS YOU FOR YOUR ATTENTION!



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