



INTRANS LOCAL REFERENCE REPORT

BASELINE STUDY REPORT

Pre-service training of professionals working in pre-primary and primary education in Italy

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Introduction

In Italy, the early childhood education and care (ECEC) system for children up to school age (6 years) includes different services for children aged 0 to 3 years - such as early childhood centres (*nidi d'infanzia*) and supplementary services for children and families (*servizi integrativi*) - and pre-primary education institutions (*scuole dell'infanzia*) for children aged 3 to 6 years.

Until the school reform enacted by the national government in 2015 (Law 107/2015), ECEC provision in Italy was organised in a split system: early childhood institutions attended by children under the age of three (*nidi d'infanzia* and *servizi integrativi*) fell under the responsibility of the Ministry of Labour and Social Affairs, while pre-primary institutions attended by children between the ages of three and six (*scuole dell'infanzia*) fell under the responsibility of the Ministry of Education. The two-year period 2015-2017 has witnessed a radical transformation of the Italian early childhood education and care (ECEC) scene, which affected not only the institutional definition of services, but also their organisation and the field of initial training of educators and teachers of ECEC services.

In fact, the establishment of an integrated system of ECEC services at the national level is entailing a redefinition of the methods used to govern transitions - both between 0-3 services and preschools and between preschool and compulsory education - and a reallocation of resources to prioritise these crucial phases of transition between the previously divided educational levels. The effort required to implement this transformation and institutional renewal has invested, in this first two-year period of implementation, mainly in the reformulation of a common pedagogical and programming framework with a view to transitions and educational continuity, but at both political and pedagogical level the focus is shifting to staff initial and in-service training, which is still organised in separate training paths.

The issue of recruitment and initial training of working staff in the ECEC system has also become high on the political agenda due to the spread of Covid-19 pandemic. Indeed, the reorganisation of classes into separated 'bubbles', the need to maintain stable staff in the groups and the need for more personnel due to the increased sickness rate of educators and teachers has turned the already existing problem of recruiting substitute teachers and educators in the 0-6 education system into an emergency.

The need to recruit more staff has also clashed with the need for their qualification, which is considered crucial for the quality of the services themselves, as highlighted in many Italian and international researches (Vandenbroeck & Lazzari 2014; Lazzari, Picchio & Musatti, 2013).

1. Initial training of ECEC staff in transition: current trends and developments

The crucial role played by initial professional training of the workforce in ensuring the pedagogical quality and inclusiveness of ECEC provision has been widely recognised by international research. As highlighted in the research overview conducted by the ET2020



Working Group on Early Childhood Education and Care under the auspices of the European Commission:

<< the workforce is central to ECEC provision as it accounts for the greater part of the total cost of early childhood services and is the major factor in determining children's experiences and their outcomes. For these reasons, the initial and ongoing training of ECEC staff seems to be critical for ensuring quality of early childhood services and for the inclusion of all children. >> (ET2020 Working Group on ECEC, 2021, p. 16).

Professionals working in the ECEC, pre-primary education transition.

In Italy, the initial training of pre-school teachers (3-6) and educators (0-3) in pre-school services is very different even though the working tasks assigned to them are quite similar. In fact, it is the responsibility of educators as well as pre-school teachers to draw up educational and didactic planning, to implement this planning in daily practice (e.g. organising spaces, times, materials and the organisation of children into groups), to monitor and evaluate the activities carried out, to design inclusive and welcoming contexts for all children, and to develop educational continuity projects with families and with the other schools of different grades.

Educators in early childhood education and care

Initial training for *nursery school* (0-3) educators, as of 2017, requires a three-year Degree in Education Sciences and other qualifications recognised as valid if acquired by 2018 (both secondary school and university Degrees).

Although the professional training of early childhood educators at university level was not compulsory until 2017, some Italian regions decided to anticipate this issue in local legislation and in some cases agreements were made between regions and universities to co-design a three-year degree in ECEC (as in the case of the University of Bologna in Emilia-Romagna).

In most cases this process, which we could call of 'local authority advocacy', has led to the creation of two distinct models of university education for early childhood educators.

