



ALERT  EDUCATION
consulting

Teacher Training in France

EPA - T. U. Munich

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Consulting about :

- ✓ **Languages**
- ✓ **Science and Technology**
- ✓ **Economy and Finance**
- ✓ **Entrepreneurship**

For :

- ✓ **Schools, Teachers,
Headteachers**
- ✓ **Parents**
- ✓ **Companies**



Nelly GUET

- Headteacher for 22 years at comprehensive schools and colleges (including the FG in Berlin)
- Member of the Board of ESHA, AEDE - European Principals Associations - from 1998 to 2008, Council Member of ICP - International Confederation of Principals - since 2004
- Member of the Interministerial Committee – CODICE - for relationships between Ministries of Economy and Education : 2007 - 2008
- Participated in many European projects, especially in the area of "Science in Schools" and "School leadership"



The joint interim report of the Council and the Commission of February 26th 2004

- Priority to the development of common European principles for the competences and qualifications needed by teachers in order to fulfill their changing role in the knowledge society :
 - ✓ a **well-qualified** profession
 - ✓ a profession within the "**Lifelong Learning**"
 - ✓ a **mobile profession**: work experience outside the education sector and also various professions within the education sector
 - ✓ Close **collaboration with a wider community**



The joint interim
report of the Council
and the Commission
of February 26th 2004

Key Competences

Teachers should be able to :

- ✓ collaborate with others
- ✓ working with ICT
- ✓ Working with and within the civil society

A school needs
teachers, who...

A school needs teachers :

- ✓ with **professional skills** and **personal commitment**.
- ✓ who are **professionals**, but also **facilitators, team members, researchers, lifelong learners, reflective practitioners ...**
- ✓ 4 of the 8 key competences are **transversal**:
how can a school prepare teachers for this psychological transition?
- ✓ Teachers training must prepare for life and work in a "**learning community**".

The Influence of Non-Formal Education

Among the six "soft skills", which are usually required by employers, five are developed through involvement in **youth organizations:**

communication, teamwork, decision-making, organizational skills and self-confidence.

The influence of "**Non-Formal Education**": long-term and frequent involvement in **youth work** involves high "soft skills" development.

Training abroad includes higher **language skills but also intercultural and leadership skills.**

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Teacher Training in France

Teacher training in France: four key dates

1833: Guizot Law : a school in every city, and in every county a College of Education to train teachers.

1880-1883: Ferry laws make education free and compulsory, introduce the principle of secularism and promote comprehensive development of teacher education.

1989: the New Law provides institutes for teacher training. In each of the 30 "academies" (administrative regions of France), the role of these Institutes – IUFM- is to organize teacher training for general, technical or vocational schools.

2005: the IUFM are incorporated into universities . The state decides on the content of the training of teachers.



Teacher training in France??

"Consecutive model»

- Master degree at the University
- Examination
- Recruitment , civil servant for life
- One year training (until 2010) + Tutoring during the first two years after recruitment
- Since 2010 : just tutoring, no professional training



Teacher training in France

September 2013: **E.S.P.E. :** Colleges for
Teacher Education

Bachelor = 180 ECTS Master = 120ECTS

60,000 new teachers will be recruited in the next
years

ISSUES :

- still a consecutive model? Will we continue to **first recruit the future teachers , then to train them?**
- will the **social skills** be considered while recruiting? when and how will they be developed? When do the **internships** take place?
- will the future teachers be trained as "**leaders**"? in management ?/ finance ?/ external partnerships ?
- will they get an approach to teaching that goes **beyond traditional subject boundaries?**
- furthermore, a recruitment of **civil servants for life?**



In-service training for teachers in France

In-service training for teacher in France:
mostly hierarchically organized :

A **target** for teachers, but not a **must!**

- 1-Academic qualifications required (**changes on programs, institutional reforms, tests, ...**)
- 2-Other academic courses are freely chosen (**disciplinary and transdisciplinary**)
- 3 -Each “Academie” has its own training plan
- 4 - The proposals for the training are discussed with the inspectors, technical advisors. The final plan is approved by the “Director of the Academy.” (**regional level**)
- 5 - The Ministry organizes a **national training of inspectors and schoolheads** at the “National College of Schoolleadership and Inspection” in Poitiers: **ESEN**)



Common Framework for Europe Competence (CFEC) as a basis for schooldevelopment ELOS

- Concept of "**European citizenship**": the aim is to prepare students for studying and working in Europe
- through the implementation of a "European and international organization" in lesson plans and mobility programs.
- A knowledge-based society ", which has to follow the Lisbon Strategy owns especially **transversal competences**.
- The Elos Network uses both frameworks:
- the "**Common European Framework of Reference for Languages**" from the Council of Europe (2000).
- the "**Common Framework for Europe Competence**" provides indicators for the "Europe competence "of students aged 12-19. It is based on the " European key competences "and intends to build a **concrete bridge between the core competencies and practice in schools**.

16 partners from eight Member States of the European Union agreed in Cordoba on February 4th 2012. It will be reviewed before the meeting in Sofia in 2013.

The ELICIT Framework aims at providing the conceptual framework that Teacher Trainers and Lecturers could refer to when designing a course curriculum for initial or in-service Teacher Aim = enhance European Citizenship Literacy Education

- Competences in 7 areas: curriculum design, European culture, intercultural education, motivation and personal development, use of ICT, school ethos, evaluation
- Knowledge in all areas should be constantly updated . Subject-matters should be studied from a multinational viewpoint
- Interactive, cooperative, cross-curricular, interdisciplinary and intercultural practices should be preferred
- Comparative approaches and intertextuality should be encouraged
- Critical learning & thinking should be developed
- The European culture should be integrated in all disciplines of the curriculum and teaching practices

ELICIT:
(Comenius CMP
- funded by the
European
Commission)

With every student, a higher self-esteem and a deeper motivation for active citizenship should be developed.

How can a school promote democracy, relations with the outside world, participation in decision-making, ensure that the success of all students is provided in the school?

- **Learning communities require effective leadership to set the pace and direction of change, to facilitate open communication, to stimulate creative thinking and innovation to motivate teachers and students to higher performance and to demonstrate the ethos of lifelong learning**

**Training of
teachers:
responsibility of
the schoolhead**



School leadership

Unlike a "school administrator", the school head suggests a continuous process of development, when he takes over management and leadership.

Administration = doing things

Management = doing things right

Leadership = doing the right things

Why is a "distributed leadership" helpful?

What does it mean for the schoolhead to be an educational leader?

How can school leadership improve the readiness of students for life-long learning through the promotion of new technologies?



Why is it important for a schoolhead, to develop a vision, a strategy to create a positive school climate and to improve the quality of the school?

1. „Child care" is a new issue for schools:
Poverty leads to dropping out of school . It is about **improving the life chances of every individual**.
2. **Need for internal evaluation:** External evaluation is not enough
3. Governing bodies need broad powers over **human resources, finance, school ethos, curriculum and evaluation** (see MODUS 21)
4. all these powers are still too often exercised centrally, rather than given to the schoolleaders :a greater autonomy enables them to promote innovation and to take risks.



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