

The Reality of the Teaching Practice System in Italy: A Research Report on a Japanese–Italian Comparative Study on Teacher Training

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Abstract

This paper examines the types of new teachers Italy is attempting to train. Research is based on the results of questionnaire surveys targeting senior-year students aiming to become teachers by confirming the problems and the state of the educational field training program in the period when individuals who had received training in the new system began to graduate.

Many Scienze della Formazione Primaria (SFP) and Tirocinio Formativo Attivo (TFA) students were aware that they had obtained the attitude of a teacher, the ability to manage classes, and the ability to teach classes. In addition, there were many students who became able to think critically about things and reflect on implementation. The current educational field training program is believed to have achieved certain results in the training of teachers as reflective practitioners who have acquired practical guidance abilities. We can see a shift away from teacher training strongly weighted towards theory.

On the other hand, it can be seen from the requests of the students that there are clear issues for the educational field training program as well. More than 80% of students held the opinion that more communication with guiding teachers and children was necessary. In addition, many students are seeking to increase their class hours and their chances to hold experimental classes and it is believed that the quality and quantity of experiences at schools must be made more fulfilling. In addition, many students felt that support was needed to relate implementation to knowledge and skills learned at university and it is probably necessary to build a system which organically connects the field study experiences of students at schools with learning at university.

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I . Introduction

Italy has experienced reforms in its teacher training system (Kawamura 2015). The reforms in primary school teacher training have carried over to other educational levels, from upper secondary schools to graduate schools, and in secondary school teacher training this training has been systematized and organized. Time has been added to educational field training as a result of an orientation towards on-site experience in schools. Furthermore, a new system for primary and secondary school teacher training was completed in the 2010s.

What sorts of experiences will the educational field training in these new systems provide to students wishing to become teachers, and what will it allow them to learn? This paper examines what sorts of new teachers Italy is attempting to train from the results of questionnaire surveys targeting senior-year students aiming to become teachers by confirming the problems and the state of the educational field training program in the period when individuals who had received training in the new system began to graduate. By doing this, it will be possible to evaluate the new system focused on educational field training. In addition, it will also be possible to draw suggestions for confronting and understanding the teacher training system in Japan, where there have been reforms such as in the lengthening of educational field training.

The authors of this paper implemented the *Japanese–Italian Comparative Study on Teaching Practice under Globalization as the core of the Reform of Teacher Training Systems* (Grant No.: 25381282; Research Representative: Akira Kawamura), which covered the aforementioned issue through a Grant-in-Aid for Scientific Research (C) for the 2013 academic year with the cooperation of Italian researchers. This research project has so far produced results on educational field training in Italy in the reform period (Kawamura 2015), educational field training in Japan as understood by Italian researchers (Kawamura *et al.* 2017), and the current state and problems of educational field training in Japan (Kawamura *et al.* 2018). Going forward, we plan to undertake a comparative examination of the current state of educational training in Italy and Japan, and the present research will be the first part of this examination.

The section structure for this paper is as follows. In section II we will present example reports from the cooperating Italian researchers at the University of Turin for the Italian educational field training program in the 2017 reform period in order to understand the latest situation of educational field training in Italy. Then, in section III, we will outline the survey. First, after the Japanese researchers state the process for creating the questionnaire, the Italian researchers will explain how the survey was implemented. Then, sections IV and V will present the results of the questionnaire on educational field training for teacher training in Italian kindergartens, primary schools, and secondary schools, which targeted students who had experienced educational field training. In section IV the Japanese researchers outline the state of educational field training for teacher training in kindergartens, primary schools, and secondary schools. In section V the Italian researchers, who have a thorough knowledge of Italian cultural background and teacher training, report on the results of the survey, which was focused on open-ended responses on the questionnaire. Finally, in section VI, the Japanese researchers provide a discussion of Italian teacher training and consider future topics.

II . Education system for primary and secondary school teachers in Italy, with particular reference to the internship experience: Case study at the University of Turin

Education and training for teachers in Italy is based on two different structures: one for Primary school, the other for Secondary.

Both of them pursue the same goals and objectives, thus being part of the same organic system:

1. *Qualify and enhance the teaching function through the acquisition of disciplinary, psycho-pedagogical, methodological, didactic, organizational, and relational skills necessary to enable students to achieve the learning outcomes of the current legal system.*

2. *The acquisition of the skills aimed at the development and support of the autonomy of educational institutions according to the principles defined by the Decree of the President of the Republic March 8, 1999, n. 275 is part of the initial training (Ministerial Decree 249/2010)*¹.

Therefore, the initial training concerns two main contents: how to implement the education of students at different ages and how to collaborate as a teacher in the organization of the school in which one operates.

The realization of the training courses is regulated by the Central Ministry of Education, University and Research (MIUR) and each university decides the actual procedures and aspects it deems to be developed in particular.

1. Structure for primary school and kindergarten²

Scienze della Formazione Primaria (SFP) is a five-year MA course with admittance test. The final exam provides for the defense of a final thesis and applies towards teaching qualification.

The graduation thesis may be “practical” (including a short report of the training internship at school), or theoretical (in this case it has to be integrated with an extensive report of the training internship at school).

In Turin, the final training report is always presented together with the graduation thesis and it follows a template highlighting didactic elements, theoretical bases, personal comments, and it is discussed and evaluated before the students’ university tutor who has coached them during their professional education.

To sum up, the five-year course (LM-85 BIS) comprises 30 courses/exams in:

- pedagogical, methodological, and didactic subjects (9 courses, 78 CFU), subject skills and know-how (16 exams, 135 CFU), special needs students (4 exams, 31 CFU);
- laboratories: 528 hours, compulsory attendance;
- training: 600 hours.

Each Credito Formativo Universitario (CFU) corresponds to 25 hours (including both lecture time and study time).

The degree for future kindergarten and primary school teachers was established in 1998 as a four-year course. Since 2010 (DM 249/2010) it has been reformed into a five-year course. It is now considered a solid module and has not been modified since then.

A competition for a working place of a teacher in a school defines the access to teaching positions. In their first year after winning the competition, teachers attend a training course as an induction to the job.

The Italian system is similar to other European countries: theory parallels practice and didactic and pedagogical theory is integrated with teaching practice. The curriculum is composed of:

- theoretical courses in the teaching subjects (Italian language, maths, sciences, etc.) and teaching methodologies;
- training at school (observation, organization, relationship); direct (visits or teaching at school) or indirect (individual or group meetings with a tutor at university);

¹ 1. *Qualificare e valorizzare la funzione docente attraverso l'acquisizione di competenze disciplinari, psico-pedagogiche, metodologico - didattiche, organizzative e relazionali necessarie a far raggiungere agli allievi i risultati di apprendimento previsti dall'ordinamento vigente.* 2. *È parte integrante della formazione iniziale dei docenti l'acquisizione delle competenze necessarie allo sviluppo e al sostegno dell'autonomia delle istituzioni scolastiche secondo i principi definiti dal decreto del Presidente della Repubblica 8 marzo 1999, n. 275 (Decreto Ministeriale 249/2010).*

² The first part of this Introduction was written by Silvana Mosca and Elisa Corino and takes into account the documents kindly provided by the board of Scienze della Formazione Primaria of the University of Turin, and in particular by USCOT (dott. Elena Scalenghe and Adriana Bosio).

- laboratories (to connect theory and practice) and experimental education projects (at university, at school, or in specialized centres, also abroad).

The specific objectives qualifying the final profile of future kindergarten and primary school teachers are described as follows:

Graduated students should have acquired solid knowledge in the subjects they are going to teach and the skills to communicate content in the most suitable way, according to the level, age and culture of the pupils they will be dealing with. For this purpose, it is necessary that the knowledge acquired by future teachers in the various disciplinary fields is from the beginning of the curriculum closely connected with the ability to manage the class and to plan the educational and didactic contents. In addition, they will have to have the knowledge and skills that will enable them to aid in the academic integration of children with special needs (Ministerial Decree 249/2010)³.

In particular, they have to:

- a) possess disciplinary knowledge related to the areas of teaching (language and literature, mathematics, physical and natural sciences, history and geography, arts, music, and physical education);*
- b) be able to organize the contents of the disciplines according to the different levels and the age of the children, in order to fulfill their education;*
- c) possess pedagogical and didactic skills to manage the progression of learning by adapting the times and modalities to the level of the different pupils;*
- d) be able to choose and use the most appropriate tools to reach the objectives (lecture, discussion, simulation, cooperation, pair help, teamwork, new technologies);*
- e) possess relationship and management skills in order to make the classwork fruitful for each child, facilitating the coexistence of different cultures and religions, knowing how to build common rules of life regarding discipline, sense of responsibility, solidarity, and sense of justice;*
- f) be able to participate actively in the management of the school and teaching by collaborating with colleagues both in educational planning and in internal and external collegial activities, also in relation to the needs of the territory where the school operates.*

In accordance with the indicated objectives, the master's degree program foresees - alongside the majority of the disciplines - one or more pedagogical and didactic laboratories aimed at making students experience the practical side of what has been learned (Ministerial Decree 249/2010)⁴.

