



European Network on Teacher Education Policies



ENTEPE INTERNATIONAL CONFERENCE

**DEVELOPMENTS IN TEACHER
EDUCATION – CASE STUDIES**

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Preliminary draft decree defining Initial Teacher Education in the French Community of Belgium

Foundations

- 1) Many factors have deeply changed our relationship to knowledge, time, space and cultures.

The teaching profession has become much more complex for several reasons:

- the exponential increase of production of knowledge ;
- the digital revolution;
- the development of exchanges;
- the obligation of education added to knowledge acquisition : society requirement towards school;
- the change in relationship towards authority
- ...

Initial training is increasingly inadequate; it has become too heavy by adding content.

Foundations

- 2) The French Community of Belgium is developing a large-scale reform to improve our school system: a reform called "*Pact for excellence in education*"

Studies show that reforms affecting school systems, only have limited effects if they are not accompanied by a work on initial teacher education.

Initial Teacher Education: is an essential prerequisite for the realization of the reform of our school system

Background of the reform

- Qualitative as well as prospective and participative evaluation of ITE from March 2011 to February 2012;
- Participatory process launched with representatives of all the actors of Higher Education (round tables, ...);
- Creation of a monitoring committee and a working group with representatives of the 4 instances organizing ITE in the French Community of Belgium (GT40);
- Orientation note to the government: first proposals of the WG (competences, training programmes, sections);
- January 2016 : report of the WG to the monitoring committee with additional thoughts and proposals (structures, organisation);
- Link with the « Pact for excellence in education" ("Teaching Excellence Pact");
- Consulting of the teams of trainers : visit of each University College of the French Community of Belgium;
- Adoption at 1st reading on 15 May 2017. Adoption at 2nd reading in February 2018

Objectives

The underlying objectives of this reform:

- **Better promote teacher training and profession ;**
- **Develop and update pedagogical practices;**
- **Better prepare future teachers to the realities of their work;**
- **Facilitate the integration and stabilisation of new teachers within the pedagogical teams ;**
- **Fight against the failure that strikes the most vulnerable students.**

Ten improved areas in teacher education

A major, innovative reform that harmonizes the training of all teachers and respects the specificity of each type of education

1. Reinforcement of the level of studies

- For teachers from pre-primary education to the 3rd year of secondary education: extension of the training to 4 years (3 bachelor years and 1 master one) with a reinforcement of subject knowledge ; creation of an intermediate wage scale;
- For teachers from the 3rd year of secondary education to the 6th one: maintenance of a five – year training (3 bachelor years and 2 master ones) with a reinforcement of pedagogical knowledge ;
- Extension of the pedagogical programme from 30 to 60 credits
- **New standard for all: training at level 7 according to the European qualification framework**

2. A step to uniqueness of the training

- **Sections 1, 2, 3 (ages 2,5 to 15)**
 - Compulsory: Bachelor degree in education 180 ECTS + Master degree in education 60 ECTS
 - Optional: Specialization in education (Master degree) 60 ECTS
 - access to PhD
 - access to teachers' training
 - development of competences
- **Section 4 (ages 15 to 18)**
 - Either Bachelor degree in education 180 ECTS + Master degree in education 120 ECTS
 - Or a Master degree in pedagogical knowledge for upper secondary education 60 ECTS

Extending to a five-year training for all teachers; unicity of the academic degree



The 5th year: specialization in teaching (Master degree) sections 1, 2 et 3

- a specialization master degree focusing on pedagogy (techno-pedagogy, orthopedagogy, differentiated pedagogy), leading to an increased pedagogical knowledge without widening the span, accessible to holders of a master degree in teaching sections 1, 2 or 3 having chosen an option in pedagogical reinforcement during the first 4 years of the training;
- a specialization master degree with a disciplinary orientation, leading to a widening of the span, accessible to holders of a master degree in teaching sections 2 and 3 having chosen an option in disciplinary reinforcement during the first 4 years of the training;
- a specialization master degree with a linguistic orientation, preparing to teach in immersion without widening the span, accessible to holders of a master degree in teaching sections 1, 2 or 3 having chosen an option of language reinforcement during the first 4 years of the training.

