

Promoting future-oriented imaginative processes in pre-service teachers: Proposal of a self-report tool to foster self-awareness prior to starting training internships

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Introduction

The main aim of the present study was to investigate the psychometric properties of a self-report questionnaire derived from the Professional Standards for Early Childhood and Primary Education (in Italian, *Standard profili professionali primaria e infanzia – S3PI*; Bandini & Calvani, 2019), an assessment form that allows to orientate and assess the internship in school settings of university students attending the master's degree in primary education. In Italy, this master's degree qualifies teachers for kindergarten and primary school. Specifically, students at the very beginning of their training – without previous internship or teaching experiences – completed the self-report questionnaire imagining themselves as future interns. Moreover, they also completed two scales focused on: 1) personal emotional self-efficacy, defined as beliefs concerning one's awareness of and ability to manage their own emotions in daily life, and 2) self-efficacy as a future emotional socializer, referring to the perceived ability to play – in their future role of teacher – a significant role in supporting students' emotional development.

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In recent decades, educational and psychological literature has focused on the analysis of the factors that make learning more effective. In this regard, the theoretical framework proposed by CASEL (Collaborative for Academic, Social, and Emotional Learning) has gained particular attention, as it provides an integrated model for the development of social and emotional competences that are recognized today as decisive for academic and personal success (CASEL, 2021, 2023; Bombieri, 2021). The areas identified by the CASEL model are five.

- 1) *Self-awareness* is related to the ability to understand one's emotions, thoughts and values and recognize how they can affect behaviors in various experiences of life; it also includes being able to recognize personal strength and difficulties, and this is associated with higher levels of self-efficacy and a sense of purpose.
- 2) *Self-management* refers to the capacity of the individual to manage one's emotions, thoughts and behaviors efficiently in various situations, to reach pre-established goals. For this purpose, the delay of gratification, the management of stress and emotions, but also the use of the ability of planning to achieve goals, the demonstration of self-motivation and self-discipline assume a central role.
- 3) *Social awareness* is the capacity to understand the ideas and the perspectives of others with empathy. It includes feeling of compassion for others, understanding through a holistic view the behavior of individuals inside different social and cultural contexts, expressing gratitude, identifying social standards correct or inappropriate.
- 4) *Relationship skills* as the abilities to maintain and establish positive and supportive relationships in different social and cultural environments. It includes the ability to communicate effectively and listen empathically, to cooperate, and solve conflicts constructively, to seek and offer help when needed, to protect the rights of others.
- 5) *Responsible decision-making* permits making constructive solutions for personal and social problems in diverse situations. This ability is related to a good open mindset, curiosity and critical thinking, and the capacity to analyze data involved and their implications.

Social and emotional skills play a fundamental role in the development of the personal and professional identity of the future teacher. Primary education students, starting their internship in the classroom, have the opportunity to test and consolidate many skills in real situations, confronting the various challenges of the school. For example, self-awareness is crucial for the trainees to recognize and understand their own thoughts and emotions, identify-

ing how they influence their behavior with students, teacher-supervisors and school staff. Being aware of one's own most challenging relational dynamics can serve as a strength for quickly recognizing such situations and activating appropriate coping strategies, thereby preventing these difficulties from compromising the educational relationship. Awareness is closely linked to the ability of self-management, which allows the trainees to modulate their emotional and behavioral responses to achieve educational goals, containing stress and maintaining a proactive and functional attitude to the school context. From the point of view of more other-oriented social skills, social awareness and relational skills allow the trainees to understand others' points of view, promoting empathy, clear communication, teamwork, and asking for support when necessary. Finally, the trainees' decision-making abilities allow them to critically analyze complex situations, evaluate consequences and implications, and make choices consistent with educational values.

1. The importance of promoting pre-service teachers' future-oriented imaginative processes from their very first trainee experiences

In this study, we paid specific attention to the social and emotional processes of pre-service teachers who are attending the first year of the master's degree in primary education but have not yet started an internship at school and have no previous experience as teachers. This attention derives from both theoretical considerations and empirical evidence.