³ I laureati (...) devono aver acquisito solide conoscenze nei diversi ambiti disciplinari oggetto di insegnamento e la capacità di proporle nel modo più adeguato al livello scolastico, all'età e alla cultura di appartenenza degli allievi con cui entreranno in contatto. A questo scopo è necessario che le conoscenze acquisite dai futuri docenti nei diversi campi disciplinari siano fin dall'inizio del percorso strettamente connesse con le capacità di gestire la classe e di progettare il percorso educativo e didattico. Inoltre essi dovranno possedere conoscenze e capacità che li mettano in grado di aiutare l'integrazione scolastica di bambini con bisogni speciali (DM 249/2010).

⁴ a) possedere conoscenze disciplinari relative agli ambiti oggetto di insegnamento (linguistico-letterari, matematici, di scienze fisiche e naturali, storici e geografici, artistici, musicali e motori); b) essere in grado di articolare i contenuti delle discipline in funzione dei diversi livelli scolastici e dell'età dei bambini e dell'assolvimento dell'obbligo d'istruzione; c) possedere capacità pedagogico-didattiche per gestire la progressione degli apprendimenti adeguando i tempi e le modalità al livello dei diversi alunni; d) essere in grado di scegliere e utilizzare di volta in volta gli strumenti più adeguati al percorso previsto (lezione frontale, discussione, simulazione, cooperazione, mutuo aiuto, lavoro di gruppo, nuove tecnologie); e) possedere capacità relazionali e gestionali in modo da rendere il lavoro di classe fruttuoso per ciascun bambino, facilitando la convivenza di culture e religioni diverse, sapendo costruire regole di vita comuni riguardanti la disciplina, il senso di responsabilità, la solidarietà e il senso di giustizia; f) essere in grado di partecipare attivamente alla gestione della scuola e della didattica collaborando coi colleghi sia nella progettazione didattica, sia nelle attività collegiali interne ed esterne, anche in relazione alle esigenze del territorio in cui opera la scuola.

In coerenza con gli obiettivi indicati, il corso di laurea magistrale prevede accanto alla maggioranza delle discipline uno o più laboratori pedagogico-didattici volti a far sperimentare agli studenti in prima persona la trasposizione pratica di quanto appreso (DM 249/2010).

The connection between theory and practice is supported by both university professors and *coordinating tutors*. The latter are permanent kindergarten or primary school teachers selected by the Ministry of Education and serving part-time at the University with the following functions:

- a) *directing and managing relationships with schools by assigning students to different classes and schools and formalizing the traineeship project of individual students;*
- b) *providing for the education of the group of students through the activities of indirect training and the examination of the documentation materials produced by the students in the training activities;*
- c) *supervising and evaluating the activities of direct and indirect training;*
- d) *following the final reports regarding the activities in the classroom* (Ministerial Decree 249/2010).

One or two teachers are assigned to the University as organizing tutors as a full-time job in order to:

- a) *organize and manage the relationship between the University, schools, and school management;*
- b) *manage the administration connected to the part-time work of coordinating tutors, to the relationship with schools and the Regional School Office, to the relationship with the students, and to the school training activities in general;*
- c) *coordinate the distribution of students in the various schools;*
- d) *assign to the coordinating tutors, from year to year, the students to be followed in the traineeship experience.*

At the University of Turin there is an office named USCOT (Ufficio Supervisorio Coordinamento Tirocini - Supervisors' Office for Training Coordination), where all the part-time tutors (*coordinating tutors*) work together with the three full-time tutors (*organizing tutors*). Here it is where project meetings take place, i.e., for international exchanges, and individual or group meetings are held. These meetings are for students from 2nd to 5th year and are devoted to the planning and reflection upon the training at school, the exchange of experiences, the help in organizing contents for the final report.

In the schools where the direct training takes place, the teachers of the host classes work as tutors of the trainees. These teachers work with their classes showing the essential aspects of the teaching/learning process; assist and guide the trainees with prompts and suggestions; are available to be observed when teaching; facilitate the insertion of trainee students in the class and with the children with special needs (students with learning disabilities or with severe disabilities); make available to the students the educational programs and the special teaching materials; discuss with trainees their evaluation methods, the relationship with the families, the relationship with colleagues and with the head teacher; facilitate participation in the various events and the overall life of the school.

To sum up, tutors should help trainees with school organization and class work, follow and monitor their activity in class and their management of the teaching process.

Training activities at the University of Turin are organized as follows:

Table 1 Training activities at the University of Turin

TRAINING SFP (DM 249/2010)
300 hours at kindergarten 300 hours at primary school
Including DIRECT TRAINING (at school - since 2nd year) INDIRECT TRAINING (at University - with coordinating Tutors)
Post-Graduation (DM 30 September 2011) Course for back-up teaching

Post-graduation course for back-up teaching for disabilities (see DM 249)

- These are additional courses to the qualification, with selective access. The duration is 60 CFU in addition to 300 hours of training, equal to 12 CFU.
- Courses are organized in: primary school and kindergarten, lower secondary school and upper secondary school, and are defined by each university.
- Students end up with a final exam consisting of an interview and the discussion of a specific Traineeship Report, after which the specialization and joint qualification are achieved.

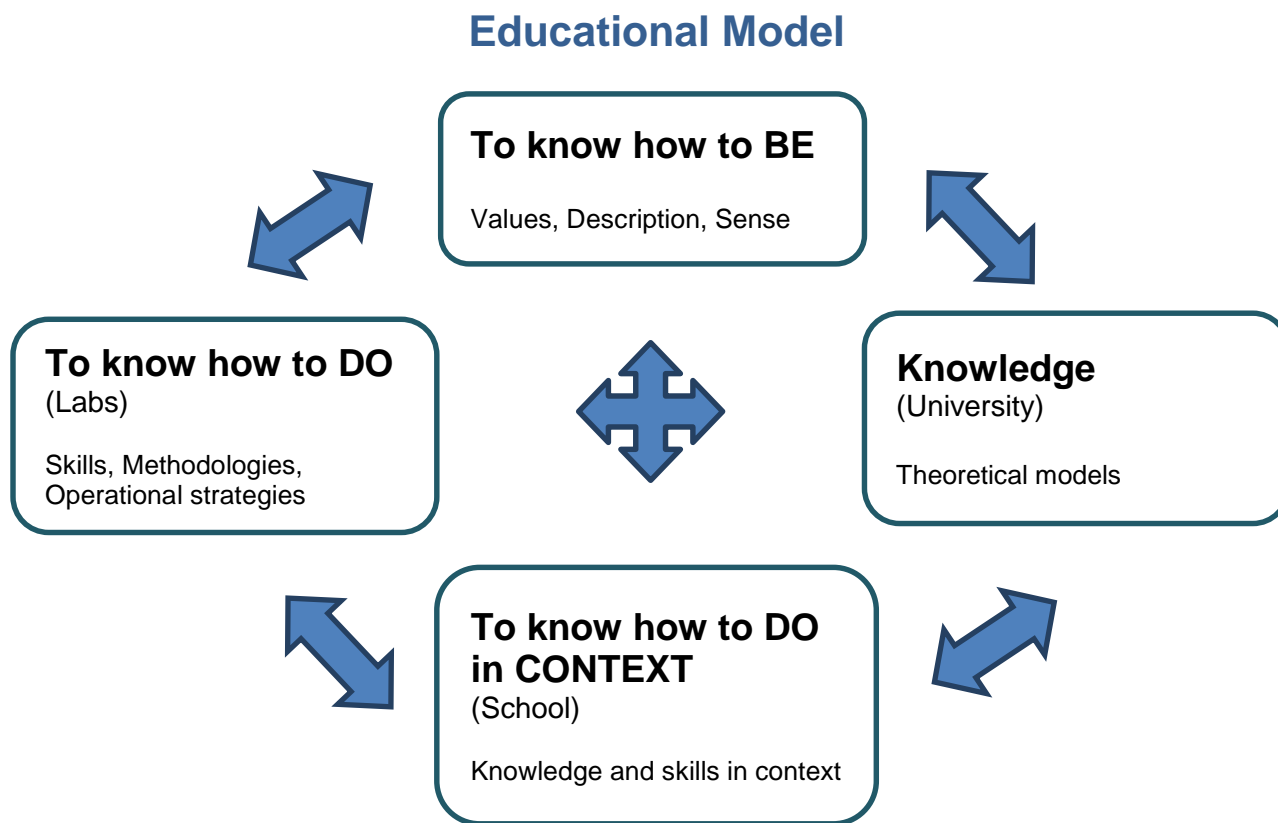
Observation
Planning
Action
Documentation