With the enactment of Decree-Law 65/2017 and the subsequent regulation (Ministerial Decree 378/2018), the qualification required for access to the role of early childhood educator was identified as Bachelor in Educational Sciences, including a binding one-year programme dedicated to the acquisition of pedagogical knowledge and teaching skills specific to ECEC. ⁱ

Pre-school and Primary school teachers

The training of pre-school teachers is the same as that required for primary school teachers; it involves a five-year university course - the Master's Degree in Primary Education.

Special education teachers in ECEC, pre-primary education and primary education

There are no specialised professionals in the *nidi d'infanzia* for the inclusion of children with special needs. In cases of children with disabilities who require a specialised educational support, an assistant educator is assigned to the group, who holds a BA in social work (*educatore professionale socio-pedagogico*).



In pre-schools, on the other hand, there is a specific figure that work in the classroom with special need children called *insegnante di sostegno* (support teacher). The *insegnante di sostegno* has, in addition to the qualification required for teaching in pre-school and primary schools, a specific university annual specialisation diploma acquired after graduation (TFA sostegno).

2. Transitions in initial teacher education: an issue yet to be supported

2.1 Methodology

The results presented in this report are mainly based on documentary material and, in particular, on the analysis of:

1. *official and grey documentation produced in political discussions.*

We refer to documents produced within the Regional and National Working Tables that have as their object the management of childcare services. Specifically, we refer to the Regional Table for the Integrated System 0-6 - Emilia Romagna Region; to the work and research documentation produced by CONCLEP (Coordination of the Presidents of the Degree Courses for Socio-pedagogical Educator and Pedagogist).

2. *documentation produced by Stakeholder Associations* (ANCI Associazione Nazionale Comuni Italiani) *and Law Proposals*, even if not approved, proposed in the last two years
3. Analysis of the interviews carried out for WP2 in which a direct reference to the topic of initial training of 0-6 practitioners had emerged. The course of questions for the interviews had focused on three areas:
 - (i) Organisational changes and transformations triggered by the recent implementation of Decree-Law 65/2017;
 - (ii) Opportunities and challenges of the post-reform scenario;
 - (iii) Priority areas for future implementation efforts.

In relation to this report, the answers provided in area (iii) were analysed.

In contrast to the other national case studies, the research team considered the solution of using focus groups to be unfeasible in the light of the fact that the issue of reforming the initial training courses for educators and teachers is still at the centre of political discussions, making it impossible to set up representative groups of the more than 23 Italian universities that offer MA courses in Primary Education and the more than 40 universities that offer BA courses in Education Sciences.

It was therefore decided to analyse the working documents produced in the official fora where these discussions are taking place.

2.2. Curricula in Italy in the training of ECEC professionals

In Italy, the definition of the curricula of the three-year courses for educators in childcare services and preschool and primary school teachers is very different.



As mentioned above, the university training requirement for 0-3 services educators is relatively recent and basically envisages the acquisition of a three-year degree in educational sciences with at least 60 CFU exclusively for the education of children aged 0 to 3. The standard defines, albeit in general terms, the content areas within which such knowledge and skills are developed, and provides for the acquisition of at least 10 cfu in the following areas: Early Childhood Pedagogy and the History of Pedagogy; Didactics, planning and evaluation; Developmental Psychology; and at least 5 cfu in Hygiene, Pediatrics and Special Needs education, Sociology of childhood and families. In addition, practical workshops (5 cfu) and internships in early childhood services (10 cfu) are compulsory (see Annex 1).

On the curricular level, the model pursued by most universities has been that of a three-year degree course geared to the training of social workers and educators through a generalist approach. According to a recent survey carried out by CONCLEP, only 3% of Italian universities have set up a degree course entirely dedicated to the training of educators for 0-3 services, while 42% of universities have chosen to set up an internal articulation of their degree courses in educational sciences intended for their training and the remaining 55% of universities have not provided for any internal curricular articulation, leaving students with the burden of constructing their own study plan.

University curricula, in this sense, mainly provided a generalist preparation in the human sciences (pedagogy, psychology, cultural anthropology, history and philosophy), with specific in-depth studies on educational and didactic planning, but without any component of specific professional preparation for early childhood educators (RESTIGLIAN, 2017). In fact, again from the CONCLEP survey data, it can be seen that while some centres have chosen to set up very specific courses for childhood (Childhood Pedagogy, Family Pedagogy, General Pedagogy and Educational Care, Models and Educational Practices in Early Childhood Services, ...) others have opted for courses that, already from their titles, recall more generalist approaches (History of Pedagogy, General Pedagogy, Social Pedagogy, Intercultural Pedagogy, ...). The choice made with regard to internship and workshop activities also appears to be uneven: in some university campuses there are only 5 CFUs out of 10 for activities carried out in services for children, while for workshop some universities have provided a strong link between these and the courses (constructing integrated courses with 1 cfu allocated to workshop on the model of MA in Primary Education), while others universities have preferred to propose a menu of workshops from which students could freely choose.