3. A better proficiency in the language of teaching

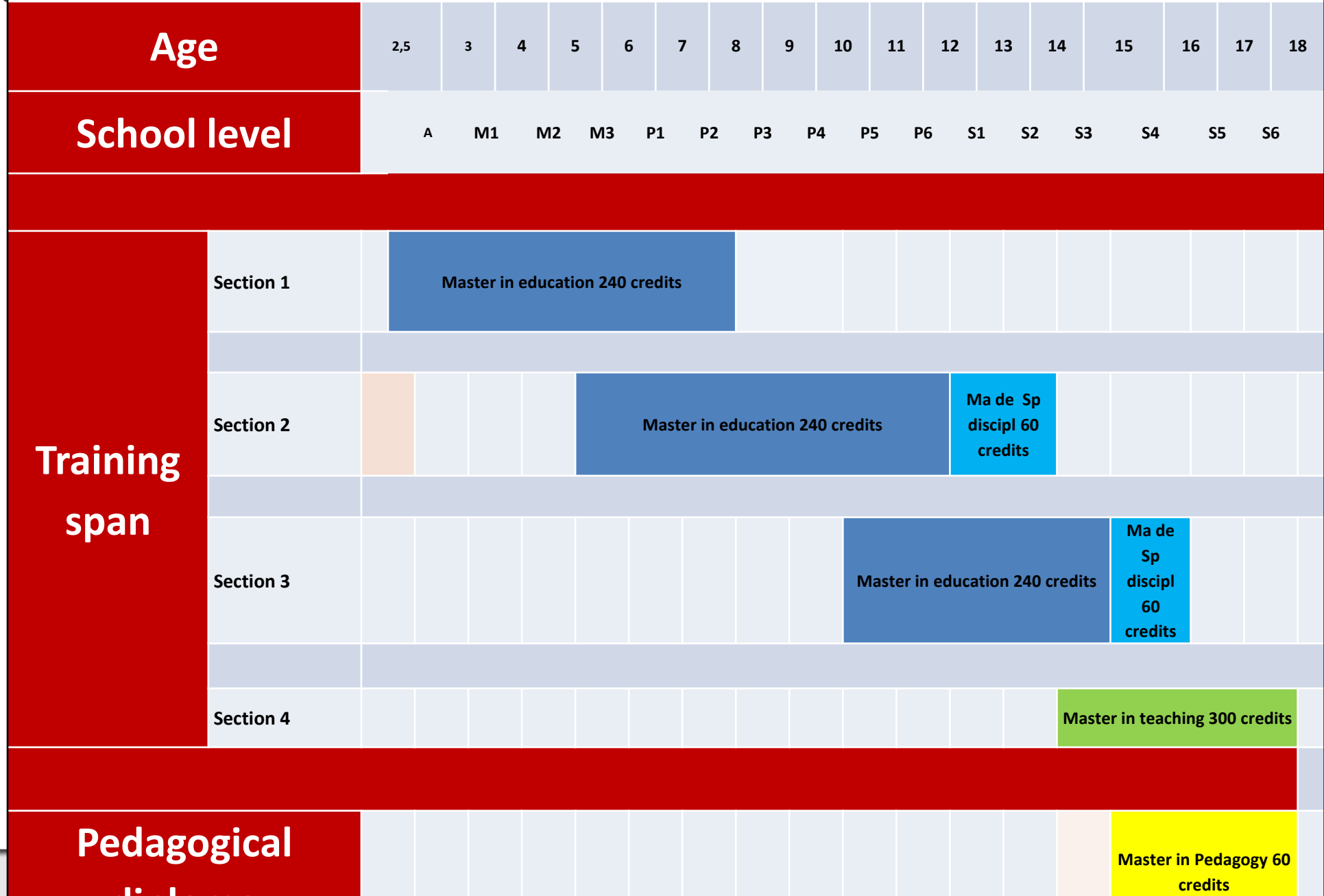
Oral and written languages play a central role during school education. Teachers must have an excellent proficiency in the language of teaching.

