

EDITORIAL

The school between factory, barracks, and community

In the first part of this school year, there have been several circumstances where some recommendations of educational policy have caught media attention and have sparked public debate. In this editorial, we will focus only on two of these indications: the introduction of conduct grades¹ and the announced project ‘Relationships Education’. Starting from these, we will take the inspiration to reflect once again on the world of education. The purpose of a scientific journal like ours is not to provide political considerations but to offer food for thought on specific pedagogical issues and discern their educational implications, so that it can lead to a deeper debate, avoiding the risk of being reduced to preconceived positions.

The reality challenges and the school responds

One first aspect to highlight regarding both initiatives is that they stem from an engagement with reality and seek to address the problems that manifest within it. The school is not a self-referential institution: it exists in relation to the social context and interacts with it. Without this openness, the school would betray its mandate to lead students to reality as aware, critical, and active citizens. The citizenship competencies² that steer the National Guidelines for the first cycle of education³, and to varying extents those of the second cycle, in Italy, demand that disciplines provide cultural tools to enable tomorrow’s citizens to become protagonists of their own reality and builders⁴ of an inclusive⁴ and sustainable society⁵.

1. The Ddl S. 924-bis titled *Revisione della disciplina in materia di valutazione del comportamento delle studentesse e degli studenti* [Revision of the discipline regarding the evaluation of students’ behaviour] approved by the Council of Ministers in September 2023, will begin its parliamentary process in January 2024 to become applicable, if approved, in the academic year 2024/25.

2. The reference to Italian national regulations is the European Key Competences Framework of 2006 and 2018. The most recent Recommendation of the Council of the European Union of May 22, 2018, concerning key competencies for lifelong learning (2018/C 189/01), is available at: [https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=CELEX:32018H0604\(01\)](https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=CELEX:32018H0604(01)).

3. MIUR (2012). *Indicazioni nazionali per il curricolo della scuola dell’infanzia e del primo ciclo d’istruzione*. [National Guidelines for the Curriculum of Early Childhood Education and the First Cycle of Education] In: https://www.miur.gov.it/documents/20182/51310/DM+254_2012.pdf MIUR (2018). *Indicazioni nazionali e nuovi scenari*. [National guidelines and new scenarios] In: <https://www.miur.gov.it/documents/20182/0/Indicazioni+nazionali+e+nuovi+scenari>.

4. Cfr. *LifeComp: Quadro europeo delle competenze chiave Personali, Sociali e dell’Imparare ad Imparare* is the translation and adaptation in Italian of the original document published by the JRC of the EU: *LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence*. The document has been translated by IPRASE and is available on this journal’s website. <https://ricercazione.iprase.tn.it/issue/view/41>

5. Cfr. Bianchi, G., Pisiotis, U., Cabrera Giraldez, M. (2022). *GreenComp - Il quadro europeo delle competenze in materia di sostenibilità*. [GreenComp - The European Framework for Sustainability Competencies] Bacigalupo, M., Punie, Y. (Eds.), EUR 30955 IT, Publications Office of the European Union, Luxembourg, 2022; ISBN 978-92-76- 53202-6, doi: 10.2760/172626, JRC128040. In: <https://op.europa.eu/it/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1>. For the review in this issue, see p. 275.

In the face of episodes of violence occurring within the school context (such as bullying, as well as attacks on teachers and principals) and the staggering number of femicides, the school cannot remain indifferent, starting from the Minister down to each individual person who, in different roles, operates within it.

A response is necessary. However, it is essential to consider whether it is fulfilling and appropriate, and what idea of school it embodies⁶. Words, like choices, are never neutral; they create worlds. It is imperative to ponder over the implications and potential inherent risks: when it comes to education and schools, going beyond common sense and reaching in-depth coverage is crucial.

Let us distinguish between the two issues.

Conduct grades to restore respect

Reading in the newspapers about acts of bullying among students or about students and parents assaulting teachers and principals cannot leave indifferent. These events show interactions and school contexts where respect has been lacking. For a relationship to be meaningful and qualified as educational, mutual respect is required. This is a necessity; without it, the school climate dries up and prevents schools from achieving not only their educational outcomes, but often also that of mere knowledge acquisition.

