

THE TEACHER EDUCATION NATIONAL PLAN 2016-19: IN SEARCH OF A PROFESSIONAL LEARNING PARADIGM?

ECER 2021 - Symposium

Teacher professional learning and
development (PLD) in 11 European
countries

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DIPARTIMENTO DI SCIENZE UMANE
COMUNICAZIONE,
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Scope of the presentation

- Summing up the Italian CPD policy
- Searching for indicators of PL and connecting them to CPD policy
- Proposing literature-based categories to analyze the CPD policy and programs



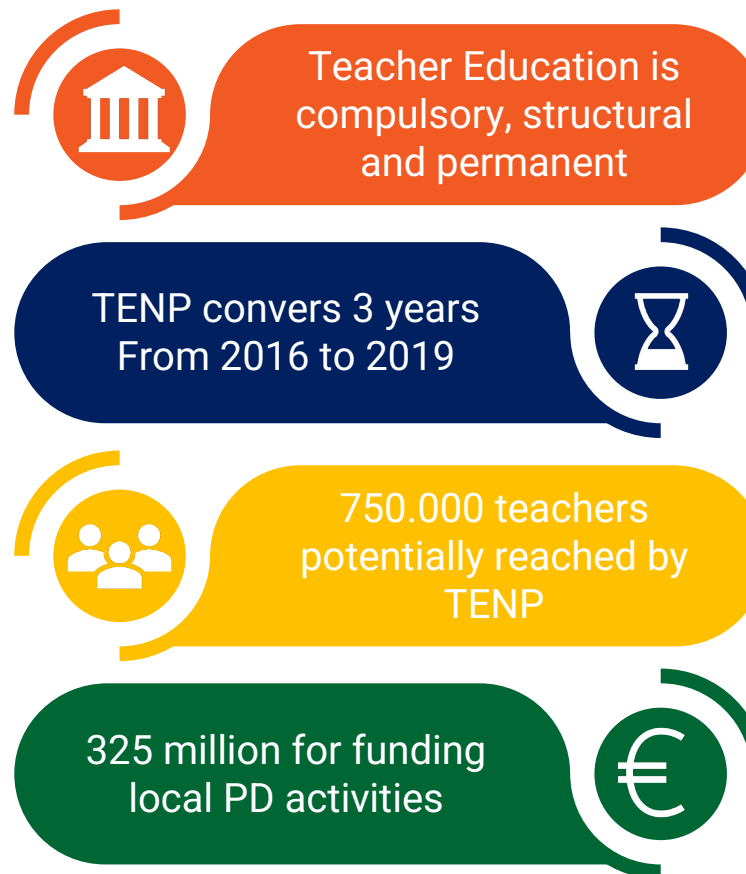
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Teacher Education National Plan (TENP)

“Teacher Education is for country” (MIUR, 2016)

- The Law “La Buona Scuola” (The Good School) decreed that CPD is compulsory, structural and permanent (2015)
- Ministry of Education answered the norm designed plan named TENP
- The plan was designed to reach, potentially, 750.000 teachers
- For the first 3 years of the plan, Government invested 1,4 billion €
 - 1,1 billion in a yearly individual card worth 500 € for buying books, technologies, individual courses
 - 325 million for funding local PD activities and programs



MIUR, 2016; Parlamento e Presidenza della Repubblica (2015)

