

DEPIT Survey on the teacher's planning process

Analysis of the questionnaires from Italy and Spain

Introduction

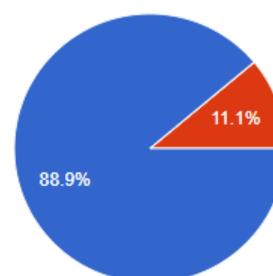
The questionnaire aims to have feedback from a sufficiently high number of teachers with respect to their planning methods, both relative to the annual planning and to the preparation of a single lesson or work session. The purpose is to track the current situation in order to start an observation of the needs and habits of the teachers, that makes the implementation of the DEPIT app as much aligned as possible with the work needs of teachers.

The questionnaire consists of 16 questions divided into three thematic areas: the sample profiling, the planning of the annual course, the planning of the single lesson or teaching session.

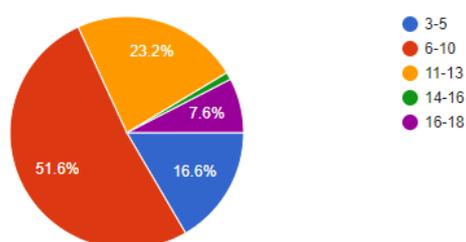
The questionnaires from Italy: analysis

The teachers who answered the questionnaire were 289, territorially distributed in 16 Italian regions, with a certain preponderance for the Marche and Friuli Venezia Giulia, sites of the networks of schools that participate as partners in the DEPIT project.

The overall profile of the participants broadly reflects the demographic situation of the Italian teaching population: 89% of the responses come from women and only 11% from men, the average age is 47 years: more specifically, only 18 teachers are under 30, 45 are between 31 and 40, 116 between 41 and 50 and 110 are over 50 years old. *In the graphic the women group is in red, the men in blue:*



Regarding the type of school typology, there is a clear prevalence of primary school teachers, who represent 52% of the sample. Secondary school follows, with 23%, then the kindergarten, with 16%. The comprehensive institutions therefore represent the majority segment, while only 9% of the sample comes from higher institutes, of which only 2% from the two-year period.



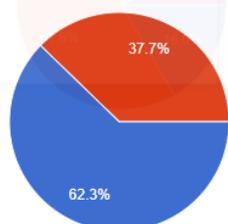
It is complex to define and outline the range of the disciplines taught, which is composed by different groupings according to the internal organizations of the individual schools. In any case the teachers of the literary and historical-social group are very much represented, and the special education teachers follow.

From the point of view of seniority, it is a sample of experienced teachers, as more than one third claims to have more than ten years of experience.

The situation of working habits with digital technologies and ICT tools is different: 10% of them declare not to use the technologies, however more than 40% have used them for at least 5 years and almost 20% more than 10 years.

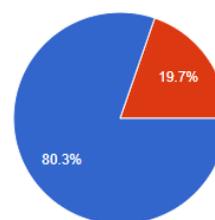
It is also a population of selected teachers: 62% of them, in addition to teaching, are responsible for the functions of responsibility and representation within their school (instrumental functions, collaborators, coordinators, etc.), 80% participates in projects aimed at introducing elements of innovation within the educational and training processes of its institute and the same percentage has specific ICT training.

Do you have responsibility role in your school?



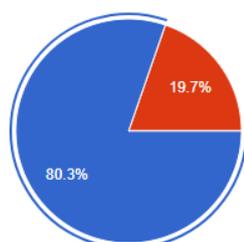
Yes
No

Do you take part in innovation projects in your school?



Yes
No

Have you attended ICT training courses?



Yes
No

ANNUAL PLANNING METHODS

As for the design methods of the teachers interviewed, these are analyzed under different points of view, which concern the properly operational aspects, the authorial and collaborative dimension of the process, the relationship with other national or institutional documents and with the external and internal transposition and the relative degree of autonomy.

The question concerning the elements considered as a guide for the annual planning sees a great dominance of the National Indications and jointly the shared programming at the school level. This shows a substantial agreement between emerging needs within the institution and the requirements deriving from the decision makers. Going in detail with regard to the sharing of the design process, we note a prevalence of team work, but mainly conducted with colleagues belonging to parallel classes and only secondly with all the colleagues of the institute. Few teachers prefer an individual design. By matching the demoscopic data with the answers related to the design habits, it seems that secondary school teachers (both I and II degree) and special teachers work individually, the latter for obvious need for customization. In the open part of the question different interviewees mention the mode of comparison with colleagues, after having realized their own design, that is more aligned on their class.

The design autonomy is declined in a different way according to the proposed indicators: the majority of teachers are free in the methodological choices and subsequently in the organization of teaching time.

Objectives, skills and evaluation respond to a lower autonomy of the individual, agreed at the level of the team or of the teaching staff.

In terms of formalization, almost all teachers prefer a tabular or graphical form to explain their design. Very few still rely on a narrative design and almost none on screenplay. In the same way the most used tool is the word processor, which allows to elaborate simple diagrams or tables, while only 11 professors claim to use only paper and pen to design.

The re-use of materials already produced is present but only as a re-elaboration of own designs. The majority in fact declares to replace and renew what has already been done. 15 teachers say they reuse the previous designs of their school, only 4 recycle materials from other schools. Regarding the public dimension of design, in most cases it can be called a semi-public document, shared mainly with colleagues and parents. Almost no one considers it a private work tool.