In response to these events, many opinions converge in identifying the loss of authority in schools as the element that allows these episodes to multiply, and in suggesting the restoration of such authoritarian dimension as the solution. According to this perspective, it's necessary to introduce a system of rules that represses inappropriate behaviours and serves as a deterrent to prevent further incidents. These behaviours cannot be ignored, but, at the same time, the entire problem cannot be reduced to them either. What does this mean? Every behaviour, problematic or not, is like the tip of an iceberg; it's what appears, but it cannot be read in isolation oversimplifying it; many less overt indicators have preceded it, and many contributing factors have been responsible for its emergence. Therefore, intervening after these events represses the inappropriate behaviour, highlighting its unacceptability, but it does not heal the "ground" in which it took shape. Does it prevent the recurrence of other similar situations? Perhaps, it's not certain, but the reasoning that potentially prevailed is the fear of punishment, certainly not a restored sense of respect necessary for a relationship to be characterized as educational⁷.

In this way, the school may perhaps regain authority, but is this adequate enough to guarantee meaningful learning processes and to fulfil its educational task?

6. This perspective is one that, for example, we sought to materialize with the editorial on the term 'merit' introduced in the title of the Ministry of Education and Merit: *Il fascino discreto del merito. Opportunità e rischi*, [The Discreet Charm of Merit: Opportunities and Risks] RicercAzione, vol.14, no.2, pp. 9-37 (2022). Available at: <https://ricercazione.iprase.tn.it/issue/view/40>.

7. The magazine *Tuttoscuola* featured the topic of conduct grades on its cover and presented an interesting series of articles in the October 2023 issue (Year XLVIII, Number 635, pp. 6-23).

Respect is not imposed but earned

The relationship between teachers and students is certainly asymmetric; the adult holds a “power” that must be wielded. The issue lies in the purpose for which it is employed: it can be used to mold the other according to a predefined framework or to enable the development of their potential within a relationship characterized by positive interdependence.

In the former case, teachers do not require recognition and trust from students because they exert authority based on their role, which is guaranteed by rules and the severity of consequences deriving from transgressive behaviour. The issue of deviant behaviour is reduced to its display, and the proposed solution may offer the illusion of being not only necessary but also adequate and sufficient. However, many possible contributing factors to this behaviour remain unaddressed, as do the implications in terms of the idea of school that this approach to the problem, and the illusion of solving it, implies.

Purely to highlight how the issue cannot be discussed simplistically, we emphasize some elements not only connected, but also underlying and generative of this way of understanding the school experience: students are conceived as the passive recipients of a path to which they must conform; the knowledge offered in school subjects is aimed at their reception; assessment involves monitoring what students have grasped and how they have presented it; teaching aims to transmit what is provided; learning is conceived as a passive and cumulative process; the teacher-student relationship is functional to the transmission and verification of what is taught; the classroom is a context to be managed so that peer relationships do not interfere...

In the latter case, teachers instead need recognition and trust from students, as the educational relationship develops only if there is authority, not merely authoritarianism. Indeed, the exercise of a role, the teaching profession, is not sufficient for the relationship to become educational; it requires adults to be reliable and their actions to be recognized for their supportive intent, paving the way for authentic trust. Within the framework of a relationship characterized in these terms, respect is not imposed, but it is a natural consequence, becoming the intrinsic feature that every action implements among all the individuals who, in diverse roles, experience the school environment: teachers, students, parents, principals... Highlighting to what extent the discussion on the different ways of addressing problematic behaviours is correlated with beliefs regarding the nature of the school experience, it is useful to compare it with the elements analysed above. From this perspective, students are the protagonists of their learning journey; the knowledge embodied by the disciplines is aimed at the development of citizenship competencies; assessment serves the function of guiding the development