GOVERNANCE OF TENP ver. 2016-19

Ministry of Education

20 Regional School Offices



318
network areas

Min.
7
schools

Delegated
school

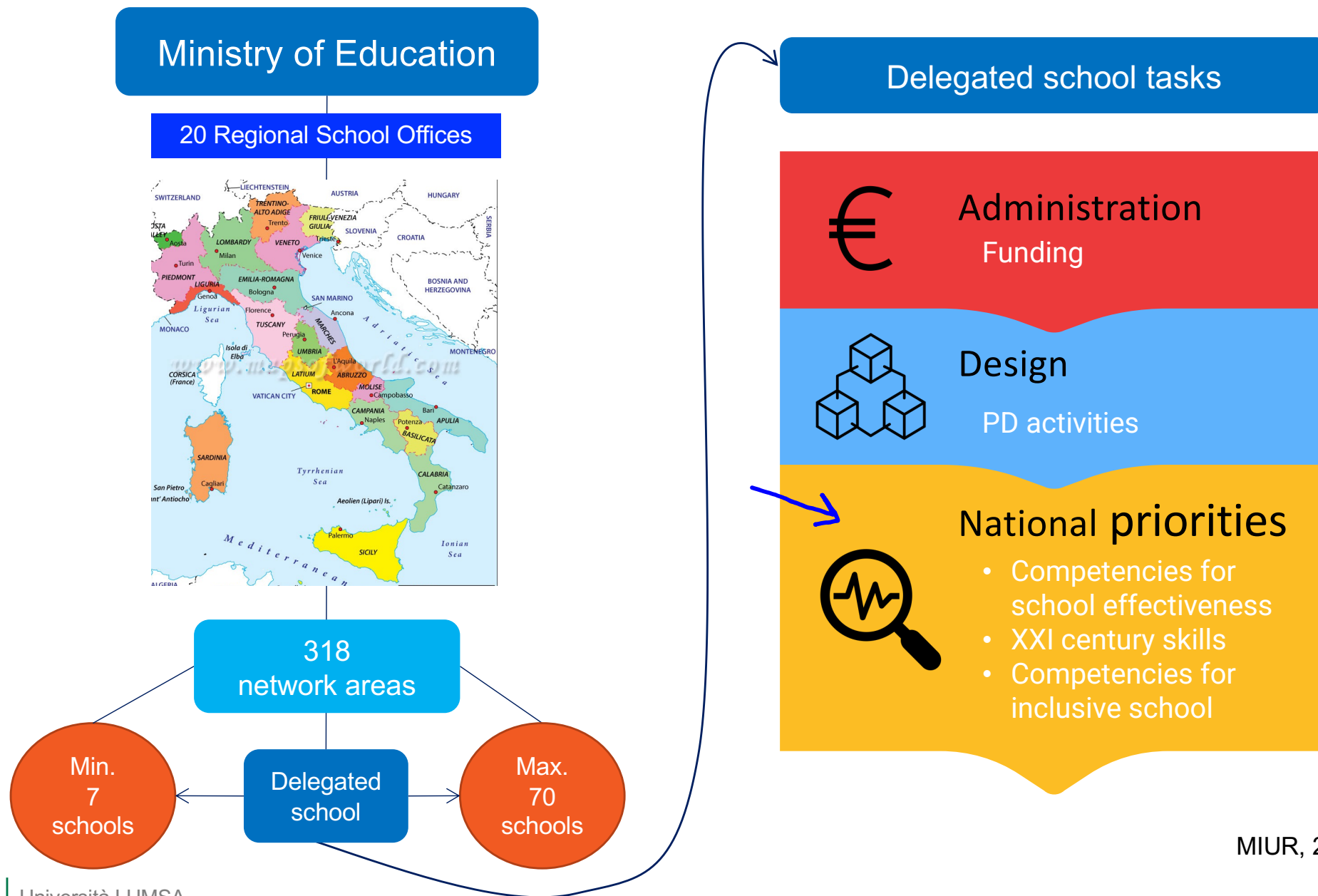
Max.
70
schools

Delegated schools x Regions



MIUR, 2016

GOVERNANCE OF TENP ver. 2016-19

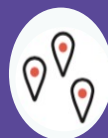


MIUR, 2016



National priorities - 2016-19

PRIORITY 1 Competencies for school effectiveness



- School autonomy in teaching and organization
- Evaluation, self-analysis, and school improvement
- Competence-based education and educational innovation



PRIORITY 2 XXI century skills



- Language learning
- Digital skills and new learning environment
- Dual system

PRIORITY 3 Competencies for inclusive school



- Integration and citizenship
- Disabilities and inclusion
- Social cohesion and prevention of early school leaving

MIUR, 2016

LOCAL LEVEL: RULES FOR PARTICIPATION - ver. 2016-19

Delegated school tasks

€ Administration Funding

Design Workshop, courses, seminars, etc.

