

Becoming a Teacher in Italy Today. The Origins of Current Paths.

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Abstract. Bearing in mind the recent law of comprehensive reform of the Education and Training System, this paper summarizes the origin and development of specific paths devoted to the professional training of Teachers who want to work in Italian Public Schools. A comparison between the United States and the Italian contexts offers a starting point for subsequent analysis. Hence, they are described the essential features of the Education and Training Courses dedicated to teaching in Italian public Schools of various levels and grades. Following the development of regulation, I address issues such as: the role of initial training and internship, the ways of achieving licensures/certifications, the mechanism that regulates public competitions for permanent positions, the formation of rankings and the introduction to the teaching function. The paper concludes with an overview of the levels of governance provided by the Integrated Education and Training System that the government intends to implement in the coming years.

Keywords: Teachers' Training; Italian Education and Training System; Vocational Training; Teacher's professional profile; Concorso.

1. Introduction

At present, the Italian education and training system is undergoing a new wave of reforms. Actually, changes never cease to happen, making it difficult to take a picture of the existing situation every time. I have been addressing this issue recently, first of all considering the political-institutional role of the National State and of the *Regioni* (Savelli, 2014a). Similarly, in the same period, I took an interest in the United States Education and Training System and in another short essay I investigated the role played by the Federal State and Federated States in that context (Savelli, 2015). In both cases then, I examined the internal systems' articulation. The following table presents a comparison of the two (Table 1)¹.

¹The table was compiled by updating the information drawn from: Savelli, 2014b; Savelli, 2016; D.L. 59/2004; D.M. 254/2012; D.L. 226/2005; D.P.C.M. 25 gennaio 2008; D.P.R. 89/2010. In this text, normative acts are cited, indicating, in order (where applicable): type of act, act number, (date or) year of publication. Among the types of normative acts mentioned: *Legge* (L.) (Law); *Decreto Legge* (D.L.) (Decree Law); *Decreto Legislativo* (D.Lgs)

This framework is intended to be a starting point and a major point of reference in addressing the subject covered by this paper: the training path that needs to be undertaken by those who want to become teachers in Italy today.

Table 1. Italian and US Education and Training Systems in comparison.

Education Levels	ITALY		UNITED STATES	
	Scuola dell'Infanzia (Asilo Nido, Scuola Materna)		Pre-Kindergarten, Kindergarten (Nursery School)	PK-12
Istruzione Primaria/ Primary Education	Primo ciclo di istruzione	Scuola Primaria (Scuola Elementare)	Primary School (Elementary School)	
		Scuola Secondaria di primo grado (Scuola Media)	Junior High School (Middle School)	
Istruzione Secondaria/ Secondary Education	Secondo ciclo di istruzione	Scuola Secondaria di secondo grado (Scuola Superiore): - Istruzione secondaria superiore (liceo artistico, liceo classico, liceo linguistico, liceo musicale e coreutico, liceo scientifico, liceo delle scienze umane). - Istruzione e formazione professionale: percorsi di istruzione e formazione professionale.	Senior High School (High school)	
Istruzione Terziaria/ Tertiary Education	Istituti Tecnici Superiori (percorsi di istruzione e formazione tecnica superiore).		Postsecondary Career and Technical Schools (Vocational Education and Private Career Training).	
	Università (corsi di laurea, corsi di laurea magistrale, corsi di specializzazione, corsi di dottorato di ricerca).		Colleges (of different kinds). Universities	

2. Education and training paths for school teaching

In the 1990s, a specific graduate course with two programs of study provides for the cultural and professional training of Nursery and Elementary School teachers² (L. 341/1990). The Bachelor's Degrees in Primary Education³ are required to be admitted to the related *concorsi*⁴ for teaching positions in the two school levels. The *concorsi* have a *funzione abilitante*⁵.

The degree course is placed in the Faculty of Education⁶ and lasts four years, two of which are a common biennium. The activities are both theoretical-formal and theoretical-practical with didactic and teaching workshops. The minimum

(Legislative Decree); *Decreto del Presidente del Consiglio dei Ministri* (D.P.C.M.) (Prime Ministerial Decree); *Decreto del Presidente della Repubblica* (D.P.R.) (Presidential Decree); *Decreto Ministeriale* (D.M.) (Ministerial Decree); *Decreto Interministeriale* (D.I.) (Interministerial Decree); *Decreto Direttoriale* (D.D.) (Directorial Decree). For what concerns the internal structure of normative acts: *articolo* (art.) (first level sub-division) is article (American English), *comma* (second level sub-division) refers to paragraph, the third level is indicated by *lettera* (letter). Normative acts have also *Allegati* and *Tabelle* (Annexes and Tables).

²Today, *Scuola dell'infanzia* (Kindergarten) and *Scuola Primaria* (Primary School).

³*Diplomi di Laurea in Scienze della Formazione Primaria*, SFP.

⁴The Italian *concorsi* can be defined synthetically as open competitive examinations for state level employment. The word comes from the Latin *concurrere*(m), to run together. The text will further clarify their operation in the field of Education.

⁵The *funzione abilitante* can be literally translated with 'qualifying function' and can be assimilated to the teacher's licensure/certification. This last topic is addressed in the paper mentioned in (Savelli, 2015).

⁶*Facoltà di Scienze della Formazione*. Following the reorganization legislation (particularly law L.240/2010), the University system is starting to formalize the suppression of Faculties in favor of Research Departments (*Dipartimenti di Ricerca*) and Specialization Schools (*Scuole di Specializzazione*). However, they are not expressly prohibited by current legislation.

total commitment is 2000 hours, of which 400 are of supervised practice⁷. Supervised student teaching is held from the third year under the guidance of a teacher or of the Instructional Director and is regulated by a convention between the University and the School Authority. The supervisor expresses an evaluation of the student's activity, which, if negative, involves repetition.

The required study plans include:

- at least one semester module in: the Legal Area; the Socio-Anthropological Area; the Area of Music and Sound Communication; the Area of Drawing;
- at least the equivalent of an annuality in: the Environmental, Natural and Hygienic Sciences Area; the Historical-Social Area;
- two annualities in: the Linguistic-Literary Area; the Pedagogical Area; the Methodological-Didactic Area.

For the Methodological-Didactic, the Linguistic-Literary and the Physical-Mathematical Areas is compulsory to pass at least one Didactic examination.

