



Attachment to deliberation no. 580 dd 14/12/2022

PRESENTATION

With this Service Charter, the municipal administration makes explicit the opportunities that the educational services for the 0-6 age group offer its citizens.

The document is intended to be the tool that defines the relationship between those who manage the various services and those who use them, in a logic of dialogue and exchange in which families are recognised as active players with whom to build a pact of educational co-responsibility, aimed at the continuous improvement of the services on offer.

The objective, with the consequent commitment of economic resources and skills, is to provide attentive and consistent responses to the needs expressed by the constantly changing social context, expanding the type of services offered and seeking greater flexibility in terms of management and organisation, without however sacrificing the strongly educational value of the proposals.

Providing quality educational contexts is the cardinal principle on which the pedagogical project of the Early Childhood Services and Preschools of the Municipality of Brescia is based.

With the Decree 65/2017 of 'Foundation of the integrated system of upbringing and education from birth to six years', the subsequent 'Pedagogical guidelines for the integrated system 0-6' in December 2021 and the 'National guidelines for childhood education services' in February 2022, the legislator intended to emphasise the importance, now widely demonstrated by pedagogical, psychological, sociological and neuroscience sciences, of the first years of people's lives and wanted to

- guarantee children equal opportunities in education, care, relationships and play, overcoming territorial, economic and cultural barriers;
- promote the continuity of the educational and scholastic pathway, firstly through the definition of a National Action Plan aimed to support the continuity of the educational pathway from 0 to 6 years;
- support the primary educational function of families and their participation in the educational and school community, recognising the importance of balance between parents' working hours and types of work and childcare;
- promote the quality of the educational offer by introducing a degree qualification as a requirement for educational and teaching staff working in childcare services.

The system of childcare services offered by the Municipality of Brescia is also developed along the lines of this recent legislation and it is presented as follow to families in its various educational and organisational aspects, offering support in the delicate task of care and education that they face daily with their children.

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1. WHY A SERVICE CHARTER

The service charter represents the pact that the municipal administration establishes with the citizens who use its services in order to guarantee:

- equality in the right of access
- impartiality in the provision of services
- completeness and transparency of information
- definition of quality standards
- evaluation and subsequent improvement of services

2. CONTACTS AT CHILDHOOD SERVICES SECTOR

For general information

P.zza Repubblica, 1 25123 Brescia

Operator 030.2977460

Secretary's office: segreteria.infanzia@comune.brescia.it

scuoleinfanzia@pec.comune.brescia.it

Public opening hours (any changes can be found on the website)

Monday to Friday from 9 a.m. to 12.30 p.m.

Mondays, Wednesdays and Thursdays from 2 to 3:30 p.m.

For nursery school, "primavera" classes and family times:

Operator 030.2977460

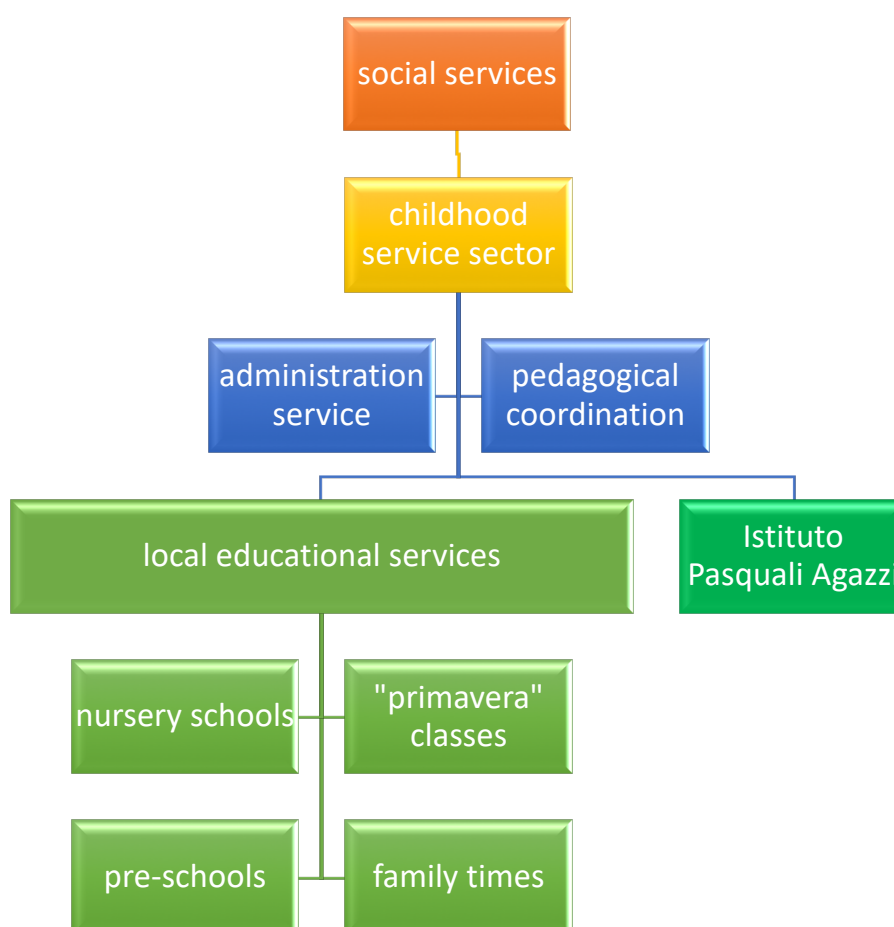
iscrizioni.nidi@comune.brescia.it

For pre-schools

Switchboard 030.2977460

iscrizioni.infanzia@comune.brescia.it

3. SERVICES ORGANISATION: ORGANISATION CHART OF THE SECTOR AND DIVISION INTO CIRCLES



The 0-3 and 3-6 childhood services of the Municipality of Brescia are organised in Circles, according to the criteria of local proximity and with a view to the development of an integrated educational system that can offer children coherent and continuous learning contexts and experiences, as established by Legislative Decree 65/2017.

Current circles are made of a variable number of services, based on their distribution throughout the territory, and may include pre-school, nursery schools, family times and "primavera" classes. Each circle has its own educational coordinator.