Only a few universities, therefore - including the University of Bologna and the University of Rome LUMSA (*Libera Università Maria Santissima Assunta*) - have chosen to establish a three-year degree course purposefully designed for the professional preparation of early childhood educators. In these cases, the curriculum is entirely oriented (for 180 CFU) to provide future educators with a broad knowledge of the theoretical frameworks of the educational sciences (pedagogy, didactics, psychology, anthropology and sociology) and, subsequently, with an in-depth knowledge of the methodological tools and strategies relevant to educational work in early childhood contexts (planning, didactic and evaluation strategies, observational and reflective methodologies, play, psychomotricity, languages, sound and image education). In this pathway, particularly significant are the experiences of practical workshops and internships in ECEC institutions, which aim is to connect the knowledge acquired in the theoretical field with direct experience, under the supervision of qualified and experienced



staff, to support the development of practical and reflective competence (BALDUZZI; PIRONI, 2017).

Although the introduction of university qualification requirements for early childhood educators represents a clear step forward, the decision to devote only one year of the degree curriculum to specific ECEC-related content does not yet seem sufficient for the full qualification of these professional figures during initial training, especially with a view to building shared pathways to support educational continuity starting from the beginning, thought initial training. In fact, important core contents related to pedagogical work with children and families in contemporary ECEC settings, such as parental engagement, intercultural education and transition, are not sufficiently covered by the university curriculum. Moreover, a narrow interpretation of practical workshops as places of application of taught content entails the risk of transforming these experiences from possible moments of action and reflection within student's groups into merely uncritical applications of knowledge and tools acquired during lectures, thus widening the gap between the professional mindset of new recruits and that of experienced staff.

Each university, autonomously and on the basis of its own resources, may decide on the maximum number of students that may enrol in the course or even allow free access to the courses without identifying any cut-off to enrolments.

The situation is very different from the curricular organisation of the Master in Primary Education.

The curriculum of the *Laurea Magistrale in Scienze della Formazione primaria* is structured on a national level (Decree 249/2010) and is divided into teaching in educational sciences, disciplinary didactics, a substantial number of pedagogical-didactic workshops, as well as technology and English language workshops to reach level B2 language certification, and a direct and indirect internship of 600 hours (of 24 ECTS) over four years. The Decree 249/2010 also precisely defines the course's qualifying educational objectives, the graduate profile, the basic and characterising educational activities, articulated in the school's knowledge (which we could otherwise define as 'didactic-disciplinary') and in those for the care of children with disabilities. The disciplinary fields are indicated (e.g. Physical, logical and mathematical, linguistic disciplines, ...) and the ECTS assigned to each disciplinary field, with an indication of how many must be workshop credits (in the cited case 8+1) (see Annex 2) The regulations are stringent and determine a substantial homogeneity of the training offer in the various Italian universities. The importance assigned to disciplines and disciplinary didactics outlines a training pathway that is more oriented towards the training of primary school teachers than to that of pre-school teachers. In fact, almost no Italian university provides for the teaching of 'play methodologies' or other subjects more typical of the education of children from 3 to 6 years of age.

This route, finally, provides for a nationwide timetable for access to the degree course with a limited number of students: the Ministry of Education not only defines how many students may enrol in Primary Education Degree courses nationwide, but also how many students for each university location. The number is defined by the Ministry of Education on the basis of the expected need for teachers calculated, however, with reference to State schools only, without taking into account the needs calculated for Municipal or Private not for profit sector schools. This fact represents a further critical issue with respect to staff shortages that will



have to be addressed at the political level. In fact, the lack of staff is also present in the primary school sector and this often leads to a preference for this type of school for both newly graduated teachers and those already working in pre-schools, who request a transfer to primary schools when the opportunity arises, also given the better contractual conditions (remuneration, working hours, ...) envisaged.