The Nursery Program of Study is oriented to the Expressive-Artistic Communication, Motoring and Socialization Areas. The Elementary School Program of Study is oriented to the Literary, the Mathematical-Scientific and the Modern Language Teaching Areas.

To be admitted to the graduation examination, the student must have passed all the tests prescribed in the required study plan, a verification test on foreign language knowledge and must complete the internship⁸. The graduation examination consists in discussing a dissertation and a report on the internship activity.

In the same period, the Graduate School for Secondary School Teachers⁹ is established. The School is structured in two programs of study and provides for the training of secondary school teachers, also through guided activities. The number of people enrolled is established annually (D.P.R. 470/1996). The course lasts two years and includes a minimum of 700 hours of teaching and 300 hours of guided student teaching entrusted to Permanent Secondary School Teachers¹⁰.

The required study plans include:

- at least 5 semesters in Education Sciences common to students of all programs of study;
- at least 5 semesters in Disciplinary Didactics corresponding to the *abilitazioni*¹¹ to achieve.

The School Board develops a study plan for each student that takes into account his curriculum and the *abilitazioni* he intends to attain. At the conclusion of the course the student prepares a report on his teaching activity that is evaluated during the final examination. In accordance with the diplomas that have given access to the Graduate School, the Diplomas awarded allow access to the concorsi for the related teaching positions in Secondary Schools (D.P.R. 470/1996). In 2010, in the turbulent succession of reforms, a new decree (D.M.

⁷Tirocinio didattico.

⁸Tirocinio.

⁹Scuola di specializzazione per gli insegnanti della scuola secondaria, SSIS.

¹⁰Insegnanti di ruolo.

¹¹The term *abilitazione* (plural: *abilitazioni*) has the meaning of licensure and certification. It certifies that a teacher is able to teach and that he has the legal possibility to do so. For this reason I decided to use the Italian term throughout the text.

249/2010) was issued to specifically regulate the necessary requirements and modalities for the initial training of teachers of Kindergarten, Primary and Junior and Senior High Schools.

So, it is established that initial training of teachers involves the acquisition of Disciplinary, Methodological-Didactic, Organizational and Relational competences and skills necessary for the development and support of the autonomy of school institutions¹².

For teaching in Kindergarten and Primary Schools the training path involves attending a Master's degree course lasting five years, in a single cycle, with supervised student teaching starting from the second year of the course.

For teaching in Junior and Senior High Schools, the training path involves the attendance of a biennial Master's Degree course and the subsequent completion of one year of Supervised Active Practice¹³.

They are an integral part of the training paths the acquisition of: English language skills of B2 level¹⁴, digital competences¹⁵, Didactics skills to facilitate the integration of pupils with disabilities (L.104/1992).

2.1 Paths for teaching in Kindergartens and Primary Schools

The Master's Degree program for teaching in Kindergarten and Primary School¹⁶ is typically activated at the Faculty of Education. In order to be admitted to the course is required to hold a Senior High School Diploma and pass an access test.

The degree program aims to provide solid knowledge in the various discipline fields subject matter of teaching, to train to manage the classroom and to plan the education and teaching path, in addition to the knowledge and skills needed to tackle school integration of children with special needs. Therefore, beside most disciplines, they are provided one or more Pedagogical-Didactic Workshops enabling students to experiment personally the practical transposition of what they learned in the classroom. Starting from the second year, they are carried out supervised indirect activities of preparation, reflection, discussion and documentation and supervised direct activities in schools. These activities develop over 600 hours, equivalent to 24 College Credit Hours¹⁷ and they expand gradually from the second year of the course to the fifth, ending with a report. Student teaching is followed by Teacher Tutors and coordinated by Tutor Coordinators and Tutor Organizers. It provides observation activities, work activities in guided situations and activities where the student is fully autonomous. The degree thesis focuses on disciplinary topics related to teaching, which may be related to the internship.

¹²This is the premise of the development of the staff of autonomy prescribed by law L. 107/2015.

¹³*Tirocinio Formativo Attivo*, TFA.

¹⁴Provided for by the Common European Framework of Reference for Languages adopted in 1996 by the Council of Europe.

¹⁵Provided for by the Recommendation of the European Parliament and of the Council of 18 December 2006.

¹⁶*Corso di laurea magistrale per l'insegnamento nella scuola dell'infanzia e nella scuola primaria*, class LM-85 bis.

¹⁷*Crediti Formativi Universitari*, CFU. The major difference between the U.S. College Credit System and the European Credit System is that the first is based on contact hours and the second on student workload (Retrieved from: <http://www.mastersportal.eu/articles/1110/what-you-need-to-know-about-academic-credit-systems-in-the-us.html>). This distinction is also true for the Italian system. One credit corresponds to a minimum of 25 hours of work per student. The average amount of academic work done in one year for a student engaged in full-time University Studies is conventionally fixed at 60 credits (Savelli, 2014a).

At the end of the path, the graduates of each degree class¹⁸ get their *abilitazione* to teach in Primary Schools. The achievement of the certification is the result of an overall assessment of the study curriculum, the degree thesis and the internship report by a Committee consisting of University teachers supplemented by two tutors and a ministerial representative nominated by the Regional School Offices¹⁹.

The profile of graduates includes knowledge of specific elements in the disciplines of Mathematics, Physics, Chemistry, Biology, Italian Literature, Italian Language, English Language, History, Motor Activity, Art, Music, Childhood Literatures, Pedagogy, Special Pedagogy, Experimental Pedagogy, Psychology, Sociology, Anthropology, Law, Infantile Neuropsychiatry, Clinical Psychology, General and Applied Hygiene. In teaching the disciplines they are taken into account the two school levels for which the course qualifies.

2.2 Paths for teaching in Junior and Senior High Schools

Training paths for teaching in Junior High Schools include: the achievement of the restricted access Master's degrees; the successful completion of the TFA, including the examination having the value of *abilitazione*.

For each class of *abilitazione*, they are defined the requirements for access the test and the Master's Degree needed to access the *tirocinio* (D.M. 249/2010).

The proposed table (Table 2) has explanatory purposes and intends to clarify the mechanism underlying the operation of the entire system²⁰.

Similarly, training courses for teaching in Senior High Schools include the achievement of the restricted access Master's Degree; the development of the TFA including the *abilitazione* examination (D.M. 249/2010).

