

Université  
de Liège



# PRE-SERVICE AND IN-SERVICE TEACHER TRAINING IN FRENCH SPEAKING PART OF BELGIUM

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Implementation Strategies for Innovations  
in Teachers' Professional Development

# Pre-service and in-service teacher training in french speaking part of Belgium

## 1. Preamble

## 2. Structures, content, method

2.1 Pre-service teacher training

2.2 In-service teacher training

## 3. Content Area Literacy (CAL)

## 4. Perspective of professional development

# 1. Preamble

- Belgian is a federal state whose structure is divided in 3 levels

**Level 1** : federal state, **Communities** and regions

**Level 2** : provinces

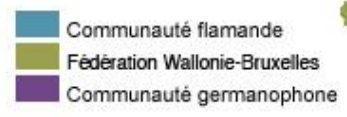
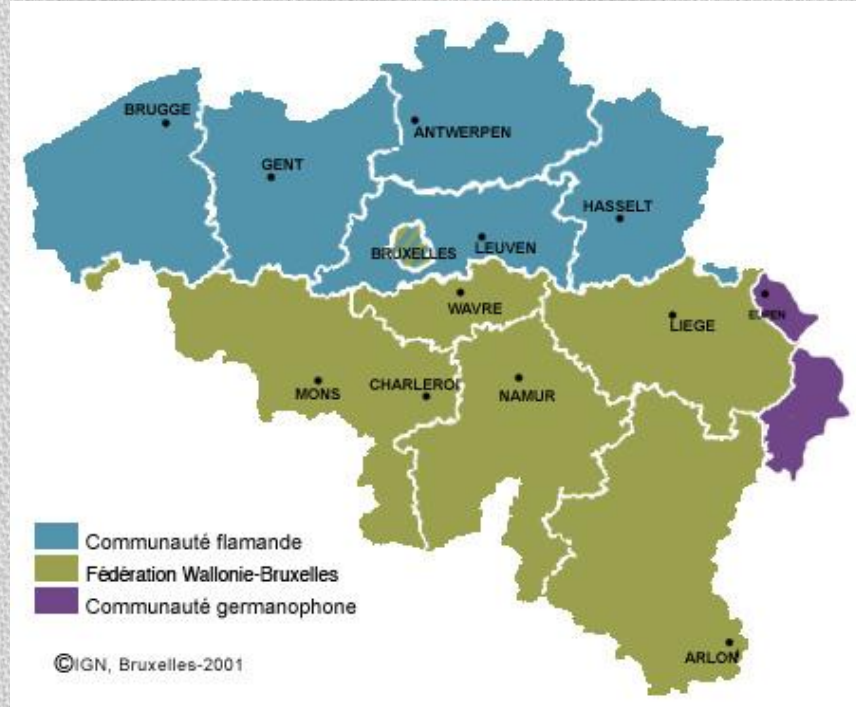
**Level 3** : municipalities



- The first level is composed of communities (groups of population) and regions (territories // states USA, Länders)
- Most powers relating to education are exercised by **communities ( Communauté française => Federation Wallonie Bruxelles)**
- Training falls mainly within the competence of the regions, **excepted for pre-service and in-service teacher training**



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## => Different types of schools

- In the french speaking community

=> 3 major categories of educational institution called 'education networks'