National priorities

- Competencies for school effectiveness
- XXI century skills
- Competencies for inclusive school

Design, autonomy and certification



COHERENCE

With national priorities and teachers' needs

01



DURATION

Training units of 25 hours

02



STANDARD

Not less of one unit x year for each teacher

03



AUTONOMY

Teacher can choose his training activities

04

TYPESOLOGIES

Workshops, seminars, conferences, academic courses, research-group, twinning and professional exchanges, online courses, etc.

05

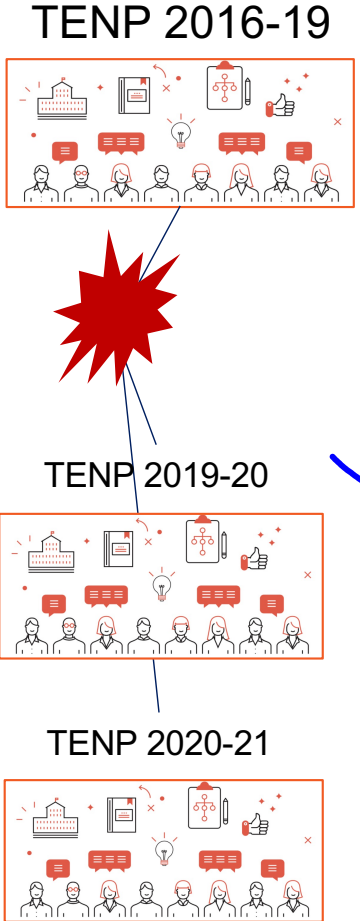
CERTIFICATION

Participation in initiatives organized by school, delegated school, school network, Ministry, or individual one

06

MIUR, 2016

BREAKING POINTS OR DEVOLUTION?

		TENP 2016-19	TENP 2019-20	TENP 2020-21
 <p>TENP 2016-19</p> <p>TENP 2019-20</p> <p>TENP 2020-21</p>	Funding	325 million €	24 million €	32 million €
	Priorities	<ul style="list-style-type: none"> School effectiveness XXI century skills Inclusive school 	<ul style="list-style-type: none"> Civic education and sustainability STEM VET system ECEC Early school leaving 	<ul style="list-style-type: none"> Online learning in the midst of COVID-19 Civic education and sustainability STEM New norms and educational policies
	Governance	<ol style="list-style-type: none"> Ministry of Education Regional Office Delegated school 	✓	✓
	Regulation	Government and Ministry of Education	TEACHER NATIONAL CONTRACT	TEACHER NATIONAL CONTRACT
	Typologies	Workshops, seminars, conferences, academic courses, research-group, etc,	✓	✓
	Training units	25 hours 1 unit x year for each teacher	✗	✗

NEW MODEL OF TENP - ver. 2019-20 | 2020-21

Key elements of the new model

Governance

- Ministry of Education
- Regional School Offices
- Delegated schools | Schools
- 318 network areas

Length

- **1 year** for TENP
- No limit of hours for training unit

Local level

Schools design TE initiatives coherent with national priorities and their self-evaluation processes and improvement plans

