Interdisciplinary perspectives for pedagogical research: from selection to education of new teacher[1]

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Abstract: *In Italy, as in any occidental "advanced" country, the theme/problem of the selection and training of teachers is one of the focus of political and pedagogical debate. It is also one of the most popular and interesting "strands" of pedagogical and educational research. The aim of this paper is to reflect on issues and problems related to the selection and the education of future teachers from the perspective of their university training, starting from consideration of legislative and regulatory aspects and providing some analyses moving from, even considering the early stage of data collection, empirical evidence from the admission test. So, the following reflections are to address – although, in summary – legislative aspects, critical analysis, pedagogical perspectives of admission test for primary teacher degree.*
We are pursuing a research, that will be illustrated in the following pages – at the present time, we warn again, in the initial phase –, which takes place starting to focus on University of Macerata and it is part of at least a five-year survey project, which plans, as its object of study, the selection of future teachers of kindergarten and primary, put in relation to school curriculum, development of university training, access/entrance to/in the teaching profession, with attention to both legislative developments and pedagogical perspectives. The objective is proposing to experience evaluations for college students – and future teachers – in line with the Dublin descriptors and in a clear and stable legal framework. At the same time, we consider it is necessary to study the relevant legislation – and its interpretation and evolution – because university education and training cannot avoid, first of all, the issue of rules of access to the teaching profession. These issues were presented and discussed at an international conference.
The positive results of the admission tests and the excellent outcomes of examinations of the first year of graduation course at University of Macerata led to reflect about pedagogical and educational aspects of the teacher–student relationship and university teaching. So, in the last part, the paper draws attention to the need to think/discuss – in pedagogical perspective – about the failure in studies, to avoid problems during the studies and provide adequate guidance and tutoring.

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[1] This paper is the result of a shared plan and analysis work; nevertheless, paragraphs 1, 2, 3, 7 are to be attributed to G. Aleandri, paragraph 4 to G. Laneve, paragraphs 5, 6 to L. Girotti.

Riassunto: *In Italia, come in ogni altro paese occidentale "avanzato", il tema / problema della selezione e della formazione degli insegnanti è uno dei focus più rilevanti nel dibattito politico e pedagogico. È anche uno dei più popolari e interessanti "filoni" della ricerca pedagogica ed educativa. Uno degli obiettivi di questo lavoro è quello di riflettere su temi e problemi legati alla selezione e alla formazione dei futuri insegnanti dal punto di vista della loro formazione universitaria, muovendoci dalla considerazione degli aspetti legislativi e normativi e fornendo alcune analisi a partire, anche in considerazione del fatto che ci troviamo nella fase iniziale della raccolta dei dati, dall'evidenza empirica dalla prova di ammissione. Così, le riflessioni che seguiranno riguarderanno – anche se, in sintesi – gli aspetti legislativi, l'analisi critica del nuovo percorso universitario per la formazione dei nuovi insegnanti di scuola primaria, a partire proprio dai di test di ammissione, nonché alcune prospettive pedagogiche.*
Nelle pagine seguenti illustreremo una ricerca che stiamo conducendo – al momento attuale, ripetiamo, nella fase iniziale –, che si snoda iniziando a concentrarsi sull'Università di Macerata e fa parte di un progetto che durerà almeno cinque anni, che prevede, come oggetto di studio, la selezione dei futuri docenti di scuola dell'infanzia e primaria, messi in relazione al curriculum formativo, allo svolgersi della formazione universitaria, all'accesso / ingresso / nella professione docente, con attenzione sia agli sviluppi legislativi sia a possibili prospettive pedagogiche. L'obiettivo si propone di sperimentare le valutazioni e i risultati didattico-formativi degli studenti universitari – e futuri insegnanti –, in linea con i descrittori di Dublino e in un chiaro e stabile quadro giuridico. Allo stesso tempo, riteniamo sia necessario studiare la normativa pertinente – e la sua interpretazione e l'evoluzione – perché l'istruzione e la formazione universitaria non possono evitare, in primo luogo, la questione delle norme di accesso alla professione di insegnante. Per inciso, precisiamo che l'impostazione generale del progetto e i primissimi dati della ricerca sono stati accolti, presentati e discussi in una conferenza internazionale.
I risultati decisamente positivi dei test di ingresso e gli esiti eccellenti negli esami del primo anno di corso di laurea in Scienze della Formazione Primaria presso l'Università di Macerata hanno portato a riflettere su alcuni aspetti pedagogici ed educativi della relazione insegnante-studente e dell'insegnamento universitario. Così, nella parte finale, si richiama l'attenzione sulla necessità di pensare / discutere – in prospettiva pedagogica – circa i fallimenti/abbandoni degli studi, per evitare problemi, cercando di prevenirli, nel corso degli studi e per prospettare e fornire forme di orientamento e tutoraggio adeguate e efficaci.

Keywords: *Pedagogical research, Admission test, Teacher education, Regulation on teaching, Failure in studies.*

1. Introduction

Education, training, growth and development of new generations represent, nowadays more than ever, one of the most considerable, complex and strategic aims which each civilized country should achieve, especially at a time like the present, characterized, worldwide, by globalized and interconnected economies, advanced technology, rapid changes.

For this purpose, even by analyzing recent evidences provided by surveys conducted nationally and internationally, which show the need to increase at all levels both the spread of qualifications obtained and the quality of the outcomes of learning, it is considered crucial to point out and invest in the teaching profession.

Jacques Delors himself, in his final report written about education for UNESCO (from 1993, UNESCO set up an independent International Commission on Education for the 21st century**)** in 1996, had already asserted: «It is the teacher's responsibility to impart to the pupil the knowledge that humankind has acquired about itself and about nature, and the essence of human creativity and

inventiveness.

Education should therefore constantly be adapting to changes in society, and also pass on the attainments, foundations and benefits of human experience. […]

The importance of the teacher's role as promoter of change, comprehension and mutual tolerance, has never been so evident as today. It is probably destined to become even more crucial in the 21st century» (Delors, 1996a).

The quality of teaching, moreover, involves two issues that are very important for European Union and its member States: achieving high schooling degrees and equity. It is basic for the Union's objectives to adopt a Europe-wide approach and improve the quality of Teacher Education so that faster progress can be achieved towards meeting common goals.

Both International Academy of Education's (IEA) (IEA-UNESCO, 2008) and OECD's Teaching and Learning International Survey (TALIS) (EU, 2010) data, indeed, showed that teachers effective professional learning, education and training – initial and continuing in a lifelong perspective – are positively related and have positive implications and influences on reported students outcomes.

