

Le profil professionnel des docteurs

Silvia Roma

Linguistics, Methodology in language teaching

“Linguista sum, humani nihil a me alienum puto”

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Cœur de métier

PHASE 3 Développement des compétences

Basically I've always had a clear sense of meaning and perspective in life, and I've firmly believed in Lifelong Learning. Following my project of personal development and skills implementation, I took responsibility for my learning and organized my professional goals and objectives. I set up a list of skills audit in order to actively monitor and develop my potential. What I mostly developed was: get training, create a network of professional contacts in order to get feedback and exchange data or information, stay tuned in the research field.

PHASE 3 Évaluation

During my career I started studying Docimology at University and developed it throughout the time thanks to the Master's Degrees and the PhD, together with the long experience of about 30 years of school teaching. Nevertheless I could expand my knowledge of Evaluation as applied to Management when I got my Certificate of Competency as "Auditor in Quality Systems ISO 9001", more specifically about team dynamics and decision making. As regards my evaluation skills at the national and international levels, I have a wide experience in multiple areas, in particular as Member of the High School Exam Commission (High School Diploma) and as Exam Officer/ Invigilator organizing Cambridge IGCSE ESL (0510/0511) Examinations.

PHASE 2 Gestion de l'information

During my teaching career I learnt how to acquire, create, organize, distribute and use information in support of the teaching/learning activities, thus for didactic aims. More specifically I could better develop my IT management skills thanks to the school training events I have participated.

PHASE 3 Expertise et méthodes

I've been teaching foreign languages in Italian high school since I graduated in 1992. Since the early stages of my career I've been developing my personal project based on Lifelong Learning to transform the subjects I liked most into a dynamic and enriching experience. I started engaging in challenging projects which include the getting of eight University Master's Degrees in the field of Linguistics, Sociology, Didactics, Linguistic Mediation, Human Rights, and the Presentation of my research results at TESOL Italy's national conventions. As a key point in building expertise I dedicated study and application on bullet subjects; more specifically I picked topics and set aside time to work on them, I used training events to expand my knowledge, I built up a reputation by sharing research.

Qualités personnelles et relationnelles

PHASE 3 Communication

Communication skills are a key component of any sort of Expertise as well as of success at all organizational levels, that's why I have always had a keen interest in developing them. Specifically I studied thoroughly all the aspects of Communication, and most of all the Linguistic

one, when I got the University Master's Degrees : "Specialized Translation for International Communication", "Linguistic and Cultural Mediation", "Languages for Public Communication".

PHASE 2 Collaboration

I collaborated actively in team-groups for training aims or job goals. I developed the soft skill of Collaboration in the job context where I learnt how to interact, engage and synergize while working towards a common goal. I could widely gain experience in Collaboration skills thanks to all the Training courses and Master's Degrees I have done.

PHASE 2 Analyse, synthèse et esprit critique

Analysis, Synthesis and Critical Thinking are "Soft Skills or People Skills" and are considered as core competencies in dealing with other people. Thanks to my job as a teacher, and to the subjects as Sociology, Psychology, Didactics that I'm continuously studying, I could develop an effective operational competence about Analysis and Synthesis. As a teacher, I'm supposed to actively analyse, assess, synthesize, reflect on information gathered from observation, experience or communication. Personally I have a mindset of questioning ideas and conclusions, and I am inclined to reasoned judgments and critical thinking.

PHASE 3 Ouverture et créativité

The subjects Sociology, Psychology, Didactics are the pillars upon which I built up my competence of open-mindedness, so I could directly experience the clear understanding of how things are while holding a simultaneous vision about how they could be. Moreover I have attended many training courses about Creative Teaching so I developed techniques and methods to enhance the levels of innovation in teaching as well as in research.

PHASE 2 Engagement

Commitment is a core Soft Skill and I could get it as a result of any intention I took over in my life. Since I started teaching I've been dedicated to social engagement so I became deeply committed to my job goals. Commitment is an active part of my Lifelong Learning project, as well. More specifically, I operated on a committed basis whenever I "signed up" for something and fully expressed what I intended to do in action.

PHASE 3 Intégrité

I do believe in Integrity as the quality of being honest and having strong moral principles in life. Focusing on my job experience, I've always believed in honesty, respect, responsibility, helping others, trust generating and undoubtedly the best way to teach those values is setting a good example. In fact, Integrity is part of the "Teacher's moral code" so I'm continuously developing such a Soft Skill. Since I got the Master's Degree in "International Protection of Human Rights" I have been using the knowledge of UDHR as a key skill for the culture of respect and ethical behaviour.

PHASE 2 Équilibre

Balance is a basic skill for those who have to cope with multiple layers of commitments. I learnt a lot about it during the various training experiences I've had, and most of all I've acquired a good knowledge of Balance out of the reading of Daniel Goleman's "Emotional Intelligence". Thanks to that book I've learnt how to ensure my growth as an individual and secure my well-being, so I could lead my job and private life successfully. Since I got the Master's Degree in "Social Mediation in relational and educational contexts" I have been using Balance as a key skill.