Fig.1 Training in class starting from the 3rd year SFP

Table 2 The training program SFP (600 hours: 50% kindergarten - 50% primary school)

YEAR	CFU FOR TRAINING	FOCUS OF THE TRAINING	INDIRECT TRAINING HOURS AT UNIVERSITY	DIRECT TRAINING HOURS (KINDERGARTEN + PRIMARY SCHOOL) AT SCHOOL
2°	2 (50 hours)	Observation	22	28
3°	6 (150 hours)	Observation/Planning	40	110
4°	6 (150 hours)	Planning/Evaluation	37	113
5°	1 (25 hours)	Classroom management: - methodology - relationship - organization	25	/
5°	9 (225 hours)	Same as above	from 16 to 48 hours (equal to a maximum of 3 courses of 16 hours each)	from 59 to 177 hours (equal to a maximum of 3 courses of 59 hours each)

All 187 kindergarten + primary school course students who participated in the questionnaire had attended the five-year degree course described above. Thirty-two of them had also attended the course for back-up teaching for disabilities.



**Fig.2 Graphical representations of the educational model
University of Turin - SFP**

2. Teacher training for lower secondary school ⁵

The structure of the course is sequential, first the theory, i.e., the contents of the teaching disciplines, then theory about methods and means for teaching. The degree course lasts five years depending on the disciplines, and takes place at the Universities, at the Academies of Fine Arts or Conservatories. Subsequently there is an annual course of active training (Tirocinio Formativo Attivo - TFA), according to the transitional provisions of the Ministerial Decree 249/2010.

The education associated with the training has been repeatedly reformed: from 1999 to 2009 the SISS (Inter-university Schools of Specialization for Secondary Education) were established in each region, lasting two years post-graduation and including both the study of education sciences and active training. At the end of the two years of SISS, an examination was taken in order to obtain the teaching qualification. This formula obtained excellent results and was the first to fill the lack of

⁵ The second part dedicated to secondary school was written by Silvana Mosca and Elisa Corino with the contribution of the documentation provided during the research in particular by the professors and tutors Miranda Mosca, Anna Perazzone, Marco Tonon, Egizia Tomasuolo, Germana Trincherio of the University of Turin.

pedagogical and didactic training of secondary school teachers. In 2010 the SISS were abolished and replaced by the annual courses of TFA.

It is interesting to notice that all the participants who answered this questionnaire wanted to qualify as secondary school teachers and had attended a master's degree course and the subsequent TFA year.

Recently (April 2017) a new formula has been introduced (Legislative Decree 59/2017): the FIT course (Formazione Iniziale e Tirocinio - Initial Education and Training), with selective access, lasting three years after the five-year degree (total of 8 years). The sixth year will be devoted to the professional training of the future teacher and will end with the Qualifying examination. The seventh and eighth years will be devoted to training together with a gradual "insertion into the teaching function" (even with the remuneration of teaching hours). At the end of the eighth year the trainee student will directly receive a post as a tenured teacher, if all the previous evaluations have been positive. A year of induction will follow, with an accompanying training in the first year of tenured teaching service.

This new system will gradually come into force starting from 2018, as there are many qualified teachers (according to the old organization) still waiting for a tenured position. The Decree 59/17 provides for a transitional phase in which selective tests will take place to access a short FIT of just one year, for a total of 24 CFU.

Once this transitional phase is over, all the rankings deriving from previous competitions should be gradually closed and the access of qualified teachers, trained with the three-year FIT courses, should start.

3. The TFA structure

The characteristics of the TFA for secondary school, according to the model in force during the period of realization of the present project, are described as follows.

The TFAs activated so far have been short courses implied in the "Transitional Norms" of a law on initial teachers' education (DM 249/10 September 2010).

Course structure:

- total CFU number: 60 (= 1500 hours)
- cross-subject courses (educational sciences): 18 CFUs
- subject courses with labs: 18 CFUs
- training: 19 CFUs
- final dissertation: 5 CFUs

TFA is based on three areas:

- teaching of psycho-pedagogical subjects and of educational sciences;
- disciplinary teaching courses that are carried out in a laboratory context, aimed at establishing a close relationship between the disciplinary approach and the teaching approach;
- an active training at school under the guidance of a welcoming tutor, including an observational phase and an active teaching phase.

**Similar to SFP, training is structured in:
Direct training → activity at school**

- **in the classroom** → observation of the teacher's activity (methodological/didactic choices, class management, communication/relational skills); the trainee experiments with the management of a teaching unit designed together with the tutor of the trainees⁶
- **in the classroom** → observation of the teacher's activity in classes with BES pupils (students with special needs) (inclusive dynamics, personalized activities, but also interviews with the BES referent of the institute, with the principals for the institute's approach to managing BES)
- **at school** → knowledge of the school system (participation in class councils, disciplinary departments, project groups, teaching staff)

Indirect training → reflections about the active experience

- **with the coordinating tutor** → planning the training, meetings dedicated to the re-elaboration of the traineeship experience and in-depth analysis of important topics based on the interests and training requirements of the trainees; counselling for drafting the final traineeship report
- **with the welcoming tutor** → re-elaboration sessions related to the observations made in class by the trainee and to the teaching activity directly carried out in class.

The training activity is structured as follows:

- Observational training
- Active training
- Participation in school board activities
- Evaluating function (preparation of tests, correction, marking)
- Educational planning
- Use of multimedia and Information and Communication Technology
- Management of school bureaucratic tools (registers, reports, etc.)

Total 19 CFU (475 hours, of which at least 75 hours for BES pupils)

Role of the coordinating tutor (TC)

- to assign the trainees to a school
- to give information and advice in planning the training
- to coordinate the activity of welcoming tutors
- to manage the indirect training (reflection, deepening and reworking of the experience)
- to supervise and evaluate direct and indirect training activities
- to take part in the commission of the final qualifying exams

The TC benefits from a partial exemption from teaching at school.

⁶ The tutor of the trainees is the teacher of the class where the students carry out the internship.

**Example of the TFA laboratories for the qualifying class A059
(Mathematics and Sciences for lower secondary school) - University of Turin**

- ICT laboratory (1 CFU)
- Specific learning disabilities laboratory (pupils with learning disabilities) (1 CFU)
- Integrated sciences laboratory (e.g., physics + biology) (2 CFU)

The laboratories are entrusted to coordinating tutors or to expert school teachers.

Laboratory activities are carried out by favouring cooperative and collaborative learning methods, research and action, through group work, simulations, in-depth studies, experiences in real or simulated situations, experiences related to training activities in the disciplinary sectors characterizing the qualification (group-class management).

**Table 3 TFA - Maths and Sciences for lower secondary school
Example of a theoretical and practical course - University of Turin (year 2015)**

Areas	Specific Areas	Hours
Cross-subject	Pedagogy, Didactics, Special Needs Pedagogy, ICT	18 CFU 144 hours
Maths	Relations; Data; Numbers; Shapes	6 CFU 48 hours
Sciences	Physics; Chemistry; Life Sciences; Earth Science	8 CFU 64 hours
Laboratories	ICT; DSA (learning disabilities); Integrated Sciences	4 CFU 60 hours
Training	Observational, active, school board activities, evaluation, planning, ICT, school autonomy and bureaucracy	19 CFU 475 hours
Dissertation		5 CFU

The TFA courses are accessed through a test and the available positions for each class are established at the regional level each year. Students must pass three tests: a preliminary test prepared at the national level with structured questions (DM No. 312/2014 and DM No. 487/2014), a written test, and an oral examination by the University (DM No. 312/2014).

At the end of the TFA course, the qualifying exam takes place:

- a) evaluation of the training activity;
- d) oral discussion on a theme proposed by the examining commission;
- c) discussion of the final dissertation (it should highlight the trainee's ability to integrate the theoretical pedagogical knowledge, the subject knowledge and the practical skills developed in class and during the labs, DM 249/2010).

The close collaboration between university professors from different departments, laboratory teachers, trainees' tutors, and welcoming teachers that makes the integration between theory and practice possible in Turin is managed by the CIFIS office (Interdepartmental Training Center).

The following are some graphs illustrating the relationship between practice and theory in the interweaving of the disciplinary area of the Natural Sciences, the pedagogical-didactic area, the training in the SFP degree course, and the TFA at the University of Turin.