The articulation of the Bachelor's degree curriculum designed for the initial training of early childhood educators recalls that previously formulated for pre-school and primary school teachers, particularly with regard to the enhancement of workshop and internship activities. In implementing ministerial directives, many universities have endeavoured to find points of convergence, on an organisational level, between the degree course for early childhood educators and the master's degree course (MA) for teachers. Within this model, lectures and laboratory activities are conceived within linked modules (e.g. 48 hours of lectures combined with 8 hours of workshop), thus interpreting the function of the workshop as a space for the application of theoretical content learnt during lectures rather than as a context of active experimentation, co-construction and collegial reflection of students. Despite this, to date, the structure and content of initial training courses for educators (BA with a generalist approach) and teachers (MA with a strong subject orientation) seem to widen the gap between the 0-3 and 3-6 professional profiles. This is in stark contrast to the strategic objectives of the reform of the ECEC Integrated System, which aim at a convergence in pedagogical approaches and in the reflective professional attitude adopted by professionals working in the two segments of the 0-6 sector. Moreover, a worrying tendency towards convergence has been observed in the initial training of educators (BA with a general approach and MA teachers with a strong disciplinary knowledge orientation). Furthermore, a worrying trend towards the *schooling* of early childhood education can be detected in the way curricular bridging activities - such as workshops and internships - are conceived within BA and MA courses, emphasising the application of taught knowledge rather than collective reflection and co-construction of knowledge by students. This also indicates a significant mismatch between the skills profile underlying the initial training preparation programmes and the skills profile underlying the conceptualisation of professionalism within the integrated curricular framework recently issued as part of the Reform (*Pedagogical Guidelines for the Integrated System zero sei*).

Conversely, the difficulty of influencing curricular experimentation or even just the redefinition of course curricula (which require a long and complex institutional and bureaucratic process to update them) at the local level in the various universities hampers possible experimental paths.

In this scenario, reconfiguring the professional competence profile and identity of early childhood educators and pre-school teachers starting from the existing initial training pathways seems to be crucial if the challenges related to the implementation of the reform are to be met but, at the same time, this pathway of change requires a great deal of consultation of the instances and visions of the various stakeholders involved, first and foremost the Ministry of Education and the Ministry of Universities.



2.2.1. Continuity in the curricula of childhood educators and teachers

The theme of educational continuity and transitions does not appear among those at the centre of teaching in the curricula presented in the previous paragraph. It does, however, begin to be present in the curricula of courses in Primary Education Sciences (University of Cagliari) and Educational Sciences (University of Rome 3) mainly presented on a theoretical level in the General Pedagogy and Philosophy of Education courses.

The only Italian experience that places educational continuity and transitions as a common theme in the initial training of preschool educators and teachers is that of the University of Bologna. Following the outcomes of the international project START (Erasmus+ K2), carried out by the same research unit that operates in the current Intrans project, part of the programme of the taught courses 'Body and movement education and Play Methodologies' (Bachelor in ECEC) and 'Active Methodologies and Didactics' (MA in Primary Education Science) share study materials centred on transitions and educational continuity with the aim of stimulating students in developing a common language and competences with respect to this topic. In this case, continuity and transitions are analysed mainly from a methodological-educational point of view and with regard to the involvement and participation of families (BALDUZZI L. 2011)

The lack of a specific focus on the topic of transitions into Italian University teaching, especially with regard to the MA in Primary Education, is even more jarring in light of the fact that this topic plays an important role in the syllabus proposed by the Ministry of Education for preparing for national competitions for preschool teachers. In fact, in DM. 327, 328, 329 and O.M. no. 33 of 9 April 2019, Ministerial *Decrees and Ministerial Ordinary Competition Ordinary Competition for Preschool and Primary Schools*, the topic of both horizontal and vertical educational continuity is proposed both in the general part (cultural and professional requirements) and, in more detail, in relation to the more specific horizon of the integrated 0-6 system:

<< pedagogic-didactic knowledge and social skills aimed at activating a positive educational relationship, in close coordination with the other teachers working in the group, or on the school premises and with the entire professional community of the school,

also by realising experiences of *horizontal and vertical continuity*>>.

