

The European Profiling Grid (EPG) in Italian state schools

Pierangela Diadori, Professor at University for Foreigners, Siena

Letizia Cinganotto, Researcher at INDIRE

In September 2015 Pierangela Diadori, University for Foreigners in Siena, promoted a pilot project, in cooperation with Letizia Cinganotto, researcher at INDIRE (Italian Institute for Documentation, Innovation, Educational Research), involving a network of 26 schools all over Italy. Language teachers and their managers were asked to complete the grid separately and then reflect on the outcomes. The research project involved the following steps:

- 1-Selecting the schools
- 2-Defining the research protocol
- 3-Presenting the EPG and the protocol to the schools
- 4-Sending the EPG (paper version) and the protocol to the schools
- 5-Collecting and analysing the data
- 6-Preparing the research report

Findings

1. 19 out of 26 schools reported no differences between teacher's self-assessment and manager's assessment, while 7 out of 26 schools reported minor differences. Some comments about these minor differences:
 - *„Teachers tend to underestimate their competences compared to the manager's assessment”.*
 - *„The different point of view seems to be the key to this: the manager has a holistic perspective of the school context, while the teacher is more concerned only about his/her specific competences”.*
2. Teachers and managers were also asked to comment on the suitability of the EPG as a possible tool for use within the National Evaluation System (SNV) being implemented in the Italian school system according to Law 80/2013. The responses were encouraging, although some adjustments would need to be made to take into the specific features of the Italian context account. Some comments about the EPG's suitability for this purpose:
 - *“Discussion of the EPG has provided an opportunity to outline the different steps and competences of the professional development of teachers in general, not only that of foreign language teachers”.*
 - *“Some indicators in the EPG are not suitable for the Italian school system. (...) It would be important to analyse those areas to with the specific features of the Italian context in mind”.*
 - *“The EPG can work only if the head teacher knows the school context well and has been in charge for a long time”.*
 - *“The EPG does not include references to training abroad (postgraduate studies, scholarships, internship etc.), or to the fact that some senior teachers also work as trainers leading in-service training events for their teacher colleagues”*

Link to the video of the presentation: <https://www.youtube.com/watch?v=Z1jAVw10DHs>