The layout is similar for all the school levels.

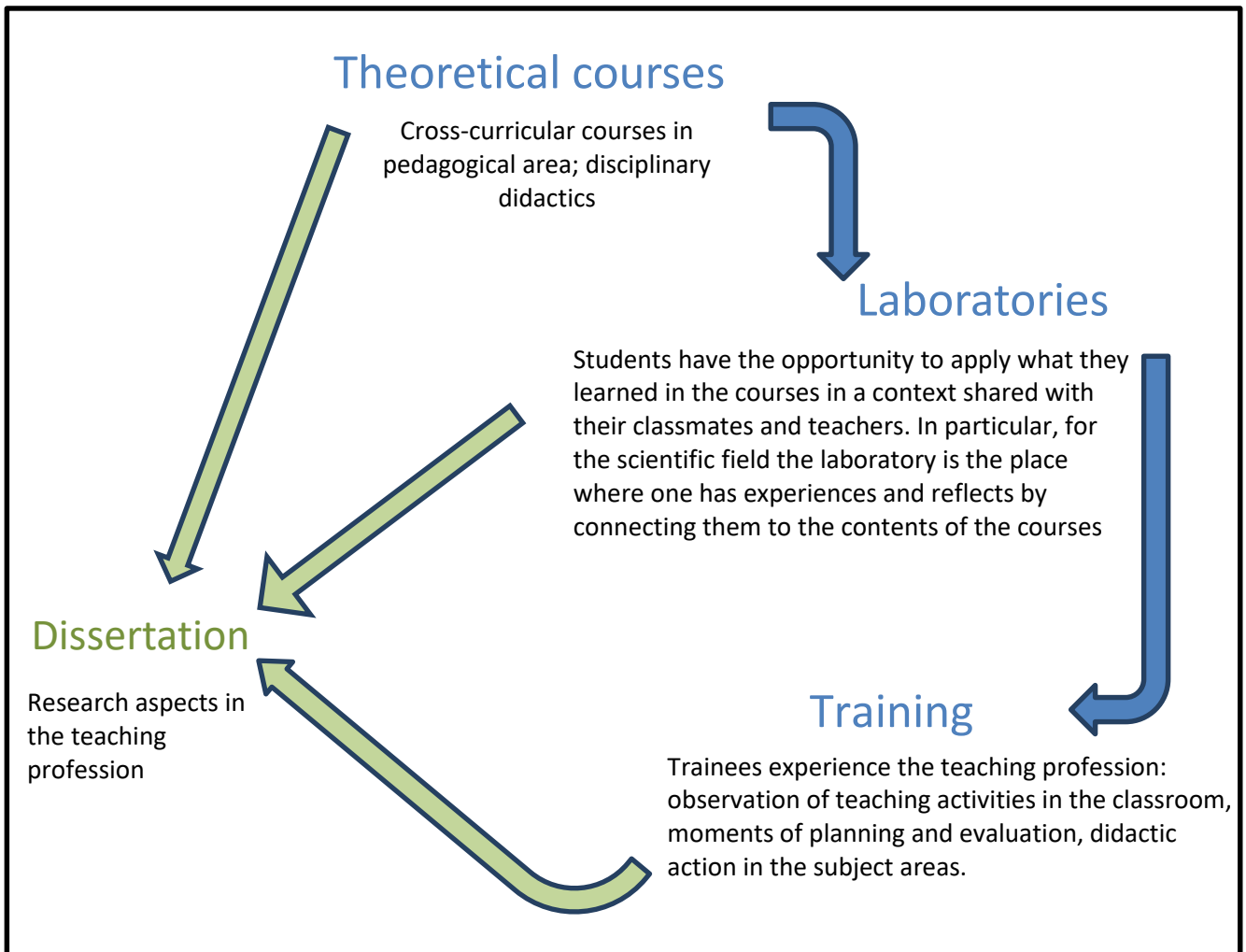


Fig.3 Theory-Practice relationship in the education of teachers of the natural sciences area

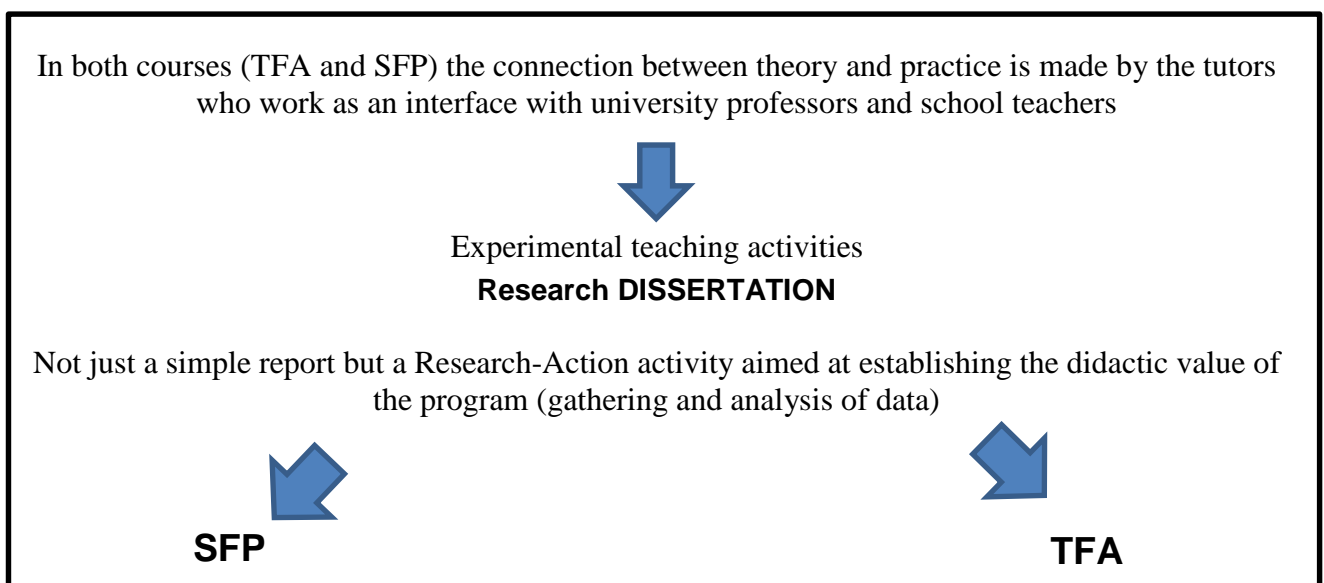


Fig.4 The training in the SFP degree course and the TFA degree course

III. Survey Outline

1. Survey Implementation

In order to be able to perform comparative research on educational field training in Japan and Italy, Japanese and Italian researchers cooperatively examined the details of the survey based on the items of the questionnaire for educational field training in Japan created by the Japanese researchers. Although some items were changed to conform to the educational field training program in Italy, most of the work was performed by translating the Japanese items into Italian. The items were related to the number and types of field training schools, experience in educational field training, acquisition in educational field training, and student understanding of field training experiences. Furthermore, a four-point scale was adopted for many of the items.

The Italian researchers outline the implementation of the survey below.

The questionnaire was administered in 2015 for the TFA and in 2016 for the SFP. The application was supervised by the training coordinating tutors, to whom a guide to the administration was provided. The guide was meant to homogenize procedures by outlining that no explanation had to be given to students about questions or words in the questionnaire. The questionnaire survey took place in groups of students (from 20 to 80) and occupied an average of 20 to 45 minutes during the indirect training hours dedicated to reflecting on didactic experiences.

After its completion, in some cases the questionnaire provoked interesting conversations with the administrator about the motivation, and students were eager to know the results of the survey after the conclusion of the project, especially related to some questions. Many of them wanted to know the responses of their Japanese colleagues.

It is important to note that the kind of questions and their layout is typical of perception and aptitude questionnaires. Therefore, quantitative data and open qualitative responses were considered signals of how the respondents perceived their actions and feelings in attending the training and other related activities.

2. The number of respondents

The total number of respondents is 309, of which 187 were students of SFP, equal to about 90% of the total students currently attending last course year at the University of Turin. This is the group of SFP students who had attended the first five-year course reformed by the Ministerial Decree 249 of 2010.

There were 122 TFA students respondents⁷. This number is not proportional and only volunteer students answered questions. Twenty-three percent of respondents inexplicably omit the answer about the qualification to which they aspire.

The number of male students is 30.3%, that of female students is 67.2%, while 2.5% omit the answer. The percentages are in line with the trend in the distribution between male and female teachers already in service in the various Italian school grades.

IV. Survey Results

1. Educational Field Training Experiences of SFP Students

1.1. Career Paths and Educational Field Training Experiences

First, we confirmed the career courses of the SFP students and the outline of the educational field experiences.