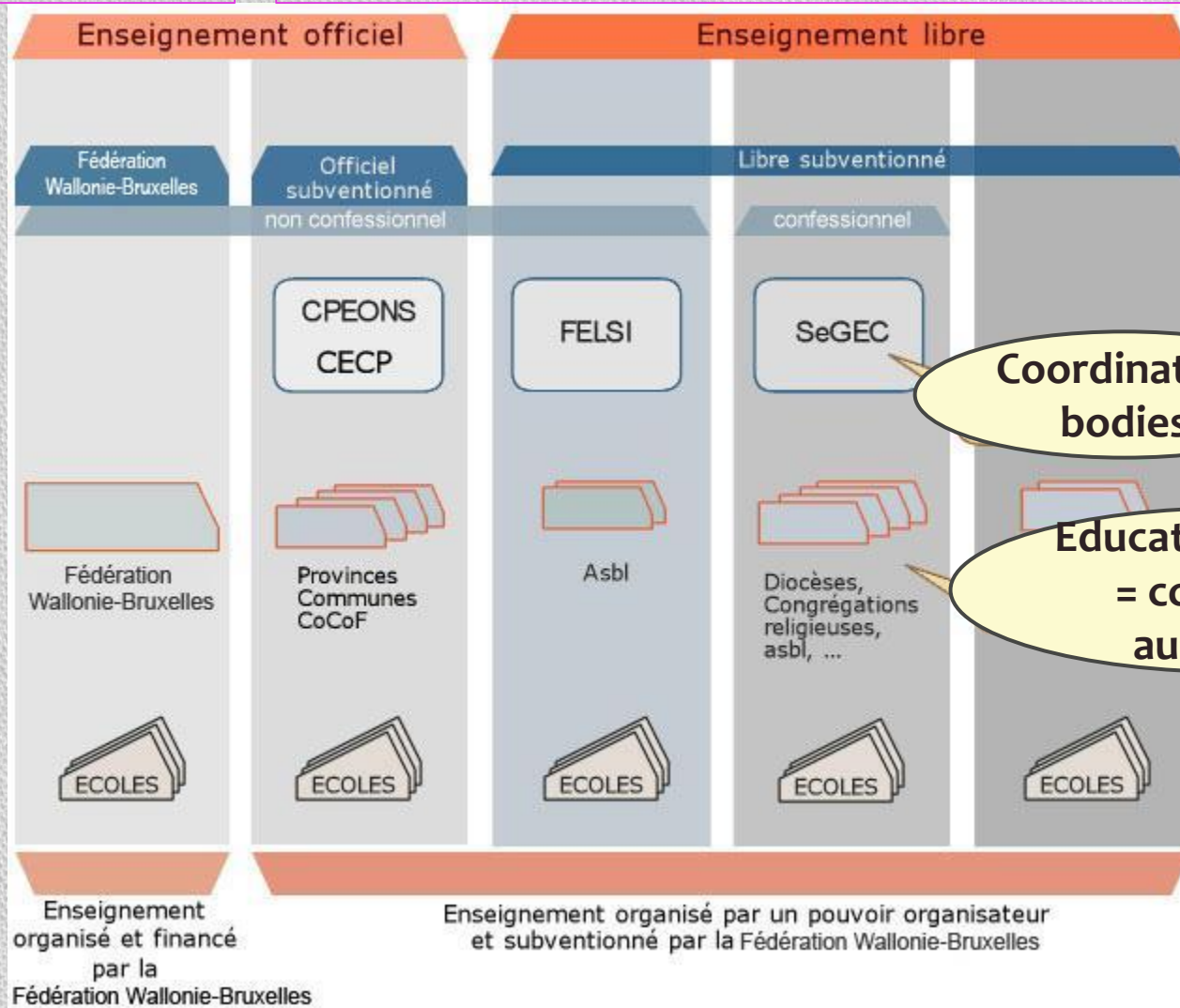
- Education is either :

- **Fully granted and managed** by the French Community => public schools
- **Grant-aided** by the French Community and managed by the provincial or municipal authorities
- **Grant-aided** by the French Community and managed by natural persons or legal entities



