



Maria Chiara Pettenati

Date of birth: 17/12/1970 | **Nationality:** Italian | **Gender:** Female |

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WORK EXPERIENCE

07/01/2014 – CURRENT Florence, Italy

RESEARCH DIRECTOR INDIRE (NATIONAL INSTITUTE FOR DOCUMENTATION, INNOVATION AND EDUCATIONAL RESEARCH)

1. Coordination of several **national teachers' training projects** among which:
 - a. (2019-present) Assessing and supporting the impact of [eTwinning experience on teachers' professional development](#) (Initial Teacher Education (ITE), Induction, and Continuous Professional Development (CPD));
 - b. (2014-present) [Neoassunti](#), compulsory training and probation year for newly qualified teachers;
 - c. (2018 – present); [Scuola2030](#) - Education for value creation, a strategic action of teachers training in Education for Sustainable Development, scuola2030.indire.it
 - d. (2016-2020) Monitoring of the National 2016/19 in-service teacher training Plan;
2. Participation as a **national thematic expert** for the **Eurydice Italian Unit (EACEA)** for the following international reports:
 - a. "[Education for sustainability at school in Europe](#)" (**currently ongoing**)
 - b. "[Informatics education at school Europe](#)" (2022)
 - c. "[Teachers in Europe](#)" (2021)
 - d. "[Digital Education at School in Europe](#)" (2020)
3. (2023) Indire's delegate in the Ministry of Education's working group on evaluation and certification of skills in the first and second cycles of education the Ministry of Education's working group
4. (2023) Indire's delegate in the Ministry of Education's working group on "Forecasting the Teaching Workforce in Italy" on teacher recruitment forecasts in Italian schools, funded by the European Commission under Article 9 of Regulation (EU) 2021/240 of the European Parliament and of the Council of February 10, 2021 establishing a technical support facility.
5. (2015-17) Head of Teachers Training Department
6. (2019) Expert reviewer in the selection of EU Erasmus+ KA1 competitive projects
7. (2017-2018) Member of the Italian Ministry of Education experts group on "Curriculum and teacher Portfolio" related to the national teachers' training plan 2016-2019

Business or Sector Education | **Department** Teachers Training | **Address** Via Buonarroti 10 , Florence, Italy |

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2017 – CURRENT Rome

CO-COORDINATOR OF ASViS GOAL 4 AND TARGET 4.7 WORKING GROUPS ASViS (ITALIAN ALLIANCE FOR SUSTAINABLE DEVELOPMENT)

ASViS is a coalition of civil society participated by more than 300 members, including my institute Indire.

1. **Indire's delegate in ASViS technical and scientific working groups for the analysis of national education policies and contribution to the development of national strategies** for the achievement of the SDGs with particular regard to Goal 4 and the establishment of a system for monitoring national and territorial progress toward the SDGs
 - a. (2017-2022) participation as a working group member
 - b. (2022-current) **co-coordinator of the working groups "Goal 4" and "Target 4.7"**

EXPERT IN EUN PROFESSIONAL DEVELOPMENT ADVISORY BOARD EUN (EUROPEAN SCHOOLNET) PARTNERSHIP

1. **Support the European School Education Platform Professional Development Advisory Board** as an expert by participating in online meetings in 2021 and 2022 and provide a contribution with a presentation about relevant expertise, and advice on matters of strategic relevance to the professional development activities at the level of the European School Education Platform

Business or Sector Education | **Website** <http://www.eun.org/>

03/2021 – CURRENT Bruxelles, Italy

EUROPEAN CLIMATE PACT AMBASSADOR (VOLUNTEER) THE EUROPEAN COMMISSION, DIRECTORATE-GENERAL FOR CLIMATE ACTION (DG CLIMA)

1. [informing, inspiring, and supporting climate action](#) in my community and network, especially in the Italian schools' system and specifically by
 - a. ideating and co-coordinating the [#nudgeforclimate](#) initiative within [Euclipa](#) the Italian community of Climate Pact Ambassador volunteers
 - b. conducting teachers' training sessions on climate pact and climate action.

Website https://climate-pact.europa.eu/ambassadors_en

Link [https://climate-pact.europa.eu/ambassadors/meet-our-ambassadors_it?f\[0\]=oe_person_title%3Apettenati](https://climate-pact.europa.eu/ambassadors/meet-our-ambassadors_it?f[0]=oe_person_title%3Apettenati)

2012 – 31/12/2013 Florence, Italy

PROGRAM MANAGER ICON FOUNDATION (INTERNATIONAL CENTER OF COMPUTATIONAL NEUROPHOTONICS)

The International Center of Computational Neurophotonics (ICON) Foundation, established in July 2011 by the European Laboratory for Nonlinear Spectroscopies, the Research and Innovation Foundation of the University of Florence and the IBM Italy Foundation, had the mission of supporting technology transfer of research results in e-health applications.