Because SFP students belong to a degree course for obtaining a license for kindergartens and primary schools, all students were planning on obtaining these licenses (Table 4). In addition, nearly 20% of students were also planning on obtaining a license to be a special needs education teacher.

Next, as can be seen in Table 5, almost all of the students were thinking about becoming teachers after graduating.

⁷ The subject of their licenses planned to obtain is mathematics and sciences, English as a Foreign Language (EFL), Italian-History-Geography, physical education (PE), arts or music.

Table 4 Licenses Planned to Obtain (SFP)

Kindergarten and Primary School	100.0
Lower Secondary School	0.5
Special Needs Education	17.1
Others	0.5

Note: Numbers are percentages, N=187.

Table 5 Path After Graduating or Obtaining Qualification (SFP)

Teacher	98.9
Job other than teacher	1.1
Getting a higher degree	1.6

Note: Numbers are percentages, N=187.

Table 6 shows the number of schools where students performed field training in their five years. These students performed field training at three or more schools over five years. Looking at the details, 39.0% of students experienced two public kindergartens, while 46.0% experienced three or more schools. Many individuals had field training at two or three public kindergartens. Additionally, more than 20% of students had experience at Paritario⁸ kindergartens. For primary schools on the other hand, 74.3% of students experienced three or more public schools and 19.8% of students experienced two schools. Most of the students experienced multiple public primary schools.

Table 6 Number of Schools where Students performed Educational Field Training (SFP)

	0	1 school	2 schools	3 schools more	D.K.,N.A.
The total number of teaching practice schools	0.0	0.0	1.6	98.4	0.0
Teaching practice the kind of schools and the public or private (Paritario) school					
Kindergarten (public school)	0.0	13.9	39.0	46.0	1.1
Kindergarten (Paritario)	0.5	19.3	1.1	1.6	77.5
primary school (public school)	0.0	5.9	19.8	74.3	0.0
primary school (Paritario)	0.5	7.0	0.5	0.0	92.0

Note: Numbers are percentages, N=187.

Table 7 Total Number of Hours Teaching Class in Educational Field Training (SFP)

30~50 hours	51~80 hours	81~100 hours	100 hours more
22.5	13.9	9.1	54.5

Note: Numbers are percentages, N=187.

Table 8 Hours and Number of Classes for Educational Field Training (SFP)

Preparation time for a 1 hr. class	94.5 minutes
Hours for reflecting on 1 day of field training	72.4 minutes
Total hours for reflection with tutor	98.2 hours
Average frequency of going to field training schools (per week)	4.0 times

Note: N=187.

Looking at the total number of hours for teaching classes in educational field training (Table 7), more than half of the students taught for 100 hours or more. And looking at the sections with the next greatest percentage of students, 22.5% of students taught 30 to 50 hours and 13.9% taught 51 to 80 hours. It is understood that there is variation in the total number of hours students teach. It is conjectured that the students who had less teaching hours, such as those who had 30 to 50 hours, had little class time for educational field training because they were already teaching children for their jobs.

⁸ The "paritarie" schools are schools managed by private individuals (e.g., religious bodies), which have been recognized by the ministry equivalent (= paritarie) to state schools, because they apply the same school curriculum as State schools. They also must hire teachers with state certification. Schools receive a contribution from the Ministry for management costs (e.g., to pay staff), even parents of students pay a contribution (e.g., for additional teaching activities). They are subjected to periodic checks by ministerial inspectors.

In addition, the preparation time for a one-hour class was 94.5 minutes, the reflection time for one day of field training was 72.4 minutes, the total time for reflection with tutors was 98.2 hours, and the average frequency of going to the field training school was 4.0 per week (Table 8).

1.2. Experience in Educational Field Training

In this section we will confirm the experiences of the SFP students in their field training.

Table 9 shows the frequency for each field training experience. Under 90% of students reported that they always “Wrote teaching plans before class” (Q3D) or “Wrote down the implemented class process in field training plans or reports outside of the field training note” (Q3H). When one includes those who answered “frequently” for these items, nearly all students had experience with these items. In addition, more than 90% of students wrote in their field training notes for more or less each class (total of “always” and “frequently” answers: see Table 9). Many students wrote in their field training note after more or less each class, wrote a class plan more or less each time when holding a class, and wrote down their class process after implementation. It seems that there was thorough record keeping for class implementation in field training.

However, less than 40% of students led all of their classes themselves. It is believed that more than half of the students received the support of another teacher, such as a homeroom teacher, and that they were in charge of part of their one-hour classes. In addition, only half of the students had the experience required to take on the same role as the homeroom teacher.

Nearly 90% of students often had communication with the children outside of class hours and it was observed that students were active in communication with the children. In addition, around 70% of students answered that they often gave advice to the children such as about their troubles and life attitudes. On the other hand, around 15% of students met with the guardians of the children and many students had almost no interaction with the guardians.

More than 60% of students answered that they often talked with the teachers in the field training schools and received advice about field training. In addition, around 55% of students answered that they often talked with the coordinating tutors. On the other hand, 30% answered that they often talked with university professors. From this it is understood that the main advisors during field training are teachers at the field training school and coordinating tutors.

Table 9 Field Training Experience (SFP)

	Always did	Did frequently	Didn't do much	Never did	D.K.,N.A.
Q3A. Talked with field training teacher	9.6	52.9	35.8	1.6	0.0
Q3B. Talked with coordinating tutor during the field training period	11.8	43.9	43.9	0.5	0.0
Q3C. Talked with university professors	1.1	28.9	61.5	8.6	0.0
Q3D. Wrote teaching plans before class	89.8	8.0	1.6	0.5	0.0
Q3E. Communicated (e.g. during play) with the children outside of class	46.0	41.2	11.8	1.1	0.0
Q3F. Had opportunities to meet the children's guardians	0.5	14.4	69.5	15.5	0.0
Q3G. Wrote a field training record in the field training note	74.9	17.1	6.4	1.6	0.0
Q3H. Wrote down the implemented class process such as in a field training plan or report outside of the field training note	89.3	8.0	2.1	0.5	0.0
Q3I. Participated in staff meetings	7.0	48.1	44.4	0.5	0.0
Q3J. Performed surveys or research by using or implementing questionnaires or interviews	1.1	11.8	52.4	34.8	0.0
Q3K. Led the whole class yourself	7.5	31.6	40.1	20.9	0.0
Q3L. Made specific goals or plans when doing field training	23.0	27.8	32.6	16.6	0.0
Q3M. Had the same role as a homeroom teachers	7.5	42.8	43.9	3.2	2.7
Q3N. Supported or gave advice to the children about their troubles or life attitude	13.9	55.6	28.3	2.1	0.0

Note: Numbers are percentages, N=187.

1.3. Field Training Effects

Next, we will confirm the students' understanding of the effects of experiencing field training.

First, Table 10 shows the survey results concerning what students believe they acquired through field training. Around 90% of students (total of "fully acquired" or "acquired to some degree": see Table 10) believed that they had acquired the abilities and qualities necessary for a teacher, such as "Q5A. Ability to understand children," "Q5B. Curriculum teaching ability," "Q5D. Ability to advise/help children with their troubles or life attitudes," "Q5E. Ability to manage classes," and "Q5F. Behavior and attitude as a teacher," as well as general capabilities such as "Q5I. Ability to reflect on implementation," "Q5K. Ability to resolve problems," "Q5L. Ability to think critically about things," and "Q5O. Ability to respond flexibly to events and situations." "Q5I. Ability to reflect on implementation" did particularly well with around 60% of students answering that they "fully acquired" it, and it can be observed that reflection is emphasized in field training.

On the other hand, less than 50% of the students answered positively for "Q5N. Be interested in the world" and "Q5C. Ability to deal with guardians." Although around 70% of students answered that they were interested in Italian society, the percentage of those who were interested in the world was low. In addition, less than 30% of students believe that they obtained the ability to deal with guardians and it seems that students had few opportunities to interact with guardians.