4. ACCESS POLICY TO THE SERVICES AND CONTRIBUTION TO THE COSTS

Service system for children aged between 0 and 6 years in the Municipality of Brescia integrates a public and an affiliated offer.

As far as the nursery schools are concerned, the access policy and the co-participation fees for the cost of the service are defined by specific resolutions of the municipal council and are also applied by the private nursery schools, limited to the sections that operate in agreement with the municipality, thanks to the latter's economic support to the managing bodies. The fee for supplementary services, such as early and extended time and any

extraordinary openings, for private nursery schools that have an agreement with the municipality is defined independently by each managing body.

For municipal **"primavera" classes** and **family times**, the access policy and the cost-sharing fees are defined by specific resolutions of the municipal council. For the "primavera" classes that have an agreement with the Municipality, in terms of fees, applies what has been said above for nursery schools.

Municipal, public and affiliated **pre-schools** that have an agreement with the Municipality guarantee the same conditions, in terms of access policy and costs relating to the school meal service, as deliberated by the Municipal Council: the only exception is the reception of 'anticipatory' children, for whom the public pre-schools follow the criteria defined by the individual Comprehensive Institutes.

For all types of schools, with the exception of private schools, the school meal service is provided by the municipality.

The share referring to supplementary services such as early, extended time and possible extraordinary openings for public and affiliated schools is defined autonomously by each Comprehensive Institute/school.

How to apply

For the age 0-6 years, the access to municipal, public and private services, limited to the classes that have an agreement with the Municipality, the application is **only online**, during the periods dedicated to the opening of the appropriate notices that are published on the institutional website of the Municipality of Brescia and made known through the website itself, local newspapers and dedicated social networks.

More in detail:

- The announcement on enrolment in **municipal and affiliated nursery schools and "primavera" classes** is normally published in March for children known as 'divezzi' (children who are already one year old), and in May for children under one year old, known as 'lattanti'. The reference date for turning one year old is 31 August of the year in which the enrolment is made.

- The announcement on enrolment in municipal, public and affiliated **pre-schools** is published at the time of the enrolment period set by the Ministry of Education, Universities and Research (MIUR), normally between January and February.

For the so-called "anticipatari" children only, who turn three by April of their first year of attendance, enrolments can only be accepted for public preschools and must be submitted directly to the relevant Comprehensive Institute.

"Anticipatari" children, who turn three by January of their first year of attendance, can be admitted to municipal and affiliated pre-schools in September, but their admission is subject to the availability of places and the exhaustion of any waiting lists.

- The announcement on enrolment for municipal **family times** is normally published in July and remains active for the entire educational year, until places are filled.

For all 0-6 years old services, the applications submitted are sorted on the basis of the criteria set out in the respective Municipal Council Resolutions.

All information about the announcements (application period, admission criteria, fees, lists) can be found at www.comune.brescia.it.

Contribution to the services costs

Attendance at 0-6 services involves the payment of a contribution to the cost by families, **determined on the basis of the indicator of the equivalent economic situation (ISEE).**

As far as **nursery schools** are concerned, fees are differentiated according to the time of attendance and are calculated with reference to the cost of the entire service, which also includes nappies and linen. In case of request to extend the time of attendance up to 6 p.m. maximum, this can be granted against payment of a fixed annual fee, not commensurate with ISEE. The same applies to the early time service, which allows children to be admitted from 7.30 a.m. onwards.

As far as the **"primavera" classes** are concerned, the contribution fee is defined in an intermediate level between the fees applied for nursery schools and those for pre-schools, as provided for in the reference legislation.

Families of children enrolled in **pre-schools**, on the other hand, are required to pay a fee only for the school meal service, which is considered an integral part of the school day. Any request for early and/or extended time service, up to 6 p.m. maximum (see art. 11), is guaranteed against payment of a fixed annual fee, not commensurate with ISEE.

Access to **time for families** involves the payment of an annual fee, of a symbolic amount and in any case commensurate with ISEE, independent of the number of days and times of attendance.

The details of the contributions for services are defined in specific acts of the municipal council, which may vary from year to year, and can be found on the institutional portal of the municipality www.comune.brescia.it in the section dedicated to the childhood services.

For the nursery schools and pre-schools service helps are provided to support large families. Within the framework of the educational pact that sees childhood services and families as allies in the growth of children, an important place is also occupied by the commitments that the latter make to the authority regarding the regularity of payments to guarantee the proper functioning of the services.

5. SCHOOL CALENDAR AND TYPES OF ATTENDANCE

The annual operating calendar for all 0-6 educational services refers to the provisions of Regional Council Resolution IX/3318 dd 18/04/2012.

Every year, the Municipality of Brescia, by means of a special resolution that can be consulted on the institutional website, in the municipal notice board, defines its school calendar for all the educational services from 0 to 6 years old, which defines the opening and closing periods, holidays and any other closures to comply with the C.C.N.L. (National Collective Labour Contract) for teaching and educational staff.

The municipal **nursery schools** operate for a total of **205 days** in the period between September and July, in compliance with the provisions of D.G.R. 9 March 2020 - no. XI/2929 'Revision and updating of the requirements for the operation of nursery schools: amendment of D.G.R. 11 February 2005, no. 20588. Determinations'.

During the month of July, should it be necessary to carry out extraordinary maintenance work that is not compatible with the opening of the service, it is possible that some nursery schools, in turn, may remain closed: in this case, enrolled children will still be guaranteed the possibility of using the service by accessing the nearest nursery school.

Nursery schools can be attended during following times:

Full-time	8.00 - 15.30/16.00 *
Morning with meal	8.00 - 12.30
Afternoon without a meal	14.00 - 18.00 (maximum)

*see service charter of the single nursery schools

Pre-schools and **"primavera" classes** operate from September to June included.

Attendance is from 8 a.m. to 4 p.m.

There is the possibility to end pre-schools and "primavera" classes after the meal, only upon a family's justified request and only on regular basis, not occasional.

For all educational services, summer openings and early and extended hours services, please refer to the section about services for balance between families' working and living times (Art. 11).