The first internship is considered a crucial stage in the development of professional identity, because experiences with real students and teacher-supervisors confirm or disconfirm beliefs about school and ideas about the role of teachers (Ballantyne, Kerchner, & Aróstegui, 2012; Beltman et al., 2015). Stimulating pre-service teachers to actively reflect about their future before starting their first internship experience means promoting a proactive orientation to their development trajectories. In addition, it allows pre-service teachers to be accompanied in the process of monitoring their professional evolution and the processes of professional socialization, which refers to the way in which the subject internalizes values, practices and expectations of the teaching profession. For example, Blackley and colleagues (2018) invited a sample of future Australian teachers to imagine themselves in their job role through reflective and narrative activities; specifically, they were administered a questionnaire with open-ended questions before and after their first professional internship experience, and they were also asked to draw themselves in the role of teacher. Before the first internship, many of

the pre-service teachers drew the figure of the teacher in the stereotypical position of the frontal transmission lesson – often in front of the classroom or on a raised chair while the students were subordinately ordered in their desks. After the first period of internship, many of the pre-service teachers developed a more complex image of the teacher, identified their own areas to improve, and claimed to imagine themselves as teachers even ten years in the future. The importance of imagining oneself in one's own future career is also corroborated by a recent study that analyzed the relationship between career planning and the perception of employability in university students who were preparing to become teachers (Fan, Zhang & Li, 2025). The results indicated that the presence of a clear image of one's own professional future was positively associated with perceived employability, with job search clarity serving as a mediator.

Taken together, these results encourage us to pay more attention to the role that training internships have for students preparing to become teachers. Specifically, the attention to internship should be devoted not only after it has started, but also before, promoting in students still unfamiliar with school experiences future-oriented imaginative processes.

2. Integrating other-assessment and self-assessment to promote reflectiveness: the development of a self-report form inspired by the S3PI

From an educational perspective, the assessment of the future teacher is a means through which to promote reflective processes and professional growth. It is through reflection that the teacher can develop critical awareness of his or her work, identifying strengths and areas for improvement. In this regard, a study conducted by McDonald (2014) analyzed the level of reflexivity in future teachers, highlighting how the development of quality teaching and learning strongly depends on the cultivation of critical thinking. In line with this evidence, it is essential to consider the constructs of emotional readiness and motivation, elements that significantly influence the effectiveness of teaching. The contribution of Abraham Maslow (1992) is particularly relevant in this area. Through his hierarchical model of needs, he defined motivation as a process that integrates physiological, psychological and social components, activating the individual towards the achievement of a goal (D'Isa & Foschini, 2015). Motivation, therefore, not only supports the teacher's commitment, but also forms the basis for the development of emotional alertness and self-awareness, central aspects in professional practice.

To valorize social and emotional aspects of primary education students, the S3PI model was developed within the University of Florence to assist school tutors and university tutors to evaluate preservice teachers in internship contexts (Bandini et al., 2015). The primary intention of the S3PI was to give quality to the definition of the assessment of the professional profile of teachers in training environments. The S3PI is made up of four areas of competence: area 1 “Values and Attitudes”, area 2 “Knowledge and Comprehension”, area 3 “Didactic Interaction”, and area 4 “Professional Community and Education” (Capperucci, 2018). In practice, tutors periodically assess the trainees’ progress using the S3PI throughout all their training at school, and the achievement of the required standards is a necessary condition for completing the course of study and obtaining the qualification to teach in kindergarten and primary school. The advantage of using a structured tool is to make the internship assessment process transparent and to base the assessment on accurate and shared criteria.

Focusing on the areas of the S3PI model more strictly related to emotional and relational skills (i.e., area 1 and area 4), and in line with an approach that enhances proactive self-monitoring of one’s own growth and learning processes, the first aim of our study was to equip future trainees with an agile self-assessment form that promotes reflection and future-oriented imaginative processes. Specifically, we aimed to develop a tool that allows pre-service teachers to imagine themselves as future trainees at school, grappling with various tasks and situations that stimulate their personal and professional identity in terms of values and attitudes (i.e., how they imagine themselves in the relationship with students’ unique educational needs, how they foresee the relationship with the teacher-supervisors, and how they prefigure the deontological responsibilities they will assume in their role as trainees) as well as in terms of sense of belonging to the professional community to which they will be part (i.e., how they imagine themselves integrated into the school context and what kind of monitoring they imagine themselves exercising about their professional growth during the internship experience). In practice, the items in areas 1 and 4 of the S3PI tool were transformed into a self-report version, pre-service students were asked to express their agreement to each item by imagining themselves in the future role of trainees. We predicted that the items in these two areas would give rise to two scales with satisfactory internal reliability.