Table 10 Things Acquired Through Training (SFP)

	Fully Acquired	Somewhat Acquired	Not much Acquired	Not At All Acquired
Q5A. Ability to understand children	30.5	67.9	1.6	0.0
Q5B. Curriculum teaching ability (activities, class, laboratory guidance, etc.)	19.3	72.2	8.6	0.0
Q5C. Ability to deal with guardians	1.6	26.2	54.5	17.6
Q5D. Ability to advise/help children with their troubles or life attitudes	19.3	66.3	13.9	0.5
Q5E. Ability to manage classes	22.5	65.8	11.8	0.0
Q5F. Behavior and attitude as a teacher	33.2	61.5	5.3	0.0
Q5G. Ability to cooperate with colleagues	31.0	44.4	24.6	0.0
Q5H. Ability to perform surveys and research related to classes and classrooms	17.6	46.0	31.0	5.3
Q5I. Ability to reflect on implementation	59.9	38.5	1.6	0.0
Q5J. Ability to think about problems theoretically	19.3	64.7	16.0	0.0
Q5K. Ability to resolve problems	12.8	73.3	13.9	0.0
Q5L. Ability to think critically about things	32.6	58.8	8.6	0.0
Q5M. Be interested in Italian society	19.8	51.9	26.7	1.6
Q5N. Be interested in the world	6.4	42.2	44.9	6.4
Q5O. Ability to respond flexibly to events and situations	32.6	55.1	12.3	0.0

Note: Numbers are percentages, N=187.

Table 11 Understanding of Field Training Experiences (SFP)

	Applies	Applies Somewhat	Doesn't Really Apply	Doesn't Apply At All	D.K.,N.A.
Q8A. What I learned in university classes helped	21.4	61.0	15.5	2.1	0.0
Q8B. My desire to study at university increased after field training	25.7	46.0	23.5	4.3	0.5
Q8C. I wanted to teach a lot more classes	58.8	33.2	7.0	1.1	0.0
Q8D. I deepened my understanding of the theory which I studied at university	16.0	45.5	32.6	5.9	0.0
Q8E. My perspective on society was broadened	32.6	51.9	12.3	2.7	0.5
Q8F. My understanding of education deepened	43.3	49.2	7.0	0.0	0.5
Q8G. My desire to become a teacher increased	74.9	19.8	4.3	0.5	0.5
Q8H. My confidence in becoming teacher grew	60.4	32.6	5.9	1.1	0.0
Q8I. My interest in educational policies and trends increased	34.8	48.1	14.4	2.7	0.0

Note: Numbers are percentages, N=187.

Next, we will confirm the students' understanding of their educational field training (Table 11).

Over 90% of students stated that their desire to be a teacher and their confidence increased through experiencing educational field training (total of "applies" and "applies to some degree": see Table 11). It can be seen that educational field training was an important opportunity for them to decide to pursue teaching. In addition, over 90% of students deepened their understanding of education and over 80% increased their interest in educational policy and trends and deepened their understanding of society. Furthermore, more than 70% of students answered that their desire to study at university after field training increased. It seems that educational field training increased students' interest in and understanding of society and education and also increased their desire to study at university.

In addition, over 80% of students answered that the things they studied in university classes helped, and it is conjectured that university classes conformed to educational practice. On the other hand, only around 60% of students deepened their understanding of the theory which they studied at university.

Next, more than 90% of students answered positively for "Q8C. I wanted to teach a lot more classes" when asked about class experiences in educational field training. Many students feel that there are too few class experiences in educational field training.

1.4. Requests for Field Training

Next, we will look at the requests for field training (Table 12).

The majority of field training students listed the following items as being "very important": "Q9H. Increasing class time (time actually spent in class or the laboratory)" and "Q9I. Increasing opportunities to perform experimental classes." It was understood there are strong requests related to classes. In addition, more than 60% of students said that "Q9J. Support for relating knowledge and skills learned in university to implementation" was "very important." Although the explanation of Table 11 indicated that more than 80% of students answered that what they learned in university classes helped, there are many students who have a strong wish for support that relates knowledge and skills learned in university to implementation.

Next, we confirm the items that a high percentage of students believe to be "necessary" (a total of "very necessary" and "somewhat necessary": see Table 12). First, students want to increase communication with those involved in educational field training, as indicated by over 90% of students stating that it was "necessary" to "Q9C. Increasing communication with guiding teachers," more than 80% stating the same for "Q9D. Increasing communication with the children," nearly 80% stating the same for "Q9E. Increasing communication with coordinating tutors," more than 70% stating the same for "Q9G. Increasing communication with guardians," and nearly 70% stating the same for "Q9F.

Increasing communication with university professors.” The percentage for communication with guiding teachers is particularly high. In addition, there was a high percentage for “Q9K. Increasing opportunities to make surveys and perform research related to teaching methods and class management”—at nearly 90%, and it was understood that many field training students wish to acquire research and survey abilities when they start teaching.

There was a clear divide of opinion for educational field training time, with around 50% of students thinking that it was “necessary” to “Q9A. Increase training hours” and “Q9L. Increase the time for reflecting on teaching experience.” However, more than 70% of students answered that it was necessary to have a “Q9B. Longer field training period,” and it was understood that many individuals wished for a longer period of field training.

Table 12 Requests for Field Training (SFP)

	Very Necessary	Somewhat Necessary	Not Very Necessary	Not Necessary At All	D.K.,N.A.
Q9A. Increasing field training time	25.7	27.3	33.7	13.4	0.0
Q9B. Longer field training period	45.5	26.2	21.4	6.4	0.5
Q9C. Increasing communication with guiding teachers	46.5	46.0	6.4	1.1	0.0
Q9D. Increasing communication with the children	35.3	48.7	13.9	2.1	0.0
Q9E. Increasing communication with coordinating tutors	31.0	46.5	19.3	2.7	0.5
Q9F. Increasing communication with university professors	22.5	46.0	26.2	5.3	0.0
Q9G. Increasing communication with guardians	30.5	41.2	25.7	2.1	0.5
Q9H. Increasing class time (time actually spent in class or the laboratory)	56.7	29.9	10.2	3.2	0.0
Q9I. Increasing opportunities to perform experimental classes	70.1	26.2	3.7	0.0	0.0
Q9J. Support for relating knowledge and skills learned in university to implementation	61.5	35.3	3.2	0.0	0.0
Q9K. Increasing opportunities to make surveys and perform research related to teaching methods and class management	46.5	40.1	12.3	1.1	0.0
Q9L. Increasing the time for reflecting on teaching experience	12.8	36.4	40.6	10.2	0.0

Note: Numbers are percentages, N=187.

2. Educational Field Training Experiences of TFA Students

2.1. Career Paths and Educational Field Training Experiences

Here we will corroborate the career paths of TFA students and the outline of their experiences in educational field training.

Almost all TFA students obtain licenses for lower secondary schools, and 65% also receive licenses for upper secondary school, but many also obtain licenses for special needs education (Table 13). In addition, looking at their career paths, over 90% answered that they would work as teachers (Table 14).

Table 13 Licenses Planned to Obtain (TFA)

Kindergarten and Primary School	0.0
Lower Secondary School	98.4
Special Needs Education	3.3
Upper Secondary school	65.6

Note: Numbers are percentages, N=122.

Table 14 Path After Graduating or Obtaining Qualification (TFA)

Teacher	95.9
Job other than teacher	4.9
Getting a higher degree	0.0

Note 1: Numbers are percentages, N=122.

Note 2: One student chose “Teacher” and “Job other than teacher”.

Concerning the educational field training schools in Table 15, first looking at the total number of schools, 29% of students experienced one school, 68% of students experienced two schools, and 3%

experienced three or more schools. Field training at two schools was most common. Next, looking at school types, most students (81%) experienced one public lower secondary school, 47% of students experienced one public upper secondary school, and 13% of students experienced one Paritario lower secondary school. In addition, while there were few students who experienced two public lower secondary schools or a Paritario upper secondary school there were some.

Table 15 The State of Educational Field Training (TFA)

	1 school	2 schools	3 schools more	D.K.,N.A.
The total number of teaching practice schools	28.7	68.0	3.3	0.0
Teaching practice the kind of schools and the public or private (Paritario) school				
Kindergarten (public school)	0.8	0.0	0.0	99.2
Kindergarten (Paritario)	0.0	0.0	0.0	100.0
primary school (public school)	0.0	0.0	0.0	100.0
primary school (Paritario)	0.0	0.0	0.0	100.0
lower secondary school (public school)	81.1	5.7	0.8	12.3
lower secondary school (Paritario)	13.1	0.0	0.0	86.9
Upper secondary school (public school)	46.7	0.0	0.0	53.3
Upper secondary school (Paritario)	6.6	0.0	0.0	93.4
Upper secondary school (establisher unknown)	6.6	0.0	0.0	93.4
Others	2.5	0.0	0.0	97.5

Note: Numbers are percentages, N=122.

Looking at the total number of hours for teaching class in educational field training, although the largest group of students (43%) taught for 100 or more hours, 30% of students taught for 30 to 50 hours and there was variation in the total number of teaching hours (Table 16). Furthermore, the preparation time for one hour of class was 66 minutes on average, the reflection time for one day of field training was 58 minutes, and the average frequency of going to field training schools was 4.5 times per week (Table 17).