Four key evidence-based understandings and issues are:

«1. Notwithstanding the influence of factors such as socio-economic status, home, and community, student learning is strongly influenced by what and how teachers teach.

2. Teaching is a complex activity. Teachers' moment-by-moment decisions about lessons content and process are shaped by multiple factors, not just the agendas of those looking for changes in practice. Such factors include teachers' knowledge and their beliefs about what is important to teach, how students learn, and how to manage student behaviour and meet external demands.

3. It is important to set up conditions that are responsive to the ways in which teachers learn. A recent overview of the research identified the following as important for encouraging learning: engaging learners' prior conceptions about how the world works; developing deep factual and conceptual knowledge, organized into frameworks that facilitate retrieval and application; and promoting metacognitive and self-regulatory processes that help learners define goals and then monitor their progress towards them.

4. Professional learning is strongly shaped by the context in which the teacher practices. This is usually the classroom, which, in turn, is strongly influenced by the wider school culture and the community and society in which the school is situated. Teachers' daily experiences in their practice context shape their understandings, and their understandings shape their experiences» (IEA-UNESCO, 2008, 6).

As illustrated above, professional teaching is both a very responsible and an actual complex job engagement, with social and economical implications too.

Despite this, in many European countries (in Italy too) there is a widespread perception that the reputation of teaching as an aspire and respectable profession has declined over time.

In the following pages, we will consider the most relevant innovations introduced by the recent reform of initial training of teacher of kindergarten and primary (Decree of Italian Ministry of Education, University and Research April 4th, 2011, n. 139, and Decree of Italian Ministry of Education, University and Research September 10th 2010, n. 249, Regolamento concernente: "formazione iniziale degli insegnanti").

Furthermore, we will present some initial considerations concerning a research we are pursuing, according to currently available data about the first admission test to new five-year single cycle degree course in Primary

Education, held at all Italian universities on October 10th, 2011 and on October 15th, 2012. We will also present some first outcomes in some curricular exams achieved by students who have passed the admission test and who have currently attended the first year of degree course at University of Macerata, in an attempt to draw some considerations about.

One of the aims is to propose to experience evaluations for college students – and future teachers – according to the Dublin descriptors and in a clear and stable legal framework. At the same time, it is necessary to study the relevant legislation – and its interpretation and evolution – because university training cannot avoid the issue of rules of access to the teaching profession.

2. The European context and recent instances

The European Council held at Lisbon in March 2000 underlined that citizens are the greatest asset of Europe and that investment in human resources will be crucial both for Europe's place and role in the knowledge-based economy and to avoid that this emerging new economy does not compound existing social problems.

The Barcelona Council in March 2002 adopted the "Education and Training 2010" work programme (ET 2010), which set specific goals for improvement in Member States' education and training systems. Among all, it point out that teachers are strategic to the process of renewing education and training systems. So, it suggested to identify which skills, competences and qualifications teachers and trainers should have; to provide the conditions to adequately support them, including through initial and continuing professional development; and to address recruitment issues about attractiveness into the profession careers.

The Council in March 2006 focused on that Education and training are important factors "to develop the EU's long-term potential for competitiveness as well as for social cohesion"; it added that "Reforms must also be stepped up to ensure high quality education systems which are both efficient and equitable".

Nevertheless, the past efforts have been inadequate to reduce drop-out, to increase the number of young people who completed upper-secondary school level or to decrease the number of 15-year-olds with low reading skills.

EU member States agree that the quality of teaching is a key factor to increase their competitiveness in the globalized and Knowledge-based economies. Moreover, several surveys show that the quality of teaching is positively correlated to students performances.

Therefore, one of the most relevant aim for each EU member State is to improve the quality of initial and continuing teacher education and training, in the perspective of Education and Training 2010 Programme.

Professional teachers will be able to equip their students with skills in self-directed learning, in lifelong and lifewide learning, in an effective use of new technologies, in cooperation, tolerance, social cohesion and in positive relationships in many different cultural and linguistic backgrounds or with disadvantaged people.

Teacher education policies, moreover, are strictly related to other EU key-matter policies, such as:
– Social policy
– Innovation policy
– Research policy
– Enterprise policy
– The Commission's New Framework Strategy for Multilingualism
– Directive 2005/36/EC on the recognition of professional qualifications (which provides the legal framework to improve the professional mobility of teachers).

In 2006, teachers (full-time equivalent) were over 6 million people in Europe. As we argued previously, professional teachers are raising an expanding important role within today's societies, also because they are called to encourage and support students in their process of developing their capacity and potential for growth and welfare both private and social as active, participatory and effective democratic citizens and workers.

In today's complex knowledge societies, in continuous and increasingly sudden changes, in fact, teachers have the task of training young people so they know how to cope and manage with new economic, cultural and social processes and facilitates the learning of disciplinary knowledge; teachers should also encourage processes for personal autonomy and internalization of a habit towards lifelong and lifewide learning, collaboration, cohesion and mutual solidarity.

Teachers themselves, on the other hand, are called to experience their professionalism by practicing effectively a culture of reflection, through research and systematic personal efforts to improve professional develop-

ment throughout their working life: to achieve these objectives, education systems for teachers education and training are the key institutions to provide such opportunities for achievement.

Nevertheless, many recent collected data, such as in OECD surveys about teachers highlight gaps in teaching competences and in continuing updating learning process.

Each EU member State is responsible for organization and content of its education systems, while the European Union plays a supporting role (i.e. Comenius and Erasmus Programs, Leonardo da Vinci and Lifelong Learning Program 2007-2013, or European Social Fund).

Furthermore:

Council conclusions of 26 November 2009 on the professional development of teachers and school leaders

(2009/C 302/04)

THE COUNCIL OF THE EUROPEAN UNION,

HAVING REGARD to:

1. The Lisbon European Council conclusions of 23 and 24 March 2000, which emphasised that investing in people was crucial to Europe's place in the knowledge economy, and which called upon Member States to take steps to remove obstacles to teachers' mobility and to attract high-quality teachers (¹).

2. Objective 1.1 of the 'Education & Training 2010' work programme, which highlights the importance of attracting to the teaching profession, and retaining, well-qualified and motivated people, of identifying the skills that teachers require to meet the changing needs of society, of providing conditions to support teachers through initial and in-service training, and of attracting recruits to teaching and training who have professional experience in other fields (²).

3. The Council Resolution of 27 June 2002 on lifelong learning, which invited the Member States to improve the education and training of teachers involved in lifelong learning so that they acquire the necessary skills for the knowledge society (³).