A second aim of our study was to analyze the association between the self-assessment form developed here with a measure of personal emotional self-efficacy and with a measure of self-efficacy as a future emotional socializer. These two variables – both related to the Bandura’s construct of self-

efficacy, i.e., the subjective perceptions and beliefs of one's own capability to perform effectively and gain desired goals in specific areas or contexts (Bandura, 1997; Lippke, 2020) – pertain to two relevant and different areas. Personal emotional self-efficacy is one's actual awareness of and ability to manage one's own emotions in daily life: a growing amount of scientific literature has demonstrated a close continuity between personal emotional skills – which characterize teachers as people, and therefore are not limited to the sphere of professional career – and the functioning as a teacher (Baroncelli et al., 2022; Jennings & Greenberg, 2009). With a specific reference to personal emotional self-efficacy, Tesi and colleagues (2025) found that this variable was positively associated with teachers' work engagement, and this evidence was particularly salient when teachers face low levels of both professional self-efficacy and job resources, thus indicating that personal emotional competences constitute a reserve of resources to be used in one's workplace to face stressors and adversities. Another study by Baroncelli and colleagues (2023) found that teachers' higher levels of personal emotional self-efficacy and higher levels of authenticity (i.e., to be in contact with and behave in accordance to one's own true Self) were associated with greater attention and care for students' emotional experiences, greater prosociality expressed towards colleagues, and greater commitment, dedication and absorption towards one's own work. Results indicate the importance of taking care of pre-service teachers' personal emotional functioning. For the specifics of the present work, we expected that higher levels of personal emotional self-efficacy would be associated with higher levels of projection into the future role of trainee both in terms of values and attitudes, as well as in terms of sense of belonging to the school. Moreover, self-efficacy as a future emotional socializer refers to the perceived ability to play – in their future position of teacher – a significant role in supporting students' emotional development. This dimension was taken from work analyzing the role of teachers as emotional socializers and has been shown to be positively associated with both personal emotional skills and the adoption of a style of managing students' emotions characterized by interest and acceptance (Ciucci & Baroncelli, 2024). For the specifics of the present study, we expected that there would be a positive association between the levels of projection in the future role of trainee both in terms of values and attitudes, as well as in terms of sense of belonging to the school, and the levels in which pre-service teachers perceive themselves, in an even more distant future, able to face and manage the demands of the emotional development of their students.

3. Materials and methods

3.1. Participants and procedure

This study was conducted using a convenience sample of pre-service teachers coming from Central Italy. Students of the master's degree in primary education attending the first year were first contacted to take part in the research. Eligibility criteria included not having yet started an internship within school contexts and not having prior experiences as teachers. Prior to taking part in the research, an informed consent form was fulfilled.

The final sample of the present study was made up of 47 female students (mean age = 21.16 years $\pm$ 5.94 years) coming from two universities located in Central Italy. 44 out of 49 had a high school diploma, and 5 out of 49 had already obtained a previous university degree.

3.2. Measures

3.2.1. The Self-report version of area 1 and 4 of S3PI

The *Self-report Version* of the S3PI model (Bandini & Calvani, 2019) (Appendix) has been compiled taking into account a prospective view of teachers' self-efficacy. The area 1 "Values and Attitudes" has been investigated through 10 items on a 5-point Likert scale (from 1 = "Not at all" to 5 = "A lot"; for instance "Getting in tune with the students understanding in an empathetic manner the emotions and the needs", "Understanding the social, cultural and familiar influences from whom the behavior of the student depends"). The area 4 "Professional Community and Education", similarly, has been assessed as above in a base of 8 items on a 5-point Likert scale (from 1 = "Not at all" to 5 = "A lot"; such as "Working and sharing projects, initiatives and working plans with scholar tutors, manage common activities assuming responsibilities). The assessment of internal reliability of these two scales is a main aim of the present study.