8. Regarding assessment, we recommend a general perspective: Hadji, C. (2023). *Una valutazione dal volto umano. Oltre i limiti della società della performance*. [A human-centred assessment. Beyond the limits of the performance society] Brescia: Scholé; Corsini, C. (2023). *La valutazione che educa. Liberare insegnamento e apprendimento dalla tirania del voto* [Assessment that educates. Freeing teaching and learning from the tyranny of grades.] Milan: FrancoAngeli. On the topic of assessment in different levels of schooling, you can refer to: Girelli, C. (2022) *Valutare nella scuola primaria. Dal voto al giudizio descrittivo*. [Assessment in primary school. From grades to descriptive evaluation.] Rome: Carocci; Grió, V.; Serbati, A.; Cecchinato, G. (2022) *Dal voto alla valutazione per l'apprendimento. Strumenti e tecnologie per la scuola secondaria*. [From grades to assessment for learning. Tools and technologies for secondary school.] Rome: Carocci. For reviews of these volumes in the journal, see <https://ricercazione.iprase.tn.it/article/view/227/217> and, in this issue, the review on p. 265.

process⁸; meaningful learning occurs when students are actively involved in mastering their path⁹; in the educational relationship teachers' action is based on encouragement¹⁰ and is aimed at fostering students' potential¹¹; the classroom is a context to be constructed as an environment essential for the development of an inherently relational identity¹²...

Teaching relationship skills: do we need a new subject?

Let us now consider the other issue brought to our attention in the last months.

The relentless stream of news about femicides and heinous acts of violence, unfortunately, belongs to daily news. The sense of powerlessness and disbelief caused by the ferocity of certain criminal actions, carried out even by young people, leaves none indifferent and has led to questioning the possible involvement of schools¹³. This is the context in which, in December, Minister Valditara proposed an intervention in secondary schools to educate about relationship skills.

Following the announcement, projects will be developed. This action has also received considerable interest and attention. Let us try to reflect on its implications.

Certainly, these events cannot leave indifferent or powerless: action is necessary. The proposal to 'Teach Relationship Skills' satisfies this need. It is essential to ask whether, in addition to being a necessity, it is also sufficient, what premises it reveals, and therefore, what idea of school it may contribute to convey.

Taking specific time to educate about relationships is a crucial signal, but, certainly, it is not sufficient in itself. A project or a dedicated course can offer interesting ideas, but the topic should be discussed above and beyond: nurturing the relational dimension of personal experience must be recognized as a fundamental task and a mere 'subject' is not enough to deal with it; rather, it requires constant attention from all teachers to the extent that it permeates the entire school experience. The relational and affective dimension of the school experience is not an accessory but constitutes the essential framework for building the educational relationship needed to promote meaningful learning. Therefore, the classroom is not a noisy background to be silenced, but a relational context to be supported so that it becomes a group characterized by constructive relationships¹⁴.

9. For further insight, we suggest the perspective promoted by Tomlinson, C.A. (2022). *La differenziazione didattica in classe. Per rispondere ai bisogni di tutti gli alunni* [Classroom Differentiation: Meeting All Students' needs.] Brescia: Scholé. For a review of the volume in this journal, please see <https://ricercazione.iprase.tn.it/article/view/281>.

10. Franta, H., Colasanti, A. R. (1991). *L'arte dell'incoraggiamento. Insegnamento e personalità degli allievi*. [The Art of Encouragement: Teaching and Student Personality.] Florence: La Nuova Italia Scientifica (now Carocci).

11. Mortari, L. (2008). *A scuola di libertà. Formazione e pensiero autonomo*. [A School of Freedom: Training and Autonomous Thought.] Milan: Raffaello Cortina; Mortari, L. (2015). *Filosofia della cura*. [Philosophy of Care.] Milan: Raffaello Cortina; Mortari, L. & Ubbiali, M. (Eds.) (2021). *Educare a scuola. Teorie e pratiche per la scuola primaria*. [Educating in School: Theories and Practices for Primary School.] Milan: Pearson.

12. Girelli, C. (2006, 2nd ed.). *Costruire il gruppo. La promozione della dimensione socio-affettiva nella scuola*. [Developing a group: Promoting the Socio-Affective Dimension in School.] Brescia: La Scuola.