Family times run, as a rule, from September to June included. Attendance is scheduled for two/three days per week, for a maximum of 3 hours per day. Frequency shifts, in order to facilitate families, are both morning and afternoon.

6. IDENTITY AND PURPOSES

Childhood services are a response to the right to education and care of children from 0 to 6 years of age, according to the principles of the Constitution of the Republic, the Convention on the Rights of the Child and European Union documents.

The offer provided by the Municipality of Brescia includes: nursery schools, family times, pre-schools and "primavera" classes.

The **nursery school** is a place for socialisation, training and growth that guarantees the psychophysical well-being of children from 3 months to 3 years, in accordance with the current National Guidelines, in a harmonious and serene environment. The service promotes educational continuity with the family, the pre-school, the territory; has a prevention purpose and intervenes in situations of socio-cultural disadvantage.

The **"primavera" class** represents a qualified extension of the educational offer along the 0-6 axis. It is aimed at children from 24 to 36 months, paying attention to and supporting the significant changes they face at this age. The primary objective of the "primavera" classes is to encourage the child's growth in an environment that is able to continue the family's educational activities and act as a bridge to pre-schools.

The **pre-school** aims to promote the development of identity, autonomy and competence in children from 3 to 6 years of age and initiates them into citizenship by recognising the child as the protagonist of his or her own growth path, in accordance with the National Indications in force.

Family Time is an early childhood service alternative to the nursery schools. It is an educational space dedicated to play and socialisation for children from 3 months to 3 years accompanied by adults (parents, other family members, babysitters, etc.). It is characterised as a place where adults and children coexist, as both are given specific attention.

7. PEDAGOGICAL GUIDELINES: GUIDING PRINCIPLES

Childhood services are based on the following principles:

- **educational co-responsibility** that gather families, operators and the community to work together for 'good' educational action. Dialogue between educators and parents is fundamental in constructing the encounter between the individual needs of each and the social and collective dimension of the services;
- **Inclusion and valorisation of the uniqueness of each individual**, understood as considering the needs, history and particularities of each child so that he or she can feel an active part of the social experience in which he or she lives;
- **collective nature** as the professional style of the educational staff who discuss pedagogical choices, share experiences and a view of the children, recognising in teamwork and joint responsibility an indispensable factor in creating an educating community.

The inspiring principles that characterise the services for children refer to the idea of the child, the educator and the educational context, as outlined below.

The **child**:

- is protagonist, competent, constructive, interactive
- is in relation to others with whom it deals and gets to know the world
- is subject of rights, respected and valued in his/her identity and uniqueness
- is bearer of values, meanings and times that are embraced and supported
- has hypotheses about the meanings of things around him

The **educator**

- promotes the pleasure of astonishment and wonder in children
- recognises and legitimises every emotion of the child by accompanying him/her in the process of self-regulation
- listens in an active and participative manner to accommodate the needs of children
- creates and provides an enabling environment that supports children's desire and enjoyment of learning
- is open to the unexpected and the unforeseen
- respects children's time, without anticipating it

The **educational context**

- is the framework within which the actions and relationships of adults and children take place on a daily basis
- is characterised by a balanced fusion of moments of relationship and learning, favoured by a careful organisation of space, time and materials
- care is transversal to every moment of the educational day: the educators' attitude of empathetic listening and availability contributes to developing an attitude of trust in the child, a 'secure basis' for opening up to new experiences and spurs.

8. QUALITY ASPECTS OF THE SERVICE

a. The pedagogical responsible and the pedagogical coordination

The quality and unitarity of the service provided by nursery schools, "primavera" classes, pre-schools and family times are guaranteed by the pedagogical responsible of the sector and the pedagogical coordination.

The pedagogical responsible takes care of the pedagogical planning of the sector, with regard to the training of educational staff and school inclusion, promotes the documentation of training experiences, provides technical support for the organisation, operation and management of the services and chairs the pedagogical coordination activity.

Coordination operates as a working group that discusses pedagogical and organisational issues and ensures constant liaison with teaching boards, family representative bodies, administrative offices and the various agencies in the area; as the action of individual coordinators who promote, support, guide and verify the implementation of the educational project of each individual service.

b. Lifelong learning

The identity of the services, the renewal of the quality of the educational proposals and the constant support for the skills of the operators are based on a training plan defined year by year by the pedagogical responsible and the pedagogical coordination; it makes use of nationally recognised experts in the various subject areas and can count on the organisational support of the Istituto Pasquali Agazzi.

Pedagogical didactic training is complemented by specific courses in adult and child safety issues such as fire-fighting courses, first aid, etc., as well as courses related more generally to the role of civil servants (code of conduct, privacy, etc.).

Overall, the guaranteed training and refresher training hours for educational staff are at least 20 per year, rising to 40 for coordinators.

c. The composition of the classes, the number ratio and the co-presence of educational/teaching staff

The class at both nursery schools and pre-school is mixed and heterogeneous in terms of age. This organisation values diversity both relationally and cognitively and encourages exchanges and spontaneous learning between children.

The creation of the classes follows objective balance criteria established by the pedagogical coordination to ensure a functional division for the well-being of the children.

In the **nursery schools**, the adult-child ratio takes into account the special needs for attention and care: for the first year of life there is one educator every 5 children, from 12 to 36 months there is one educator every 8 children, thus guaranteeing improved standards compared to those defined by current regional regulations.

The **"primavera" class** has a maximum of 20 children, aged between 2 and 3 years, starting from the age of 24 months. A ratio of 1 adult every 10 children is guaranteed throughout the service's operating hours.

In **pre-schools**, the classes have a maximum of 25 children, with two lead teachers who rotate over the educational day (8 a.m.-4 p.m.) and are present at the same time between 10 a.m. till 2 p.m.. The co-presence of the teachers makes it possible to divide the children into subgroups for more targeted educational experiences.

