



READ-COM

*Reading Communities
from paper books to digital era*

READING COMPETENCES AND TEACHER TRAINING IN ITALY

TM1-ONLINE MEETING 09-10 JULY 2020

ERASMUS PLUS

*KA2 Strategic Partnership for School Education
Cooperation for innovation and the
exchange of good practices*



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READING COMPETENCES AND TEACHER TRAINING IN ITALY

THE CHILDHOOD & PRIMARY EDUCATION DEGREE IN ITA

- ▶ “*Scienze della Formazione Primaria* (LM-85 bis)” is the only study pathway **officially and legally recognized at national level** to become teachers in both the educational levels (Law N.169 of 30 October 2008).
- ▶ It is a **unique training qualifying pathway**, lasting 5 years, **without sub-courses** expressly devoted to Childhood Education or to Primary Education.
- ▶ It promotes an advanced level of **theoretical-practical training** in the field of psycho-pedagogical, methodological-didactic, technological and research disciplines, covering all aspects that characterize the teacher's professional profile of both educational levels (3-6; 6-11).
- ▶ The aspiring teachers **has to pass a specific preliminary test** for the access to University (The available number of the open training positions within the Degree Course is defined by MIUR)



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- ▶ For the Academic Year 2020/2021 the total amount of available places for “*Scienze della Formazione Primaria*” in Italy is: **6.789**.
- ▶ The whole number has been defined by MIUR with the Ministerial Decree N. 237 of 26 June 2020.
- ▶ The available places are distributed among all the Italian Athenaeums, e.g for the **University of Florence** the number of available places is **285**.



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

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The Degree's Course includes also:

▶ **EDUCATIONAL WORKSHOPS**

- ▶ They are integral part of the students' training, constituting the bridge between the academic teachings and their internship experience. The workshops are generally focused on practical-experiential topics, related both to ***subjects' teaching*** (for Primary School) and to the ***fields of experience*** (for Preschool), as required by the National Indications.

▶ **INTERNSHIP**

- ▶ The practice is done by students both in Preschools and Primary Schools



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- ▶ As for the **literacy acquisition** and – more in general – the **reading education theme**, within the academic course are treated macro-topics such as:
 - ▶ a) **Methodologies for the reading and writing learning process**,
 - ▶ b) **Learning methods for lexicon enrichment**,
 - ▶ c) **Development strategies for textual skills**: students should acquire and strengthen tailored abilities *to select and propose appropriate teaching materials (texts), according to children learning peculiarities*, and they acquire how to base their choices on objective criteria such as readability and comprehensibility.



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- ▶ As for the **Literary education**, It is aimed to:
- ▶ **a) Create a reading habit** as steadily individual training, also through the knowledge of children's literature
- ▶ **b) Develop adequate competences to interpret the literary message**, understanding its thoughts and emotions to transmit them to children or for specific educational purposes;
- ▶ **c) Be able to identify the texts' aesthetic qualities and values**, to choose for children proper, engaging and fanciful pieces or works, also educating their taste of reading;
- ▶ **d) Understand narrative thinking and its structures**, knowing how to analyze and comment a text;
- ▶ **e) Know the Italian literary tradition** and its forms of transmission.



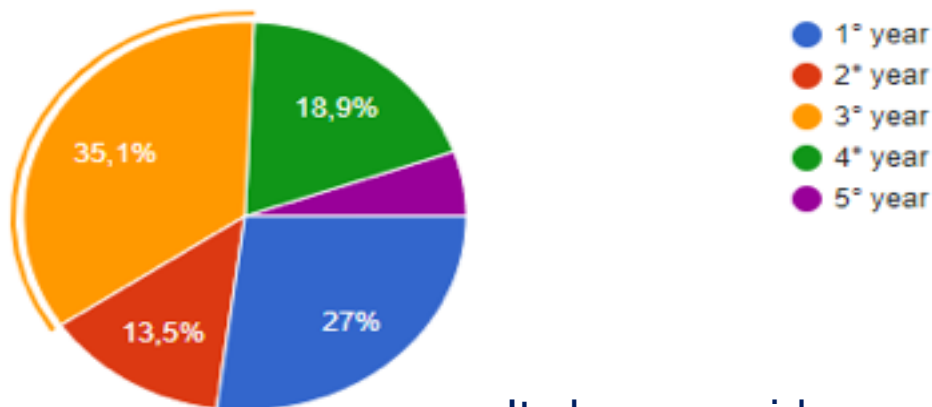
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THE READ-COM SAMPLE OF UNIVERSITY STUDENTS