<< The integrated ECEC system and educational continuity, with particular reference to:

- State and not State schools

- The Legislative decree 65/2017 on the integrated system of education and care for children from zero to six years: early enrolling, relations between 0-3 services and pre-school, spring sections, integrated ECEC services, in-service training; educational continuity with the school primary and with the secondary school in the context of Istituti comprensivi and with a view to building the vertical curriculum 3-14 years old

- The pre-school as an educational community: collegiality, section and team work, pedagogical coordination>> (<https://www.miur.gov.it/-/decreti-ministeriali-e-ordinanza-ministeriale-concorso-ordinario-scuola-dell-infanzia-e-primaria>)



2.3. The centrality of the issue of transitions for the construction of the integrated system.

Already from the analyses of the policy perspectives analysed in WP2, it is clear that the topic of initial training of 0-3 educators and pre-school teachers is central to the realisation of the integrated 0-6 education and services/school system.

Several interviewees highlight the need to find common languages and methodologies for educators and teachers, starting with the design of initial training courses:

<<It is important that at the level of the Ministry of Education a reflection is re-opened on the reduction of differences between initial training paths for 0/3 and 3/6 personnel. It is essential that in a framework of educational continuity a shared, common idea of 'how to train professionals within an integrated system' emerges.>> (AG)

<< Certainly the issue of initial training and qualification is something that would be very close to our hearts, if it could be resolved. In the sense that this split-system, which still exists at the level of titles between 0-3 educators and pre-school teachers, and of in-service training between 0-3 educators and teachers... in initial training, university training, is certainly an aspect that does not help to build real continuity between these two professions. Also because, at present, the university training of the preschool teacher is much more linked to the training of primary school teachers, rather than to that of 0-3 educators. And this certainly creates a mismatch right from the start that one then has to make up for overtime when they enter the job. And so if you could intervene on that obviously it would be a big hand to be able to work more as an integration of the 0-6 sector.>> (LV)

The greatest obstacle perceived by the stakeholders with respect to educational continuity is represented, on a pedagogical level, by the strong declination of initial teacher training in the subject and didactic areas, a curriculum that tends to train and subsequently orient students mainly towards primary school to the detriment of early childhood pedagogy. The curriculum modelled prevalently on compulsory schooling, centred on the content of the disciplines and recalling, on the methodological and didactic level, the primary school model is therefore in strong discontinuity with a pedagogy based on children's interests, exploration and play, in the edu-care perspective, practised in the services and schools for 0-6 children.

However, the need to work with incumbents through the structuring of in-service training courses, which are perceived to be more urgent also in relation to the great heterogeneity of public and private providers that make up the ECEC system, is still felt more strongly.

"[...] the state school is very different from both the non-statal school, public and private, and it is very different from the 0-3 services, and on this [...] there is the whole issue of training, of initial training, on service training that despite being identified by the D.M. 65/17 is still very difficult to organise and to make true and meaningful, so there is this still great distance between two worlds that have come closer with the DM 65 but are still quite distant."(MCV).

As we have already pointed out in this document, the curriculum of the five-year degree in Primary education (MA) is rigidly established at the ministerial level, and this tends to discourage advocacy activities on this issue. In spite of this, the ever-increasing difficulty of enroll trained personnel to be employed in the 0-6 system, especially for non-state ECEC

providers, has led to some initiatives in this direction, even if centred on a managerial and not a pedagogical level.

In fact, the National Association of Italian Municipalities (ANCI), whose members include more than 7,000 municipalities throughout Italy, has repeatedly submitted the issue to the Ministry of Education, calling for the creation of a joint working table with the Ministries of Education and University.

In terms of proposals, ANCI proposes both qualitative and quantitative measures:

<<1. provide for the increase of students on primary education degree courses to enable the training of personnel in sufficient quantity and quality to meet the need for teachers for pre-schools in the different regions;

2. to generalise the presence of a specific route for Early Childhood Educators in all Degree courses in Educational Sciences (L19) for the training of personnel in sufficient quantity and quality to meet the demand of qualified educators in the 0-3 sector, [...];

3. envisage a further two-year extension of the current degree course in Education Sciences (L19), specialising in children's services, to enable the acquisition of a specialist qualification also valid for teaching in pre-schools.>> (<https://www.anci.it/wp-content/uploads/Prot.-24-Lettera-MUR-Cerracchio-cc-Versari.pdf>)

ANCI's request, supported by several public administrations, including those of large Italian municipalities, highlights two important critical issues: the lack of homogeneity in the university offer for initial training courses for 0-3 educators throughout Italy and the possibility of setting up a new two-year Master's degree course addressed to graduates of the Bachelor's degree for early childhood educators, intended for the training of preschool teachers only (not Primary School Teachers).