The 2010 decree regulates the *tirocinio* for Junior and Senior High Schools teachers. This is a training course for teaching reserved for those who have completed the restricted access Master's Degree above-mentioned. Upon completion of the supervised active practice (TFA), after passing the final examination, they are achieved the *abilitazioni* to teach in Junior and Senior High Schools, in one of the *abilitazione* classes prescribed by the MIUR (D.M. 37/2009; D.M. 39/1998).

The decree mentioned above, amended and supplemented by a subsequent decree of 2013 (D.M. 81/2013), regulates the access test to TFA courses. This is a test aimed at verifying the disciplinary knowledge in the subject matters of teaching of the *abilitazione* classes. The test is structured in a preliminary national test, a written test and an oral examination. In addition to the study path and the average of the examinations of the Master's Degree and the Master's Degree thesis, within the boundaries of each *abilitazione* class, further points can be attributed to: the Ph.D; the service provided in the institutions of the National

¹⁸Classe di laurea.

¹⁹The Regional School Offices (*Uffici Scolastici Regionali*, USR) are established by a decree of 2000 (D.P.R. 347/2000) and disciplined by a Decree of 2007 (D.P.R. 260/2007). They replace the previous *Provveditorati agli Studi*.

²⁰For Junior High Schools, the table synthesizes the *abilitazione* that can be achieved (a) after having obtained the Academic Degree in the corresponding Class (d) performing the required Study Program (b) (c) and after having carried out the TFA. The degree class indicated is the compulsory class degree required to gain access to the *tirocinio*. For each of these degree classes, the legislation indicates the mandatory CFUs that must be achieved for each scientific-disciplinary sector. It also indicates and disciplines the CFUs related to workshops, internships and practical activities.

Education Service; the scientific research activity carried out; publications or other qualifications.

Table 2. Required certifications for teaching in Junior High Schools.

Licensure/Certification Class (a)	CFU Area (b)	CFU Sector (c)	Degree Class (d)
Italian, History and Geography in First Grade Secondary School (A043).	102 Historical Area; Philological-Literary Area; Artistic Area; Linguistics Area; Philosophical Area; Geographical Area; Pedagogical Area; Psychological Area; Area of Political Science.	18 Italian Literature; Contemporary Italian Literature (of which at least 12 in the first).	Modern Philology (LM-14).
		18 Medieval history; Modern History; Contemporary History.	
		12 Italian Linguistics; Glottology and Linguistics.	
		9 Latin Language and Literature.	
		9 Geography.	
English Language and Second Foreign Language (A045).	66 Linguistics Area; Philological-Literary Area.	18 English Language.	Foreign Language (LM-37).
		12 Second Community Language.	
		12 English Literature.	
		12 Literature of The Second Community Language.	
		6 Italian Literature; Contemporary Italian Literature; Literary Criticism and Comparative Literature.	
Mathematics And Science in First Grade Secondary School (A059).	132 Mathematics Area; Physics Area; Chemistry Area; Geology Area; Biology Area; Computer Science Area; Computer Engineering Area.	12 Mathematics (from MAT 01 to MAT 09).	Mathematical, Chemical, Physical and Natural Sciences in First Grade Secondary School (LM-95).
		6 Physics (from FIS 01 to FIS 07).	
		6 Chemistry (from CHIM 01 to CHIM 12; from GEO 01 to GEO 09; from BIO 01 to BIO 19).	
		6 Computer Science; Information Processing Systems; Statistics.	
Motor Science and Sports (A030).	120 Motor and Sport Area; Biomedical Area; Sociological Area; Psychological Area; Pedagogical Area.	24 Methods and Didactics of Motor Activities.	Science of Motor And Sports Activities (L-22); Diploma Awarded by the Istituto Superiore di Educazione Fisica (ISEF) (Higher Institute of Physical Education); Science and Techniques of Preventive and Adapted Motor Activities (LM-67); Science and Techniques of Sport (LM-68).
		12 Methods and Didactics of Sports Activities.	
		18 Biomedical Area (BIO 09, 10, 16; MED 09, 13, 33, 38, 39).	
		18 Sociological, Psychological, Pedagogical Area (M-PED 02, 03, 04; M-PSI 04, 05, SPS 08).	

Music (A032).	72	Historical Area; Philological-Literary Area; Area of the Sciences of Antiquity; Artistic Area; Linguistics Area; Demo-Ethno-Anthropological Area; Philosophical Area; Geographical Area; Pedagogical Area; Psychological Area; Sociological Area.	12	L-ART from 01 to 06	Musicology and Musical Goods (LM-45).
			6	at least 2 of:	
				Musicological Area (L-ART 07, L-ART 08).	
				Literary Area (L-FIL-LET from 10 to 12; L-LIN 01, 03, 05, 05, 10, 11, 13).	
				Philosophical Area (M-FIL from 01 to 08).	
				Historical Area (L-ANT 02, 03, M-STO 01, 02, 04).	
				Psycho-Pedagogical Area (M-PED 01, M-PSI 01, M-DEA 01).	
Artistic Area (L-ART from 01 to 06).					
Technology (A033).	90	Mathematics Area; Computer Science Area; Physics Area; Chemistry Area; Geology Area; Industrial Engineering Area; Computer Engineering Area; Statistics Area.	6	from MAT 01 to MAT 08.	Technology in First Grade Secondary School (LM-96).
			6	MAT 09; INF 01.	
			6	FIS 01, 02, 04, 05, 06, 08; CHIM 01, 02, 03, 06, 08, 10, 12.	
			6	FIS 03, 04, 07.	
			6	CHIM 04, 05, 07, 09, 11.	
			6	Civil Engineering Area (ICAR from 01 to 13, ICAR 16, 17, 20).	
			12	Industrial Engineering Area (INGIND from 01 to 35).	
			12	Computer Engineering Area (INGINF from 01 to 07).	
			18	M-PED 01, 02, 03, M-PSI 04, 05, M-DEA 1 (of which 6 in M-ped 01 or M-PED 02).	

The preliminary test consists of closed-ended questions with four options. The questions are of different types, including questions to verify language skills and the understanding of texts. To be admitted to the written test, the candidate must have a minimum grade. The written test, prepared by Universities, consists of open-ended questions on the subject matters of teaching in the related *concorso* classes (D.M. 249/2010). To be admitted to the oral examination, the candidate must have a minimum grade and it is passed if the candidate scores a minimum rating. The examination is organized taking into account the specificities of the various degree classes. Succeeding in the oral examination is an indispensable condition for accessing the TFA.

The ranking of the candidates admitted to the TFA is formed by adding the scores obtained in the preliminary test, the written test, and the oral examination with the score attributed to qualifications.