- ▶ **74 STUDENTS** of “*Scienze della Formazione Primaria*”
- ▶ **GENDER DISTRIBUTION:** 83,8% are female
- ▶ **UNIVERSITY OF ORIGIN:** Florence 83,8%, Bologna 8,10%, Padova 5,40%
- ▶ **DISTRIBUTION WITHIN THE FIVE-YEARS COURSE DURATION**



▶ It shows a wider participation of the youngest students



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STUDENTS' COMPETENCES IN FOREIGN LANGUAGES

ENGLISH

MASTERY LEVELS

A2 5,4%

B1 37,9%

B2 37,9%

C1 19%

- ▶ Specific **didactic workshops for the mastery of English** as foreign language, aiming to the final certification of the B2 Level of the CEFR, are included in the Degree's Course



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

STUDENTS' COMPETENCES IN FOREIGN LANGUAGES

MASTERY LEVELS

- ▶ **FRENCH:** A1 29,8%; A2 16,3%; B1 8,2%; C1 2,7%
- ▶ **GERMAN:** A1 2,9%
- ▶ **OTHER:** Medium-low levels (**A2-B1**), for Spanish (2,7.%), Portuguese (2,7.%) and Dutch (2,7.%)

READING PRACTICES FOR CHILD EDUCATION IN ITALY

STUDENTS' RECEIVED/STILL RECEIVING TRAINING

TRAINING TOPICS	DETECTED %
<i>Reading</i>	97,3%
<i>School Libraries</i>	91,9%
<i>Oral expression</i>	94,6%
<i>Basic/Key competencies</i>	97,3%
<i>Literacy</i>	97,3%
<i>Foreign Language</i>	86,5%
<i>Language Skills</i>	100%
<i>Phonological awareness</i>	100%



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READING PRACTICES FOR CHILD EDUCATION IN ITALY STUDENTS' RECEIVED/STILL RECEIVING TRAINING

TRAINING TOPICS	DETECTED %
<i>CLIL -Content and Language Integrated Learning</i>	81,10%

Note: CLIL is treated as general preliminary introduction, because this specific methodology is applied in Secondary School

All the training contents have been treated in different ways and with different depth degrees related to the pathway stage where students are



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

COMPETENCES OF THE DEGREE -TRAINING ANALYSIS

- ▶ The wide majority of the competences related to the proposed items results **“initiated”** (See the features of the student’s sample)
- ▶ The **social mediation** and **pedagogical management skills** are mainly still **work-in progress** (*e.g to deal within the educational community and the social environment; to identify/plan solutions for educational situations*)
- ▶ **Awareness of the contextual dimension:** they understand the daily dynamics in Early Childhood Education and know to be flexible in the teaching function (70.3%) and they understand the role, possibilities and limits of Infant and Primary Education and professionals (64.9%).
- ▶ The wide majority understands the **basic principles of language** and communication sciences (75.7%) and is **able to acquire literary training** and know children's literature (78.4%)



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

COMPETENCES OF THE DEGREE -TRAINING ANALYSIS

As for the specific *Reading Education* issues

- ▶ Students are aware of the importance of the **school library** as a resource for reading, information and lifelong learning
- ▶ They are curious respect of how to use resources for **reading animation** (83.8%) and have a quite significant knowledge, even if just "initiated" (51.4%) on **ICTs applying** to reading competence
- ▶ For the language teaching and learning process, they are aware of the difficulties in learning the official languages of students of other languages (89.2%), but - at the same time – they wish to encourage them to learn to read and to express themselves through written language (94.6%).



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

COMPETENCES OF THE DEGREE -TRAINING ANALYSIS

DURING THE *PRACTICE*

- ▶ Substantially **low level of autonomy** shown by the apprentices both in Preschool and Primary School (See the features of the students' sample)
- ▶ The managerial, programmatic aspects, those related to the relationship with families, pedagogical coordination and assessment are mainly cared by the Practice Tutor (external coordination, classroom programs' changing, organization of lessons, reading activities and spaces, etc.)



