

INCLUSIVE EDUCATION FOR CHILD'S SUCCESS

Vilnius, 21/12/2020

*The Trialogical
Learning
Approach*

*The Rete
Dialogues
Network*

Summary

 **Rete Dialogues** : a professional Learning Community for Inclusive Education within the Framework of UN 2030 Agenda

*Giovanna Barzanò
Claudia Regazzini
Sergio Turrisi
Elena Zacchilli*

 **Rete Dialogues**

An aerial photograph of a city square, likely in Rome, showing a large open plaza with a bus stop, several cars, and a building with a 'B1' sign. A large, semi-transparent blue circle is overlaid on the center of the image, containing the text for the summary.

Summary

1) network presentation, principles and ways of working

2) a meaningful project, video: *Dialogues in the square*

3) unravelling the *Dialogues in the square project* as an example of inclusive teaching learning strategies through a *trialogical approach*



Rete Dialogues

CONTENTS AND OBJECTIVES

Global citizenship Education

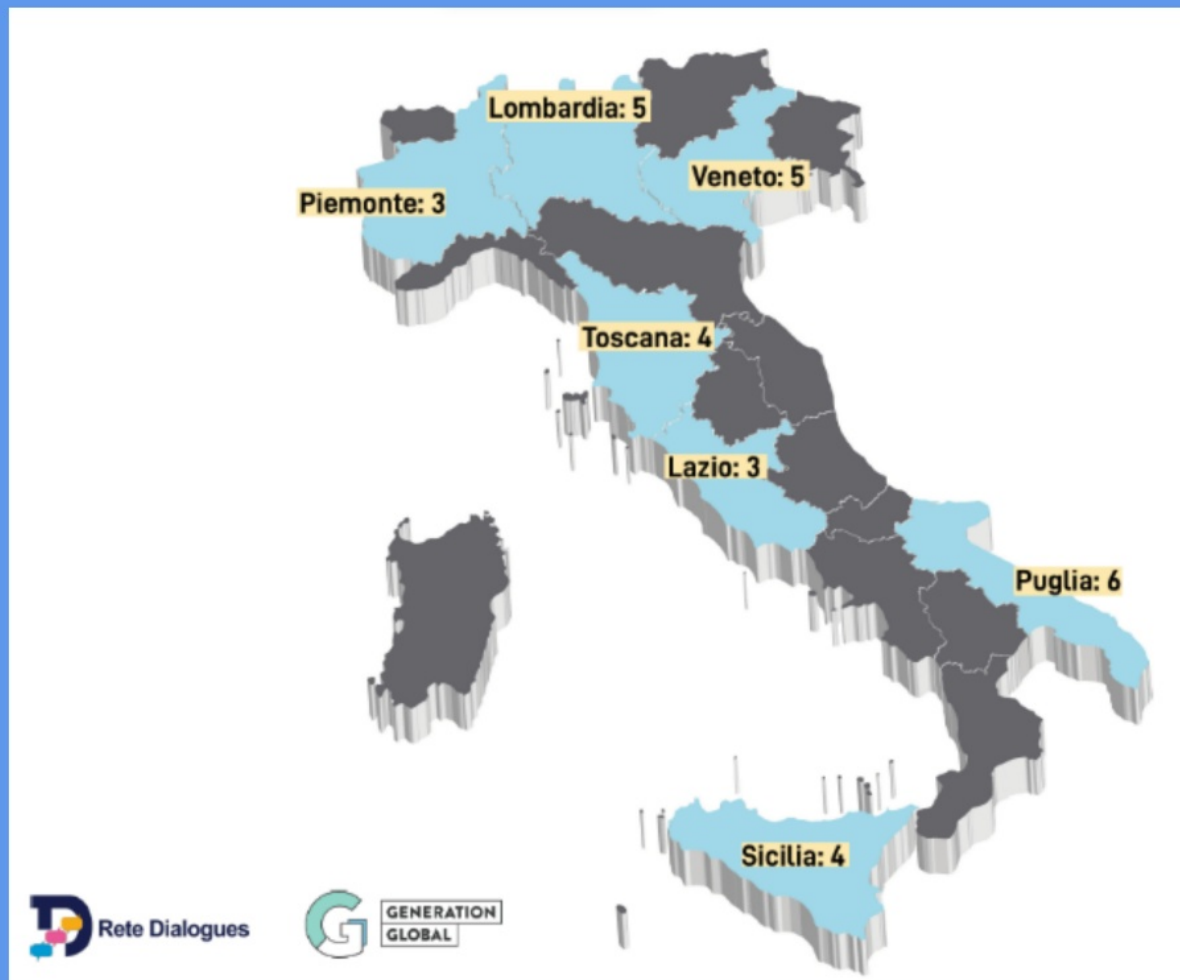
- **Interreligious and intercultural dialogue**
- **Meaningful use of technologies**
- **Environmental education**
- **UN 2030 Agenda**

Map

**How the
Rete
Dialogues
Network
works**

Numbers

Regions and schools



Rete Dialogues' principles & perspectives

- prioritise releasing *teachers' agency* through *cooperation* and direct engagement
- create *cultural and communal support* structures to help teachers in developing a collective identity
- advance *equity, respect, participation*, opportunities for learning and development, to fight inequalities and implement inclusiveness
- enhance *collective capacity* among teachers and students valuing consistency between teacher professional development and teaching,
- enhance *intergenerational learning* engaging students of different ages, teachers, parents etc
- develop innovative collective practice that support the teaching of *critical thinking*
- develop innovative approaches to effective and inclusive learning such as *triological learning approach*

An aerial photograph of a school campus. In the background, there are large stone ruins. The middle ground shows a green lawn, a tennis court, and a paved area with a bus and several cars. In the foreground, there is a concrete wall and a building with a sign that says 'B1'. A large blue circle is overlaid on the center of the image, containing text.