4. The joint interim report of the Council and the Commission of 26 February 2004 on progress towards the Lisbon objectives in the fields of education and training (⁴), which gave priority to the development of common European principles for the competences and qualifications needed by teachers in order to fulfil their changing role in the knowledge society (⁵).

5. The joint interim report of the Council and the Commission of 23 February 2006 on the implementation of the 'Education & Training 2010' work programme, which emphasised that investment in the training of teachers and trainers and the strengthening of leadership for education and training institutions are crucial to improving the efficiency of education and training systems (⁶).

6. The conclusions of the Council and the Representatives of the Governments of the Member States, meeting within the Council, of 14 November 2006 on efficiency and equity in education and training, which stated that the motivation, skills and competences of teachers, trainers, other teaching staff and guidance and welfare services, as well as the quality of school leadership, are key factors in achieving high quality learning outcomes, and that the efforts of teaching staff should be supported by continuous professional development.

7. The conclusions of the Council and the Representatives of the Governments of the Member States, meeting within the Council, of 14 November 2006 on the future priorities for enhanced European cooperation on vocational education and training, which emphasised the need for highly qualified teachers who undertake continuous professional development (⁷).

8. Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning, which includes the specific objective of enhancing the quality and European dimension of teacher education, and which supports mobility for teachers and other educational staff (⁸).

9. The Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (⁹), which sets out the knowledge, skills and attitudes which individuals need for personal fulfilment and development, active citizenship, social inclusion and employment, and which, given their transversal nature, imply a greater degree of collaboration and teamwork between teachers, as well as an approach to teaching that goes beyond traditional subject boundaries.

10. The Council conclusions of 25 May 2007 on a coherent framework of indicators and benchmarks for monitoring progress towards the Lisbon objectives in education and training, which called for work to be pursued on developing an indicator on the professional development of teachers and trainers (¹⁰).

11. The conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 21 November 2008 on youth mobility,

(¹) Improving education and training for teachers and trainers — SN 100/1/00 REV 1.
(²) OJ C 142, 14.6.2002.
(³) OJ C 163, 9.7.2002.
(⁴) Doc. 6905/04.
(⁵) Annexes I and II to doc. 12414/07 ADD 1.
(⁶) OJ C 79, 1.4.2006.

(⁷) OJ C 298, 8.12.2006.
(⁸) OJ L 327, 24.11.2006.
(⁹) OJ L 394, 30.12.2006.
(¹⁰) OJ C 311, 21.12.2007.

which invited the Member States to work towards the objective of increasing the mobility of teachers, trainers and other educational staff [1].

12. The Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training [2], which recommend the gradual expansion of mobility for teachers and trainers with a view to making periods of learning abroad the rule rather than the exception, which define as one of the priorities during the first work cycle the need to focus on the quality of initial education and early career support for new teachers, as well as on raising the quality of continuing professional development opportunities for teachers, trainers and those involved in leadership or guidance activities, and which invite the Commission to study the possibility of including teacher mobility in any future proposal for a benchmark on mobility,

and RECALLING IN PARTICULAR:

1. The conclusions of the Council and the Representatives of the Governments of the Member States, meeting within the Council, of 15 November 2007 on improving the quality of teacher education [3], in which it was agreed to endeavour to ensure that teachers are encouraged and supported throughout their careers to continue updating their knowledge, skills and competence as required, as well as to ensure that teachers with leadership functions have access to high quality training in school management and leadership.

2. The conclusions of the Council and the Representatives of the Governments of the Member States, meeting within the Council, of 21 November 2008 on preparing young people for the 21st century [4], which invited Member States — when following up the aforementioned conclusions on improving the quality of teacher education — to focus cooperation on enabling all beginning teachers to benefit from structured early career support programmes, on improving the supply, quality and take-up of teachers' continuous professional development programmes and on improving the recruitment and training of school leaders,

REAFFIRMS that:

while responsibility for the organisation and content of education and training systems rests with individual Member States, cooperation at European level via the open method of coordination, together with the efficient use of Community programmes, can contribute to the development of quality education and training by supporting and complementing measures taken at national level and helping Member States to address common challenges,

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[1] OJ C 320, 16.12.2008.
[2] OJ C 119, 28.5.2009.
[3] OJ C 300, 12.12.2007.
[4] OJ C 319, 13.12.2008.

RECOGNISES that:

1. The knowledge, skills and commitment of teachers [5], as well as the quality of school leadership, are the most important factors in achieving high quality educational outcomes. Good teaching and the ability to inspire all pupils to achieve their very best can have a lasting positive impact on young people's futures. For this reason, it is essential not only to ensure that those recruited to teaching and school leadership posts are of the highest calibre and well-suited to the tasks they have to fulfil, but also to provide the highest standard of initial education and continuing professional development for teaching staff at all levels. This in turn will contribute to enhancing both the status and attractiveness of the profession.

2. Teacher education programmes, which are key factors both in preparing teachers and school leaders to carry out their responsibilities and in ensuring teachers' and school leaders' continuing professional development, need to be of high quality, relevant to needs and based on a well-balanced combination of solid academic research and extensive practical experience. It is essential that initial teacher education, early career support ('induction' [6]) and continuous professional education are treated as a coherent whole.

3. A new teacher's first post after the completion of initial teacher education is a particularly important time in terms of his/her motivation, performance and professional development. Newly qualified teachers can have difficulty in adjusting to real school situations and applying what they have learned during initial teacher education. Indeed, a substantial number of them ultimately abandon their teaching careers, at a high cost both to themselves and to society. There is considerable national and international research evidence to show, however, that structured programmes of support for all new teachers can reduce this phenomenon. These may also be beneficial for teachers re-entering the profession.

4. No course of initial teacher education, however excellent, can equip teachers with all the competences they will require during their careers. Demands on the teaching profession are evolving rapidly, imposing the need for new approaches. To be fully effective in teaching, and capable of adjusting to the evolving needs of learners in a world of rapid social, cultural, economic and technological change, teachers

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[5] For the purpose of these conclusions, the term 'teacher' is used to denote a person who is acknowledged as having the status of a teacher (or equivalent) according to the legislation and practice of a Member State. It covers the specific situation of teachers and trainers in vocational education and training, but does not include persons employed outside the formal systems of education and training because of the different nature and context of the tasks they undertake.
[6] The term 'induction' is used in this text to refer to any structured programme of support that is provided to new teachers after they finish their formal programme of initial teacher education and at the outset of their first contract as a teacher in a school.

themselves need to reflect on their own learning requirements in the context of their particular school environment, and to take greater responsibility for their own lifelong learning as a means of updating and developing their own knowledge and skills. However, there is evidence that some teachers still have too few opportunities to participate in continuous professional development programmes, while a significant number of those who do have such opportunities feel that these programmes are not always sufficiently relevant to their individual needs and the challenges they face.