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COMPETENCES OF THE DEGREE -TRAINING ANALYSIS

DURING THE *PRACTICE*

- ▶ Apprentices mainly care the reading activities in **small groups, individually** or **in pairs**, while those for large groups are more often led by the Practice Tutor. Especially in the Primary School, they appreciate the children's comprehension level making questions before, during and/or after reading a text
- ▶ As for the specific applying of the ICT resources for interactive reading activities they **are quite informed and accustomed** (according to their level of adoption in school)



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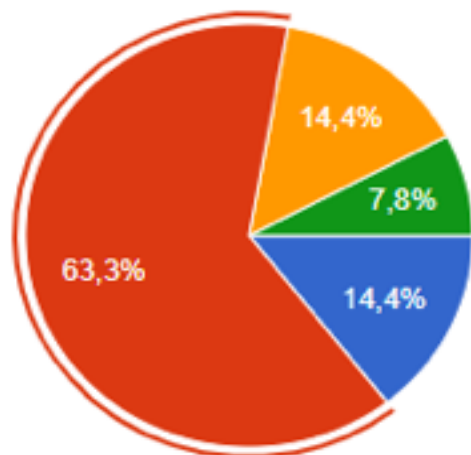


READING PRACTICES FOR CHILD EDUCATION IN ITALY

TEACHERS' PERMANENT TRAINING ANALYSIS

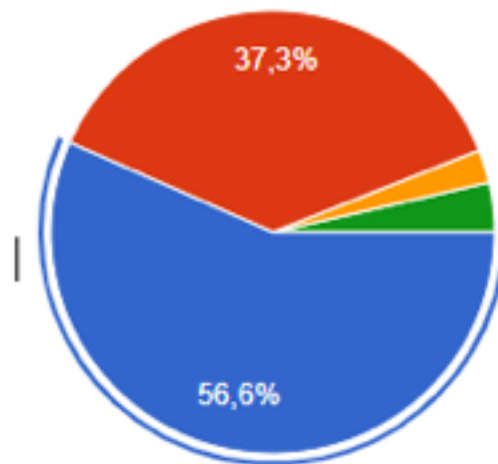
Permanent training - especially focused on linguistic competencies - is more diffused among Preschool teachers

PRESCHOOL TEACHERS



PRIMARY SCHOOL TEACHERS

- Nessuna
- tra 1 e 3
- tra 4 e 6
- più di 6



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

TEACHERS' PERMANENT TRAINING ANALYSIS

- ▶ The training gap between the two groups of teachers could be due to the fact that the training contents for Primary School teachers are mainly designed on the emerging needs progressively detected and/or expressed by teaching staff
- ▶ To date, the training needs linked to linguistic skills maybe result less urgent for this category of teachers than those - for example - for **disciplinary, planning/organizational, and relational competences**
- ▶ **Relational skills** play a key role for the teaching professions, not only in the school environment (with children, colleagues and school staff), but also to build and maintain positive and constructive relationships with children families and for the synergic collaboration with all the other educational institutions, within an integrated training system.



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

THE KEY WITNESSES

The interviews to Key Witnesses let to collect significant **qualitative information** and **detailed considerations** on *Reading Education* issues from several point of views: pedagogic, institutional, managerial, etc.

THE ITALIAN WITNESSES

- ▶ Pedagogists specialized in: early childhood (0-6) and children and pre-adolescent distress prevention;
- ▶ Representatives of public institutions in charge of educational policies;
- ▶ Primary School managers and directors of educational centres
- ▶ School Internal Coordinator of Reading Education projects, (3-6/6-11)
- ▶ Pedagogic and Administrative Managing Director for Educational Services (0-6)



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

KEY FACTORS TO PROMOTE THE READING EDUCATION IN SCHOOL

TOPIC	SUGGESTIONS
APPROACH to READING EDUCATION	<i>Promotion of a freer approach to the reading within daily school life (not only as study practice, but also as pleasing moment, that stimulates children to become passionate)</i>
	<i>Enhancement of the affective and emotional components linked to the reading</i>
	<i>Overcoming the dichotomy between “educating to read” and “teaching to read” (Primary School)</i>
	<i>The reading education should become a school subject tout-court</i>
	<i>Pursuing a holistic approach to the reading, including all the developmental and growing inputs coming from this practice (if properly proposed and oriented by teachers) and the literacy acquisition</i>