Funding

40% for national priorities
60% for local initiatives

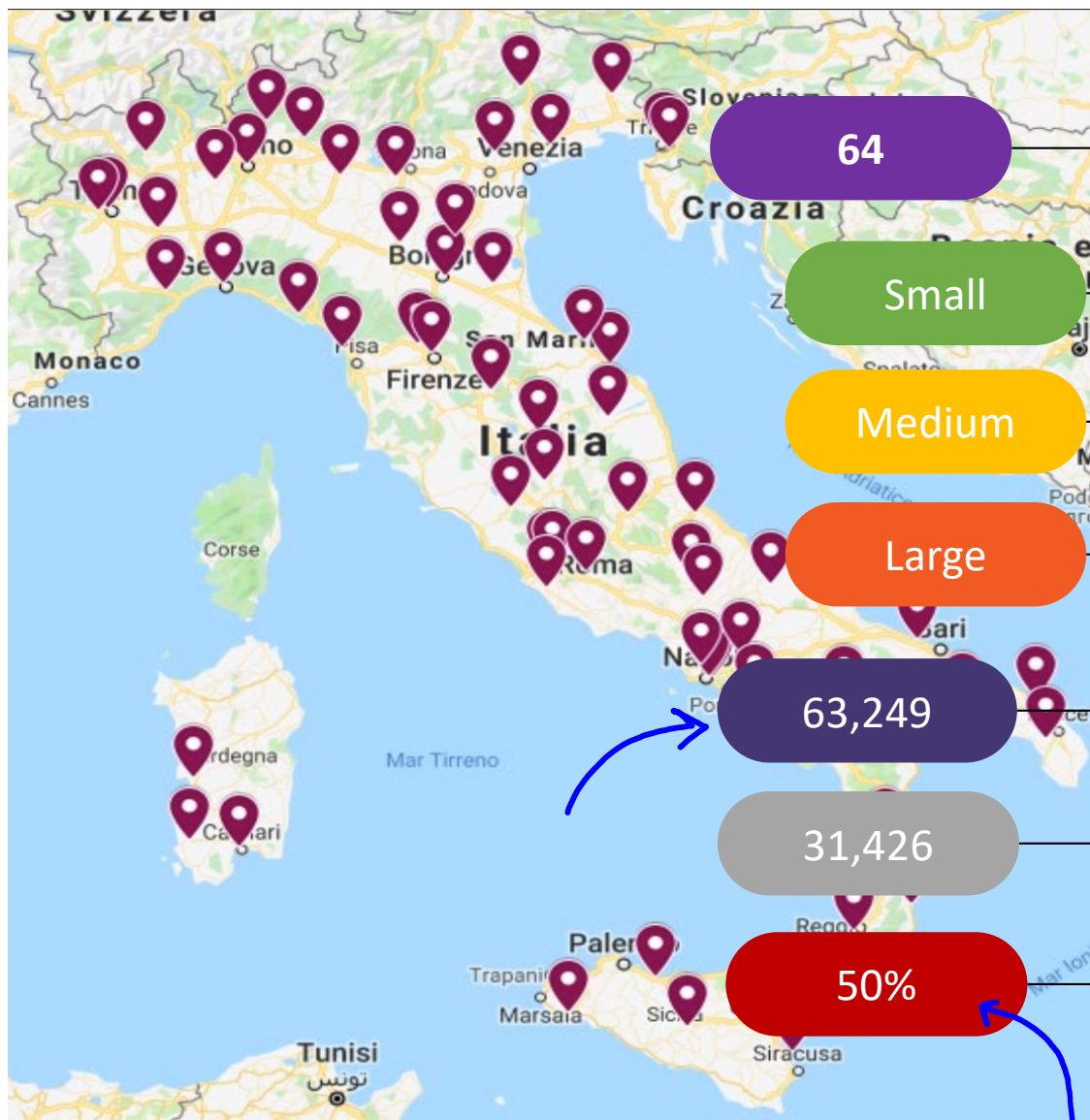
Regulation

TEACHER NATIONAL
COLLECTIVE CONTRACT



Parlamento e Presidenza della Repubblica (2015)
MIUR (2019); MI (2020)

INDIRE EVALUTATION STUDY (2019)