This proposal was articulated and an attempt was made to present it in parliament as an amendment to Decree-Law No. 36 of 30 April 2022 'Further Urgent Measures for the Implementation of the National Recovery and Resilience Plan (PNRR)', a decree that already contained some interventions on secondary school teacher training. However, the proposal did not have political support and was not accepted as an amendment. Nevertheless, it is interesting to note that the text of the proposed amendment highlighted, in favour of this proposal, precisely the possibility of supporting educational continuity within the integrated 0-6 system with this curricular choice:

<<In order to meet the demand for educators and teachers for the ECEC system for girls and boys from birth to six years of age and to **promote the integration and educational continuity between childhood education services and pre-schools** referred to in Legislative Decree 13 April 2017, no. 65, the Universities shall activate the three-year degree courses in educational sciences L19 with a specific route for early childhood educators and define a new Master Degree, to complete and perfect the training acquired in the L19 degree course, allowing access to teaching in pre-schools[...].>>

Conclusions

In the light of what we have presented so far, we can highlight two levels of conclusion.

Firstly, reflexivity could become the pillar underpinning the design of initial professional preparation around a strong pedagogical and methodological core. This would lead not only to a greater coherence between initial professionalisation pathways, but also to a greater alignment between the competence profiles underlying initial training programmes, thus increasing the quality of the practices implemented by practitioners throughout the entire 0-6 offer (ET2020 Working Group on ECEC , 2021).

Secondly, the deep fracture - in terms of curriculum design and delivery - that currently exists between the BA for early childhood educators and the MA for preschool teachers should be reduced by leveraging elements that foster educational and methodological continuity between the 0-3 and 3-6 services. The debate in Italy on this issue is particularly lively. On one side, some experts argue that pre-school education should be removed from the sphere of influence of compulsory schooling. In line with this perspective, "a unified degree in ECEC leading to a qualification that allows graduates to work on the entire 0-6 segment" is seen as more desirable than a split degree to support the continuity of pedagogical approaches and educational practices between *nido* and *scuola dell'infanzia*: (BALDUZZI; FARNÉ, 2018, p. 83). Other positions, on the other hand, see in this choice a more worrying break with the compulsory education sector that would once again relegate pre-schools to a marginal role with respect to primary schools, to the detriment also of the processes of vertical continuity laboriously achieved in recent decades (BALDUZZI; RESTIGLIAN; ZANINELLI, 2021). In this context, the area in which experimentation might be more feasible in the short-medium term - pending any further reforms of the initial professional preparation system - concerns the curricular activities that could be transversally shared in the two university courses, the BA for early childhood educators and the MA for teachers. These could concern the teaching of common core subjects (e.g. early childhood pedagogy, family pedagogy, intercultural pedagogy) and, above all, the realisation of joint workshop activities in which students from both courses can compare and reflect on their placement experiences with the facilitation of an experienced academic tutor. In this sense, these latter activities could act as a *bridge* to connect the internship experience of the students of the two degree courses, centring the collegial reflection on shared themes - such as observation, documentation, educational continuity - and thus favouring the co-construction of a common pedagogical ground and the cross-fertilisation of educational knowledge.



Annex 1 – Annex B at the D.M. 378 May 9 2018 - Qualifications for access to the post of black educator in childcare services - Minimum university course requirements

Pursuant to Article 4(1)(e) of Legislative Decree No. 65 of 2017, a three-year degree in the L-19 Education Sciences class is recognised for the access to positions as an educator in educational services for children, whose training course meets the following minimum requirements that can be acquired in curricular, additional or extra-curricular form:

- at least 10 CFU in the SSD M-PED/01 and/or M-PED/02 with specific content for childhood (General and Social Pedagogy and History of Education)
- at least 10 CFU in the SSD M-PED/03 and/or M-PED/04 with specific content for childhood (Education, Special Need Education and Educational Research)
- at least 10 CFU in the SSD PSI/01 and/or M-PSI/04 with specific content for childhood (General Psychology; Developmental Psychology)
- at least 5 CFU in the SSD SPS/07 or SPS/08 with specific content for childhood (General Sociology, Cultural Sociology)
- at least 5 CFU in at least two the SSD MED/38, SSD MED/39, SSD MED/42 or M-PSI/08 with specific content for childhood (General and Specialistic Pediatrics, Child Neuropsychiatry; General and Applied Hygiene, Developmental Psychopathology)
- at least 5 CFU in workshop in the SSD M-PED/01, M-PED/02, M-PED/03, M-PED/04, M-PSI/04 with specific content for childhood
- at least 10 cfu of internship, of which at least fifty per cent of the hours of direct internship carried out in the childcare services referred to in Article 2, paragraph 3 of Legislative Decree no. 65 of 2017