3.2.2 Personal emotional self-efficacy and self-efficacy as a future emotional socializer

Personal emotional self-efficacy and self-efficacy as a future emotional socializer were investigated using two subscales of the *Crèche Educator Emotional Style Questionnaire* (CEESQ) (Ciucci, Baroncelli & Toselli, 2015; Ciucci & Baroncelli, 2024). Specifically, the dimension "personal emotional self-efficacy" assesses the self-perception of emotional self-efficacy related

to personal emotions, i.e., in everyday life. It is defined by 10 items posed on a Likert scale with 5 points (from 1 = “never” to 5 = “always”; such as “When my mood changes, I easily recognize my emotions” and “I am able to manage emotions that are too intense”, Cronbach’s alpha in this study = .88). The dimension “self-efficacy as a future emotional socializer” is derived by the original “self-efficacy as emotional socializer” scale, and it assesses the self-perception as an emotional socializer imagining in the future professional role; it is made up by 6 items on a 5-point Likert scale (from 1 = “never” to 5 = “always”; such as “I easily recognize the emotions that a student is experiencing”, Cronbach’s alpha in this study = .81).

3.3. Data analysis

For the first aim of this study, the Cronbach’s alpha values of the two dimensions of the self-report assessment form (we developed starting from the original S3PI tool) were investigated, as well as the corrected item-total correlation index for each item of the two scales. Cronbach’s alpha is the most widely used internal consistency index to establish reliability and indicates the extent to which items measuring a dimension are consistent with each other. The value can range from .00 to 1.00, and the threshold for sufficiency is variously considered in literature: according to a less conservative approach, many authors consider alpha values $\geq .60$ or $\geq .70$ as sufficient, although others recommend values $\geq .80$ (Dunn, Baguley & Brunsden, 2014; Nunnally & Bernstein, 1994). The corrected item-total correlation index is calculated for each item as a measure of the correlation between the item and a version of the dimension that excludes that item (Brzoska & Razum, 2010; Maltby, Day, & Williams, 2007). Like any correlation, the index can range from .00 to 1.00, and a value $\geq .30$ is considered sufficient (Clark & Watson, 1995; 2019). For the second objective, after ascertaining that the distributions of all the variables considered were approximate to a normal distribution, with skewness and kurtosis indices included in the range (-1.00; +1.00), bivariate Pearson’s correlations were implemented.

4. Results & discussion

The Cronbach’s alpha indices for the dimensions “Values and Attitudes” and “Professional Community” were .83 and .85, respectively. The corrected item-total correlation indices of the various items of the two scales were, respectively, included in the ranges (.35; .70) and (.38; .73).

Distributions of all variables were included in the range (-1.00; +1.00). As can be seen in table 1, the two dimensions of the S3PI instrument had a positive and significant correlation between them ($r = .77, p < .001$). In addition, the variable “Values and attitudes” correlated positively and significantly with personal emotional self-efficacy ($r = .36, p < .05$); a positive correlation also emerged with self-efficacy as a future emotional socializer, although it does not reach statistical significance. Finally, the variable “Professional community and training” correlated positively with both personal emotional self-efficacy ($r = .42, p < .01$) and self-efficacy as a future emotional socializer (albeit at a marginal level of significance; $r = .25, p < .10$).

Table 1 – *Correlation analysis between study variables*

	1	2	3	4
1. Values and Attitudes	–			
2. Professional Community	.77***	–		
3. Personal Emotional Self-efficacy	.36*	.42**	–	
4. Self-efficacy as a future emotional socializer	.19	.25****	.29*	–

**** $p < .10$; *** $p < .05$; ** $p < .01$; * $p < .001$

This study aimed to develop a self-assessment form that allows pre-service teachers to imagine themselves as future trainees at school, facing several situations that stimulate their personal and professional identity. The self-report version of area 1 (i.e., related to values and attitudes relevant to caring professions, including empathy, listening skills, self-control, sensitivity to individual differences, and sense of responsibility) and area 4 (i.e., assessing the sense of belonging to the professional community) of the S3PI was proposed to a sample of university students attending the first year of the master’s degree in primary education. As hypothesized, the two dimensions showed satisfactory internal reliability. A second aim of the present study was to examine the relationship between these two dimensions and both personal emotional self-efficacy and self-efficacy as future emotional socializers. As expected, both dimensions showed positive and significant correlations with personal emotional self-efficacy; however, contrary to expectations, they were not significantly correlated with self-efficacy as future emotional socializers. In other words, the personal emotional world of the future teacher is a crucial aspect of professional practice: in line with the theoretical framework of the SEL (CASEL, 2023), the perception of effective emotion management is associated with the ability to envision oneself as emotionally engaged in the role of trainee within the school context. Further-