Network areas =
20% of the total | 318

Small

9 - 19 schools

Medium

20 - 30 schools

Large

31 - 61 schools

Teachers enrolled in PD initiatives

Teachers ended PD activities

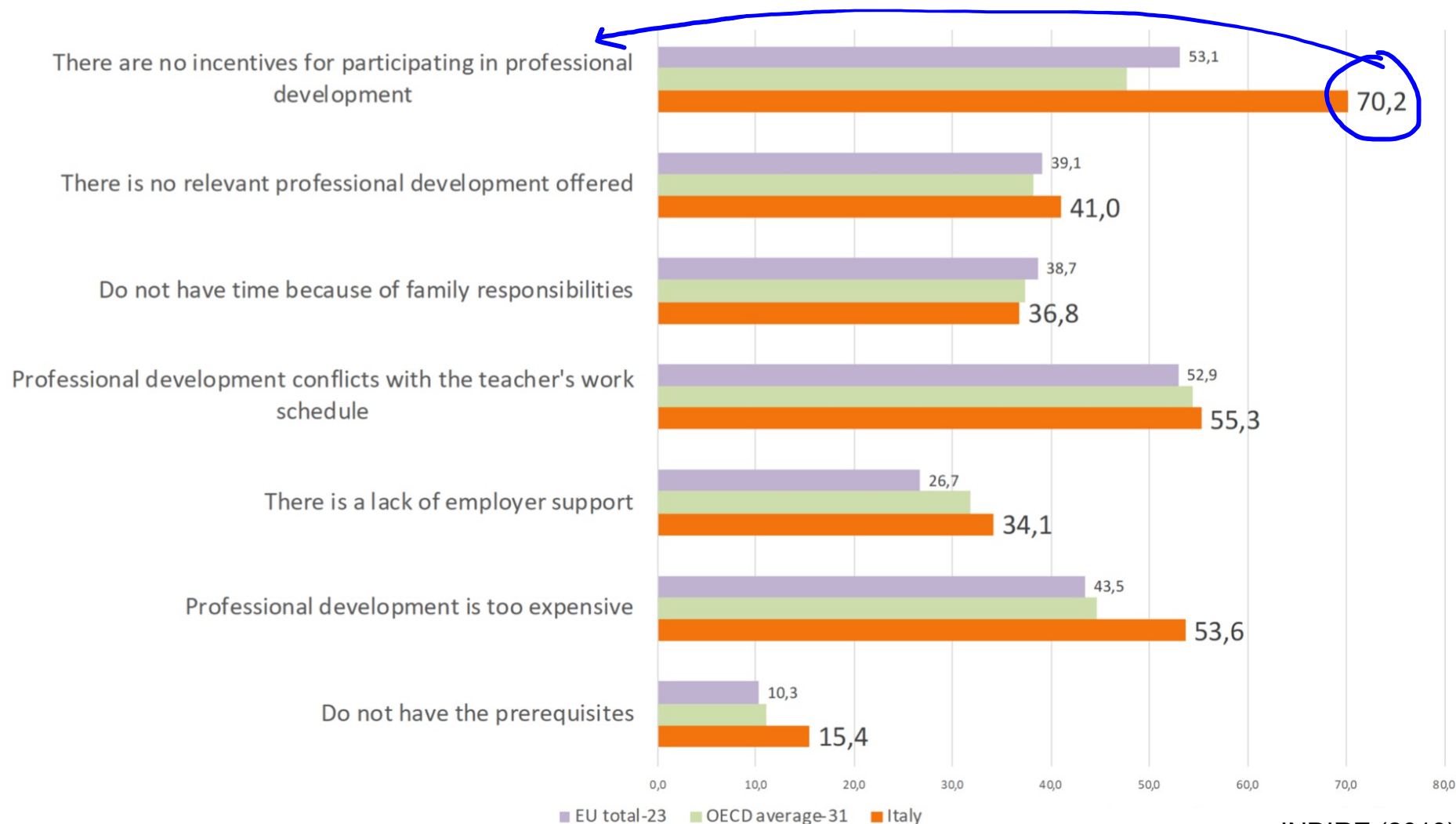
On average left early PD activities

INDIRE (2019)

INDIRE EVALUTATION STUDY (2019)

TALIS 2018

Percentage of teachers reporting the following barriers to their participation in CPD