At **family times, depending on** the number of requests and the space available, attendance can be organised in groups of up to 15 families, supervised by 1 educator. The group dimension allows the consolidation of relationships between children and between adults and the best use of the available space and materials.

e. Linguistic and cultural mediation

In order to encourage the relationship between the school and foreign family users, the services can make use of cultural language mediation provided by specially trained operators. Their action occurs on particular occasions such as during the settling-in phase, individual interviews and classes and school meetings. The presence of these figures facilitates dialogue with families, constituting for both educators and parents an indispensable tool for sharing the children's educational pathway, for guaranteeing an effective passage of information on services, and for orienting educational-didactic action.

f. Children with disabilities

The full inclusion of children with disabilities is a goal that the 0-6 services of the Municipality of Brescia pursue through intense and articulated planning, aimed at creating a welcoming educational community in which all boys and girls, regardless of their functional diversity, can have experiences of individual and social growth.

An integral part of the PTOF (Three Year Educational Offer Plan, see Article 8) is the PAI, the Annual Inclusion Plan, which is the result of analysis, comparison and synthesis work by the educational staff and defines the educational offer in an inclusive sense. It is based on a careful reading of the degree of inclusiveness of the services and identifies annual improvement objectives.

At the nursery school, "primavera" class and pre-school, in case of children whose condition is certified as being disabled in accordance with Law 104/92, additional educational resources are assigned to support the process of inclusion in the peer group. These figures are represented by educators/teachers and, for pre-schools, also by autonomy and integration assistants, if provided for by the Functional Diagnosis.

Based on the type and severity of the disability, the number of hours of resources to be allocated is defined.

In collaboration with Child Neuropsychiatry and the families, an Individualised Educational Plan is drawn up annually, which the educators/teachers will implement. During the year, the children's growth path is accompanied by discussions between the educational team and therapists from the Brescia Infant Neuropsychiatry Territorial Pole or other specialist centres, to which the families refer. According to the regulations in force, the parents, the educational team and the specialist team form the GLO, an operational working group, chaired by the educational coordinator, delegated by the Sector Manager. The GLO, even before the child attends school, meets to formulate proposals for interventions, both supportive and contextual, necessary to support the process of school inclusion.

g. Replacement of absent education staff

In all municipal 0-6 services there is the plan for the replacement of absent educational staff, in ways that may vary between nursery schools, "primavera" classes, nursery schools and family times, depending on the different organisation of the services.

h. City network between services and region

The city's integrated 0-6 system is made up of services belonging to different managing bodies. In order to encourage comparison between services in the logic outlined by the Pedagogical Guidelines for the integrated 0-6 system, aimed on the one hand at supporting children in the delicate transition from one educational reality to another with coherent and continuous proposals, and on the other at encouraging the sharing of intentions, projects and good practices between all the services that contribute to the city's 0-6 educational offer, the sector promotes common training initiatives and paths. With this perspective operate the Local Pedagogical Coordination and the 0-6 Local Committee which are set up by specific acts: of the Council, the former, and of the Assembly of Mayors of Territory 1,

Brescia- Collebeato, the latter, as established by Legislative Decree 65/2017 and D.G.R. 6397 on 23/05/2022. These bodies play a fundamental role in the expansion and qualification of 0-6, promoting collegial professional confrontation as a function of the local governance of the integrated system itself.

The services also cooperate with other municipal services (Social Services, Libraries, etc.) and with agencies in the area (Primary Schools, Health Protection Agency, Territorial Social Health Agency, Child Neuropsychiatry, Associations, etc.) with which, in relation to the specific nature of each, paths are activated to facilitate the inclusion of children in difficulty or build project opportunities.

9. THE EDUCATIONAL PROPOSAL

Settling-in phase and acclimatisation

The municipal children's services pay special attention to the delicate moment of settling-in phase of boys and girls who experience separation from the family. Children need a gradual acclimatisation that can encourage the establishment of a secure relationship with other adults and make it easier for them to get to know their new surroundings.

The educators adopt every relational and organisational strategy to facilitate overcoming the natural difficulties that the child may experience at the time of separation.

Settling-in phase at **nursery school** is organised in individual stages, depending on the acclimatisation time. In the first few days, the child and parent attend the nursery together: the availability of a family figure is therefore required to stay at the nursery for the necessary time. After this, the child remains at the nursery in the absence of the parent and gradually reaches full attendance time. The specific settling-in procedures of each nursery are set out in detail in the Service Charter of each nurseries.

The organisation of the acclimatisation calendar considers the order of the admission list, the criteria of balanced group formation and, where possible, the working needs of parents. The planning and gradualness of the settings are proposed to the families at the first parents' meeting (normally in June for children aged 12 to 36 months and in September for children aged 3 to 12 months). The start of attendance is preceded by an individual interview with each family, for an initial mutual acquaintance focused in particular on the child's habits and specific peculiarities, and for the initiation of a relationship of trust.

The peculiarity of the **"primavera" class** is that the children can stay there for only one year. As in all experiences of entering a small community, different from the family, the child's acclimatisation takes on a profound value, requiring attention and gradualness. Settlement is normally completed after a two-week period, with the parents also being involved in the first few days. All aspects of the integration are communicated to the family during a meeting in June.

In **pre-schools** child's attendance has usually a reduced timetable in the first few days, gradually leading to full-day attendance after a two-week period. In some cases, e.g. for children with disabilities or children with special educational needs, the integration may take longer, which is agreed with the parents on a case-by-case basis.

Depending on the number of children enrolling at the school for the first time, several settling-in groups can be formed, which start attendance one after the other on different dates. The details of the arrangements adopted by the school and the settling-in plan for each child are shared with the families at a meeting in June (newcomers' meeting) of the school year prior to the start of attendance.

Family time is characterised by the co-presence of the children and the accompanying family member. The first weeks of attendance are the time when each child/adult couple gradually gets to know the physical space, the educator who animates the proposal, as well as the group of which they are part. The group itself needs a period of acclimatisation so that bonds of mutual knowledge and trust can be established within it.

From an organisational point of view, attendance at family time can be completed immediately, depending on the opening hours of the individual service.

The space organisation

The organisation of indoor and outdoor spaces is an expression of the service's pedagogy and educational choices. It is designed to welcome and support the children's needs for play, movement, expression, relationships and privacy. The space is clearly defined and ordered to be functional to the increasingly autonomous action of the child and to arouse curiosity and research; it is also the object of care from an aesthetic point of view, to encourage the emergence of a sense of beauty in the child.