5. Effective school leadership is a major factor in shaping the overall teaching and learning environment, raising aspirations and providing support for pupils, parents and staff, and thus in fostering higher achievement levels. It is therefore of key importance to ensure that school leaders have, or are able to develop, the capacities and qualities needed to assume the increasing number of tasks with which they are confronted. Equally important is ensuring that school leaders are not overburdened with administrative tasks and concentrate on essential matters, such as the quality of learning, the curriculum, pedagogical issues and staff performance, motivation and development.

6. Teaching staff at all levels, including school leaders, could draw greater benefit from increased learning mobility and networking, given the important role these have played in enhancing the quality of education and training systems and institutions, as well as in making such systems and institutions more open, more outward-looking, more accessible and more efficient,

AGREES that:

1. While Europe's education systems differ in many respects, they share a common need to attract and retain teaching staff and school leaders of the highest calibre in order to ensure high quality educational outcomes. Great care and attention should therefore be devoted to defining the required profile of prospective teachers and school leaders, to selecting them and preparing them to fulfil their tasks.

2. Teacher education programmes should be of high quality, evidence-based and relevant to needs. Those responsible for training teachers — and indeed for training teacher educators — should themselves have attained a high academic standard and possess solid practical experience of teaching, as well as the competences which good teaching requires. Efforts should also be made to ensure that teacher education institutions cooperate effectively, on the one hand with those conducting pedagogical research in other higher education institutions, and on the other with school leaders.

3. In view of the increasing demands placed upon them and the growing complexity of their roles, teachers need access to effective personal and professional support throughout their careers, and particularly during the time they first enter the profession.

4. In a rapidly changing world, and in keeping with the concept of lifelong learning, the education and development of teachers should be a coherent continuum spanning initial teacher education (with a strong practical component), induction and continuing professional development. In particular, efforts should be made to ensure that:

(a) all newly qualified teachers receive sufficient and effective support and guidance during the first few years of their careers;

(b) a reflective approach is promoted, whereby both newly qualified and more experienced teachers are encouraged continuously to review their work individually and collectively;

(c) all teachers receive regular feedback on their performance, together with help in identifying their professional development needs and establishing a plan to meet these;

(d) in the light of such feedback, sufficient opportunities are made available for practising teachers to update, develop and extend their competences throughout their careers, and that they are encouraged and enabled to do so;

(e) professional development programmes for teachers are relevant, tailored to needs, firmly rooted in practice and quality assured;

(f) teachers and school leaders are encouraged and enabled to take advantage of the opportunities offered by exchange and mobility schemes, and networks, at both national and international level;

(g) teachers and school leaders are encouraged and enabled to participate in advanced professional training and development, to engage in pedagogical research and to take advantage of opportunities to develop their knowledge of other professional sectors.

5. Given the considerable impact which school leaders have on the overall learning environment, including staff motivation, morale and performance, teaching practices and the attitudes and aspirations of pupils and parents alike, there is a need to ensure that school leaders have sufficient opportunities to develop and maintain effective leadership skills. And since the challenges involved in leading learning communities are similar throughout Europe, school leaders could also benefit from collaborative learning with their counterparts in other Member States, notably by sharing experience and examples of good practice, and through cross-border opportunities for professional development,

INVITES THE MEMBER STATES TO:

1. Take further steps to ensure that the teaching profession attracts and retains candidates of the highest calibre, and that teachers receive sufficient preparation and support to enable them to carry out their responsibilities effectively.

2. Make appropriate provision for all new teachers to participate in a programme of induction offering both professional and personal support during their first years in a teaching post.

3. Provide for regular reviews of teachers' individual professional development needs as defined on the basis of self- and/or external evaluation, and make available sufficient opportunities for continuous professional development aimed at meeting those needs and in turn ensuring a positive impact on pupils' learning outcomes.

4. Actively promote the opportunities offered by exchange and mobility schemes at both national and international level, and support participation in such schemes, with a view to substantially increasing the numbers of teachers and school leaders who take advantage of these.

5. Review the responsibilities of — and the provision of support for — school leaders, notably with a view to lightening their administrative workload so that they focus their attention on shaping the overall teaching and learning environment and on fostering higher achievement levels.

6. Ensure that high quality provision exists to develop the knowledge, skills and attitudes required by both prospective and practising teachers, as well as to develop — for instance, by means of special programmes — the knowledge, skills and attitudes required to provide effective school leadership,

INVITES THE COMMISSION TO:

1. Enhance and support European policy cooperation in the areas of initial teacher education, continuous professional development and school leadership, notably by establishing platforms and peer-learning activities for the exchange of knowledge, experience and expertise among policymakers and teaching professionals.

2. Present practical information for policymakers on developing structured induction programmes for all new teachers, together with examples of measures that can be taken to implement or improve such programmes.

3. Promote and support greater participation by teachers, school leaders and teacher educators in transnational mobility schemes, partnerships and projects established under Community programmes, in particular the Lifelong Learning Programme.

4. Prepare a study of the existing arrangements in Member States for selecting, recruiting and training teacher educators.

5. Provide a compendium of teacher competences in the Member States, accompanied by peer-learning activities in this field.

6. Support the further development of an evidence base on the teaching and school leadership professions, including through cooperation with international organisations.

7. Inform the Council, using existing reporting mechanisms and at the earliest suitable opportunity, about measures taken by the Member States and in the context of European cooperation as a follow-up to the Council conclusions of November 2007 on improving the quality of teacher education and those of November 2008 on an agenda for European cooperation on schools with regard to the professional development of teachers and school leaders.

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Many EU member states, therefore – having become aware of their crucial role for growth and innovation of European society –, have seriously worked to revise and reform teachers education and training.

«There is a need to manage increasing university enrolment in tandem with reform of secondary education. Universities would contribute to this process by diversifying what they offer: as scientific establishments and centres of learning leading to theoretical or applied research or teaching; as establishments offering professional qualifications, with courses and content tailored to the needs of the economy; as one of the main crossroads for learning throughout life; as leading partners in a form of international co-operation favouring exchanges of teachers and students and promoting the wider availability of first-class teaching through international professorships» (Delors, 1996b).