13. This appeal to schools, whenever issues that question the quality of community life arise, should be carefully considered because, if it does not express a delegating de-responsibilization, it implicitly acknowledges the important role of schools in the present and future of society through their educational action.

14. Girelli, C. (2023). *La classe non si gestisce, si costruisce*. [The Classroom is not Managed, It is Built.] In *Tuttoscuola*, Year XLVIII, No. 634, September 2023, pp. 50-51.

If this awareness is lacking, the proposal could even be an excuse if this concern were delegated to it, above all if it were conducted by experts, because this would disempower all teachers as non-experts and would make education about relationship skills seem like a topic that only specialists can address. Then, only the cognitive dimension of the school experience would be considered, eliminating from it the entire relational and affective sphere because it is deemed beyond teachers' skills and actions.

To the risk of using it as an excuse, the risk of oblivion must be added. The Italian school reality has a long tradition of projects focused on personal and relational issues¹⁵. Launching a new initiative is useful, but it would also be important to enhance past experiences to avoid the impression of always starting from scratch, with the perverse effect of devaluing the commitment over time and underestimating the value of the previous experiences as mere passing trends born as an effect of emergencies, but which remain secondary to what constitutes the school's task.

Compared to the way of understanding the school experience, what implications could a mistaken interpretation of this proposal bring about? We have already highlighted the possible risk of undervaluing the relational and affective dimensions, reducing the daily school routine to mere attention to the cognitive dimension. However, even the cognitive dimension could be distorted, since, disregarding the relational and emotional relevance, the learning process would be undermined and reduced to a simple acquisition of notions detached from reality¹⁶. The critical point lies in separating the two dimensions, whereas the true challenge is integrating them. Indeed, learning a mathematical theorem or any other content does not occur in a context of pure transmission detached from the relational and affective conditions of the environment. Therefore, we educate about relationships even by teaching mathematical theorems, because these relationships are not just a concept but give substance to the way of being and behaving. They involve the how and the why, not just, or not only, the content discussed in the classroom.

Integrating transversal skills with disciplinary competencies

The positive nature of the personal and social dimensions within classroom life that students and teachers experience daily is an essential condition to allow the development of the required skills. While for the competencies related to disciplinary fields, the problem lies in designing and implementing congruent learning units, promoting transversal skills poses a dual challenge for teachers:

15. Among the many initiatives focused on the topic, we can find those dedicated to preventing discomfort and promoting well-being in schools, which, thanks to the first "Youth Projects" starting from 1973, began to give attention in schools to issues previously considered unrelated. For a framework up to the early 2000s, see Triani, P. (2006). *Leggere il disagio scolastico. Modelli a confronto*. [Understanding School Discomfort: Comparative Models.] Rome: Carocci.

16. Among the most recent and significant contributions in Italian language: Cornoldi C., Meneghetti C., Moè A., Zamperlin C. (2018), *Processi cognitivi, motivazione e apprendimento*. [Cognitive processes, motivation, and learning.] Bologna: Il Mulino; Moè A. (2019), *Il piacere di imparare e di insegnare*. [The pleasure of learning and teaching.] Milan: Mondadori Università; Lucangeli D., Vicari S. (2019), *Psicologia dello sviluppo*. [Developmental psychology.] Milan: Mondadori Università; Lucangeli, D. (2019). *Cinque lezioni leggere sull'emozione di apprendere*. [Five easy lessons on the emotion of learning.] Trento: Erickson

- a) understanding the essence of the founding elements of these skills, which require pedagogical and psychological insights necessary for an educational interpretation of the teaching role;
- b) converting these elements into shared awareness within the teaching team to act with intentionality, making it present in every moment and action of school life.

The intentionality that underpins the promotion of transversal skills does not materialize within a specific school subject and is not the exclusive task of a particular teacher. Instead, it is invisible and pervasive because it is omnipresent and all-encompassing, to the extent that it characterizes the educational nature of the entire school experience¹⁷. No relationship, no teaching action is neutral: everything contributes to promoting or hindering the educational intentionality outlined by transversal skills.