The space organisation at **nursery schools** and **family times** is characterised by a clear understanding of the possible experiences they offer, to relax, express oneself, move, build, 'mess around', experiment. The opportunities are many, and each child has the chance to experience all the spaces accompanied by the educator and the reference group. For details of the organisation of the spaces in each nursery, see the specific Service Charter.

The space organisation in **pre-schools** and **"primavera" classes** is characterised by rooms with a specific educational function:

- the *class* as a reference room where each child is welcomed by his or her teachers and peers every morning. It is the place where they can recognise themselves in a group they belong to, practise *routines*, talk, experience free and guided play in the various 'corners' set up for this purpose.
- the *rooms outside the class*, organised for activities aimed at the specific needs of the children: workshops, psychomotricity room, play corners that can be used by all the children in the school in turn and in subgroups.
- the *garden* as a source of experience in nature, offering children opportunities for personal-relational, bodily, cognitive, ethical and aesthetic growth.
- the *personal spaces* (cupboard, drawer, etc.) of each child, to recognise their individuality (their own things, drawings, etc.) within the group.

The times of the educational day

The time is organised, but relaxed: free play, guided activities and *routine* moments alternate according to a pattern that is repeated daily, giving the children the opportunity to live their day with serenity, to play, explore, talk, understand, feel protagonists of the activities they experience.

The following time distributions of the day are to be considered as indicative.

At **nursery school**, the day is marked by *routines*, which are repeated in a regular and predictable manner, becoming clear and recognisable landmarks:

07.30 - 08.00	Welcoming of children enrolled in the early time
08.00 - 09.00	Welcoming and admission of all children
09.00 - 10.30	Play activities: free, structured, workshop, small group
10.30 - 11.00	Hygiene care and lunch preparations
11.00 - 11.30	Lunch

11.30 - 12.00	Hygienic care and preparations for 'bedtime
12.00 - 14.30	Naps
14.30 - 15.15	Wake up and hygiene care
15.15 - 15.30	First exit *
15.30 - 16.00	Snack for children staying at the nursery school after 3.30 p.m.
16.00 - 17.00	Play activities: free, structured, workshop, small group
17.00 - 17.15	Hygienic care
17.15 - 18.00	Meet with parents

**Exit times may vary depending on the attended nursery school (see the service charter of each single nursery school).*

In the **pre-school** the day is characterised by a balanced integration of moments of care, relationships, experience and learning. Particular attention is paid to the moments of *routine* (entrance, meal, personal hygiene, etc.) which are of fundamental importance in making the child feel that his or her needs and requirements are respected. Because of the regularity with which they mark the day, *routines* reassure the child as they make school life predictable and each day more familiar. Every moment of the school day represents an opportunity to learn: with the guidance of the teacher, with the support and stimulation of peers and with margins of autonomy that grow more and more as the child "lives" the school.

07.30 - 08.00	Welcoming of children enrolled in early time
08.00 - 09.00	Entrance and welcoming of all children
09.00 - 11.20	Free/semi-structured play activities, 'calendar', conversation, guided and/or workshop activities in small/medium groups
11.20 - 11.40	Personal hygiene moment
11.40 - 12.45	Lunch preparations and lunch
12.45 - 13.00	Possibility of Intermediate exit
13.00 - 14.30	Relax moments, quiet and relaxing activities, free play
14.30 - 15.30	Class activities and personal hygiene time
15.30 - 15.45	Preparation for the exit
15.45 - 16.00	Exit
16.00 - 17.30/18.00	Extended time for children enrolled in the service in schools where the service is provided

In the **"primavera" classes**, which are located in pre-schools, the organisation of the day considers the age group of the boys and girls and is characterised by a flexible organisation that respects their natural growth rhythms and attention capacity and provides for the repetition of routines: an expected and planned time that offers security and invites exploration. Lunch, where considered appropriate according to the general organisation of the school itself, is at 11.30.

During **family time**, the proposal includes a number of moments that mark the two/three-hour meeting: welcome, free play, convivial moment (organised together with the families), workshop proposal, reading aloud, greeting song. Flexibility is a feature of this service, both in the way families access it and in the modulation of the daily proposals.

The PTOF of the 0-6 sector and the educational projects of the childhood services

The PTOF, that means the Three-Year Educational Offer Plan introduced by Law no. 107/2015, is the fundamental document that establishes the cultural and planning identity of the services that make up the 0-6 sector of the Municipality of Brescia.

Starting from the analysis of the cultural, social and economic context of the local reality and of the educational needs, it makes explicit the strategic choices, the educational offer and the organisation of services that are recognised in common and shared values. It is updated annually through monitoring and verification of the objectives achieved in relation to the improvement plan. It can be consulted on the website of the Municipality of Brescia. It is supplemented by the educational projects that each individual service prepares, making the most of the wealth of experience and professionalism that characterises it, in coherence with the Policy Act of the Head of Sector and with reference to its mission, aimed at promoting the culture of childhood, quality, a fair and inclusive education and learning opportunities for all.

The educational project of the childhood services is drawn up by the educators and teachers with the support and supervision of the pedagogical coordinators, in accordance with the national regulations for 0-6 services (Guidelines, Orientations and Indications) and on the basis of an outline for the drafting of the annual Project Guidelines, common to nursery schools, "primavera" classes and pre-schools. The children observation and the identification of their educational needs guide the proposals, which are calibrated in relation to the different contexts and are flexible in order to consider the children's responses and welcome their contributions. The educational project is subject to periodic checks to test the validity of the courses activated and is presented annually to the families at special meetings.

It expresses the educational proposals of the individual service aimed at encouraging in children a harmonious and integral growth of all personal dimensions.

In the **nursery school** child's well-being is based on physical care and the careful provision of experiences that respond to his or her need for exploration and discovery, considering his or her sense-motor intelligence.

The nursery schools must support both these aspects, knowing that for the child they are not separate moments but they dialogue, co-exist and are vital dimensions.