3. The research: issues and purposes

Ongoing research aims to provide academic decision-makers with a useful set of informations and understandings to promote effective educational governance of the university education and training of teachers of kindergarten and primary schools, so as to transform the regulatory and institutional change in an improvement of the Italian model of teacher education and training. In this perspective, the aim is to recursively analyze closely the careers of those students who are attending new five-years single cycle of graduation courses (starting form University of Macerata) and preparing to teach in kindergarten and primary school, so that – one way – to identify and to prevent situations of failure and – on the other hand – to bring out aspects and resources to benefit the curriculum.

To get those purposes, we have started to collect data on previous career of students, the performances of the screening admission test, the outcomes of examinations and evaluation of teaching by students to get a first step (and stock) of data on the reference first year of the new degree program.

The data that will be presented on the following pages are still of nature and the initial state, because they are the results of the first surveys and extractions that must be necessarily followed by further investigations and insights. Nevertheless they provide some first useful indications, which confirm, for the case under consideration (University of Macerata), that was a substantial positive experience, both in terms of the performances of

the students and concerning the evaluation of the teaching by the students themselves.

The "positive environment and mood" found in the last spent first year can not be considered as granted or acquired, and above all it urges to re-member that in terms of pedagogical and educational profile – even for the historical "ills" of Italian university system (drop-out and off-course) – the pitfalls and problems are always "around the corner" and we have to try to intercept them as early as possible to find immediate and effective solutions and, ultimately and finally, to prevent them.

4. Some constitutional and legislative aspects in Italy

The personalist principle is the main trait of the Italian Constitution. According to the anthropocentric conception of the Social Doctrine of the Catholic Church, the Italian Constitution is inspired by the supreme value of human being which exists before "the State". Human being, to be fullness, expresses himself on two different – and integrated – levels: individual as well as the social one. This implies that Constitution must promote the full development of whole human being as an individual and in social groups where he can express and develop his personality. Indeed, Article 2 of Italian Constitution statues: "The Republic recognises and guarantees the inviolable rights of the person, both as an individual and in the social groups where human personality is expressed. The Republic expects that the fundamental duties of political, economic and social solidarity be ful-filled"; Article 3, after the principle of equality in formal sense, statues: "It is the duty of the Republic to remove those obstacles of an economic or social nature which constrain the freedom and equality of citizens, thereby impeding the full development of the human person and the effective participation of all workers in the political, economic and social organization of the country".

A fully formed human being is essential first of all to himself, but also for the endurance of the democratic system statued by Article 1 of Constitution.

The citizen, indeed, must be able to choose to be able to perform all rights ensured by the Constitution (i.e., the right to vote). To choose freely, you must have your own opinion and you must know. To know, you must study, learn, educate and train yourself. Therefore, education is the essential

foundation of good citizenship. It is necessary in the performance of our most basic public responsibilities.

The task of the school is to spread fundamental values that are essential to the maintenance of a democratic political system. Ever higher degrees of education are necessary to enable citizens to participate effectively and intelligently in our open political system if we are to preserve freedom and independence.

The Italian Constitution favor to achieve a full education and training, expressed by Articles 33 and 34 of the Constitution, which establish the freedom of teaching, the freedom of school and the right to education, is based even before on the Articles 1, 2, 3, and 9, par. 1 (that statues "The Republic promotes the development of culture and of scientific and technical research) of the Constitution, i.e. on those fundamental principles considered unchangeable in their core (Constitutional Court, Sent. n. 1146, 1988).

Therefore, the education and training of the person are undoubted Constitutional values.

The attention of political system must be focused on school.

It is essential that Constitution has to be studied since primary school. Constitution is not only a text with legal value, the most important legal text, the Grundnorm. It is also a *cultural fact*. Peter Haberle said that Constitution is also an expression of an evolutionary cultural stage of the people, the mirror of a cultural heritage and foundation of its hopes. The primary value of Constitution is to imagine and then help to realize a shared collective existence.

The history of a community, the history of a nation are condensed in Constitution, which expresses the cultural identity in which the community recognizes itself.

Valerio Onida, President Emeritus of Italian Constitutional Court, discussing on the opportunity to insert the teaching of "Citizenship and Constitution" at primary school in Italian education system, said that the contents of Constitution are the history of the people, their values, their ideals, their travails.

The task of the school is teaching all these elements to promote the awareness of them.

The Italian Constitutional Court has recently created a close connection between education system and our cultural identity. The concept of cultural identity is hard to define: it is a broad concept. Cultural identity is something different from culture. Culture generally refers to objectives

aspects, like language, history, cultural heritage etc., while cultural identity refers to the subjective projection of these aspects. In other words, cultural identity expresses the feeling of individuals and communities in the sense of how they experience the aspects that are constitutive of culture. This is the field of the school.

The school must to promote the values of respect of human person, the otherness, the dialogue, solidarity, autonomy which are constitutive of our identity. Only the deep awareness of these values strengthens our being together. Especially at time when the multiculturalism requires openness and dialogue with other cultures that must be considered of same value of our one. School is the first place where different cultures have to meet each others. So, it is necessary to promote an effective relationships among them within the educational community, toward a perspective of actual integration.

In such way, school could be a place of training for democracy.

This essential function of school must be emphasized at a time when it is no more a component of the State hierarchic system.

In 1997, with law 59, an important process of reform has based on a new concept of school. It is focused on values of autonomy and subsidiarity. School is no longer an executive branch of centralized power and it has became an exponential subject of the reference area and it is required to express the educational needs of its community.

This process has continued and it reached one more important step on 2001, when a Constitutional Reform has statued that education is a matter no longer part of exclusive State legislative power, but it has been included within "concurring legislation", that is a legislative power shared between State (as central power) and Regions (as decentralized powers). At the same time, the autonomy of educational institutions has been a constitutionalized concept.

School is no longer a State issue, but it is an educational place where different subjects are deeply involved: among these, it is undoubted that teachers play a fundamental role. It is essential to encourage the sense of responsibility of professional teachers.

A Constitutional State must take accurate care and attention to education and training of teachers who perform a role of great Constitutional significance. This means that Constitutional Law should be a fundamental and compulsory teaching, not just an optional one, in graduation curriculum degree.

Constitutional values and principles as well as constitutional rules on democratic system have to be within educational and training processes of teachers.

In Italy, a recent reform of initial teacher training was introduced by the Decree of the Ministry of Education, University and Research September 10th, 2010, n. 249.

There is no doubt that the (re)qualification of teachers education and training constitutes an essential element for improving the quality of the school.

The training of trainers is an essential aspect because it involves three requirements to make them fully compatible: development and competitiveness of Italy-system related to cultural improvement of the population; good performance of the administrative organization in education, public finance objectives.