Main activity and responsibility:

1. to assist the organs of the Foundation in the management of ICON and to favor ICON planning activities, coordination and technical support to the research;
2. to encourage the procurement of grants and loans to support ICON applied research and technology transfer on remote monitoring systems for chronic patients and automated systems to support the diagnosis of bladder and uterine cancers.

2000 – 2011 Florence , Italy

RESEARCHER (TELECOMMUNICATION ENGINEERING) UNIVERSITY OF FLORENCE, ELECTRONIC ENGINEERING AND TELECOMMUNICATIONS DEPARTMENT

1. Design and development of innovative telematic architectures and applications in e-learning, e-government, and e-health applications
2. (2003-2011) Coordination support and teaching in the interdisciplinary Doctoral School in "Information Technology and Information Society"
3. (2006-2011) Lecturer in the undergraduate and post-graduate courses in "Telematics and Information Society" (ING-INF/03 Telecommunications)

Florence, Italy

MEMBER OF THE SCIENTIFIC COMMITTEE AND LECTURER IN "E-LEARNING TECHNOLOGIES AND METHODS" UNIVERSITY OF FLORENCE, EDUCATIONAL SCIENCES DEPARTMENT

Member of the Scientific Committee (2001-2006) and Lecturer (2001-2011) in the interdisciplinary post-graduate Master degree "e-Learning Technologies and Methods", University of Florence (jointly organised by the Faculties of Engineering and Educational Sciences).

1996 – 1999 Lausanne, Switzerland

PH.D. VISITING STUDENT AT EPFL (CH) EPFL (ECOLE POLYTECHNIQUE FÉDÉRALE DE LAUSANNE)

Two-years visiting period during PhD studies in the Theoretical Computer Science Laboratory, Computer Science Dept. within and inter-institutional collaboration with the University of Florence aimed at developing educational methods and technologies to be used in Higher Education within MEDIT - Multimedia Environment for Distributed Interactive Teaching (1996 - 1999) project.

EDUCATION AND TRAINING

2018 – 2019 Rome , Italy

POST-GRADUATE MASTER IN REPORTING, INNOVATION AND SUSTAINABILITY Faculty of Economics, University of Rome Tor Vergata

Final grade Cum Laude | **Number of credits** 60 |

Thesis Italy Target 4.7: elements for impact assessment of teachers' training in sustainable development and global citizenship education

Link <https://www.mastermaris.it/>

1997 – 2000 Florence , Italy

PHD IN ENGINEERING, SERVICES AND SOCIAL-ECONOMICAL IMPACT OF TELEMATICS
University of Florence

Field of study Telematics and Information Society |

Final grade PhD in Engineering, Services and Social-economical Impact of Telematics |

Thesis Design and evaluation of a Web based environment for teaching and learning

1989 – 1996 Florence, Italy

HONOURS DEGREE IN ELECTRONIC ENGINEERING Univrsity of Florence

Field of study Telecommunications | **Final grade** Cum Laude

LANGUAGE SKILLS

Mother tongue(s): **ITALIAN**

Other language(s):

| | UNDERSTANDING | | SPEAKING | | WRITING |
|----------------|---------------|---------|-------------------|--------------------|---------|
| | Listening | Reading | Spoken production | Spoken interaction | |
| ENGLISH | C1 | C1 | B2 | B2 | B2 |
| FRENCH | C1 | C1 | B2 | B2 | A2 |

Levels: A1 and A2: Basic user; B1 and B2: Independent user; C1 and C2: Proficient user

ADDITIONAL INFORMATION

PUBLICATIONS

[**The impact of eTwinning on continuing professional development of teachers in Italy: Studies, highlights and prospects of the Italian community**](#)

– 2023

eTwinning is the largest European teacher community aimed at fostering collaboration between teachers and schools. It is an international digital extended learning environment and a professional community of teachers based on exchange and peer learning. How does eTwinning interact with teachers' professional development in Italy and what are its repercussions? This book – intended for teachers, trainers, school leaders, researchers, and policy makers – reaps the fruits of about five years of studies conducted on this topic by the eTwinning Italian National Support Organisation and Indire Ricerca in collaboration with the University of Florence. The overall cultural contribution presented in this volume helps support the thesis that eTwinning is also teacher training as well as a lever for school innovation. The richness of the eTwinning experience has an impact on the teaching, organisational and professional spheres of the

teachers in the community. The various chapters contribute to deepening and providing evidence of this thesis, from multiple perspectives.

Italy and The Sustainable Development Goals: ASviS report 2022 – 2022

The ASviS Report represents the main publication of the Alliance for the Achievement of the Sustainable Development Goals in Italy. The document focuses on the national context, articulating on two levels:

1. an analysis on the state of progress of our country with respect to the implementation of the 2030 Agenda and the 17 Sustainable Development Goals (SDGs), conducted both at the macro level to assess the commitments of the Italian government and society, and at the micro level with an in-depth analysis by individual Goal;
2. an organic framework of policy recommendations, to be submitted to top management, to point out the areas where action needs to be taken to ensure the economic, social and environmental sustainability of our development model and in this way influence government strategies and activities.