The "Rete Dialogues" network in numbers

30 schools
> 3000 teachers
> 250.000 students

Directly involved every year
> 500 teachers - professional development

> 100 teachers - Action-Research

Teacher trainers

> 40



The Trialogical Learning Approach

In trialogical learning, the focus is not just on learners nor just on social processes or dialogues but also on a third element, that is, on jointly developed “objects” (knowledge artefacts, processes or practices) meant for some later use (Paavola & Hakkarainen 2005; 2009).

Trialogical principles

Trialogical illustration

TRIALOGICAL LEARNING APPROACH: PRINCIPLES

- 1. Organize trialogical activity around *shared objects***
- 2. *Interaction* between personal and social levels of activity**
- 3. Fostering *long-term processes of knowledge* advancement**
- 4. Development through *transformation and reflection***
- 5. Eliciting (individual and collective) *agency***
- 6. *Flexible tool mediation* for trialogical activity**

Paavola & Hakkarainen (2009)

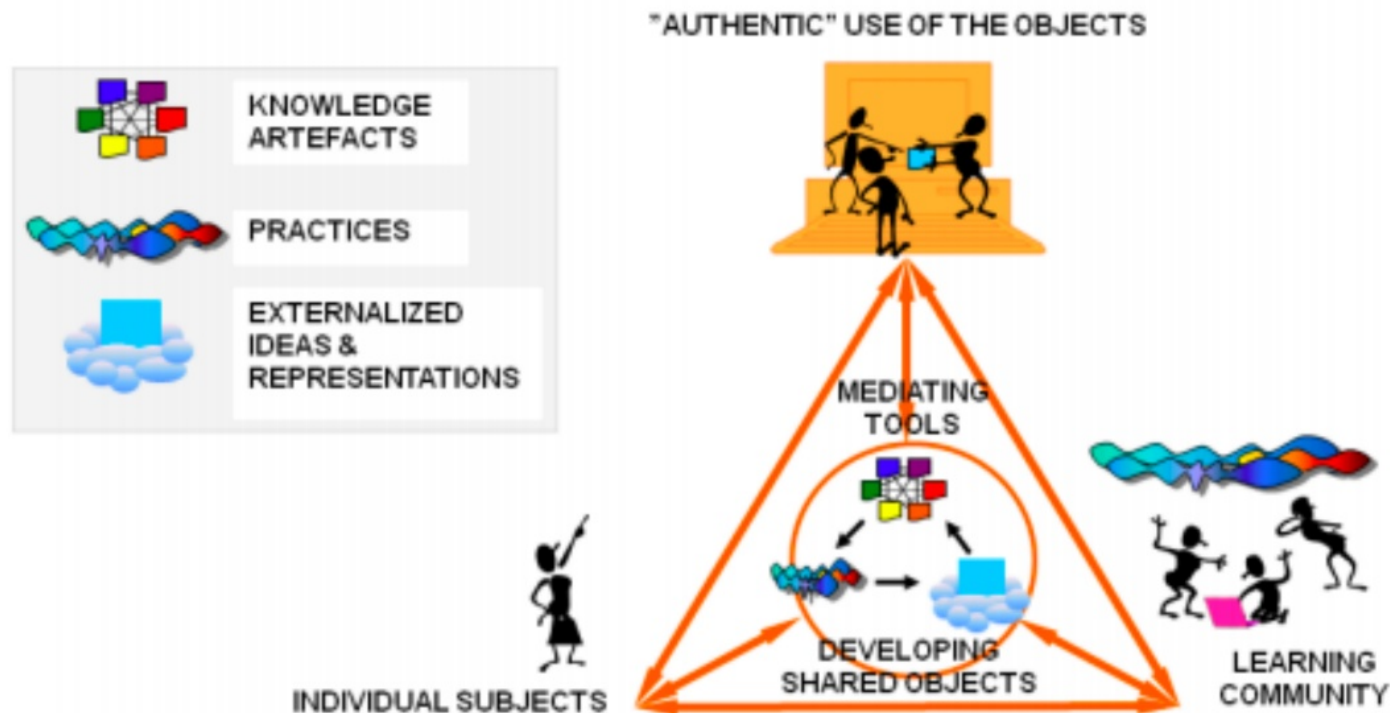


Figure 1. An illustration of the triological approach on learning presenting its basic elements (Paavola & Hakkarainen 2009).

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