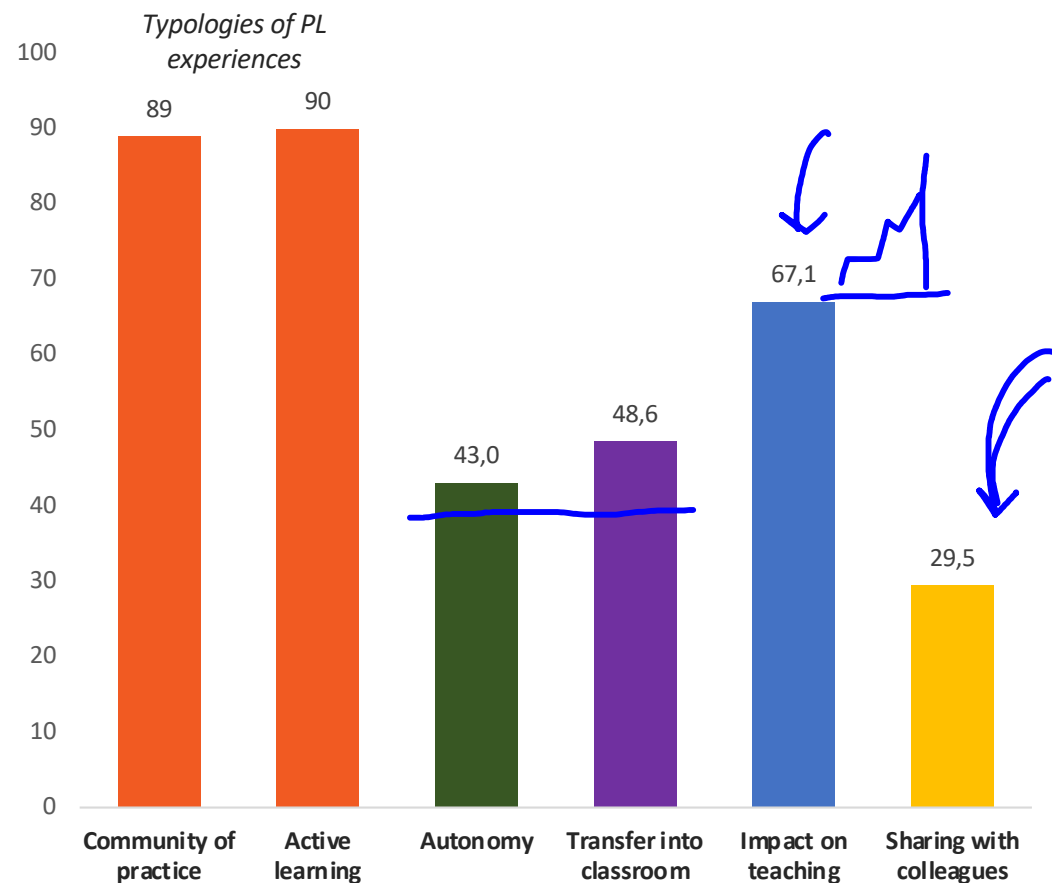
INDIRE (2019)

Source: OECD, TALIS 2018 Database 11

INDIRE EVALUTATION STUDY (2019)