DAILY DESIGN METHODS

The daily planning has peculiar meanings and modalities, starting from the less structured modality with respect to the annual one. In fact, most of the teachers make it in the form of a draft or of notes, as a trace of their own work. While avoiding excessive formalization, however, few are those who claim not to produce anything and to keep only a mental trace.

Also in this case the sharing with colleagues is predominant, fairly evenly divided between those who use dedicated spaces within their working hours and those who work beside the time and outside school areas: they are at home with their colleagues.

The scheme or map is the most used product, in line with the draft mode or notes, once again processed with a simple word processor.

Despite being informal productions, such schedules appear very rich: they include above all the activities to be realized and the contents to be taught, but also the objectives or the competences to be reached, the methodologies and, to a lesser extent, the time of realization.

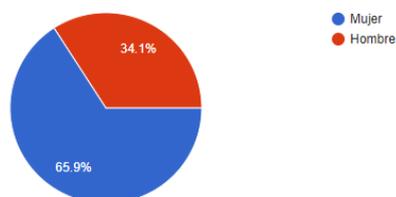


The questionnaire from Spain: analysis

The teachers who answered the questionnaire were 129, almost all located in the Seville area. The overall profile of the participants sees a preponderance of women (66%), the average age is 46 years.

Sexo

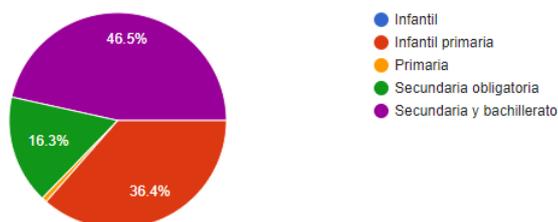
129 responses



As for the type of school, secondary school teachers and “bachillerato” (16-18 years old) prevail, accounting for 46.5% of the sample. The pre-primary school follows, with 36%, then the compulsory secondary school (13-16 years), with 16%. No response from teachers of child education and only a response from primary school teachers.

Tipo de centro

129 responses

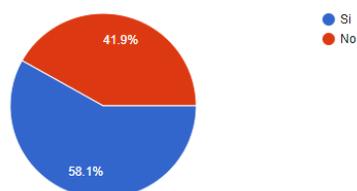


The sample is representative of a wide range of disciplines: teachers representing the linguistic field are very representative. From the point of view of service seniority, the sample is composed by very experienced teachers, the average is 20 years of career. They are also quite used to the use of technologies, with an average of 10 years of use.

58% of the sample deals with responsibility and representation functions within their own school, 55% participate in projects aimed at introducing innovative elements within the educational and training processes of their own institute and 84.5% has specific ICT training.

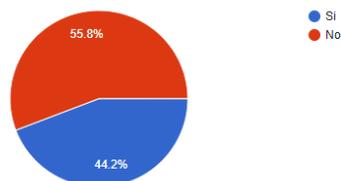
¿Ha ocupado puestos de responsabilidad en el Centro Escolar?

129 responses



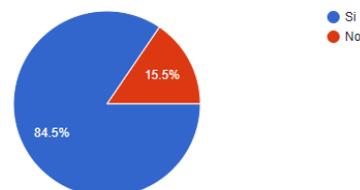
¿Participa actualmente en algún proyecto de innovación en su Centro?

129 responses



¿Ha realizado algún curso de formación en TIC?

129 responses



ANNUAL DESIGN METHODS

With regard to the design modalities of the teachers interviewed, the majority of them follow the ministerial guidelines and adopt an annual school plan. Very few follow the textbook. A type of collaborative design prevails, shared with the colleagues of the institute.

Compared to autonomy in educational choices, the areas in which teachers have the greatest impact on decision-making are those related to methodologies and activities. The design structure is mainly narrative or organized in the form of a table, through a word processing program. Many teachers resume the programming of previous years, adapting and modifying it according to new needs. The situation regarding the dissemination of the annual design is varied, in some cases it is completely public, in others it is only available to insiders.

DAILY DESIGN METHODS

The daily design is more diversified and has a high degree of customization. It is mostly carried out in an individual form, outside the school context and with very different types of structuring, realized through a word processing program.

It seems to be quite detailed as it explicitly contains the objectives, the contents, and the description of the activities, the methodologies and the working time. The prevailing starting point is represented by the activities considered significant by the teacher, secondly starting from the objectives or needs of the class.

The difficulty most expressed is to find ways and times to work in groups and to share planning with colleagues. It is not complicated to find materials or activities already prepared to be proposed in the classroom.

COMPARING THE TWO COUNTRIES

1. The sample: there are similarities in the sample compared to sex (female prevalence), age and length of service (both high) of the teachers. For the Italian school, mainly teachers of primary school respond, for Spain teachers of secondary school. In both countries these are specialized teachers who are strongly involved in the various processes of the educational reference system. At the local level, the Italian sample is more significant because it is more heterogeneous.
2. Annual design: similarities are found both in terms of content and design methods. Both the design bases (national indications and indications inside the school), and the spaces of autonomy intended for individual teachers are very similar. Spanish teachers in part prefer a form of narrative design,



while Italians use graphic or tabular forms. The substantial difference lies in the use of the textbook as a design track, present in Italy, actually absent in Spain.

3. Daily planning: in this case there are differences in the degree of explanation. Spanish always design implicitly and with a high degree of structuring, Italians have more varied styles, often using notes, sometimes they rely on mental traces. Another difference lies in sharing: Italian teachers use the collaborative form also for the daily planning, which instead for the Spanish is an individual type activity.
4. The problems encountered: both the samples wish for greater sharing and collegiality in the design, for which they would like moments and dedicated spaces.