more, a high level of self-efficacy in emotion regulation enables individuals to develop a sense of personal and interpersonal self-efficacy, closely linked to the empathic and relational skills demonstrated during the internship experience. Further, solid mastery and awareness of one's emotional world contribute to enhancing motivation and the sense of belonging to the professional community in which the future teacher operates. The correlations between the self-report version of the two dimensions of S3PI here analyzed and the self-efficacy as a future emotional socializer are positive, but do not reach statistical significance. This suggests that, for subjects without direct experience, the envisioning of the role of the teacher on the part of the trainee may not yet be sufficiently consolidated to allow a real representation of how and how effectively they will be able to manage students' emotional dynamics. In other words, it may be a rather distant concept, requiring the practical experience of the internship to be fully developed.

Although this study was conducted on a small sample of university students, some important considerations emerge. For example, it highlights the importance of reflective practice in preparation for the internship years for students attending the master's degree in primary education, to develop awareness and intentional practices to be applied in school environments. Cultivating social and emotional skills allows individuals to improve and develop characteristics related to recurring patterns of thought, which manifest in observable behavior, depend on situational factors, are subject to developmental change and general predispositions, and are predictive of key life outcomes, while remaining distinct from foundational cognitive processes (e.g., attention, memory) and academic skills (e.g., literacy, numeracy) (Steponavičius, Gress-Wright & Linzarini, 2023). These skills play a fundamental role in academic achievement and mental health, as well as in job performance and civic engagement. In this respect, the promotion of simulation-based experiences could enable individuals to enact actions, choices, and behaviors in an immersive way that is both motivating and reduces arousal related to stress and anxiety. This practice addresses the development of skills such as perspective-taking and social problem-solving (Linzarini & Catarino da Silva, 2024). Focusing on teachers, socially and emotionally competent educators demonstrate high self-awareness and social awareness, can build strong relationships and negotiate solutions in conflict situations, are culturally sensitive, and, above all, promote prosocial values and attitudes (Jennings & Greenberg, 2009). Moreover, extant research underscores the significance of cultivating global competences within this field (Schultz et al., 2018). Empirical evidence indicates that the implementation of targeted didactic approaches can effectively enhance these competences and foster

problem-based learning (Capperucci, 2022). In order to nurture a vision of proficient Global Education – where global competences and emotional literacy are taken into account – it is important to recall the definition provided by the *European Declaration on Global Education to 2050*:

Global Education is education that enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global levels. [...] Global Education also includes certain core elements such as a common commitment to pedagogical practices that are inclusive, participatory, inspiring hope, enabling critical thinking, and doing justice to the primacy of learners; while building competences and skills for informed, self-reflective, meaningful action, both individual and collective (GENE, 2022, pp. 2).

Conclusions

The self-assessment form was implemented as a primary test to investigate the adoption of a training tool for preservice teachers' expertise in a prospective manner. Furthermore, a more detailed and enriched data research would be interesting to consider the benefit of it inside curricula and its effects on the school context. The Italian decree of the didactic, research and organizational autonomy of the single schools (decreto ministeriale n. 275, 1999) and the law of the "Good School" (legge n. 107, 2015) open the scenario to courses and continuous professional development as mandatory to enrich the expertise of the teacher. With these considerations inside the professional development opportunities of each single School Institute, the "Piano triennale dell'offerta formativa", new paths could be proposed inside Curricula to visualize how the area 1 and 4 of the Self-report Version of the S3PI model (Bandini & Calvani, 2019) can be expanded and integrated in practical instances. At a deeper level, the self-assessment form is able to be integrated as a tool to:

- Guide teachers in practicing non-cognitive and transversal skills foreseen by Law 22, "Introduction of the development of non-cognitive and transversal skills in the curricula of educational institutions and provincial centers for adult education, as well as in vocational education and training curricula" (legge n. 22, 2025) such as soft skills, critical thinking, problem solving, decision making, leadership, and collaboration.
- Provide emotional-relational based courses inside curricula. Emotional-relational competences are designed and analyzed from various educational paradigms; the one proposed by Sydorenko et al. (2022) to develop teachers' soft skills has the aim to train the staff to learn multidisciplinary com-

petences for the modern teachers and contains the following components: communication skills, critical thinking, self-control skills, professional flexibility and compliancy, emotional competence and intelligence, leadership teamwork, social harmony and social contacts (Sydorenko et al., 2022).