- Set up of a non-binding test of French proficiency at the beginning of the studies (also for the pedagogical diploma);
- In case of failure, 5 additional credits to the first 60 credits of the curriculum;

4. A solid theoretical training combined with a practical one



5. A better transition between education



	Master in education
Section 1	<u>All disciplines (multidisciplinary teachers)</u>
Section 2	<u>All disciplines except Psychomotricity, Physical Education, L2</u>
Section 3	<p><u>Related disciplines:</u></p> <p><i>French and EPC or Religion or Moral instruction</i></p> <p><i>French and ancient languages</i></p> <p><i>French and cultural and artistic education</i></p> <p><i>Two modern languages (English, German, Dutch)</i></p> <p><i>Mathematics and Technologies</i></p> <p><i>Sciences and Technologies</i></p> <p><i>Physical education and Health Education</i></p> <p><i>Human and EPC or Religion or Moral instruction</i></p> <p><i>Artistic education: music</i></p> <p><i>Artistic education: plastic arts</i></p>
Section 4	<u>One discipline</u>

6. Educational programmes focused on taking differences into account

- « assessment, its roles and the forms it can take, the control of learning and the differentiated pedagogy, including the identification of the learning difficulties encountered by students adapting and differentiating teaching sequences according to their needs and the implementation of immediate remediation process » ;
- « developmental disorders, specific needs of children and teenagers with disabilities, taking into account learning disabilities, in an inclusive perspective »;
- «the sociology of education including cultural diversity, socio-economic inequalities, among others, poverty phenomena... ».

7. Link with compulsory education

- Creation of a commission within the ARES, the "Coordination Commission, Initial teacher education and compulsory education"
- Advice body co-chaired by the ARES General Administrator and the General Administrator of Education, composed of members of the ARES and members of the COPI, representatives of trade union organizations and representatives of students.
- Missions :
 - **ensure coherence between the courses organized within the framework of ITE and the school programmes**
 - **ensure coordination between ITE and CPD**
 - **monitor the reform**

8. Mutualisation of the expertise between Higher Education Institutions

University Colleges, Universities, University Colleges of Arts, Social Advancement Education, will be fully involved in the initial teacher education via:

- **co-organisations**
- **joint degrees**

The students 'programme will be given, whatever the age of the students, partly in University Colleges and partly in Universities or in University Colleges of Arts.

9. The development of research in didactics

- Improved access to PhDs;
- Creation of a specific research area for teaching to stimulate research in didactics

10. Creation of a master's degree in teacher training

- Master in teacher training 60 ECTS to be obtained within 6 years after the beginning of the teaching career or certain PhDs.
- access to teachers from sections 1, 2 and 3 who have obtained a master's degree in teaching.

Implementation of the reform

In 2018

Adoption of the decree before summer

Preparation of the implementation of the new pedagogical programmes within the schools

September 2019

Effective start of the new trainings (year by year) - one year lag when applicable

June 2023

First graduates in 4 years

June 2024

First graduates in 5 years

- Transitional measures so that the students who started their studies in the current curriculum can continue and finish them.
- Measures allowing teachers with a bachelor degree who graduate at the time the decree enters into force, to access the 4th year from the academic year 2022-2023.

Conclusion

At a time when the Pact for Excellence in Education is starting a major project to improve our teaching, the reform of initial teacher education appears to be an essential element for the implementation of the measures planned. It is therefore urgent to act and give back to the teaching profession all its attractiveness, to attract well-trained young people who are proud to carry the ambition of success of a community and whole regions.

Thank for your attention

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