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CALL FOR PAPERS

Special Section on

The Teaching Profession: Trends and Issues in the Italian School System

Guest Editors: *Francesca Lagomarsino and Valeria Pandolfini*

Aims and contents

In 1997, professor Luisa Ribolzi published a book with the provocative title “La scuola ingessata”, where, starting from the approval of Law 59/1997 on school autonomy, she discussed on how the concepts of autonomy, choice, and quality were fundamental for a school that needed to reconcile the demands of an increasingly complex, heterogeneous, and multi-centered society with the need to offer students a high-quality educational and didactic proposal. These issues were discussed taking into account the complex issues related to educational equity and inequalities.

Nearly thirty years after the publication of this book, we want to question today how the Italian school and its governance system have responded to the challenge introduced by the law on school autonomy and how the issues related to teaching quality, teacher training, and the evaluation of the system, students, and teachers have developed in the Italian and international scientific debate.

Quality education is often linked to the teaching quality, making one of the key levers of educational improvement and success. Therefore, teaching quality, teaching effectiveness, and teacher assessment in primary, secondary and higher education are global topics of interest among researchers, policy makers and practitioners. The issue is also multi-faceted, since it is influenced by cultural, policy and economic contexts.

Attention is given both to the theoretical issues and to the methodological ones, questioning the methodological challenges and implications researchers face when conducting empirical research on the aforementioned topics. This leads to discuss the role of educational research, of conducting research ‘on’ and ‘with’ the main actors in educational and training systems: teachers, school leaders, students, families, policy makers, and stakeholders in a broader sense. As professor Luisa Ribolzi claimed, the role is, or could be, twofold: advancing scientific knowledge and identifying problems and potential solutions for the improvement of the educational system. The topic can be extended to the role of evaluative research on educational and training processes and systems. This leads to question how and to which extent evaluation can be used for formative purposes in improving teaching practices, educational processes and student attainment, highlighting the advancements achieved in this field of sociological analysis, critical issues, and strengths from a perspective of improving the system.

The educational and training systems’ evaluative procedures and mechanisms have enriched the sociological debate with new elements, related to both ‘traditional’ issues and those prompted by the changed conditions of the school compared to thirty years ago, including the relationship between centralization and

autonomy, the evaluation of teachers' professionalism, and the power balances among the actors operating in the school.

The proposed special issue of Italian Journal of Sociology of Education will foster empirical and theoretical studies. The call for contributions will invite submissions from across the broad range of teaching profession and teaching quality key issues and topics. These may include:

- Teaching quality
- The teacher recruitment system and training
- The educational evaluation systems: teachers, headmasters, learning outcomes
- Teachers and the challenges of digital school
- The role of school and teachers in the education of young generations
- Education governance system: relationships, skills and roles of the actors in the autonomous school
- Teaching profession and educational policy reform
- Epistemological and methodological challenges of studying teaching quality in the complexity of modern educational processes

Key dates and deadlines

October 1, 2024: Abstract submission deadline

October 7, 2024: Communication of accepted abstracts

November 7, 2024: Paper submission deadline

December 20, 2024: Reviewers' feedback sent to authors (accepted/revise and resubmit/rejected)

January 31, 2025: Submission of the revised paper (if needed)

The special section will be published in the VOL. 17/1 March 2025

Author Guidelines

Abstracts:

We ask for abstracts in English (500 to 750 words, with five keywords), to be sent as e-mail attachments (Word Format) to **f.lagomarsino@unige.it**, **valeria.pandolfini@unige.it**

Articles (after acceptance of the abstract):

Must be submitted in English

Should be original, not under review by any other journal and not published elsewhere

Should not exceed 7.000 words

If English is not your native or first language, before submitting your manuscript to IJSE you may wish to have it professionally edited

All manuscripts must follow the IJSE Author guidelines:
http://ijse.padovauniversitypress.it/manuscript_submission_form

Manuscripts must be submitted electronically to **f.lagomarsino@unige.it**, **valeria.pandolfini@unige.it**

All submissions will be double-blind peer-reviewed.