Tests programs are defined annually by MIUR decrees. The following table (Table 3) refers to their discipline for a.y. 2014/2015.

Table 3. Discipline of test programs for a.y. 2014/2015 (D.M. 312/2014).

TEST TYPE	VERIFICATION ELEMENTS
Preliminary test (1)	Disciplinary knowledge on the subject matters of teaching of each <i>abilitazione</i> class. Linguistic skills required in the area of competence in Italian.
Written test (2)	One or more of the disciplines included in the <i>concorso</i> class to which the TFA refers. Discipline knowledge; ability to analyze, interpret and argue; correct use of the Italian language (does not include closed-ended questions). Foreign Language <i>concorso</i> classes: in foreign language. Italian Language <i>concorso</i> classes: text analysis. Classical Languages <i>concorso</i> classes: translation test. Scientific or Technical Disciplines <i>concorso</i> classes: possible integration of laboratory practical test.
Oral examination (3)	Specificity of different <i>concorso</i> classes. <i>Concorso</i> classes for Foreign Language: in foreign language.

The TFA has an annual duration and correspond to 60 CFUs. It is set up at a Faculty where all the activities take place, but can also be realized in collaboration by several Faculties.

The Internship Training Council²¹ curates the integration of activities, organizes didactic-disciplinary workshops and establishes the forms of collaboration among Trainees Tutors, Tutor Coordinators and University Professors.

Those who obtain the *abilitazione* in the TFA courses: acquire solid knowledge of the subjects matters of teaching and have the ability to propose them in the most appropriate way to the school level of the students they come in contact with; they are able to manage the progression of learning by adapting times and modes to the class, choosing time after time the tools most suited to the considered path; posses Pedagogical, Didactic, Relational and Managerial abilities; have the ability to work with broad autonomy also by taking organizational responsibilities.

In order to achieve these objectives, the TFA path includes: Education Sciences teachings, with particular emphasis on Didactic Methodologies and Special Needs; Disciplinary Didactics teachings that can also be carried out in a laboratory context so as to secure content with teaching methods; an internship of 475 hours equal to 19 CFUs, which involves indirect activities and observation and active teaching at schools, under a tutor's guidance; Pedagogical-Didactic laboratories oriented at re-elaborating and comparing the proposed teaching practices and internship experiences²².

The internship activity is concluded by the trainee's writing of a report in collaboration with the Teacher Tutor who followed the activity as Co-Supervisor. The Supervisor is a University Professor.

The report highlights the ability to integrate the skills acquired in classroom activities with Psycho-Pedagogical knowledge and the acquired knowledge in Disciplinary Didactics, particularly in workshop activities.

²¹*Consiglio di Corso di Tirocinio*, CCT. The Internship Training Council consists of: Tutor Coordinators, Teachers and University Researchers that are carrying out teaching assignments in the internship, two School Principals or Instructional Coordinators designated by the USR among the School Principals or Instructional coordinators that host the Internships and a Representative of trainee students. The President of the Council is elected by University Professors, his term lasts three years and is renewable only once.

²²Compulsory attendance is required for: 70% of Education Sciences lessons, 80% of *tirocinio*, 70% of Disciplinary Didactics lessons, 70% of Pedagogical and Didactic workshops.

At the end of the course is evaluated the activity carried out, the oral presentation of a didactic path on a topic selected by the examination committee²³, the discussion of the final report. A minimum total grade is necessary to pass the examination. To the score obtained is added the score resulting from the weighted average of the grades of the final examinations of each discipline of the Master's Degree and of the examinations taken during the year of internship. The total score expressed as a percentage is the grade of the *abilitazione* for teaching.

At the end of the path, the students will award the qualification required for teaching in one of the *concorso* classes prescribed by the MIUR (D.M. 39/1998; D.M. 22/2005).

3. Recruitment of the teaching staff

In 1994 the recruitment of the teaching staff takes place at provincial level through a *concorso*²⁴. Here I am going to provide an idea of the complex mechanism underlying it and the legacy it has left to our day.

The *concorsi* can be based on qualifications and examinations or based only on qualifications (D.LGS 297/1994). Access to permanent positions takes place for 50% by the first type of *concorso* and for 50% by the second type of *concorso* (D.Lgs 297/1994). The Ministry of Public Education²⁵ calls the *concorsi* on the basis of the actual availability of chairs²⁶ or of teaching positions in the three-year reference period, the *Provveditorati agli Studi*²⁷ curate their implementation.

Concorsi based on qualifications and examinations consist of one or more written tests, of an oral examination and of the evaluation of qualifications. In addition, it is assessed the *abilitazione* for the *concorso* classes for which it is prescribed. Each written test consists of an articulated discussion of cultural and professional issues. The oral examination is intended to ensure that future teachers are prepared on educational and didactic issues, contents of teaching programs and *ordinamenti scolastici*²⁸. A minimum grade is required to pass the test.

The sum of the scores in the written test (or tests), the oral examination and the evaluation of qualifications forms the merit ranking, valid for the three years

²³The Examination Board consists of three University Professors who conducted the activities of *tirocinio*, two Tutor Coordinators, one Representative appointed by the USR. The Board is chaired by a Professor appointed by the Faculty of reference.

²⁴In 1994 the consolidated law in Education is published. This is a decree law (D.Lgs 297/1994) consisting of 676 articles, which regulates the entire school system. With its modifications and integrations it still constitutes a normative reference point in this area.

²⁵*Ministero della pubblica istruzione* (MPI). This Ministry is instituted in 1989. The current configuration of the Ministry of Education, University and Research (*Ministero dell'istruzione, dell'università e della ricerca*, MIUR) is established for the first time in 1999 and then, after various events, is restored in 2008.

²⁶*Cattedre*.

²⁷The *Provveditorato agli Studi* is a peripheral office of the MPI from which Nursery, Elementary and Secondary Teachers, Inspectors, School Directors and Instructional Directors are dependent. The *Provveditorati agli Studi* are established in 1859 and abolished in 2000 (D.P.R. 347/2000).

²⁸The *ordinamenti didattici scolastici* discipline school operation in a way similar to how the *ordinamenti didattici universitari* discipline universities. The *ordinamenti didattici universitari* discipline: the list of subjects that constitute each course of study, the specific learning objectives and related credits, the set of learning activities considered for the achievement of the qualification and the rules for the submission of the individual curricula, the regulations regarding the possible compulsory attendance (Savelli, 2014a).

indicated in the *concorso* notices²⁹. They are nominated the candidates that are placed in a convenient position in relation to the number of chairs or posts available.

