



Enhancing pedagogical professionalism in school and local contexts: the case of Unione dei Comuni della Val di Bisenzio

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INTRODUCTION

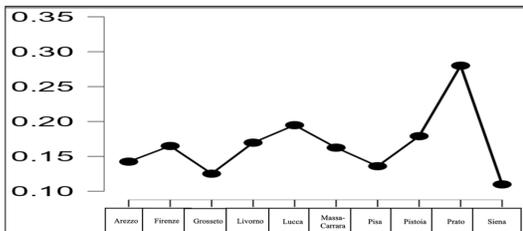
Due to the particular socio-demographic characteristics typical of mountain territories and the multiple criticalities in the areas of transport, health, commerce and education, the Unione dei Comuni della Val di Bisenzio (including Vaiano, Vernio and Cantagallo, in the province of Prato), has been classified as one of the three inner areas of Tuscany as of 2014 with a high percentage of students with Special Educational Needs in the two Comprehensive Institutes of the territory: Lorenzo Bartolini (Vaiano) and Sandro Pertini (Vernio). The research investigated the involvement of the pedagogist in the school and local community as a strategic figure to promote individual and social wellbeing.

RESEARCH QUESTIONS

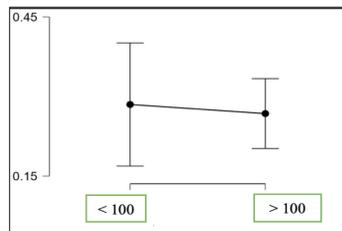
1. Is it true that the presence of students with Special Educational Needs in the territories of the Unione dei Comuni della Val di Bisenzio is higher than in other Tuscan provinces?
2. What critical issues are present in the areas investigated?
3. Can the pedagogist bring school well-being, especially in supporting Special Educational Needs?
4. In Andalusia and Romania, is the role of the "school counsellor" recognised?

CONTEXT ANALYSIS

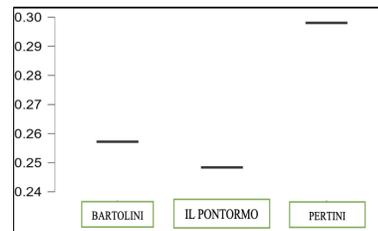
Analysis of the Annual Plans for Inclusivity (s.y. 2021/2022)



At the regional level (191 A.P.I. out of 297 total C.I. analyzed) the province of Prato has a significantly higher percentage of S.E.N. than the other provinces

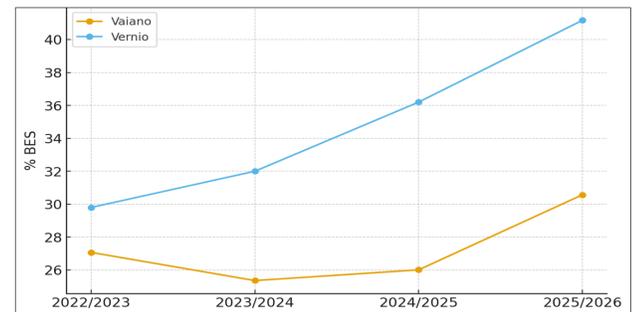


At the provincial level, there is no significant difference between schools in the province of Prato



At the local level, among schools located at altitudes more than 100m., C.I. Bartolini and C.I. Pertini have a higher number of S.E.N.

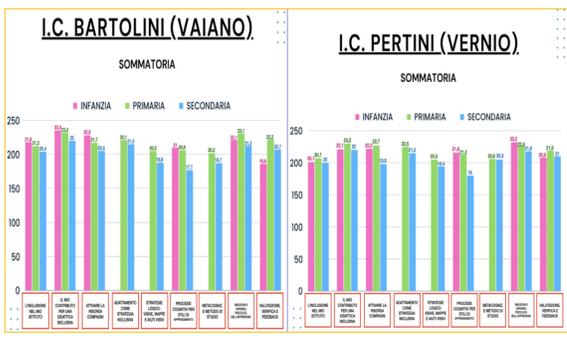
The percentage of students with special educational needs (SEN) in the school population shows a significant increase between 2022 and 2025, both in Vaiano and Vernio.



EMPIRICAL PHASE (School Part – Vernio)

Student	PRE	POST
	TOTAL	TOTAL
1	LOW (4)	MEDIUM (11)
2	LOW (1)	MEDIUM (11)
3	LOW (1)	MEDIUM (6)
4	LOW (5)	MEDIUM (6)
5	MEDIUM (6)	LOW (3)
6	LOW (4)	MEDIUM (8)
7	LOW (4)	LOW (3)
8	MEDIUM (10)	MEDIUM (5)

Results: good self-perception on all analysed levels

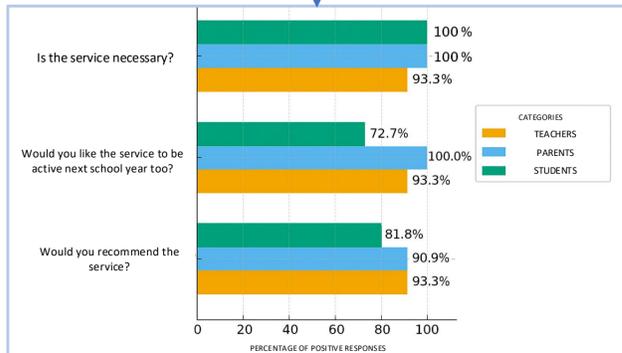


OBSERVATIONS: (Four classes)

1. **Relationships** between classmates and with teachers: lack of consideration on the part of some teachers; complex relational dynamics between some classmates;
2. **Teaching**: in some cases, lack of involvement of students with disabilities; teaching not always active.