The educational project is based on the idea of the nursery school as a place of life and relations in which the characteristic elements are: availability and empathic listening on the part of the educators, care for the chosen activities and their rhythmic alternation, provision of welcoming spaces and interesting play materials, and support of the relationship between children.

The educational project of the **"primavera" classes** is based on activities aimed at the harmonious development of the children, paying attention to and supporting the significant changes they face in this age group: recognising themselves as dependent on adult and at the same time trying out their first forms of autonomy, coping emotionally with different situations in an increasingly effective and socially appropriate way, discovering the magic of speech, experimenting with the game of 'pretending'.

In **pre-schools**, the reference framework for planning is the National Indications of the MIUR, transposed and operationally translated by each individual school, considering the educational needs of the children attending the school and the peculiarities of the socio-cultural context in which the school is located.

Through thoughts, the teachers' educational action and confrontation with peers, the child opens up to the social world and gradually becomes aware of his or her life experiences. Learning takes place through action, exploration, contact with objects, nature, the surrounding environment; the proposals always have a playful form corresponding to the child's mode of relationship and knowledge. The areas of exploration and experience in which the proposed activities are set refer to the spheres of relating to oneself and others, the body and movement, science, verbal and non-verbal languages.

Planning is flexible, it is made up of adjustments and transformations, because it is open to contributions brought by the children.

Catholic Religious Education is provided, upon request of parents, by teachers appointed by the Curia.

The documents of the educational project at nursery schools, "primavera" classes and pre-schools

- The educational offer and annual project lines

Each year each service prepares a specific project to promote conditions of well-being and diversified learning opportunities for the children, supporting harmonious growth in terms of identity, autonomy, relationships and skills. This project is based on the observation of their training needs, is consistent with the pedagogical, methodological, organisational and didactic choices declared in the PTOF and is nourished by the solicitations of the training paths and professional skills of the teaching staff.

- The Development Profile

Careful and punctual observation of each child, which makes it possible to construct educational interventions calibrated on their development times and congruent with their educational needs, is the basis on which educators and teachers can document, at the end of the experience at the nursery school, the spring section and the nursery school, the child's growth path in the various areas of development and facilitate the transition to the new educational reality. This document is shared with the parents and forwarded to the higher school order.

- The PEI (Individualised Education Plan)

It is the tool for customising the educational process to support the growth of children with disabilities. It identifies, on the basis of the regulations in force and the indications of the specialist team in charge of the case, the development objectives, the activities, the methodologies, the facilitations, the human and material resources, the timeframes and the tools for verifying the achievement of the objectives. It is drawn up by 30 November of each school year by the teachers, with the collaboration of the family and the social and health staff.

The pedagogical proposal at the **family time** refers to the experience and pedagogical thinking at the nursery schools: the play proposals, the layout of the spaces, the materials used, the group dimension take up the knowledge gained in the 0-3 services.

Family time is first and foremost an important relational context, where children can experience and enrich their first relationships with peers and adults, develop fundamental social skills and find recognition for their emotional experiences.

For parents or other family figures accompanying children, family time is proposed as a place for sharing and comparing educational methods. It offers the possibility of being able to observe one's child in a social context, away from the daily tasks. It is a place to build relationships of trust and share a common understanding of childhood, offering opportunities to build a network between families within the community.

10. ROLES AND RESPONSIBILITIES OF STAFF INVOLVED IN SERVICE MANAGEMENT

All staff in the sector work to ensure the smooth running of services.

In each individual educational setting, educators/teachers, auxiliary staff, integration workers and coordinators, within the specificity of their role and professional profile, work for the well-being and growth of each child.

All staff in the Sector are selected through open competitions: the educational staff and coordinators are constantly updated through compulsory training proposals, promoted by the Sector, and through participation in additional individually procured courses.

The educational action of the working group is marked by *collegiality* and *co-responsibility*, recognising in listening, confrontation, sharing and collaboration, the guiding values in the relationship between adults that become an example for children.

In particular:

- the *educators* and *teachers* are responsible for welcoming and caring for the children, for planning and implementing the educational play and workshop experiences, for preparing the spaces and materials. They work to build a serene relational environment, necessary for the well-being of the children. They maintain a continuous dialogue with the components that make up the child's family and social environment, encouraging exchange and confrontation for real educational co-responsibility. All the educational staff are co-owners and equally responsible for the running of the group/section and the implementation of the educational proposal. In family times, the educator welcomes children and adults, is responsible for the rooms, prepares the spaces, proposes the activities, facilitates relations and promotes confrontation between adults. She becomes a valuable ally of the families in accompanying the growth of the little ones, supporting the parents in their educational task.
- the *coordinators* act as a link between the management and the individual services and, in the case of family times, facilitate the connection between the different family times in the city. They promote and verify the implementation of the educational project, support and coordinate working groups, take care of the organisational aspects of the services. They are a point of reference for families and social participation bodies. They support the continuity between the 0-6 services of the circle of reference and take care of the institutional relations between the entities and the various educational agencies in the area, in relation to specific children's needs.
- the *auxiliary staff* is responsible for the hygiene and cleanliness of the rooms, both indoors and outdoors, the supervision of entrances, the distribution of meals. In the pre-school, the auxiliary staff cooperates with the teachers in the personal care and hygiene of the children and provides the necessary cooperation as an accompanying figure on educational outings. In family times the auxiliary staff is present for the time necessary to ensure the cleanliness and hygiene of the rooms.
- the *educators/integration workers*, assigned to the group/class in the case of particular types of disabilities, assist the child entrusted to them with personal autonomy and communication, in collaboration with the educators and teachers for the implementation of the PEI (Individualised Education Plan).

11. FAMILY PARTICIPATION

The children education is a demanding task and requires participation, cooperation and co-responsibility between school and family, the most significant life environments. Parents and teachers are called upon to take care of the child's well-being and to share a common growth project on an affective, relational and cognitive level.

Participation is an *opportunity* offered to all parents who, through formal and informal meetings, can cross eyes, thoughts and actions with other adults who care for their child, mutually refining the educational action. They can, together with other families, feel part of a group, have more knowledge about the service and its project.

Participation is also a *responsibility* that every parent is invited to assume as a gesture of care and attention towards the educational experience that their child lives within the service.