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

KEY FACTORS TO PROMOTE THE READING EDUCATION IN SCHOOL

TOPIC	SUGGESTIONS
SCHOOL LIBRARIES	<i>To be properly equipped and with adequate bibliography choices, including also graphic novels and other genres that usually are not included by the school literature</i>
	<i>Need of experts in reading education processes. This professional should flank teachers (especially those teaching Italian Literature, literacy and History, normally designated also to the reading education activities) and the school librarians in their related tasks for reading promotion. He should have tailored competences, expressly focused on reading education practices: a sort of “reading school counsellor”</i>



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

KEY FACTORS TO PROMOTE THE READING EDUCATION IN SCHOOL

TOPIC	SUGGESTIONS
READING SPACES	<i>Pedagogically organized taking in account both physical-spatial, and emotional and relational dimensions linked to the reading</i>
	<i>To be immediately recognizable, open and freely accessible, even within the classroom (books and reading materials not only in the school library)</i>
	<i>setting up/creation inside the school (or open air in the garden) of places for reading, not only libraries but comfortable spaces where sit and read, sharing this activity with peers</i>



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

KEY FACTORS TO PROMOTE THE READING EDUCATION IN SCHOOL

TOPIC	SUGGESTIONS
INITIATIVES	<i>To be encouraged and sustained by public institutions and foresee the synergic collaboration with local libraries, reading associations and stakeholder of the editorial area</i>
	<i>With the authors or for introducing/approaching children to books and reading in general, preferably involving also their families and the local community (such as exhibitions, ludic competitions on reading themes, small markets organized for children and families)</i>
	<i>(For families) Need to consider familiar background, needs (including the working ones) and features, being preferably proposed not in working time or days. They should be organized in a comfortable, inclusive and welcoming environment, where families can freely participate (or observe) to the initiative</i>



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

KEY FACTORS TO PROMOTE THE READING EDUCATION IN SCHOOL

TOPIC	SUGGESTIONS
POLICY & SYSTEMIC SINERGIES	<p><i>Improvement/creation of synergic collaborations with the local community, including institutional and cultural actors as well as the third sector (e.g readers' associations, reading and writing circles, etc.). All these actors should cooperate and share the possible evolving plans for reading education.</i></p>
	<p><i>Necessity too share more the school projects for reading education with the local library networks</i></p>
	<p><i>Presence of a real political choice to invest resources in culture and educational process</i></p>
	<p><i>Need of targeted investments. Additional financial resources can contribute to sustain schools' tailored projects in this area, facilitate the involvement of external experts, support the teachers' training, etc</i></p>



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

KEY FACTORS TO PROMOTE THE READING EDUCATION IN SCHOOL

TOPIC	SUGGESTIONS
TIME	<i>It should be increased within the school hours (maybe, also making the most of the extra-curricular activities, especially when the reading is focused on its recreational and creativity purposes and on promotion of reading taste among children).</i>
TEACHERS	<i>To be required a vast and updated knowledge of children's literature so that reading can be really and effectively promoted within the educational activities</i>
	<i>Need of systematic professional updating and of research in innovative educational activities focused on reading education (no more entrusted to the single teacher's attitude and responsibility)</i>
	<i>They should act as “reading promoters”, approaching children to literacy, novels, tales and texts also to discover their beauty</i>



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READING PRACTICES FOR CHILD EDUCATION IN ITALY

KEY FACTORS TO PROMOTE THE READING EDUCATION IN SCHOOL

EDUCATIONAL ACTIONS, SUGGESTIONS FOR THE GUIDES

1. Ludic approach to reading education for Childhood Education
2. Overcoming the dichotomy between reading education & literacy acquisition for Primary Education (holistic approach), integrating innovative educational strategies
3. More time expressly devoted to reading activities (not only for study commitments) and strengthening of the extra-curricular actions
4. Books and reading materials available also in classroom for the direct access of children to them
5. Teachers as “reading promoters” and systematically updated through tailored training actions
6. Enhancement of the affective and emotional components linked to the reading



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For any question, please contact
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THANKS YOU FOR YOUR ATTENTION!



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