



ISTITUTO COMPRESIVO A. GRAMSCI

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INTERNATIONALIZATION STRATEGY and ERASMUS+ 2022-27

Our institution aims to foster the academic success of all pupils by adopting inclusive, innovative and active practices. Furthermore, it wants to promote the European dimension of education through planning for pupils to acquire increasingly broader linguistic, IT and communication skills and to experience education in a perspective of intercultural inclusion.

The school's internationalization strategy aims above all to encourage the mobility of students and teachers. With the following purposes:

1. or teachers

- Acquire professional and personal skills through continuous comparison and exchange in the near future with colleagues from other countries, according to a broadly inclusive vision aimed at **life-long training** as a permanent professional choice.
- Consolidate or acquire **innovative and creative teaching** methodological skills.
- Develop attention and sensitivity to the effectiveness of learning environments, real or virtual.
- Consider the **natural and cultural environment as sources of educational richness and** development opportunities in the wake traced by the goals of Agenda 2030.

For students

- Improve academic results thanks to self-esteem and the achievement of greater **independence and autonomy**.
- Learn/explore several **foreign languages**.
- Develop awareness of the need for **sustainable development**.
- Consolidate **digital citizenship** skills.
- Improve **communication, social interaction** and **problem-solving** skills.





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International certifications are important and, in awareness of this challenge, a diversified strategy is adopted to achieve this objective through:

- **annual extra-curricular courses** for obtaining international certification in English and French;
- activation and gradual growth of the implementation of the **CLIL methodology**;
- internships abroad;
- **Job shadowing** for teachers;
- **reception of teachers** from partner schools undergoing training on inclusive practices.

The opportunities for twinning will increase, allowing young people from different countries to meet, live together and work on common projects for short periods, through Erasmus projects for the mobility of teachers and students, participation in the ETwinning program and activation of strategic partnerships with European schools.



CLIL IN PRIMARY SCHOOL

CLIL (*Content and Language Integrated Learning*) is a methodological approach which consists in transmitting disciplinary contents in a foreign language. This favours the achievement of cognitive objectives such as understanding and acquisition of concepts in the non-strictly linguistic area, and linguistic objectives: the use of the foreign language in real contexts. A didactic path is proposed using English language (or language 2 in



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general) in an integrated and complementary way with the other disciplines, carrying out didactic activities selected within the curricular subjects. Significant topics will be chosen with respect to the didactic plan, in accordance with the National Indications for the Curriculum in Primary School. The boys and girls of the fourth and fifth grades will be involved in an educational path of about 30/40 hours per year, during school hours, with the conduction of the L2 expert in the presence of the curricular teacher, in the period between November - May. The expected share to be paid by families is about 100 euros per year. The project is illustrated in the "educational offer" section of the PTOF, in the paragraph relating to Curricular Extension Initiatives.

PROGETTO CENTRO LINGUISTICO



The Centro Linguistico Gramsci-Ossi project introduces our school to the territory as a training institution for foreign languages (English, French, Spanish and German). The activities will be aimed at all interested users (pupils, parents, teachers, collaborators, administrators) and will have convenient costs. There are entrance tests to assess foreign language skills and courses to certify the level achieved. The economic resources thus collected by the school will be allocated to initiatives related to the internationalization of pupils: certifications, internships abroad, etc.

The school is an accredited institution for teacher training, and provides certification attesting attendance and the level acquired, which can be used in various contexts, both



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through the SOFIA ministerial platform and issued on its own for non-teachers or temporary teachers.