This is "to reconcile, on the one hand, basic requirements to make uniform the discipline of the subject across the national territory and, on the other hand, demands for autonomy that at local territorial level can find satisfaction through the exercise of policy choices and management relevant within each region" (Constitutional Court, sent. n. 200, 2009).

Such legislation has examined primarily the issues of teacher education and training and not even that, closely related, of their recruitment.

The issue has been addressed – as recognized by the State Council in an advisory opinion – keeping in mind a goal and two fundamental premises.

The goal was to achieve a real change through limited legislative actions, to avoid heavy distortions to the university system, already subject to regulatory action to complete reorganization as established by the law n. 240/2010 that is realizing right now its first implementation.

The first premise has been linked to the consideration for which there can be no re-qualification of teachers, and thus raising of the level of school quality, without a marked strengthening of disciplinary skills.

The second premise is that teachers education and training should promote pedagogical reflections and develop teaching, organizational and relational skills that should become characteristic aspects of the educational and professional profile of teacher.

The regulation clearly states that the university system is the natural institution for education and training of teachers of primary and secondary schools. This is organized into two phases, a degree (single cycle degree/combined Bachelor and Master, or second cycle degree/two years master)

and an internship, which vary depending on the grade of school to which they relate.

For the kindergarten and primary, in the light of experience analyzed, the path 3 + 2 years was refused in favor of a enabler single cycle of 5 years, including training to be started from the second year, with programmed access following the pronouncements settled by the Ministry.

The new five-year single cycle degree consists in a curriculum which aims to reconcile a balanced disciplinary and pedagogical-teaching courses, reinforcing also the literary-language, math and science teachings, at least according to the intentions of the legislator.

5. Some first *evidences* about incoming new teachers

On October 10th, 2011, there were tests for admission to "Primary Teacher Program" – new five-year single cycle degree –, qualifying for the kindergarten and primary school. Settled by Decree of the Ministry of the Education, University and Research, Italian universities have offered a total of 5151 available number of enrollments, with an increase than last year (+313, around 6%) unlike what it happened in previous years (Chart 1).

Chart 1. *National framework of available number of enrollments for "Primary Teacher Degree"* (source: Ministerial Decrees)
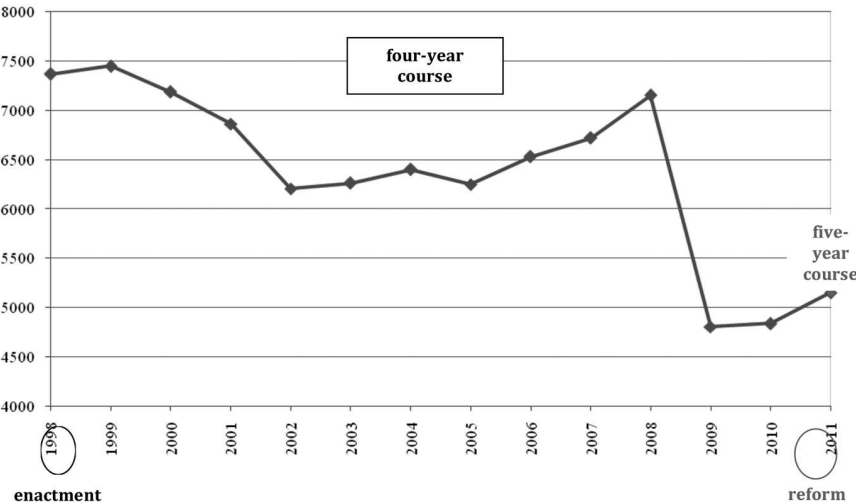
Indeed, it may be interesting to observe regional level, so you can note the differences in the national framework (Table 1). In Marches, the graduate cited courses were turned on at the University of Macerata and the University "Carlo Bo" of Urbino, with 240 available number of enrollments in total for 2011/12 academic year. Both universities have small increased their available number of enrollments for the new single cycle degree: University of Macerata from 120 to 130, University "Carlo Bo" of Urbino from 100 to 110.

Date, method, content, score, program of admission test are determined by Decree of the Ministry of Education, University and Research.

In academic year 2011/2012, the admission test had the following characteristics:

- 80 questions, divided into three cultural areas: a) language/linguistics and logical reasoning, 40 questions; b) literature, history, geography and social culture, 20 questions; c) sciences and mathematics, 20 questions;
- 1 point for correct answer and 0 for wrong or none answer, with a minimum total score that must be overcome to access the "admitted students' list" equal to 60/80;
- integrative points for "Language Certification" in English, in particular 3 pts. for B1, 5 pts. for B2, 7 pts. for C1, 10 pts. for C2.

The implementation, correction and evaluation of the test was pursued by a specialized company (Selexi s.r.l.) for ten universities[2], including Macerata, equal to almost 50% of national available number of enrollments.

We'll be now able to report a first set of data about students' performance at UNIMC admission test 2011/2012 and some comparisons with other universities which have chosen the same "Selexi test".

For these universities (see Table 2), it is interesting to know that there were two surpluses: the number of those who had to do the test and those who actually attended it, as well as to be aware about eligible candidates.

This situation could not be unnoticed: of course, it is important to focus on, anyway, that the number of eligible students is almost everywhere higher than 95%: the test performances were very positive and satisfying.

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[2] The Ministerial Decree established that each university must set up – independently – eighty questions for the admissions test.

Table 1. *Available number of enrollments by region*
(Annex to the Ministerial Decree)

Regione	Università	Posti disponibili Comunitari e non comunitari residenti in Italia (legge 30 luglio 2002 n. 189, art. 26)
PIEMONTE	Torino	350
VALLE D'AOSTA	Valle d'Aosta	35
LOMBARDIA	Milano Cattolica	300
	Milano "Bicocca"	400
TRENTINO ALTO ADIGE	Bolzano	180
VENETO	Padova	300
FRIULI VENEZIA GIULIA	Udine	120
LIGURIA	Genova	100
EMILIA ROMAGNA	Bologna	290
	Modena e Reggio Emilia	145
TOSCANA	Firenze	350
UMBRIA	Perugia	130
MARCHE	Macerata	130
	Urbino	110
LAZIO	Roma Tre	300
	Lumsa	175
ABRUZZO	L'Aquila	250
MOLISE	Campobasso	100
CAMPANIA	Suor Orsola Benincasa	360
	Salerno	230
PUGLIA	Bari	90
BASILICATA	Potenza	120
CALABRIA	Cosenza	205
SICILIA	Palermo	287
SARDEGNA	Cagliari	94
	Totali	**5151**

Table 2. *Available number of enrollments, booked, attendants, eligibles, not eligibles by university* (source: Selexi)