If this indication is clear for the First cycle of education with reference to the National Guidelines, everything seems to become more complex for the Second cycle of education, where the presence of regulatory references is more diversified across different curricula.

However, even in secondary education, the importance and positiveness of the personal and social dimensions that develop in the classroom appear increasingly crucial. This attention is also imposed by the phenomenon of school dropout in its various forms and the issues of mental health in adolescents.

Another consideration must be added to this. Even the productive world, which is often referred to in support of the need for the preparation of our students, demands specific skills but increasingly emphasizes the importance of soft skills.

An interesting signal in this regard comes from the Guidelines for Work-Related Learning (PCTO)¹⁸, which explicitly refer to the transversal skills outlined in the European Recommendation of 2018. It would be a mistake to interpret these indications as limited only to PCTO because the acquisition of such skills cannot be limited to the few hours dedicated to them; rather, it requires becoming the educational intentionality that every teacher pursues in promoting the learning of their own discipline. The problem is that common sense is not enough; pedagogical, psychological, didactic, as well as disciplinary training are also needed.

Avoiding delegation

After having addressed the two issues separately, it is now appropriate to draw some common considerations.

At the root of the events that prompted the proposal both of conduct grades and projects for relationship education, we can find a common problem from which various pieces of evidence arise: the educational emergency.

17. Girelli, C. (2023), *LifeComp: un orizzonte per crescere in classe* [LifeComp: a horizon for a personal growth in the Classroom], in *Tuttoscuola*, year XLVIII, no. 635, October 2023, pp. 47-49.

18. In the annex to DM No. 774/2019, which regulates the PCTO, transversal skills are presented (<https://www.miur.gov.it/-/decreto-ministeriale-n-477-del-4-settembre-2019> pp.14-15) with reference to the Recommendation of the European Council of 22 May 2018.

The struggle to educate is more and more perceived by adults, whether as parents or as teachers, in various contexts. The reasons are complex and interconnected. Due to a difficulty in understanding and a sense of powerlessness, the reaction often manifests as defeatist attitudes, abdicating their own educational role, and therefore resorting to delegation.

Even in the two topics discussed, the risk of delegation is present.

By appealing to conduct grades in response to unacceptable behaviours, the disciplinary solution represents an easy delegation. Indeed, in this way, the issue is addressed separately without understanding that it is an event within a relational context that could have prevented, limited, or exacerbated the inappropriate attitude. Conduct grades may be a necessary response in some cases, but certainly not sufficient.

In promoting the initiative of “Relationships Education”, the solution of introducing a new “subject” can be considered a delegation to experts in the relational and affective dimension, thus reducing the school experience to an ineffective transmission of contents. Certainly, initiatives aimed at promoting relational skills in schools are useful only if they highlight their vital necessity and empower all teachers to nurture them in their professional practice, thus characterizing the educational nature of each lesson and meeting.

To imagine the future, education is necessary

“Education” is a verb that demands from everyone, in their respective roles, a responsibility that cannot be delegated. Especially when facing an educational emergency that is a signal of widespread difficulty, it is important to revalue the role that education can play for the future of society. Because of this shared commitment, it is necessary for schools to clearly ponder, avoiding potential risks, to position themselves as guardians of the educational issue within their own context.

«*To do this, we need a new social contract for education that can repair injustices while transforming the future*» is the need highlighted by UNESCO in its recent document *Reimagining our Futures Together: A New Social Contract for Education*¹⁹. In its comprehensive analysis, which considers the dangers looming over the common future of humanity and our planet, the document emphasizes how «*This new social contract must be grounded in human rights and based on principles of non-discrimination, social justice, respect for life, human dignity and cultural diversity. It must encompass an ethic of care, reciprocity, and solidarity. It must strengthen education as a public endeavour and a common good*» (p. III).