Table 16 Total Number of Hours Teaching Class in Educational Field Training (TFA)

30~50 hours	51~80 hours	81~100 hours	100 hours more
29.5	15.6	12.3	42.6

Note: Numbers are percentages, N=122.

Table 17 Number of Hours for Educational Field Training (TFA)

Preparation time for a 1 hr. class	65.6 minutes
Hours for reflecting on 1 day of field training	58.1 minutes
Average frequency of going to field training schools (per week)	4.5 times

Note: N=122.

2.2. Experiences in Field Training

Here we will confirm the student experiences in field training.

Table 18 shows the frequency for activities experienced in field training. More than 80% of students answered that they frequently “Q3D. Wrote teaching plans before class” or “Q3G. Wrote a field training record in the field training note,” and more than 70% answered that they frequently “Q3H. Wrote down the implemented class process in field training plans or reports outside of the field training note.” Consequently, it was understood that many students wrote field training plans or reports in addition to their teaching plans or field training notes. There were other items which had over a 50% positive response rate, but individuals indicated a low frequency for “Q3E. Communicated (such as through play) with the children outside of class” and “Q3F. Had opportunities to meet with the students’ guardians.” The fact that TFA is training for secondary school teachers

probably had an impact on this. In addition, individuals indicated a low frequency for “Q3J. Performed surveys or research by using or implementing questionnaires or interviews” as well.

Table 18 Field Training Experiences (TFA)

	Always did	Did frequently	Didn't do much	Never did	D.K.,N.A.
Q3A. Talked with field training teacher	23.0	38.5	33.6	4.9	0.0
Q3B. Talked with coordinating tutor during the field training period	17.2	41.8	37.7	3.3	0.0
Q3C. Talked with university professors	5.7	37.7	43.4	12.3	0.8
Q3D. Wrote teaching plans before class	42.6	40.2	16.4	0.8	0.0
Q3E. Communicated (e.g. during play) with the children outside of class	13.9	22.1	37.7	26.2	0.0
Q3F. Had opportunities to meet the children's guardians	4.1	9.8	26.2	59.8	0.0
Q3G. Wrote a field training record in the field training note	41.8	41.8	13.1	3.3	0.0
Q3H. Wrote down the implemented class process such as in a field training plan or report outside of the field training note	36.9	39.3	19.7	4.1	0.0
Q3I. Participated in staff meetings	11.5	35.2	45.9	7.4	0.0
Q3J. Performed surveys or research by using or implementing questionnaires or interviews	3.3	13.9	32.8	50.0	0.0
Q3K. Led the whole class yourself	18.9	34.4	33.6	13.1	0.0
Q3L. Made specific goals or plans when doing field training	27.0	40.2	27.9	4.9	0.0
Q3M. Had the same role as a homeroom teachers	22.1	45.9	27.0	4.9	0.0
Q3N. Supported or gave advice to the children about their troubles or life attitude	18.9	45.1	30.3	5.7	0.0

Note: Numbers are percentages, N=122.

2.3. Field Training Effects

Here we will analyze students' understanding of their field training experiences and what they acquired through field training.

Table 19 shows what students believe they have acquired through field training. Over 90% answered positively for “Q5B. Curriculum teaching ability (activities, class, laboratory guidance, etc.),” over 80% answered positively for “Q5A. Ability to understand children” and “Q5F. Behavior and attitude as a teacher;” and the students indicated that they acquired the basic abilities for teaching, such as attitude as a teacher, the ability to understand children, and teaching ability. In addition, over 80% answered positively for “Q5I. Ability to reflect on implementation” and “Q5L. Ability to think critically about things,” and the students indicated that they had acquired the ability to think critically and reflect on implementation. On the other hand, few students gave a positive reply for “Q5C. Ability to deal with guardians” and this was probably affected by the few opportunities for students to come into contact with guardians.

Table 19 Things Acquired through Field Training (TFA)

	Fully Acquired	Somewhat Acquired	Not much Acquired	Not At All Acquired
Q5A. Ability to understand children	38.5	48.4	13.1	0.0
Q5B. Curriculum teaching ability (activities, class, laboratory guidance, etc.)	41.8	52.5	5.7	0.0
Q5C. Ability to deal with guardians	4.9	13.1	36.1	45.9
Q5D. Ability to advise/help children with their troubles or life attitudes	14.8	50.0	32.8	2.5
Q5E. Ability to manage classes	31.1	47.5	18.9	2.5
Q5F. Behavior and attitude as a teacher	40.2	45.9	12.3	1.6
Q5G. Ability to cooperate with colleagues	28.7	44.3	23.0	4.1
Q5H. Ability to perform surveys and research related to classes and classrooms	18.0	43.4	29.5	9.0
Q5I. Ability to reflect on implementation	32.0	52.5	15.6	0.0
Q5J. Ability to think about problems theoretically	20.5	50.0	27.9	1.6
Q5K. Ability to resolve problems	19.7	56.6	23.0	0.8
Q5L. Ability to think critically about things	31.1	51.6	17.2	0.0
Q5M. Be interested in Italian society	24.6	34.4	33.6	7.4
Q5N. Be interested in the world	16.4	25.4	33.6	24.6
Q5O. Ability to respond flexibly to events and situations	30.3	44.3	23.0	2.5

Note: Numbers are percentages, N=122.

Table 20 shows students' understanding of their field training experiences. Many items received high positive evaluations, such as in 80% of students responding positively for "Q8G. My desire to become a teacher increased" and "Q8H. My confidence in becoming a teacher grew." In addition, 60% answered positively for "Q8E. My perspective on society was broadened," indicating that students expanded their perspectives beyond education.

On the other hand, few students answered positively for "Q8B. My desire to study at university increased after field training" compared to other items. It is believed that although lectures related to TFA have been held at universities, there is a possibility that students imagine "learning at university" to be "learning at university that I completed" and that this is tied to the current results.

Table 20 Student Understanding of Field Training Experiences (TFA)

	Applies	Applies Somewhat	Doesn't Really Apply	Doesn't Apply At All	D.K.,N.A.
Q8A. What I learned in university classes helped	22.1	47.5	23.8	6.6	0.0
Q8B. My desire to study at university increased after field training	10.7	25.4	38.5	24.6	0.8
Q8C. I wanted to teach a lot more classes	36.1	32.8	18.9	11.5	0.8
Q8D. I deepened my understanding of the theory which I studied at university	15.6	45.9	29.5	8.2	0.8
Q8E. My perspective on society was broadened	18.0	41.8	31.1	9.0	0.0
Q8F. My understanding of education deepened	27.9	45.9	21.3	4.1	0.8
Q8G. My desire to become a teacher increased	45.1	37.7	10.7	5.7	0.8
Q8H. My confidence in becoming teacher grew	52.5	36.1	9.8	1.6	0.0
Q8I. My interest in educational policies and trends increased	27.0	34.4	27.0	10.7	0.8

Note: Numbers are percentages, N=122.

2.4. Requests for Field Training

Lastly, we will confirm student requests for field training.

Looking at Table 21, around 90% of students answered positively for “Q9B. Longer field training period,” “Q9C. Increasing communication with guiding teachers,” and “Q9D. Increasing communication with the children,” and it was clear that students sought a longer period of educational field training and increased communication with guiding teachers and children. Besides this, students also wished to have more opportunities to hold experimental classes, more communication with university professors and coordinating tutors, and support relating field training to study at university. On the other hand, students had relatively little desire to “Q9A. Inceas[e] field training time” or “Q9G. Inceas[e] communication with guardians,” and for communication with guardians above all this is probably related to the fact that most of the students are planning on being secondary school teachers.

Table 21 Requests for Field Training (TFA)

	Very Necessary	Somewhat Necessary	Not Very Necessary	Not Necessary At All	D.K.,N.A.
Q9A. Increasing field training time	25.4	13.9	28.7	30.3	1.6
Q9B. Longer field training period	84.4	10.7	2.5	2.5	0.0
Q9C. Increasing communication with guiding teachers	41.0	49.2	7.4	2.5	0.0
Q9D. Increasing communication with the children	42.6	46.7	9.8	0.8	0.0
Q9E. Increasing communication with coordinating tutors	28.7	50.0	19.7	1.6	0.0
Q9F. Increasing communication with university professors	23.0	50.0	23.8	3.3	0.0
Q9G. Increasing communication with guardians	18.9	30.3	43.4	6.6	0.8
Q9H. Increasing class time (time actually spent in class or the laboratory)	30.3	32.0	27.0	10.7	0.0
Q9I. Increasing opportunities to perform experimental classes	41.8	40.2	15.6	2.5	0.0
Q9J. Support for relating knowledge and skills learned in university to implementation	34.4	44.3	15.6	2.5	3.3
Q9K. Increasing opportunities to make surveys and perform research related to teaching methods and class management	29.5	38.5	27.0	2.5	2.5
Q9L. Increasing the time for reflecting on teaching experience	17.2	37.7	36.9	4.9	3.3

Note: Numbers are percentages, N=122.