UNIV	Enrollments	Booked	Surplus enrollments/ booked	Attendants	%	eligibles	%	not eligibles	surplus enrollments/ elegibles
UNIMIB	400	768	368	595	77%	569	96%	26	195
UNISA	230	1093	863	667	61%	583	87%	84	353
UNIFI	350	727	377	496	68%	476	96%	20	126
UNITO	350	733	383	558	76%	543	97%	15	193
UNIMORE	145	328	183	237	72%	228	96%	9	83
UNIMC	**130**	**387**	**257**	**285**	**74%**	**276**	**97%**	**9**	**146**
UNIBO	290	475	185	435	92%	429	99%	6	139
UNIPA	287	690	403	603	87%	475	79%	128	188
UNIURB	110	202	92	176	87%	171	97%	5	61
TOTAL	**2292**	**5403**	**3111**	**4052**	**75%**	**3750**	**93%**	**302**	**1458**

With regard to candidates of UNIMC, focus of this paper, summary data here are below presented relative to gender, age, high school grades.

About gender, it was confirmed that teaching is a feminine profession, in fact male candidates were very, very few. As below shown: Females were 97 %, while Males were 3 %.

All throughout Europe, indeed, most teachers, both in primary and in secondary institutes, are females (Eurydice 2005, *Data on Education in Europe 2005*): in 2002, in all countries except one, more than 70% of teachers in primary schools were females.

About the candidates' age, data show the following particular situation: 45% were born from 1990, 33% in the decade from 1981-1989 and 20% before 1980. The "candidates' population" cover a period of time exceeding thirty years.

About final score of high school, the average is around 80/100 with a limited number of excellence (100/100, around 7%) and a unobtrusive number of students with low final score (vote >70, around 20%); also, it is interesting to note that 30% of candidates have a score equal or more than 85/100.

In all universities – with the same Selexi test – students have had excellent performances: a high percentage of right answers in all three cultural areas; in particular the average percentage of correct answers is more than 80% for "language/linguistics and logical reasoning" (40 q.), more than 75% for "literature, history, geography and social culture" (20 q.), around 75% for "science and mathematics" (20 q.). In this – absolutely – positive situation, however, the *worst performance* is achieved relatively at– once again – "science and mathematics" area and "literature, history, geography and social culture" can't be considered satisfactory. About UNIMC, the average score was around 72, than the maximum score equal to 80 – all right answers (1 pt. for each right answer). Regarding three specific areas: 37/40 for "language/linguistics and logical reasoning", 18/20 for "literature, history, geography and social culture", 17/20 for "science and mathematics". One last note: in Macerata, students with language certification were around 20%.

Nowadays, we are able to offer – for the University of Macerata – a first preview of the candidates' performances at the admission test for the 2012/2013 academic year. The average score was around 68 (-4 pts. respect the past year), than the maximum score equal to 80 – all right answers (1 pt. for each right answer). Regarding three specific areas' average scores:

- 36/40 (-1 pt. respect the past year) for "language/linguistics and logical reasoning",
- 16/20 (-2 pts. respect past year) for "literature, history, geography and social culture",
- 16/20 (-1 pt. respect the past year) for "science and mathematics".

Therefore, the test was a bit worse than last year both in general and in each of all three areas, in particular the area concerning "literature, history, geography and social culture".

6. First conclusions and further perspectives of research

We have to add that in the admission tests of last two years, for the first time, there weren't questions about pedagogical area and issues, but, however, we can – by now – note that the very good performances achieved by the students who took the admission tests may currently be confirmed because of their good performances at the tests of the courses in the first and second semester of the first year too.

At first glance, the outcomes of the exams performed by the students, enrolled at the first year degree course, were generally positive. However, it should be noted that it is not possible to make a proper assessment of these data, because many students have already attained a degree, particularly in education and human sciences, so they have been granted a "reduction" in the number of examinations: around 60 % of students have not to attend all tests of the courses at the first year or following. This percentage partly explains the broad range of student ages.

However, most of the students who took the tests achieved very good outcomes (from ESSE3 data, at July 2012). About average of compulsory courses at the first semester: 27/30 for General Pedagogy (8 CFU), 26/30 for General Teaching (8 CFU), 27/30 for History of Education, (8 CFU); 28/30 for Neuropsychiatry (8 CFU). About average of compulsory courses at the second semester: 28/30 for Contemporary History (8 CFU); 28/30 for Developmental Psychology (8 CFU); 28/30 for Music Education (8 CFU). We notice that in the studies' plan, there was also only a one choice: between Institutions of Public Law and Hygiene (4 CFU).

The teaching evaluation by students' opinions offers a unique perspective of analysis of the situation of the degree course. In every teaching of the course is distributed / completed - including online - a questionnaire with

a series of questions (21), for different areas: organization of the Degree (1-2), course organization (3-6), teaching and learning (7-16), infrastructure (17-18), interest and satisfaction (19-21). These are the questions, in the original language for timely and relevant information:

D1	Il carico di lavoro complessivo degli insegnamenti ufficialmente previsti nel periodo di riferimento (bimestre, trimestre, semestre, ecc.) è accettabile?
D2	L'organizzazione complessiva (orario, esami, intermedi e finali) degli insegnamenti ufficialmente previsti nel periodo di riferimento (bimestre, trimestre, semestre, ecc.) è accettabile?
D3	Le modalità di esame sono state definite in modo chiaro?
D4	Gli orari di svolgimento dell'attività didattica sono rispettati?
D5	Il personale docente è effettivamente reperibile per chiarimenti e spiegazioni?
D6	L'insegnamento è coordinato con gli altri corsi in modo appropriato?
D7	Le conoscenze preliminari possedute sono risultate sufficienti per la comprensione degli argomenti trattati?
D8	Il docente stimola / motiva l'interesse verso la disciplina?
D9	Il docente espone gli argomenti in modo chiaro?
D10	Il carico di studio di questo insegnamento è proporzionato ai crediti assegnati?
D11	Il materiale didattico (indicato o fornito) è adeguato per lo studio della materia?
D12	Le attività didattiche integrative (esercitazioni, laboratori, seminari, ecc.) risultano utili ai fini dell'apprendimento? (se non sono previste attività didattiche integrative, rispondete non previste)
D13	La quantità di argomenti spiegati rispetto alle ore di lezione è proporzionata?
D14	"I mezzi prescelti dal personale docente di questo insegnamento (lavagna, proiettore, computer, ecc.) agevolano la comprensione? (se non si fa uso di mezzi, rispondete ""non previsti"")"
D15	"Il livello di difficoltà delle esercitazioni, laboratori, seminari, ecc. è adeguato? (se non sono previste attività didattiche integrative, rispondete ""non previste"")"
D16	Il personale docente di questo insegnamento è disponibile a favorire scambi (domande e risposte) con gli studenti durante la lezione?
D17	Le aule in cui si svolgono le lezioni sono adeguate (si vede, si sente, si trova posto)?
D18	I locali e le attrezzature per le attività didattiche integrative (esercitazioni, laboratori, seminari, ecc.) sono adeguati? (se non sono previste attività didattiche integrative, rispondete non previste)
D19	Sei interessato agli argomenti dell'insegnamento?
D20	Sei complessivamente soddisfatto dell'insegnamento?
D21	Ritiene che il presente questionario può risultare utile ai fini del miglioramento della didattica?