They are admitted to the *concorsi* based on qualifications³⁰ those who have passed a previous *concorso* based on qualifications and examinations for the same *concorso* class or the same position and who have provided teaching services in State Institutes and Schools of every level and grade for at least 360 days in the previous three years³¹.

A Legislative Decree of 1994 defines these last 'permanent rankings': competitors already included in them, but not yet nominated, have the right to remain in the ranking and to obtain a change of score by the evaluation of new qualifications (D.Lgs. 297/1994).

Subsequently, by a Law of 1999 (L. 124/1999) it is established that:

- if a merit ranking runs out of the assigned positions, these are to be added to those of the corresponding permanent ranking;
- permanent rankings are integrated by teachers requesting the transfer from the corresponding permanent ranking of another district (*provincia*) and, in order of priority, by:
 - staff meeting the requirements for participation in the *concorsi* for qualifications only (the suppressed *concorsi*) (L. 124/1999; D.L. 255/2001), this is called 'first batch'³²;
 - teachers who have passed the tests of a previous *concorso* based on qualifications and examinations in relation to the same *concorso* class and the same position (D.L. 255/2001), this is called 'second' or 'last batch'³³.
- Starting from the school year (s.y.) 2004/2005, the rankings of the last batch are restated:
- a specific number of points are awarded for passing a *concorso* based on qualifications and examinations or for achieving the *abilitazione* as a result of the attendance of the SISS or for the degree in Primary Education valid for accessing the Nursery and Elementary Schools rankings;
- a specific number of points are awarded for the teaching service provided in schools starting from s.y. 2003/2004 (L. 97/2004; D.L. 236/2004).

In 2004, a new decree legally establishes that starting from the a.y. 2005/2006, the non-application for permanence entails the cancellation from the permanent ranking and that, since 2004 the *abilitazione* from the SISS is a qualifying entry only for the purpose of inclusion in the last batch of permanent rankings (D.L. 97/2004).

²⁹*Bandi di concorso.*

³⁰The *concorsi* based on qualifications (but not the related rankings) are suppressed by the law L. 124 /1999.

³¹The subject matter of teaching must correspond to the permanent position, it must be done on the basis of the qualification required to access the position, for teachings related to the *concorso* classes (D.Lgs. 297/1994).

³²*Primo scaglione.*

³³*Secondo or ultimo scaglione.* For further details on this matter please see the transitional rules of the law L. 124 /1999 and the authentic interpretation rules of the D.L. 255/2001.

Then, by law of 2006, permanent rankings are transformed in until exhaustion rankings³⁴ (L. 296/2006).

4. The Good School Reform

In 2015 a new reform of the National Education and Training System is launched and a reorganization of existing legislation is provided (L. 107/2015)³⁵.

In this context, they are defined an extraordinary recruitment plan and the ordinary procedures for accessing permanent positions, as summarized below.

4.1 Recruitment procedures

For the s.y. 2015/2016 the MIUR³⁶ is authorized to implement an extraordinary plan of recruitment for teaching staff vacant and available posts after the operations of the introduction to permanent positions for the same s.y.. After these operations, the rankings for the *concorsi* based on qualifications and examinations called before 2012 are suppressed.

In addition, the Ministry is authorized to cover curriculum enhancement positions for the achievement of national priority targets³⁷ and for up to ten days substitute teaching, in accordance with the educational needs expressed by institutions. These positions may not be covered by the staff holding a contract for short-term substitute teaching and since s.y. 2016/2017, flow into the Autonomy Staff³⁸.

Thus, they are employed permanently for the above mentioned posts:

- those entered in the rankings of the public *concorso* based on qualifications and examinations for permanent positions called in 2012 (D.D. 82/2012) for the recruitment of the teaching staff for State Schools of every level and grade;
- those listed on the teaching staff until exhaustion rankings.
- At the same time, an extraordinary plan for territorial and professional mobility of teachers employed permanently is undertaken within the s.y. 2014/2015 on all vacancies of the autonomy staff, derogating from the three-year restriction of stay in the *provincia* (D.Lgs 297/1994; L. 107/2015).

The Autonomy Staff is set up in order to fully implement the process of fulfilment of autonomy and reorganization of the entire Education System. Determined on a regional basis every three-years, it is functional to the didactic,

³⁴*Graduatorie ad esaurimento.*

³⁵The L. 107/2015 is also known as *La Buona Scuola* (The Good School). This is the last law of comprehensive reform of the school system. It consists of 212 articles.

³⁶Please, see note 25.

³⁷Curriculum enhancement positions are aimed at: enhancing Language skills; enhancing Mathematical-Logical and Scientific skills: enhancing skills in Music, Art, Cinema, Images and Sounds; developing skills in Active and Democratic Citizenship and strengthening Legal and Economic-Financial knowledge; developing responsible behaviors; making literate on Art and Images; developing Motor disciplines; developing of workshops methodologies and activities; preventing and counteracting school dispersion, discrimination, bullying and enhancing inclusion; enhancing of schools as active communities; afternoon opening and the reduction in the number of pupils and students per class; increasing structured work-integrated learning in the Second Cycle of Education; enhancing individualized training paths; identifying functional paths to rewarding and recognition of performance; making literate and perfectionate on Italian as a Second Language; defining a guidance system (L. 107/2015).

³⁸*Organico dell'autonomia.*

organizational and design needs that emerge from the Three-Year Curriculum Plan³⁹ of each single school. Thereby School Institutions identify permanent positions needs in relation to the Educational Offer they intend to realize⁴⁰.

The Curriculum Plan constitutes the cultural and design identity of each school institution: it clarifies the curricular, extracurricular⁴¹, educational and organizational design adopted and contains the training activities programming addressed to the teaching staff. Teachers contribute to its realization with teaching, enhancement, support⁴², organization, design and coordination.

The Curriculum Plan is consistent with the General and Educational Objectives of the different types and programs of study and takes into account the territorial programming of the Educational Offer, which reflects the needs of the Cultural, Social and Economic context of the local reality. It indicates the teachings and disciplines that cover the needs of common, support⁴³ and enhancement posts⁴⁴.

