Notes from I.C. Sestini

The structure of the handbook as a whole is clear, complete, full of references to National Policies, practical examples.

In particular we appreciate the self-reflection proposals, because through questions readers and teachers are guided in an appropriate way to think about a proper feedback or a possible deepening into the topic.

We have noted in the text some points, listed below, which in our opinion need to be better clarified or integrated:

1.3 The focus is on competence assessment, extending beyond cognitive acquisitions to encompass attitudes, creative abilities, and psychomotor skills. By competence we mean the set of acquisitions relating to knowledge, know-how, knowing how to be. In Italy for each field of experience identified in the National framework, various competence goals are evaluated.

4.3 Interconnectivity between development, learning and the curriculum does not seem an appropriate title as it does not clarify that the role of the curriculum is that of a tool that facilitates, improves and enriches development and learning, in fact it does not place itself on the same level as them.

4.5 The educator compares educational practices and the activities and results achieved by children together with other colleagues to identify better strategies together and furthermore with experts to facilitate and ensure the individualisation of learning.

Wholeness implies seeing the child as a whole and the interconnection between different knowledge. According to us we could replace “knowledge” with “competence”

It seeks a balance between knowledge and learning processes, children and educators, the individual and the group, and different forms of expression and communication.

In our opinion children and teachers can’t be considered on the same level, even though a balance is always a necessary starting point.