The opportunities for participation at nursery schools, pre-schools and "primavera" classes are as follows:

In the individual relationship

- brief exchange of daily information during entry and exit times
- periodic individual interviews and upon request

In the Community Dimension

- nursery schools/pre-school and class meetings
- celebrations
- workshop proposals for parents and/or with children

On an institutional level

Social management bodies are established to encourage the participation of parents' representatives (elected annually) in meetings of a propositional and consultative nature. These bodies are:

- parents' committee at the nursery schools and "primavera" classes
- pre-school council among the classes
- assembly of representatives of services 0-6
- parent committee representing municipal services 0-6 years

The sharing of educational paths with families is also supported by different ways of documenting the child's experiences together with his or her classmates (photographs, works, conversations, etc.).

12. SERVICES TO HELP THE BALANCE BETWEEN FAMILY LIFE AND WORKING TIME

On the basis of a minimum number of requests, as defined each year by a specific Municipal Council resolution, in the nursery schools, "primavera" classes and pre-schools, the service **Tempo anticipato (Earlier entrance)** from 7.30 am to 8.00 can be activated. Children are welcomed by the educators/teachers of the single service.

In all nursery schools and in some preschools, if there is a minimum number of requests, **Tempo prolungato (later exit)** is available, with operating hours defined by a specific resolution of the Council (the exit time for Extended Time can be until 5, 5.30 or 6 p.m., depending on the service and the year). In the nursery schools, children are normally entrusted to the service's educators; in the pre-schools and "primavera" classes, extended time is entrusted to the management of cooperatives awarded the appropriate contract. Both services, earlier entrance and later exit, involve the payment of a fixed annual fee that is not quantified according to ISEE.

Summer Recreation Centres for "primavera" classes and pre-schools

In July and August, a summer service is organised in the pre-schools run by educators from the contracted cooperative. For boys and girls from the "primavera" classes, a number of places are reserved in the summer centres of the preschools in the area where the "primavera" classes are located. The list of services open during the summer period and the relevant fees are communicated each year in a separate notice.

Further services: from year to year, also depending on access to specific funding calls, further services can be promoted, such as extraordinary openings during periods of suspension of teaching activities.

13. HEALTH AND SAFETY: ASPECTS OF CARE AND PREVENTION

Care and attention to the health and hygiene aspects of facilities and people is important to promote health and wellbeing in the community. For this reason, the Municipality and the Brescia ATS collaborate in defining procedures relating to health and safety within the educational facilities of the nursery schools, "primavera" classes, family times and pre-schools, to guarantee the hygiene of the environments and materials, with particular attention to meals, nappy change and sleep.

Service staff regularly attend courses on hygiene and safety issues.

The play and educational material used within all services complies with current standards.

Meal

The lunch experience, at nursery schools, "primavera" classes and pre-school, is an important moment of the educational day. In these services, the table linen and all the linen needed for the meal are provided by the municipality.

The menus served are drawn up in relation to the tables laid down in the various School Catering Guidelines in force. For further information on this specific issue, please refer to the School Catering Service Charter of the Municipality of Brescia, which can be consulted on the institutional website.

To ensure the safety and healthiness of meals in all services, control plans and procedures according to specific legislation (HACCP) are followed.

Change and linen

In the nursery schools, bibs, sheets for the beds and for personal hygiene as well as nappies for change are provided by each facility. In the "primavera" classes and pre-schools, where there is the possibility of afternoon nap, the necessary bed sheets (personal sheet, blanket and pillow, etc.) is brought from home by each parent, who is responsible for washing and preparing it.

Security of service buildings

The issue of safety inherent to all the children's services is the responsibility of the School Building Sector with regard to maintenance work and the safety of the facilities, and of the Human Resources Sector Training Service with regard to compulsory training on the subject. Within the services, all personnel are regularly trained for the purpose of setting up emergency and first aid teams, and evacuation tests are periodically carried out with the children.

14. SERVICE QUALITY MONITORING TOOLS AND PROCEDURES

The Children's Services Sector - nursery schools and pre-schools, undertakes to assume and comply with the following administrative service quality factors:

- transparency of administrative action;
- computerisation of administrative procedures concerning users;
- flexibility of office hours;
- effectiveness and efficiency of administrative procedures, also supported by the use of specific forms;
- Reducing waiting times for responses to specific requests, including through the use of more streamlined and effective forms of communication: telephone, SMS, e-mail;
- security in the processing of personal data provided at the time of registration and protection of users' privacy at all stages of use of the services (sensitive data, reports, images, etc.).

Accessibility and clarity of information are guaranteed to users and the general public through:

- identification of contact persons to be addressed for requests, advice and reports
- diversification of information channels.

All communications sent by the municipality to the last address made known by the user shall be deemed to be known to the user.

Quality assessment

The municipality undertakes to periodically monitor and control the quality of the services provided through evaluation methods such as questionnaires, interviews and meetings, in order to detect the level of satisfaction of the various stakeholders involved.

Services are monitored through both external and internal tools.

External tools: user satisfaction is verified by means of questionnaires designed to measure user satisfaction of the services and to collect any suggestions, with a view to constantly improving the offer. The results of the surveys are published on the Municipality's website, www.comune.brescia.it, in the section dedicated to childhood services.

Internal evaluation tools: internally the service is evaluated:

- by the pedagogical coordination with regard to compliance with the Pedagogical Guidelines and with regard to the performance of the services more generally;
- by the collegiate bodies, with regard to the educational project proposed by the individual services;
- by the internal auditing service, carried out by means of periodic visits to the services, both planned and unannounced, by an officer. The service verifies attendance (teachers, auxiliaries, children, parents and others), entry/exit registers, detergent safety sheets, general level of cleanliness of the spaces, all through the compilation of a check list.

Quality Standards

Childhood Services Sector, like all the Sectors of the Municipality of Brescia, in the management of its services is committed to respecting the quality standards that are defined annually by the Performance Plan, to which we therefore refer. This Plan can always be consulted on the institutional website of the Entity. The standards may vary in relation to the updating of regulations, the organisational choices of the Body and the results of customer surveys.