Therefore, this last Law of reform establishes that access to permanent positions by the State Schools' teaching staff occurs through *concorsi* based on qualifications and examinations (L. 107/2015). The determination of positions to allocate for the *concorso* takes into account the needs expressed by the School Institutions in the Three-Year Training Plans. These *concorsi* are national, called on a regional basis every three years, for all positions vacant and available, within the limits of financial resources and places available in the three-year period. The relative rankings are valid for three years.

Those who conveniently place themselves in the merit rankings are employed within the limits of the positions allocated. They are the addressees of assignment proposals and express, according to the ranking order, the preference for the local level⁴⁵ within the *regione* for which they have competed.

Starting from the public *concorso* for teachers' permanent positions recruitment called in 2015, they can access the *concorso* procedures based on qualifications and examinations only candidates who hold the *abilitazione* for teaching.

Starting from s.y. 2016/2017, the School Principal proposes the appointment to permanent teachers assigned to the local level of reference, also taking into account the applications submitted by the teachers themselves and formulates

³⁹*Piano Triennale dell'Offerta Formativa*, PTOF.

⁴⁰Within the limits of the available resources, respecting the teachers' timetable, taking into account the autonomy of curricula and flexibility spaces, referring to curriculum enhancement initiatives and planning activities and for the achievement of some priority goals (L. 107/2015; D.P.R. 81/2009).

⁴¹On the meaning and evolution of the concept of *curricolo* in the Italian context (in Italian), please see: Cerini G., Saperi, *curricolo, competenze. Fonti, indicazioni normative, materiali*. Retrieved from: <http://www.edscuola.it/archivio/riformeonline/saperi.html>.

⁴²The word *sostegno*, meaning literally 'support', is often used to indicate a special education teacher: *insegnante di sostegno* (support teacher).

⁴³Please, see note 27.

⁴⁴The distribution of staff numbers among the regions occurs: for common positions, according to the number of classes; for curriculum enhancement positions, according to the number of pupils. Coverage of vacant and available posts has priority, but they are also considered the needs related to projects of particular Educational relevance and projects of National value. To meet further staffing requests, a further quota of posts is provided annually with MIUR's decree. For the coverage of these positions they draw from the rankings of those who aspire to the stipulation of fixed-term contracts or they employ permanent position staff with measures effective for a school year.

⁴⁵The *ambiti territoriali* are defined by the USR, as instructed by the MIUR, according to the school population, the proximity of school institutions, the characteristics of the territory (L. 107/2015).

the proposal for a three-year assignment and the possible renewals in accordance with the Three-Year Curriculum Plan. If the teacher accepts, the job is assigned.

4.2 Training and Trial periods

The teaching staff is undergoing a Training and Trial Period⁴⁶, which if positively passed, determines the actual placing in permanent positions. To pass this period, the teacher must have a minimum of days of service with a minimum of didactic activity. The evaluation is carried out by the School principal, having heard the opinion of the Evaluation Committee⁴⁷ and on the basis of an investigation by a Teacher Tutor⁴⁸ designated by the Principal.

The PFP⁴⁹ is aimed at verifying the mastery of professional standards of the newly recruited teachers, with reference to the following criteria: correct possession and exercise of Cultural, Disciplinary, Didactic and Methodological competences, with reference to the founding nuclei of knowledge, competence goals and learning targets provided by the existing *ordinamenti*; correct possession and exercise of Relational, Organizational and Managerial skills; observance of the duties connected with the status of a public employee and inherent the teaching function; participation in training activities and achievement of the objectives set out therein (D.M. 850/2015).

Within the second month of service, the newly recruited teacher traces a preliminary analysis of skills, in the form of a structured self-assessment, with the collaboration of the Teacher Tutor. This allows to outline the points to be strengthened and to develop an in-training project consistent with the accomplished diagnosis.

On the basis of this preliminary analysis, the School Principal and the newly recruited teacher, heard the Teacher Tutor and taking into account the needs of the school, establish a specific Professional Development Agreement⁵⁰. The agreement explains the goals of professional development of Cultural, Disciplinary, Didactic-Methodological and Relational nature to be achieved through training activities, including those activated by the School Institution or by School Networks and the possible use of the resources of the Teacher's Card⁵¹.

⁴⁶*Periodo di Formazione e di Prova*, PFP.

⁴⁷*Comitato per la Valutazione*. The School Principal chairs the Committee, which remains in office for three scholastic years and consists of three Teachers of the Educational Institution; two parents' representatives or a student representative and a parent representative; an external component. For further information on this matter (in Italian), please see: (MIUR) Ministero dell'Istruzione, dell'Università e della Ricerca, Ufficio Relazioni con il Pubblico, (2012) *Organi collegiali della scuola*, retrieved from: http://www.istruzione.it/urp/organi_collegiali.shtml.

⁴⁸The Teacher Tutor is the person that welcomes the newly recruited in the professional community, encourages participation in the various moments of school collegial life and exerts all forms of listening, counselling and collaboration useful to improve the quality and effectiveness of teaching. He prepares moments of mutual observation in the classroom and can collaborate with the newly recruited in the elaboration, experimentation and validation of teaching resources and learning units (D.M. 850/2015). On the features that the tutor must possess, please see D.M.

⁴⁹Please, see note 46.

⁵⁰*Patto per lo Sviluppo Professionale*, PSP.

⁵¹*Carta del docente*. The law L. 107/2015 establishes an electronic card for the upgrading and training of permanent teachers of Educational Institutions of every level and grade. The Card is worth 500 Euros per each school year. For all the uses that the card allows, please see D.P.C.M. 28 novembre 2016.

At the end of the Training and Trial Period, the newly recruited teacher with the supervision of the Teacher Tutor, draws up a new analysis of skills to record the progress on professional expertise, the impact of the Educational actions realized, the further developments to hypothesize.

The training activities are organized in the following four phases, for a total duration of 50 hours: preparatory and final restitution meetings; training workshops, peer to peer and classroom observation, online training.

At least one preparatory training meeting is organized by the local school administration at the local level, aiming at illustrating the general modalities of the training course, the expected professional profile, innovations underway in the school. At least one final meeting is intended to complete an overall evaluation of the training action fulfilled. To the initial and final plenary meetings are usually devoted no more than six hours overall.

Training workshops are planned at the local level, taking into account the analysis of skills and on the basis of the recognition of the resulting training needs. These initiatives are characterized by the adoption of professional exchange laboratory-based methods, action research and re-elaboration and production of teaching sequences and by contents closely related to teaching. Normally these activities are structured in four in person meetings of three hours⁵².