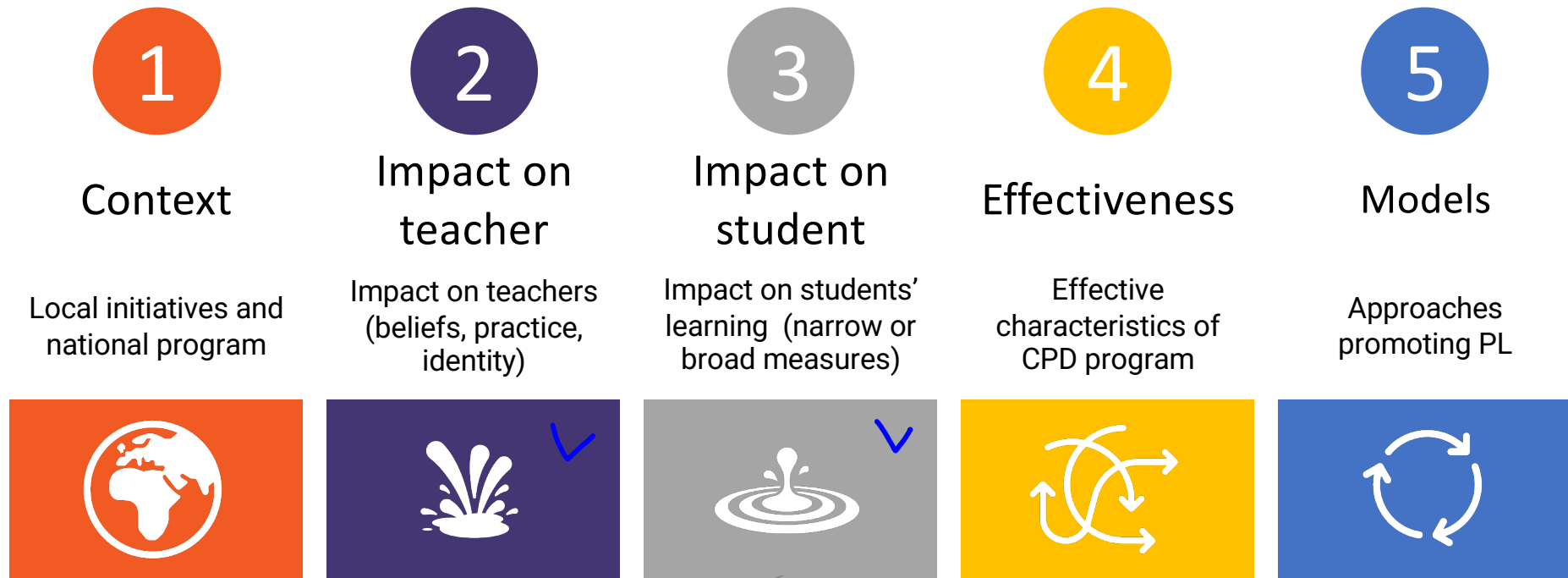
Percentage of network areas reporting information about five indicators of PL | N = 64

-  **01**
 - **CoP** = Conversations and collaboration about teaching
 - **AL** = Small groups task, Q&A sessions, microteaching, etc.
-  **02** *How have teachers chosen PD activities?*
-  **03** *Have PD activities provided for a transfer into classrooms of K&S proposed?*
-  **04** *Have K&S proposed during PD activities transformed teachers' teaching?*
-  **05** *Have schools organized meetings to share with colleagues K&S proposed during PD activities?*



Adapted from: INDIRE (2019)



Literature on CPD



Literature source	Categories explaining the brief and long-run effects of PL policies and programs	
Guskey (1986, 2002)	CHANGE in <ul style="list-style-type: none"> Teacher's classroom practice Student learning outcomes Teachers' beliefs & attitudes 	1
Burstow & Winch (2014)	Beliefs about own PL	2
	Relationship about own professional identities and engagement in PL	3
A. Kennedy (2014)	Increasing capacity for professional autonomy and agency	4
M. Kennedy (2019)	EFFECT SUSTAINED over TIME <ul style="list-style-type: none"> <i>Upward level</i> = Continuing to find new ways to incorporate PD ideas in own practice therefore students benefit during the follow-up years <i>Stable level</i> = Sustaining own K&S learned during PD activities <i>Downward level</i> = Forgetting or purposefully leaving the PD program ideas 	5