Part II of this Report proposes «*ways to realize a new social contract that advances the right to education, and strengthens education as a common good and collective endeavour that augments our human capacity to care and cooperate*» (p. 47):

19. UNESCO, *Reimagining our futures together. A new social contract for education* in https://unesdoc.unesco.org/ark:/48223/pf0000379707_locale=en. The report was presented on November 10, 2021, as part of the proceedings of the 41st UNESCO General Conference. In 2023, the publisher La Scuola handled its Italian translation, available at the link <https://unesdoc.unesco.org/ark:/48223/pf0000384298>, presented in the section dedicated to reviews in this issue of the magazine, on page 263.

- reimagining pedagogical approaches to promote cooperation and solidarity (chapter 3);
- curricula and evolving knowledge commons: re-learning how we are interconnected with a living and damaged planet requires learning to empathize, to cooperate, to address prejudices and bias, and to navigate conflicts (chapter 4);
- the transformative work of teachers: research, cooperation and lifelong and life-entangled professional development, social valorisation of teachers' role (chapter 5);
- safeguarding and transforming schools to support inclusion, equity, and individual and collective well-being becoming sites for cooperation, care, and transformation (chapter 6);
- education across different times and spaces, going beyond school boundaries (chapter 7).

To each his own

This editorial has stemmed from issues discussed in recent months with the aim to grasp their complexity and potential implications starting from a pedagogical perspective. Prompted by the recent UNESCO Report, we have reconsidered the educational emergency in terms of urgency to rethink education as a common good necessary for imagining sustainable futures for all, based on care, reciprocity, and solidarity.

The new social contract outlined demands awareness of a responsibility that everyone is called to exercise in their own role.

At the individual level, including parents, teachers, and school leaders, it is necessary to reevaluate everyone's actions according to the intentions that guide them and the consequences they produce. Dealing with problems that seem beyond our influence, there may be a prevailing sense of confusion. However, it is in relationships imbued with educational passion and care for others that no act or moment is trivial, regardless of the specific context or the general cultural climate in which those educational relationships take shape.

The criterion of education as a common good and as a strategic element to promote the future should allow policymakers to perceive its priority and seriousness, without reducing school choices to mere political flags to be raised. In making every decision, its impact on individuals and on the generative potential of the relationships that unfold in schools should be considered. Therefore, issues related to the initial and continuous training of teachers, educational leadership in schools, and the pedagogical value of managerial and supervisory roles should always be addressed with the awareness of the specific nature of the educational organization that schools represent.

Factory, barracks, or community?

When the attitude of respect within a relationship is considered something imposed by roles, we are dealing with relationships characterized by their formal dimension, and this represents

an organization where their ‘productive’ aim prevails, and compliance with a predefined set of rules is required. Within such organizations, relationships are important but functional only to an external purpose rather than to the individuals themselves. From this perspective, relationships education designed to stimulate the recognition of the value in others and to propel their potential is an intention that is completely detached from this organizational mindset, which disregards the actors’ subjectivity, considering them exclusively according to their roles. Certainly, even in such contexts, such initiatives can be implemented in this direction, but they will be isolated measures, devoid of real synergy with daily practices that take place within those organizations.

Only in relationships that gain authority, and therefore respect, through their focus on the care and flourishing of others’ potential, it is possible to find a dimension that, while responding to specific roles and therefore to formal aspects, is characterized by an internal purpose for the individuals themselves: their enhancement, their promotion. Within these organizations, a “generative” value of relationships prevails, being based on trust and mutual recognition for the overriding purpose of promoting the individual and their skills: any other objective is subordinate²⁰ to it. From this perspective, initiatives aimed at relationships education are consistent with the entire life of these organizations and strengthen their relevance precisely because they are consciously present in their whole daily practice.

Factory, barracks, community. No intention is meant here to refer to specific situations, but we will use these terms as metaphors referring to the collective imagination, in which they represent different organizational modalities. According to what we want to highlight here, they diverge in terms of the purpose of the relationships structured within them: producing objects, shaping behaviours, or building meaningful relations. Beyond the stated and primarily “productive” purpose of relationships in the first two metaphors, or ‘generative’ in the third, this is not always fully enacted in real life. It thus happens that, even within contexts aimed at other purposes, people grow personally and professionally, or that the generative purpose of a community context is effectively disregarded.