Classroom observation activity is aimed at improving didactic practices and shared reflection on the salient aspects of the teaching action. It focuses on ways of conducting activities and lessons, support pupil motivations, build positive and motivating climates and ways to test learning. The observation sequences, designed and reworked with the Teacher Tutor, are the subject matter of a report by the newly hired. To these activities are devoted at least 12 hours.

Online training of the newly employed teacher lasts 20 hours and consists of: the analysis and reflections on the personal training path; the development of a personal Portfolio that documents the design, implementation and evaluation of teaching activities; the compilation of questionnaires for monitoring the different phases; the free research of study materials, learning resources, dedicated sites, made available⁵³.

At the end of the year, the Evaluation proceeds with the expression of opinion on the successful completion of the Period. The teacher takes the interview before the committee that begins with the presentation of the teaching and training activities and the relevant documentation contained in the Professional Portfolio. The tutor presents the emerging results of the investigation on the prearranged training activities, teaching experiences and participation in the school life of the newly hired teacher. The School Principal submits a report that includes the documentation of the training activities, of the tutoring forms and

⁵²It is planned the compilation of documentation and research activities, which is validated by the Workshop Coordinator Teacher. The documentation is included in the Professional Portfolio (D.M. 850/2015).

⁵³The Directorate-General for School Staff, taking advantage of the technical structure of the *Istituto Nazionale di Documentazione Pedagogica, Innovazione e Ricerca Educativa* (INDIRE), coordinates the activities for the implementation and updating of the digital platform that supports newly recruited teachers throughout the Training and Trial Period. The *Direzione Generale per il Personale della Scuola* (13 Offices) carries out the duties and responsibilities of the Ministry in specific fields. For further details on this matter please see D.P.R. 17/2009. The history of INDIRE can be found on the institutional website at: <http://www.indire.it>.

any other information element or evidence useful for the expression of an opinion.

At this point the School Principal can issue a substantiated decision of confirmation or a measure of repetition, indicating the critical elements and the forms of training support and verification of the standards' achievement required for confirmation. In case of a second Training and Trial Period, the teacher's testing for eligibility is entrusted to a Technical Manager, who assumes every useful assessment element and presents a report to the Committee. This second assessment may include recognition of adequacy and confirmation, or lack of recognition of adequacy and no confirmation (D.M. 850/2015).

5. Initial training for High School teaching in 2017

In April this year, following the entry into force of the reform act, to which reference has so far been made, a decree⁵⁴ is issued to reorganize, adapt and simplify the system of initial training and access to teacher's permanent positions in High Schools.

The initial training system provides for: (1) a national public *concorso* called on a regional or interregional basis; (2) a three-year path of initial training, supervised practice and placement in the teaching function (FIT path); (3) a procedure for accessing permanent positions, after passing the training path intermediate and final evaluations (D.Lgs 59/2017).

5.1 The FIT path

The FIT path is structured in: (a) a first year aimed to the achievement of the Specialist Degree for teaching in High Schools; (b) a second year of training, supervised practice and initial placement in the teaching function; (c) a third year of training, supervised practice and placement in the teaching function.

The path is realized through a structured collaboration as equals among Schools, Universities and AFAM Institutions⁵⁵ and it finds expression in designing, managing and monitoring through specialized regional collegial bodies.

The FIT path aims to develop and strengthen in future teachers: Cultural, Disciplinary, Didactic and Methodological skills in relation to the founding nuclei of knowledge and the skills goals set for students; the unique skills of teachers' training, especially Pedagogical, Relational, Evaluative, Organizational and Technological, integrated in a balanced manner with Disciplinary Knowledge; the ability to Design Flexible Educational Paths and appropriate to the school context, in order to promote Critical and Informed Learning and student acquisition of Skills; the ability to consciously carry out the tasks related to the Teaching Function and the School Organization.

The FIT path is designed and implemented in coordination with the National Training Plan.

The National Conference on Initial Training and Access to Teacher Profession⁵⁶, established this year, aims to coordinate and monitor the system on the basis of

⁵⁴D. Lgs 59/2017. This decree provides for a further definition of the system and procedures in successive MIUR decrees, having heard the opinion of the specific advisory bodies.

⁵⁵*Istituti di formazione artistica, musicale e coreutica*, AFAM. Institutes of Artistic, Musical and Coreutic Education.

⁵⁶*Conferenza Nazionale per la Formazione Iniziale e l'accesso alla Professione Docente*.

an organic framework of the skills of teaching as a profession, to be updated continuously, also in comparison with the main training models and international studies. The Conference is composed as equals of experts coming from the School System and the University System. It has advisory and proactive tasks regarding: organization, operation and programs of the FIT paths, structured in vertical curricula and *ordinamenti didattici* of the specialist courses. It also monitors the activities and results of the system, promoting possible corrective and improvement actions and proposes initiatives for bridging and harmonizing initial training and in-service training for teachers.

5.2 Access to the FIT path

The national *concorso* based on examinations and qualifications to select candidates for accessing the FIT path on Common Positions and Special Needs Positions in High Schools is published twice a year to cover the posts that are expected to become vacant and available in the third and fourth school years following the one in which the completion of the *concorso* is expected. Based on merit rankings, the winners of the *concorso* are admitted to the path in two successive annual batches. They are identified positions related to: Junior and Senior High Schools, also grouped in discipline fields; Technical-Practical Teachers; Special Needs.

The *concorso* classes are reorganized and updated periodically in order to ensure the consistency among subject matters of teaching, teachers' disciplinary classes of entitlement and degree courses' classes⁵⁷.

It is a qualifying entry to the *concorso* for teachers' positions the joint possession of: a Master's Degree; 24 CFUs acquired in curricular, supplemental or extra curricular form in Anthro-Psycho-Pedagogical disciplines and Didactic Methodologies and Technologies, of which at least 6 CFUs in each of three of the following four discipline fields: Pedagogy, Special Pedagogy and Didactics of Inclusion; Psychology; Anthropology; Didactic Methodologies and Technologies.

The *concorso* involves three examination tests: two nationwide written tests and an oral examination. The first written test aims to evaluate the degree of knowledge and skills of the candidate in a specific discipline chosen by the person concerned among those pertinent to the *concorso* class. The first test must be passed to access the following test.

The second written test aims to evaluate the level of knowledge and skills of the candidate in the Anthro-Psycho-Pedagogical disciplines and in Didactic Methodologies and Technologies. Successful completion of the second test is required to access the following test.