A. Kennedy, (2014);
B. M. Kennedy, (2019)

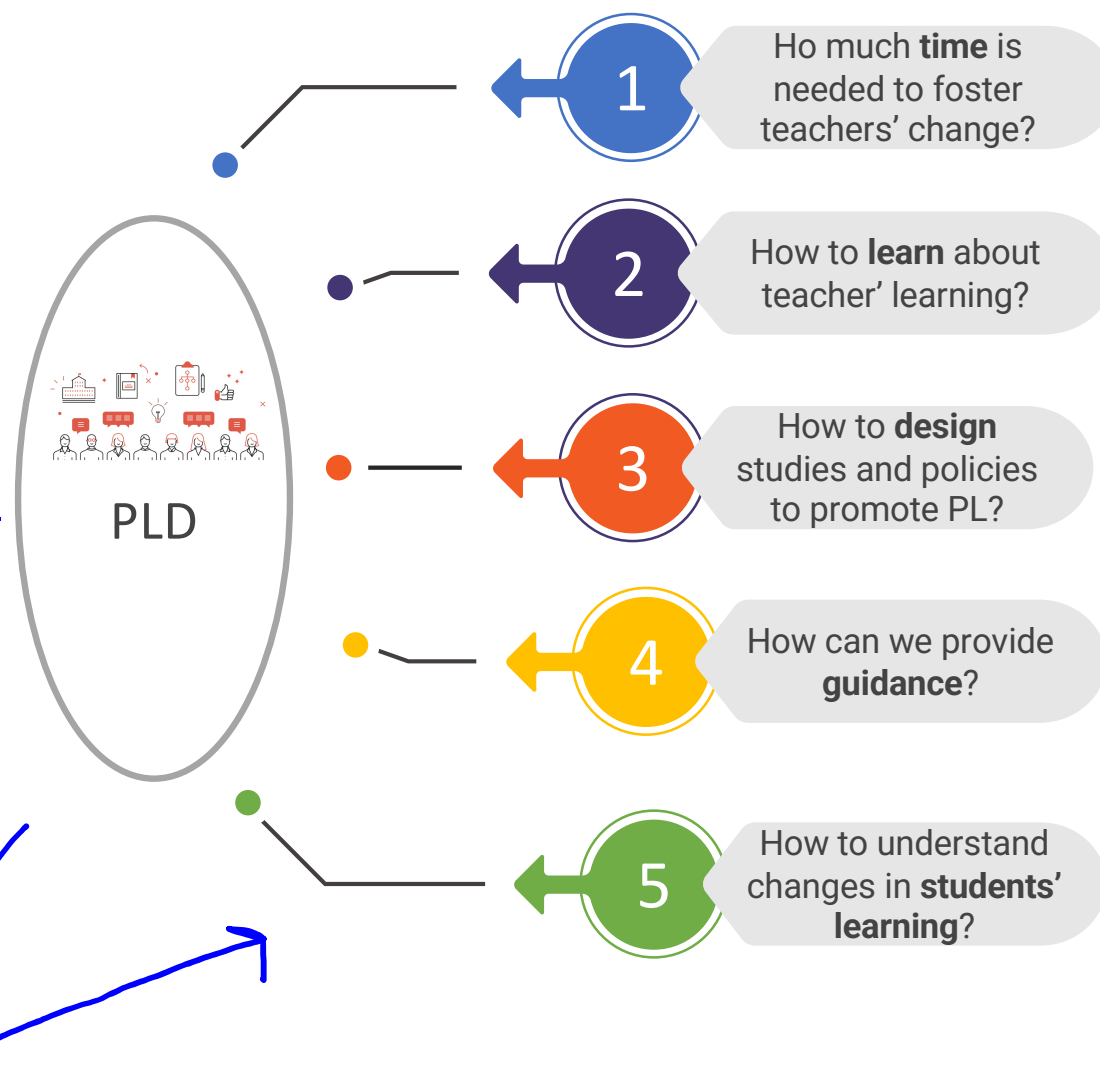
LITERATURE-BASED CATEGORIES

Literature source	Literature-based categories explaining the brief and long-run effects of PL policies and programs		
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WHERE NEXT?

Issues and essential questions

1. Policies and programs informed by literature on CPD ✓
2. Understanding PL more deeply ✓
3. Conceptual solutions to design and assess CPD policies and programs (see TALIS, Schleicher, 2016) ✓
4. Five conceptual categories ✓
5. Emerging issues and open questions :





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Many thanks!



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Credits

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