Published annually in early fall, the Report is produced with input from ASviS Working Groups, which are made up of Adherents' experts.

Target 4.7 Educazione allo sviluppo sostenibile e alla cittadinanza globale – 2022

The document is the result of collective writing by participants in the ASviS Working Groups on Goal 4 "Quality Education" and the Transversal Group "Education for Sustainable Development and Global Citizenship."

The report came into being with the aim of:

1. better explaining the meaning of Target 4.7, the "backbone" of Education for Sustainable Development (Ess) and Global Citizenship (Ecg);
2. illustrating its centrality in the pursuit of all the Goals of the 2030 Agenda;
3. making the debate on Ess and Ecg in Italy, Europe and the world more accessible and clearer by providing an overview of the approaches, tools and concepts in use;
4. and offering an updated snapshot of the situation in Italy with respect to the achievement of Target 4.7 and of the links between national policies and directions and the broader ones in the European and global context;
5. make proposals for putting Target 4.7 into practice through paths of experimentation and reflection with schools, territories and people.

Link https://asvis.it/public/asvis2/files/Pubblicazioni/QuadernoASviS_EducazioneSviluppoSostenibile_ott2022.pdf

L'anno di formazione e prova degli insegnanti dal 2015 ad oggi. Cronistoria di una ballata popolare –

2022

From 2015 to present, about 300,000 teachers, comprising one-third of Italy's current workforce, have permanently transitioned into their roles following a year of training and testing aligned with educational research results and international best practices. During this year, they received support from a mentor, created competency statements, participated in workshops or visited innovative schools, and recorded their journey in a digital portfolio. This book analyzes the model of accompanying newly hired teachers, its stages and tools, drawing from years of national and regional monitoring outcomes. The analysis, grounded in research evidence, aims to both solidify and enhance the probationary year model's structure and primarily to support the adoption of new strategies for quality training of in-service teachers. The book's contributors, who represent various figures involved in a nationwide systemic innovation's governance, recount a folk ballad that shifted the culture and prepared for new innovation.

volume in scientific series published by Carocci

Paese formazione Sguardo d'insieme e viste particolari da esperienze nazionali di formazione degli insegnanti

– 2021

This volume presents in-depth research stemming from the monitoring of the 2016-2019 National Teacher Training Plan, carried out by INDIRE and commissioned by the Ministry of Education. The central objective of the research was to leverage quality education in bolstering the professional development of in-service teachers, seen as a strategic and critical factor for the enhancement and innovation of the Italian educational system. The first part of the text scrutinizes various aspects associated with teacher training under the 2016-2019 National Plan. In contrast, the second part elucidates the principles and rationale of teacher training related to several innovative areas promoted by INDIRE and shares professional development experiences that envision education as a 'system.' These instances underscore how bolstering the relationship between teachers, trainers, and researchers stimulates the adoption of

research-oriented innovative practices, thereby fostering and actualizing professional development that is not only dynamic and vital but also transformative and sustainable.

volume in scientific series published by Carocci

Governing a State-wide Induction Program: Characteristics and Success Conditions of the Italian Model

– 2018

Starting from the EC Handbook conditions issued in 2010 (Conditions for successful induction Programs) and from a critical and in-depth reading of the induction governance model in Italy and its qualitative evaluation, this work will attempt to validate or enrich governance principles to be applied to similar implementation contexts. Starting from the governance conditions, recognized as fundamental to an effective induction programme, one of the goals of this work is to understand how the conditions of success have been implemented in the Italian training model and, above all, how they have been characterized with respect to the design of network governance.

Journal of e-Learning and Knowledge Society, 14(2), Italian e-Learning Association.

Dalla Gelmini alla Giannini. Il Piano Nazionale Scuola Digitale, i PON disciplinari e il ruolo dell'INDIRE nella formazione continua degli insegnanti.

– 2015

In this paper we present a critical-historical review of some of the projects that have marked an important step in the history of the introduction of technology in school.

The purpose of the study is to help to trace a route that starts in 2008 and ends today in a scenario of full re-launch of the digital in the school with the recent Law 107 (July, 2015) and the new Digital School Plan (October, 2015). The variables of time together with the role of technology, the type of governance, the training model adopted and the number of recipients, characterize the projects described in which the Ministry of Education, University and INDIRE have held various roles to support the strengthening of the teachers digital skills not only through their initial training but also during the in-service training. See here the description...

Formazione & Insegnamento, 13(3), 139–166

Link <https://ojs.pensamultimedia.it/index.php/siref/article/view/1757/1695>