PHASE 3 Écoute et empathie

I've developed Listening and Empathy skills during the course of my teaching career and more specifically when I got trained for the "State Teaching Qualification Degree" that I took both for French and for English. The key points of the soft skills I acquired are: the role of the emphatic listener (teacher) is to be supportive, kind and caring; a good teacher is supposed to listen carefully and interject occasionally to encourage the speaker to open up; always pay attention to

what's not being said, too. Since I got the Master's Degree in "Social Mediation and Reconciliation" I have been using Listening and Empathy as key skills.

PHASE 2 Négociation

I learnt Negotiation skills when I studied for the University Master's Degree in "Social Mediation". Specifically, I took part in the workshop "simulation of mediation for conflict resolution" where I acted as the Mediator; there I learnt that the mediator is the third part that never gets involved in the dispute, instead he/she should make the conflicting parts dialogue in order to let them find solutions. Following to the degree in Social Mediation I obtained the professional qualification of "Social Mediator".

Gestion de l'activité et création de valeur

PHASE 2 Conduite de projet

Teaching is an activity which involves a high level of managing skills. I've been teaching over a span of about 30 years at Public High Schools, and 7 years at Open Universities as Didactic Director. Thanks to my qualification of Auditor for Quality Systems ISO 9001 I attained all the skills related to project management and project audits.

PHASE 3 Gestion du changement

Teaching is an activity which involves a high level of managing skills. I've been teaching over a span of about 30 years at Public High Schools, and 7 years at Open Universities as Didactic Director. Thanks to my qualification of Auditor for Quality Systems ISO 9001 I attained all the skills related to project management and project audits. Managing change is the most challenging skill that I attained because means to get people to see the need for change, give them meaning and perspective in order to set goals.

PHASE 2 Gestion des risques

Teaching is an activity which involves a high level of managing skills. I've been teaching over a span of about 30 years at Public High Schools, and 7 years at Open Universities as Didactic Director. Thanks to my role I attained all the skills related to project management and project audits. I acquired the Managing Risk skills during my Master's Degrees learning experiences dealing with problem-solving, communication and business understanding.

PHASE 2 Prise de décisions

Teaching is an activity which involves a high level of managing skills. I've been teaching over a span of about 30 years at Public High Schools, and 7 years at Open Universities as Didactic Director. Thanks to my role I attained all the skills related to project management and project audits. The Decision-making skill is the most used one by teachers, and consistently making good decisions can help career. Personally I am inclined to reasoned decisions and I follow the best approach in decision making which is: intuition + reasoning.

PHASE 1 Obtention et gestion des ressources financières

I've been teaching over a span of about 7 years at Open Universities as Didactic Director. Thanks to my role I attained all the skills related to project management and project audits. I experienced Obtaining and Managing Funding when I had the role of Didactic Director of UPEC Open University in the sense of overseeing and handling cash flow, budget analysis.

PHASE 3 Management des personnes et des équipes

Teaching is an activity which involves a high level of People management. I've been teaching over a span of about 30 years at Public High Schools, and 7 years at Open Universities as Didactic Director. Thanks to my role I attained all the skills related to project management and project audits. Specifically I developed the skill of promoting policy of diversity and equal opportunity thanks to the University Master's Degree "Master 2 Expertise en développement et mutation culturelles" that I got in 2010.

PHASE 2 Production de résultats

Producing Results is a core Soft Skill and I could get it as a result of any intention I took over in my life. In fact I took consistent action toward my objectives, I planned ahead and removed any obstacles. Producing Results is an active part of my Lifelong Learning project as well as of my job routine.

PHASE 2 Propriété intellectuelle et industrielle

At the very beginning of my career I worked as a freelance editorial consultant for "Istituto della Enciclopedia Italiana Treccani" (Italian Encyclopedia Institute). There I learnt about intellectual property rights (IPR) and copyright, technical protection and marketing.

PHASE 2 Orientation client

I've been teaching over a span of about 7 years at Open Universities as Didactic Director. Thanks to my role I attained all the skills related to project management and project audits. I experienced Customer Focus when I had the role of Didactic Director of UPEC Open University in the sense of paying great attention to the needs and opinions of customers.

Stratégie et leadership

PHASE 2 Stratégie

I developed Strategy skills during my job experience. This includes strategic thinking and organizational skills that aim at gaining results. Teaching relies on didactic strategies and the most important one is the Action Plan that comprises methods and techniques to achieve a targeted learning in a specific environment.

PHASE 3 Leadership

I developed Teaching Leadership skills during my job experience. Teachers are excellent at providing continuous empowerment and support . The key Leadership skills I attained are: being change agent, inspiring others within and outside their classroom, communicating and acting in authentic and equitable ways.