Quality indicators normally refer to the following items: continuous staff training; development, monitoring and verification of educational projects; inclusion plan; streamlining of enrolment procedures, waiting list management, etc.

In order to achieve continuous improvement of the services provided, the user can send to the Childhood Services Sector - pre-schools and nursery schools) any comments, suggestions and/or observations regarding the services by e-mail addressed to Comune di Brescia - Settore Servizi per l'Infanzia-suole dell'infanzia e asilo nido, P.le della Repubblica 1, 25123 Brescia, e-mail: segreteria.infanzia@comune.brescia.it.

Reports will be taken up by the service and evaluated with a view to constructive confrontation. The sector will respond in writing and, where deemed appropriate, meetings may be held to discuss the issues raised in greater detail.

15. ISTITUTO AGAZZI PASQUALI

The Istituto Pasquali Agazzi is a pedagogical study and documentation centre whose tasks include the training and professional development of the various figures working in the 0-6 education sector. In addition, through the historical museum, workshop activities for families and the possibility of study visits, including to the nearby 'Sorelle Agazzi' nursery school, the institute aims to keep alive the educational proposal of the Sorelle Agazzi and Pietro Pasquali, which was consolidated at the Mompiano Institute in the late 19th and early 20th century.

Within the structure there are:

- **the library specialised** in psycho-pedagogical and didactic disciplines, with a collection of around 23,802 volumes, aimed at the training and further education of teachers, university students and professional educators;
- **the history library**, with a collection of around 7,000 volumes on philosophy, pedagogy, sociology, history, many of which cannot be found in national libraries;
- a **collection of illustrated books 0-6**, an opportunity for reading promotion activities for families and animated readings for schools. The specialist library is part of the city's inter-library circuit and also offers itself as a community library for citizens;
- **the MuPA**, a museum that on the one hand remembers the pedagogical teaching experience of Pietro Pasquali and the Agazzi sisters, and on the other hand, starting from these solid roots, opens up to the world of schools and the entire community, positioning itself as a place for research, exchange and shared planning;
- the Sector's **Audiovisual Laboratory**, which provides support to the educational services for the production of multimedia materials (photographs, films, etc.), documenting children's experiences within the individual services. All the multimedia documentary material produced by the schools is stored at this Laboratory;
- the **Parental** Counselling and Support Desk.

Access modes

MuPA, the museum of the pedagogical experience of Pietro Pasquali and the Agazzi sisters, and the library are open to the public at the following times: Monday, Tuesday, Thursday and Friday from 9 a.m. to 12.30 p.m. and 2 p.m. to 4.45 p.m.; Wednesday from 9 a.m. to 12.30 p.m. and 2 p.m. to 5.15 p.m.

The material from the psycho-pedagogical library is available free of charge for home loan, while the texts from the historical library are available for consultation or use on the Brixiana portal, where a number of specimens have already been digitised. The library also provides a 24-hour inter-library loan service with lockers.

The library's holdings can be consulted via the collective catalogue OPAC.<http://opac.provincia.brescia.it>

Attachment A: List of services (subject to change due to closures/new openings)

Municipal nursery schools

Name	Address	Phone	Circle
Arcobaleno	via Mantice, 10	030 2426657	Sud 2
Primavera	Via Micheli, 3	030 3533314	Sud 2
Scoiattolo	via noce, 69	030 3533315	Sud 1
Giostra	via Ercoli, 1	030 3384561	Ovest
Mondo del colore	via Panigada, 4	030 3732226	Ovest
Girasole	via Casazza, 38	030 2009433	Nord 1
Cucciolo	via Raffaello, 200	030 2306940	Est
Abbraccio	via Lipella, 41	030 3384860	Centro 1
Girotondo	via M. Franchi, 25	030 3774985	Centro 1
Pollicino	alley Medici, 6	030 3776420	Centro 2
Sole	Viale Piave, 46	030 3366804	Centro-Est

"Primavera" classes

Name	Address	Phone	Circle
Tadini	via Gadola, 14	030 2009427	Nord 2
<u>Piaget</u>	via Tofane, 33	331 2349151	Nord 2
<u>Berther</u>	via Gaggia, 23	030 307858	Nord 1

Pre-schools

Name	Address	Phone	Circle
Bettinzoli	Via Toscana, 16	030 2427178	Sud 1
Collodi	Via Ercoliani, 34	030 3533316	Sud 1
Don Bosco	Via Caleppe, 13	030 2427177	Sud 1
Gallo	Via Flero, 29	030 3533312	Sud 2
Lonessa	Via Palazzina, 27	030 3533321	Sud 2

Abba	Via Prima, 18 Q.re Abba	030 3732229	Ovest
Agazzi	Via Boccacci, 4	030 32009425	Nord 1
Battisti	Via Trento, 35	030 397253	Nord 1
Ingranata Monterosso	Via Vespucci, 4	030 2009428	Nord 1
Tadini	Via Gadola, 14	030 2009427	Nord 2
Trento	Via Pasquali, 1	030 3384563	Nord 1
Agosti	Via Raffaello, 202	030 2306938	Est
Caionvico	Via S. Orsola, 130	030 3366802	Centro-Est
S. Polo 1	Via Sabbioneta, 12	030 2306939	Est
Carboni	Alley Three Arches, 6	030 3775005	Centro 2
Pasquali	Via S. Rocchino, 27	030 3384564	Centro 1
Rebuffone	Via C. Quaranta, 2/a	030 3366800	Centro-Est
Tonini	Via Marchetti, 25	030 3775000	Centro 1
Zammarchi	Viale Piave, 34	030 3366803	Centro-Est

Family times

Name	Address	Phone	Zone
La Formica	Via Flero, 29	030 3532159	Sud 2
Coccinella	Via Simoni, 85	030 3732227 338 4707170	Ovest
Bruco	Via Sabbioneta, 14/A	030 2300925	Est
Libellula Verde Blu	Viale Piave, 34	334 8363634 030 3366803	Centro-Est

Istituto Pasquali Agazzi

Headquarters: via Ambaraga, 93 - 25133 Brescia

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