Annex 2- DM. 10 September 2010, No. 249 "Regulations concerning: 'Definition of the discipline of the requirements and modalities for the initial training of pre-school, primary and secondary school teachers, pursuant to Article 2, paragraph 416, of Law 244 of 24 December 2007".



CHARACTERISING TRAINING ACTIVITIES

Area 1: School knowledge

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Disciplinary areas	Scientific-disciplinary fields	Credits allocated by the Class to the areas (the number following the + sign indicates the number of expected CFUs for workshops)	Credits assigned by the Class to characterising activities in Area 1
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Mathematical disciplines	MAT/02 Algebra Geometry Mathematics complementary Probability and mathematical statistics	MAT/03 MAT/04 MAT/06	20 + 2
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Literary disciplines	L-FIL-LET/10 Literature Italian L-FIL-LET/11 Literature contemporary Italian		12 + 1
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L-FIL-LET Linguistics	/12 Italian Linguistics		12 + 1
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Biological and ecological disciplines	BIO/ 01 General botany Environmental botany and applied, BIO/05 Zoology, BIO/ 06 Comparative anatomy and cytology, BIO/07 Ecology, BIO/09 Physiology,	BIO/03	12 + 1
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Physical disciplines	FIS/01 Experimental physics, FIS/05 Astronomy and astrophysics,		8 + 1
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	FIS/o8 Didactics and history of physics	
Chemical disciplines	CHIM/o3 General and inorganic chemistry; CHIM/o6 Organic Chemistry	4
Methods and didactics of motor activities	M-EDF/o1 Methods and teaching of motor activities M-EDF/o2 Methods and didactics of sporting activities	8 +
Historical disciplines	L-ANT/o2 Greek History L-ANT/o3 Roman History M-STO/o1 Medieval History, M-STO/ o2 Modern History, M-STO/ o4 History contemporary	16
Geographical disciplines	M-GGR/o1 Geography M- GGR/o2 Geography economic-political	8 + 1
Disciplines of the arts	ICAR/17 Drawing, L-ART/o2 Art History modern, L-ART/o3 Art History contemporary, L-ART/ o6 cinema, photography and television	8 + 1
Musicology and history of music	L-ART/o7 Musicology and History of music	8 + 1
Literature for childhood	M-PED/o2 Literature for childhood	8 + 1
Total 135 CFU		



CHARACTERISING TRAINING ACTIVITIES

Area 2: Teaching for the reception of students with disabilities

Disciplinary areas	Scientific-disciplinary fields	Credits allocated by the Class to the areas (The number following the + sign indicates the number of expected CFUs for workshops)	Credits assigned by the Class to characterising activities in Area 2
Developmental psychology and psychology of education	M-PSI/04 Psychology of development and psychology of education	8 + 1	
Didactics and special pedagogy	M-PED/03 Didactics and special pedagogy	8 + 2	
Clinical psychology and hygiene disciplines health	MED/39 Neuropsychiatry childish M-PSI/08 Clinical psychology	8	
Legal and hygiene disciplines	MED/42 General Hygiene and applied IUS/09 Public Law Institutions IUS/19 Administrative law	4	
Total 31 CFU			



OTHER ACTIVITIES

Type	Credits awarded by the Class
Activities of the student	8 CFU
Internship activities	24 CFU
Technology laboratory didactics	3 CFU
English language workshops	10 CFU
Language test/audition English level B2	2 CFU
Training activities for the Final Test	9 CFU



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ⁱ Despite the substantial amount of time allocated to student placements within the BA (250 hours), it is noteworthy that only 50 per cent of these are currently a binding requirement for graduation, with the risk that just over a hundred hours of direct student activity in 0-3 contexts is considered sufficient to achieve the educational objectives attributed to this important experience.