Our aim is to challenge the reality of the school organization by questioning its deep direction.

Which of the three metaphors represents the school?

One, the other, perhaps all three?

Certainly, there is a specificity to be safeguarded in every decision made at different levels, and it should never be taken for granted, being aware of it on every occasion and in everyday practice.



Let us continue by emphasizing the content of this volume: the stimulating analyses in the “Reviews” section, some of which have also been mentioned in this editorial, the interesting contributions in the “Experiences and Reflections” section, and the depth and richness of the

20. Cfr. Sergiovanni, T. J. (2000). *Costruire comunità nelle scuole*. Roma: LAS; Orsi, M. (2002). [Building Communities in Schools.] Rome: LAS; Orsi, M. (2002). *Scuola, organizzazione, comunità. Nuovi paradigmi per la scuola dell'autonomia* [School, Organization, Community. New models for the school of autonomy.] Brescia: La Scuola. Also see Orsi, M. (2022). *Missione Luna, Missione Terra, Missione Scuola. La comunità scolastica e la comunità educante come base del nuovo contratto sociale per le sfide dell'Agenda 2030* [Mission Moon, Mission Earth, Mission School. The school community and the educating community as the basis of the new social contract for the challenges of the 2030 Agenda.] (RicercaAzione, vol.14, n.1, pp.29-41: <https://ricercaazione.iprase.tn.it/article/view/212>).

scientific articles presented in the “Research” section, briefly outlined below.

Roberto Ricci illustrates in his article the main technical-scientific steps necessary for the identification of the descriptive levels of the INVALSI tests, as well as some possible uses of the levels thus defined to support educational policies.

Debora Musola’s contribution traces the action research experiences carried out in Trentino on the topic of understanding narrative text in primary schools, according to the logogenetic approach, illustrating the considerations, operating materials, and research insights generated.

Alessandro Gelmi’s paper aims to demonstrate how an interdisciplinary approach, drawing on the resources of neurobiology, cognitive sciences, and philosophy of mind, can help clarify the pedagogical use of the concept of imagination and critically investigate the contributions of these disciplines to support practice and research in the field of education.

Rachele Antonini and Nicola Nasi demonstrate in their paper the strategies adopted to elicit the ideas of primary school children and integrate them into the planning, implementation, and evaluation of activities; these strategies are critically discussed in relation to their effectiveness in promoting children’s participation and social inclusion.

Federica Valbusa and Martina Ghio present an educational research project designed within the framework of a Service Learning program, carried out in primary school, focused on Cooperative Learning activities in geography and science. The final aim was to understand the participants’ thoughts about the meaning of “group” and “connections”, as well as the difficulties they faced in the group activities in which they were involved.

Cinzia Zadra and Elisabetta Tomazzolli’s contribution refers to two empirical studies conducted in a small primary school that manages a School Cooperative Association (ACS), which allows children to put educational experiences into practice *within* and *with* the community. It offers a discussion on the educational relevance of this ACS. Inizio modulo

Cristina Lisimberti and Katia Montalbetti explain a research conducted in collaboration with schools in Varese aimed at investigating the consequences of educational poverty, understood as a complex phenomenon that originates from the interaction between individual needs and the resources made available from the context; the choice was to explore the teachers’ point of view.

Lorenzo Guasti *et al.* present in their paper the results of a research realised within the Maker@Scuola project of INDIRE, aimed at improving the laboratory teaching of STEM subjects; the project integrates digital technology with a teaching methodology inspired by the Bifocal Modeling approach, which promotes scientific understanding through data collection and modeling.

Finally, Giulia Pastori *et al.* discuss some data that emerged from an exploratory idiographic study of Student Voice, adopting an ecological-phenomenological matrix, which involved 37 students from 10 upper secondary schools in the province of Milan, who in the school year 2021-2022 took part in and/or arrange occupations and produced student manifestos.

Claudio Girelli and Maria Arici