Analyzing quickly the data (source: Progetto SISValDidat - Sistema Informativo Statistico per la Valutazione della Didattica - 2011/2012), the results seem to be satisfactory both in relation to the performance of the Faculty of Education within the university system of Macerata (Table 3) both with respect to student satisfaction in relation to other degree courses of the Faculty of Education (Table 4).

Table 3. *Questions: Descriptive Statistics – Faculty of Education – University of Macerata*

QUESTION	N. ANSWERS	AVERAGE FACULTY	AVERAGE UNIVERSITY
D1	3989	6,74	6,82
D2	3979	6,65	6,75
D3	3988	7,55	7,33
D4	3984	8,00	8,04
D5	3908	7,96	7,98
D6	3959	7,34	7,31
D7	3990	6,84	6,98
D8	3992	7,56	7,55
D9	3972	7,71	7,73
D10	3900	7,23	7,20
D11	3958	7,54	7,50
D12	1786	7,55	7,47
D13	3963	7,22	7,15
D14	3125	7,83	7,72
D15	1762	7,23	7,18
D16	3937	8,45	8,44
D17	3983	7,35	7,28
D18	1950	7,24	7,06
D19	3976	7,72	7,90
D20	3986	7,53	7,55
D21	3952	6,86	6,65

Table 4. *Questions: Descriptive Statistics – Faculty of Education – "Primary Teacher Program"*

QUESTION	N. ANSWERS	AVERAGE PROGRAM	AVERAGE FACULTY
D1	233	6,64	6,74
D2	233	6,00	6,65
D3	233	8,51	7,55
D4	231	8,13	8,00
D5	230	8,08	7,96
D6	231	7,31	7,34
D7	232	7,19	6,84
D8	233	8,08	7,56
D9	233	7,94	7,71
D10	233	7,78	7,23
D11	231	7,90	7,54
D12	80	7,71	7,55
D13	232	7,54	7,22
D14	196	8,27	7,83
D15	81	7,32	7,23
D16	229	8,75	8,45
D17	232	7,14	7,35
D18	89	7,57	7,24
D19	232	8,07	7,72
D20	233	7,92	7,53
D21	227	7,57	6,86

In summary, the data indicate "suffering" for area organization of the Degree (1-2); positive satisfaction for areas course organization (3-6), infrastructure (17-18), interest and satisfaction (19-21); good performance for (important!) area concerning teaching and learning (7-16).

At first glance, it appears that students having well exceeded the admission test, they achieve good results for exams and express a positive opinion about the course they are attending... but we have to be careful to generalize.

Of course, these initial assessments will shortly a further review, update and integrate in the following sessions, especially for special cases – though content (10%) – of students who have achieved results below what was expected compared to the general and individual outcomes of admission tests.

The exam is also a time of evaluation guidance for the student and for the teacher, too. In this perspective, we will have to relate the results of tests/exams with evaluation of the teaching.

7. Some considerations about pedagogical and educational aspects

The very positive results of the admission tests and examinations of the first year suggest and solicit some thoughts and reflections about pedagogical and educational aspects of the teacher-student relationship and university teaching, so as to avoid problems during the studies and provide adequate guidance and tutoring.

All teachers are aware that it is possible and likely fail, although right ways and timely manner, to reap the benefits of their educational activity. The students also know that there may be experiences of failure and suffering for exams not exceeded or with a lower result (compared to the other or to their desires). From a pedagogical failure or crisis is unique aspects of personality development of the individual, which are not always negative: a failed test, a test gone wrong, a low grade can be an opportunity to verify the own method of study. This may seem counterintuitive, almost a preposterous statement. In fact, it is necessary to remember that the education offered is the meeting of two freedoms, that of the teacher and the student: the first one must be prepared to continually respond to the educational needs of young and/or adult people, the second one has primarily to engage in a constant work of personal growth.

The university system itself could be the "source" of the failure if teachers won't be prepared to deal with the complexity of the educational relationship with their students. In a complex society, indeed, the teacher is required to teach the student not only the knowledge and the professional/scientific skills but also the ethical knowledge about job (according also to the more famous four educational pillars by Delors: learning to know, learning to do, learning to be, learning to live together, in a whole perspective of learning and education throughout life).

The reasons for the failure deserve to be addressed in depth in order to offer adequate answers methodologically, while in this paper we can highlight some key issues to be verified subsequently. The most obvious possible reason for the failure is the inadequacy of teacher, which highlights the need for training of trainers: what and how to teach cannot be separated in teacher education.

In this regard, in this paper, we can only briefly mention the "active training internship" program, recently set up and about to start in Italian universities.

However, the above mentioned inadequacy can be connected to three aspects: first, the cultural and educational background; secondly, the difficulties of the teacher to establish a good educational relationship with the students; third, the inability of the teacher to witness to the values which it presents to young. The failure of education can also be determined by the refusal of the young: he doesn't want to establish a positive relationship with the teacher and/or is not willing to engage in the study. The reasons for this attitude can be different: negative personal experiences, confidence in the future, low self-esteem. In these situations, it is important to redirect the young but also the university must always be informed about the "academic health" of his students to prevent drop-out. In fact, even the environment – i.e. the university – can be one of the causes of failure. The reference is to all obstacles to structural or organizational changes that do not favour the possibility of a real and significant relationship between student, teacher and knowledge.

Just taking into account the above considerations, then, we are carrying out other related experimental projects to follow all students, especially the weaker or less active, so to support and encourage them in their studies and guide them towards the profession working.

Some further possible developments of the current research are connected with:
- the analyses of the curriculum career of each student enrolled,
- the possibility of planning progress testing according to the Dublin descriptors and
- the possibility to propose some guidelines for an applicable and shared European core curriculum for teacher education and training degree courses.

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