V. The most important skills in becoming a teacher

Next, we will confirm what students believe to be the most important abilities when becoming a teacher. The extended open answers of the questionnaire have been translated into English, the working language for the international aspects of the project.

Many students answered with keywords and/or short sentences.

“There is no single skill. You need to have good skills at an organizational, content and relational level”.

Qualitative processing produced a list of the recurring keywords and a simple quantitative tabulation.

The most common words are: flexibility, passion, knowing how to relate, empathy, willingness to update oneself, motivation, patience, adaptability to the context and needs, desire to learn, ability to listen, observe, competence, self-reflexive ability, sensitivity.

There are very interesting sentences containing key words, which denote maturity of thought and awareness of the role of the teacher. For instance, *be yourself in the classroom; take charge of the problems of the pupils; ability to put yourself in the shoes of the students and interpret their curiosity and difficulties; a lot of motivation, passion for the subject taught and giving value to what you do; knowing how to be consistent between what is said and what is done; authoritativeness and not*

authoritarianism; communication must not be based on the transmission of knowledge but on the strengthening of learning skills.

In most cases words/values were arranged by respondents in a scale, as if they represented ethical aspects of the teaching profession.

The most quoted skill is **flexibility**, meaning being consistent but also steady and strong-willed, as in the sentences below:

Flexibility, made of many aspects, but above all by the desire to get involved and experiment [with] new methodologies and arguments.

Have a lot of patience, always plan everything and have a contingency plan, to manage the unexpected. Flexibility and passion for this job.

Being flexible and ready for the unexpected and sure of your role.

In my opinion the most important skill is to be flexible individuals, open to change and collaboration.

Being competent, that is to have a general and professional culture and know how to be ready and flexible, but also know how to take time.

Be ready to change programs and to be formed at all times so as not to become fossilized.

Speaking of flexibility, it should be pointed out that the currently evolving national legislation indicates this skill among the objectives to be pursued in teacher training education: “developing and strengthening the ability to design flexible teaching adapted to the school context” (Ministerial Decree 59/2017). Flexibility is conceived as a capacity that has to be developed – even on a technical level – rather than as a skill to be possessed.

The statements regarding **motivation** and **passion, disciplinary skills** and **authoritativeness** are very intense.

I believe they are the motivation and the passion for this work. A non-passionate teacher does not believe, does not observe, does not research, does not study ... he merely reproduces and does the bare minimum.

The enthusiasm of being trainers of future citizens of the world.

Pedagogical optimism. Hope.

Passion and cultural interest, predisposition to human interaction.

The declarations on **activism**, on **personal solidity**, on the willingness to **take charge of the education** of individual pupils, on **cultural and didactic competences** are also promising.

In my opinion, a good teacher must be “active”. Must know how to motivate and involve children with authority and constant commitment.

Keep the boys at heart. To make kids grow up and grow with them.

Knowing how to transmit enthusiasm and desire to do [so].

Never stop learning in order to teach.

Being a man and a citizen with a solid inner structure (you learn with what you say, with what you do, but above all with what you are).

Knowledge of content, teaching skills, but above all motivation.

There are also reports of methodological skills, which are scientific and fundamental for a research approach, such as **observation** and **listening skills**.

Observation skills. I think it is essential to recognize the needs and adapt one’s interventions to the public that one had to deal with, getting it interested and passionate and evaluating - always through a good observation - the improvements.

The ability to put yourself in the shoes of the students and to interpret their curiosity and difficulty.

Pay attention to the feedback you receive from the students.

Knowing how to be consistent between what you say and what you do, know how to be motivating for the kids and know how to listen to them.

These sentences seem to suggest that the training courses, as well as the filling in of the questionnaire, have been effective and that there is a constructive commitment for the future.

Here are some word clouds that visually sum up the keywords expressing the key skills of a teacher and highlighting their frequency (the bigger the word is, the more frequent it is):

- a) According to SFP trainees
- b) According to TFA trainees (lower secondary school)



Fig.5 a) According to SFP trainees



Fig.6 b) According to TFA trainees

VI. Conclusion

We have demonstrated the opinions of the students on SFP and TFA educational field training. The SFP students were first semester students studying under the new teacher training system. Consequently, the results of this survey can be posited as an evaluation of the new educational field training program. In addition, the results for TFA training provide important information for examining the results as a whole of the secondary school teacher system in the transition period.

Many SFP and TFA students were aware that they had acquired the manner of a teacher, the ability to manage classes, and the ability to teach classes. In addition, there were many students who became able to think critically about things and reflect on implementation. The current educational field training program is believed to have achieved certain results in the training of teachers as reflective practitioners who have acquired practical guidance abilities. We can see a shift away from teacher training strongly weighted towards theory.

On the other hand, it can be seen from the requests of the students that there are clear issues for the educational field training program as well. More than 80% of students are of the opinion that more communication with guiding teachers and children is necessary. In addition, many students are seeking to increase their class hours and their chances to hold experimental classes, and it is believed that the quality and quantity of experiences at schools must be made more fulfilling. In addition, many students feel that support is needed to relate implementation to knowledge and skills learned at university, and it is probably necessary to build a system which organically connects the field study experiences of students at schools with learning at university.

Furthermore, many students hold the opinion that a longer field training period is needed. Specifically, more than 80% of TFA students answered that this is “very necessary.” In relation to this, the following was said concerning TFA tutors implementing the one-year TFA program in half a year on the opinion survey on educational field training in Italy carried out in 2016:

Because TFA students taking the course had 475 hours of class in just six months, this put a lot of stress on them. Please look at it in comparison with SFP students who have only 600 hours over five years.

In addition, a new teacher who completed this TFA course, while positively evaluating secondary school teacher training time being cut down from two years to one, stated the following:

Even though it was originally supposed to be a year, I did my TFA training in six months. It was very difficult since we did what should have been done in a year in half a year. Because of this we had absolutely no time to take things slowly. For instance, I wasn't taught how to make a one-year plan or the manner of a homeroom teacher. I wasn't in anyway taught what to do when we become the teacher in charge.

It is understood from the statements of these students that it is important to not simply do field training, but to perform field training at a comfortable pace in a long-term program. For future educational field training programs, we must continue to focus on how to overcome these issues, particularly for those in newly implemented secondary school teacher training systems.

In addition, around half or more of the students felt that they had developed an interest in Italian society or in the world. In our modern, globalizing society and in Europe in particular, we face the problem of questioning the ideal form of the nation, as well as cross-border problems such as ethnic disputes, an influx of immigrants, and maintaining cooperative bodies, e.g., the EU in Europe. These problems will directly and indirectly affect children in many countries. The problem of how Italy will conduct education and what kind of teachers it will try to train for this in this situation will become more and more important going forward.

Going forward there is a need to perform surveys of educational training systems in the central and southern regions of Italy where there are different historical and cultural backgrounds and to understand the process of standardization for educational training in Italy. Furthermore, since teacher training in Italy is in a reform phase, it will be necessary to continue to analyze the reality and issues surrounding it.

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【抄録】

本論文では、新システムで養成教育を受けた者が輩出され始めた時期における教育実習プログラムの現状と課題を、教職を目指す最終学年の学生を対象とした質問紙調査の結果から確認することを通して、イタリアでどのような新しい教師を養成しようとしているのかということについて検討した。

その結果、次のことが明らかになった。

幼稚園・小学校教員志望の学生と中等教育学校教員志望の学生ともに、授業力、学級経営力、教師としての態度を修得したと認識している者が多い。また、実践を振り返ったり、ものごとを批判的に捉えたりできるようになっている者も多い。実践的な指導力を身につけた反省的实践家としての教師を養成するという点において、現在の教育実習プログラムは一定の成果のあるものとなっていると推察される。理論的比重の高い教員養成からの転換を読み取ることができるだろう。

一方、学生の要望から教育実習プログラムの課題も窺えた。指導教員や子どもとのコミュニケーションを増やすことが必要であるという意見を持っている学生は8割以上おり、また、授業時間や実験的な授業を行う機会を増やすことを求めている学生も多く、学校現場での経験の量と質をさらに充実させることが必要であると考えられる。また、大学で学習した知識・技術と実践を関連づけるサポートの必要性を感じている者も多く、大学での学習と学校現場での実習経験を学生に有機的に繋げさせるシステムを構築することが必要なのかもしれない。