- Empower mentoring competences between teachers within formative curricular courses. The RESPOND Mentor and Peer-to-Peer Support Framework is a reference for working on the interaction between different actors in school and defines four dimensions, specifically: leadership for mentorship and peer-to-peer programs oriented to develop good leadership and qualifications for effective mentorship; support for transitions from teacher education to teaching profession implementing sustainable mentorship programs, designing personalized mentoring plans for the mentees, cultivating professional flexibility and resilience; sustained support for teacher professional development to strengthen teachers' competence and the practical application of their skills and knowledge; developing the school culture for professional development to strengthen a sustainable school culture and learning community (Capperucci & Dodman, 2025).
- Create learning paths simulated situations with the indicator of the self-assessment form in which teachers analyze and imagine good practices to be adopted in critical cases to empower inclusive practices for students with disabilities (decreto legislativo n. 66, 2017).
- Debate and discuss the relationship and emotional competences of the practitioner to adopt a more international and European perspective thanks to the participation to Erasmus+ projects. The aim of these projects is to enhance professional development and foster for teachers opportunities to be engaged in international scenarios, expand professional networks. Teacher mobility is central to provide a globally interconnected academic community. Indeed it encompasses the development of intercultural awareness, pedagogical innovations essential for creating diverse classrooms (Ivasciuc, Marinescu & Ispas, 2025).
- Assess the newly appointed teachers at the beginning of the career during the first year of practice in class within self-assessment questionnaires.

In conclusion, even though the self-assessment form *Self-report Version of the area 1 and 4* of S3PI model (Bandini & Calvani, 2019) was assessed with a small sample of preservice teachers and it provides evidence for the importance of training preservice teachers and teachers broadly to develop a proficient level of emotional and relational awareness regarding the class, school and social context in which they operate.

Appendix

Self-Report version of the area 1 “Values and Attitudes” and 4 “Professional Community” of the S3PI model (Bandini & Calvani, 2019).

Area 1 – Values and Attitudes

S3PI 1.1.1	Get in tune with students understanding in an emphatic way emotions and needs
S3PI 1.1.2	Having an attitude of balance, putting big expectations in each other student, independently by them conditions and cultural background
S3PI 1.1.3	Create a stimulating learning environment that enhance the diversity in which the students feel safe and thrustful
S3PI 1.2	Establish educational adequate relationships, demonstrating balance, readiness and efficacy also in front of stressful situations and/or not expected (e.g. conflicts, not respect of norms)
S3PI 1.3.1	Understanding social, cultural and family conditions from whom depend the behaviour of students
S3PI 1.3.2	To be able to recognize the constrains but also leverage on the potentials related to the educational context (e.g. contacts with the family)
S3PI 1.3.3	Sto be able to get in touch with the reality of the territory catching the opportunities and the reasons to enrich the stimulus in learning
S3PI 1.4.1	Behave with responsibility and respect through the school, colleagues and tutors
S3PI 1.4.2	Understanding the needs of a profession deontology (definitions of professional duties, the necessity to make transparent and accountable the learning, sharing with colleagues of attitudes and common methodologies)
S3PI 1.4.3	Perform with care the engagements, participate at the collegial activities

Area 4 – Professional Community and Education

S3PI 4.1	To be able to share, elaborate and realize the various aspects of the process of teaching-learning that are related to the planning, evaluation and realization of the activities, the various aspects of the managing of the section/class (organization, behaviours, rules and procedures) with the school tutors developing a real professional community
S3PI 4.2.1	Working and sharing projects, initiatives and plans of work with school tutors, managing common activities, assuming responsibilities.
S3PI 4.2.2	Participate at collegial meetings (e.g. class councils, interclass, intersections, ...) with teachers and parents, with an appropriate behaviour in relationships
S3PI 4.3.1	Establish positive relationships with the role model (scholastic tutor, ATA employees, parents, School Director)
S3PI 4.3.2	Use in an appropriate manner the verbal and nonverbal communication in relationship with the diverse context of reference
S3PI 4.4.1	Revise in a critical manner its own experience of internship identifying points of weaknesses and strength
S3PI 4.4.2	Assume an available attitude to the continuous improvement in the training in the didactic action
S3PI 4.4.3	Document its own experience with coherence and clear exposition, critic capacity and an adequate use of the documentation of referment (e.g. evaluation based on the final written relation of internship)

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