

THE IDEAL SCHOOL

In the questionnaire we were asked to list what characteristics we would like to find in our ideal school

Open to dialogue



Value teaching based on reasoning and not on mnemonic study



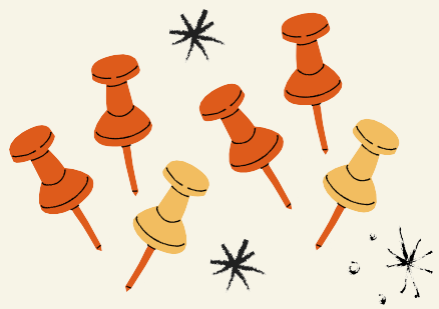
Help and understand the difficulties of students



Innovative, engaging and stimulating



More activities that give space to creative and personal development



Organized



Taking into account mental and physical health of students



Equitable



Teachers with a desire to teach



Consider students as people and not as grades

THE TEN ESSENTIAL CHARACTERISTICS TO BE A GOOD TUTEE:

- 1. PUNCTUALITY
- 2. HONESTY
- 3. DILIGENCE, DESIRE TO GET INVOLVED
- 4. HELPFULNESS
- 5. PATIENCE
- 6. TRUST, FAITH IN THE TUTOR
- 7. KINDNESS
- 8. FOLLOWING THE ADVICE RECEIVED
- 9. EXPRESSING THEIR DISCOMFORT
- 10. RESPECT OF THE TUTOR

THE TEN ESSENTIAL CHARACTERISTICS TO BE A GOOD TUTOR:

- 1. empathy
- 2. availability
- 3. patience
- 4. being able to listen
- 5. being inclusive
- 6. having good communication skills
- 7. kindness
- 8. having a good academic background
- 9. having a good study method
- 10. understanding the tutee’s promblems

ADDITIONAL PERSONAL IDEAS

Nowadays, students, especially the youngest, hardly confide in teachers or other professional figures, and this aspect has been highlighted further during and after the pandemic. This project is perhaps a solution because the relationship is between equals, you do not feel judged; a relationship of trust is founded between tutors and tutee, which pushes the kids to confide in the certainty of having feedback and also a truthful comparison. I hope that next school year we will be able to meet live to have direct contact.

Surely, the COVID period had a strong influence on the students, especially the youngest (who didn’t have the chance to live the pre-COVID high school). The impossibility to socialize and fully understand the facets of the school has been a greater difficulty and a greater obstacle for these students, which could also affect their experience of the coming years. It is for this reason that the school, through this project (and many others), has been able, and will be able in the future, to consider the various difficulties that students will encounter over the years, also taking into account the emotional, educational and relational obstacles that the COVID has caused.

Reflecting on the characteristics that an ideal school should have, I realized the importance of experiences that go beyond the classic frontal lesson, such as musical or theatrical groups, visits to places studied, projects with people who can increase our cultural background and experience in foreign countries, in contact with people different from ourselves. Class lessons are fundamental and necessary for the students' learning, but, besides being a place of study and testing of knowledge, the school should also be a place where students can improve their skills, cultivate their passions and discover realities different from theirs, thus increasing their cultural background. The school seen as an opportunity to increase one's creativity and ability to relate to others has been somewhat lacking in recent years. Because of the pandemic that we have faced, we had to give up many experiences that would have been important in the training of pupils, but we also experienced the lack of direct relations with other people, as any conversation was mediated by computers and mobile phones. The convenience of distance learning is undeniable, but this situation has deprived us of one of the fundamental characteristics of the school: the human contact, which is about being able to relate to and live with other people. All this has had enormous consequences on the students who started the first year, who entered a completely new reality without being able to get used to and completely acclimatize to the upper school environment. Fortunately, during this year's course, we are returning to normal and many projects have been resumed, albeit with necessary and right restrictions. The mentoring project that I had the opportunity to undertake, for example, is certainly very useful to help new students to better adapt to the environment and to a more challenging study. However, it is not easy to establish a relationship with someone you can only see behind a screen, without the chance to talk to him live, write with him, and help him more concretely. This project is a beautiful idea, both for the first year and second-year students, and the fourth and fifth, and I imagine what it would have been like if I had had the chance to know my tutee live. I am very happy that the projects are gradually resuming and that we students have the opportunity to live these experiences of training that we will remember for a long time and I hope that in the coming years everything can return to normal with some change because I think that thanks to these years of renunciation we have become more aware of the importance of the social and human aspect of the school. As a tutor I believe that the covid situation has particularly affected students, boys and girls in the first and second years, who are disoriented. Unfortunately, it will take a great deal of work, even by teachers, to help them catch up with the time lost. I would also like the teachers to realize the impact that the situation has had on young people, not only as far as school is concerned, but also from a human and relational point of view, which affects the psychological condition of each of us.