PROJECTS:

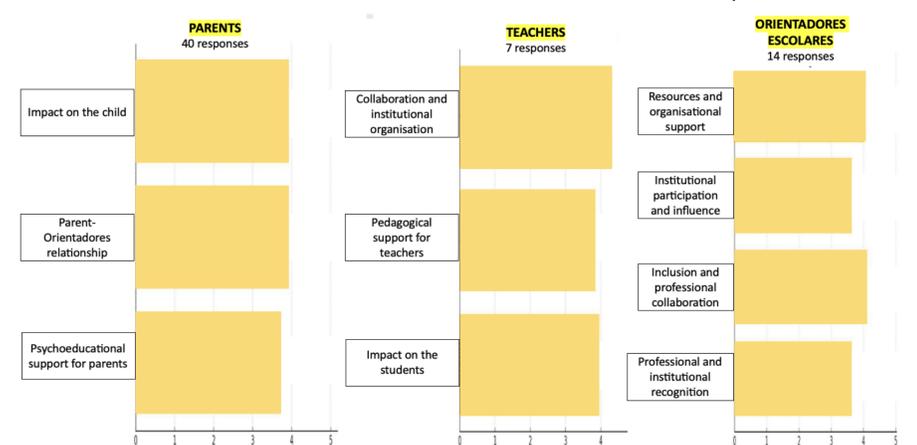
Emotional and relational education, use of words and importance of diversity/uniqueness.



EUROPEAN PERSPECTIVES

Decreto 213/1995 (12 September)
Regulates the Equipo de Orientación Educativa

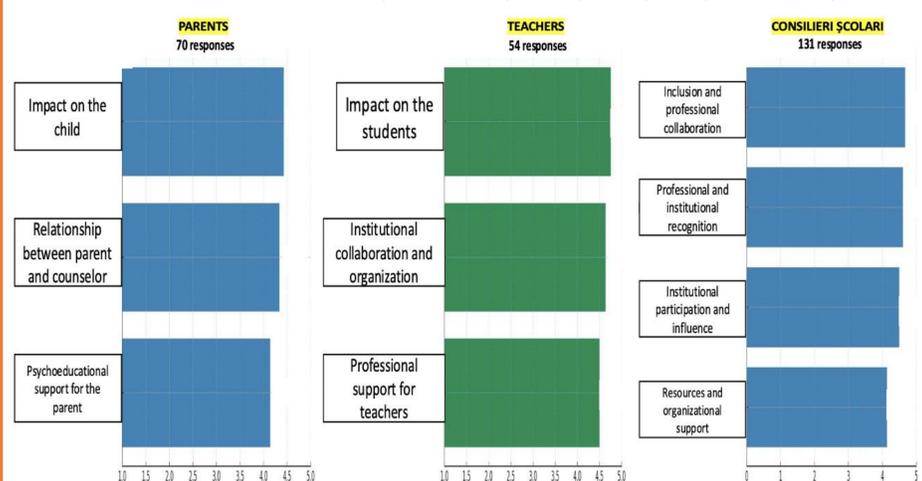
Ley Orgánica 2/2006
Reform of the education system



Order no. 5.418/08.11.2005 (Regulates CJRAE)

Order of the Office of the Minister of Education no. 5555 of 2011
(Regulates the role of the Counsellor)

Regolamento-cadru per l'organizzazione e funzionamento dei Centri Județeni de Resurse și Asistență Educațională (CJRAE/CMBRAE) - 2024



RESEARCH IMPACT AND LIMITS

- IMPACT:**
1. Fostered reflection across the school, administrative and social services on the actual presence of SEN;
 2. Highlighted the value and need for education professionals in local authorities, strengthening their role and visibility in schools.
 3. Created spaces for listening, support and sharing needs within the school community.
- LIMITS:**
1. Administrative and organisational issues in the Union of Municipalities of Val di Bisenzio limited full implementation of planned activities.
 2. The empirical work was carried out only in the Sandro Partini Comprehensive Institute in Vernio due to differing scientific approaches.

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2. Decreto 213/1995, de 12 de septiembre de 1995, por el que se regulan los equipos de orientación educativa
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5. Premoli S. (2025), *Professione pedagogista. Lo sguardo pedagogico nelle pratiche di coordinamento, consulenza e supervisione*, Milano: FrancoAngeli
6. Protocollo d'Intesa con le associazioni dei pedagogisti e degli educatori, del 27 agosto 2020
7. Strategia Nazionale Aree Interne

Researching with conscience:
Ethics as the foundation of knowledge
10-12 December 2025