The oral examination consists of an interview aimed at assessing the level of knowledge and skills of the candidate in all the disciplines that are part of the *concorso* class, with particular reference to the disciplines not chosen in the first written test; at verifying the knowledge of a European Foreign Language at least at level B2 of the Common European Framework of Reference for Languages and the possession of basic computer skills.

⁵⁷However, in-service permanent teachers can participate in specific training activities to supplement their preparation in order to teach subject matters in similar disciplinary classes or to modify their own disciplinary class of entitlement or typology of position (D.Lgs 59/2017).

The candidates who have passed all the tests scheduled enter the merit ranking with a score that is given by the sum of scores recorded in all the tests and the evaluation of qualifications. For each *concorso* class, the winners in a useful position within the limits of the posts allocated are required to start the related FIT path.

5.3 The FIT path contract

The winners of the *concorso* sign a three year FIT contract with the USR of the chosen local level⁵⁸. The contract provides a gradual placement into the teaching function. The contract holder is required to achieve, at the end of the first year, the Specialist Degree, and during the second and third year, to complete his own professional preparation with further study activities, with direct and indirect supervised activities and with teaching activities.

The Specialist Course is established in agreement with the USR, by Universities, with the involvement of Schools. It requires compulsory attendance with financial burden at the expense of the State. The course corresponds to a total of 60 CFUs. It is structured in: lessons, seminars and workshops for completing the preparation of enrolled students in the field of Didactics of all disciplines pertinent to the class of *concorso* of Pedagogy, Special Pedagogy and Didactics of Inclusion, Psychology, Assessment and School Legislation; supervised direct activities (at least 10 CFUs) to be held at the schools of the local level of belonging in the presence of the Class Teacher and under the guidance of the School Tutor; supervised indirect activities (at least 6 CFUs) aimed at the reflective accompaniment/support on the experience gained in the supervised direct activities; optional, additional learning activities aimed at acquiring linguistic skills in the perspective of teaching by Content and Language Integrated Learning (CLIL).

Specialist courses conclude with a final examination that takes into account the results achieved by the FIT contract holder in all the training activities. Successful completion of the final exam leads to the achievement of the Specialist Degree.

The contract is confirmed for the second year provided that the holder has completed the Specialist Degree and for the third year, provided that he has successfully passed the intermediate evaluation at the end of the second year.

In the second and third year of contract, the holder is required to prepare and conduct an Action Research Project under the guidance of the University Tutor and of the Tutor Coordinator and to acquire in the two-year period 15 CFUs related to Didactic Innovation and Experimentation, of which at least 9 in workshops.

On the basis of the assignments made by the School Principal, in the second year the holder carries out short term and occasional substitute teaching not exceeding 15 days in the belonging local level, and in the third year he serves on vacant and available posts. The holders choose the position on the basis of the *concorso* ranking and within the local level in which they are entered.

⁵⁸The choice of the local level in the region occurs in order of score and according to the available positions (D.Lgs 59/2017).

Tirocinio Activities are carried out under the guidance of a School Tutor⁵⁹, a Tutor Coordinator⁶⁰ and a University Tutor⁶¹.

Direct activities are carried out in the School Institutions accredited by the MIUR with the coordination of a Pole School within the local level of reference. It is about observation, analysis, design and subsequent realization of teaching activities and of activities serving the purpose of teaching, realized under the guidance of the University Tutor and in collaboration with the Tutor Coordinator. Indirect activities are carried out in Universities and consist of planning, discussion and reflection on the direct tirocinio, under the guidance of the University Tutor and in collaboration with Tutor Coordinators.

The attendance of *tirocinio* activities is compulsory.

The final evaluation takes into account the degree of development of professional competence, in relation to the Methodological, Didactic, Design and Relational aspects within the classroom and the School Institution.

The third year of the FIT path is specifically aimed at verifying the teachers' mastery of professional standards and concludes with the final evaluation. This year is not repeatable.

The Final Assessment Board for accessing teachers positions is chaired by the School Principal of the school in which the FIT contract holder has served in the third year. The Board includes the University Teachers engaged in the Specialist Courses, the University Tutor and the Tutor Coordinator of the person concerned, the School Tutor of the third year of the contract.

In the case of a positive final assessment, the contract holder is assigned to the local level in which he served during the third year and he is awarded a three-year assignment.

6. Conclusion

With the law on the Good School and the measures stemming from it, the Government intends to implement a System of Education and Training that can possibly harmonize the training actions undertaken by the individual teacher in the context of the professional and school communities of reference with the training plans of individual School Institutions and the contribution of the National Training Plans.

Starting from the elaboration of the curricula of study and of tirocini for specialization and teaching, the aim is to make sure that Universities and Schools can form real spaces of evolution of professional knowledge and a ground for building training alliances, even in the future perspective of lifelong learning. In this sense, all the training required for professional development of teachers is pondered, designed and implemented in accordance with the initial training. Table 4 below provides an overview of the new organization of the

⁵⁹School Tutors are the teachers of the schools where direct activities are realized and they have the task of coordinating these activities in the School Institution. They participate in the definition of the *tirocinio* paths and are part of the boards evaluating the third year of the FIT course.

⁶⁰Tutor Coordinators are responsible for the planning, organization and co-ordination of supervised indirect and direct activities in collaboration with the School Tutor and the University Tutor. They participate in the Examination Boards for the intermediate and final evaluations of the FIT path.

⁶¹University Tutors are identified by Universities and constitute the University reference for the training activities required in the study plans. In collaboration with Tutor Coordinators, they have the task of integrating lessons and seminars with the workshops and *tirocini* carried out by the contract holders.

training system, highlighting the different levels of governance planned (Table 4) (Allegato to the D.M. 797/2016).

Table 4. How training will be organized (Allegato to the D.M. 797/2016)

SUBJECTS	ACTIONS
Ministero dell'Istruzione, dell'Università e della Ricerca (MIUR)	Control room for the coordination of training. Definition of the National Training Plans. Development of quality standards. Overall monitoring of the training system.
Uffici Scolastici Regionali (USR)	Regional Task Force. Support to territorial levels. Territorial monitoring.
Schools	Network planning within the territorial levels. Coordination with other training poles. Drawing up the Institute's Training Plan.
Teachers	Individual expression of training needs through the Professional Development Plan. Collective expression of training needs within the <i>Collegio dei docenti</i> . Participation in training. Evaluation of training.

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