fully granted and managed

grant-aided and managed by provincial/municipal/private authorities



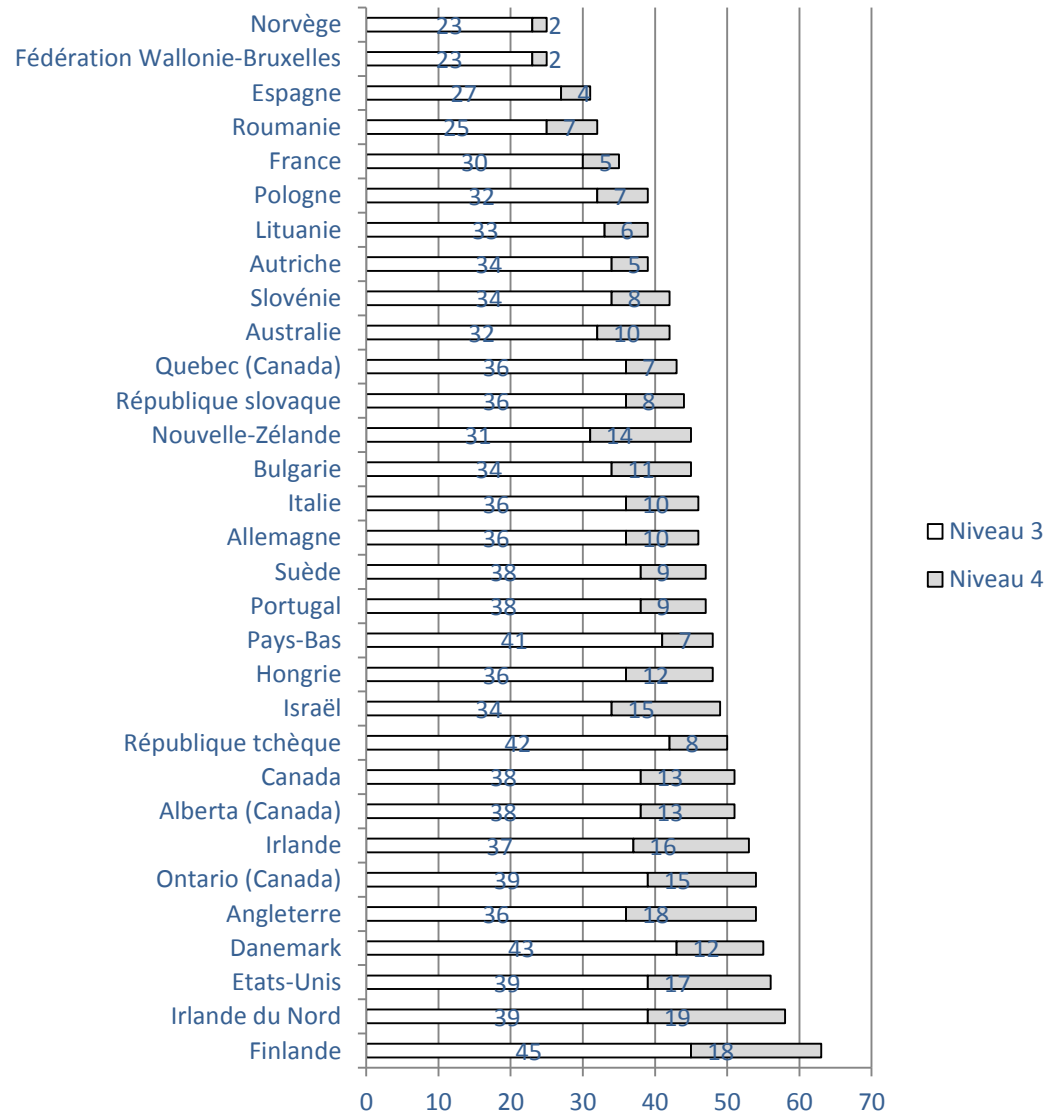
Core skills

## => Different types of schools

- Provided schools comply with laws, decrees and orders, controlling authorities enjoy fairly **extensive autonomy**, particularly with regard to **methods of education and assessment**.
- Each controlling authorities may decide its own curriculum as long as it concur with the Decree on the Missions of Schools (1997): Core Skills (common output)

# Graphique 10 : Pourcentage d'élèves aux niveaux 3 et 4 dans les pays du groupe de référence

## Pourcentage d'élèves aux niveaux 3 et 4

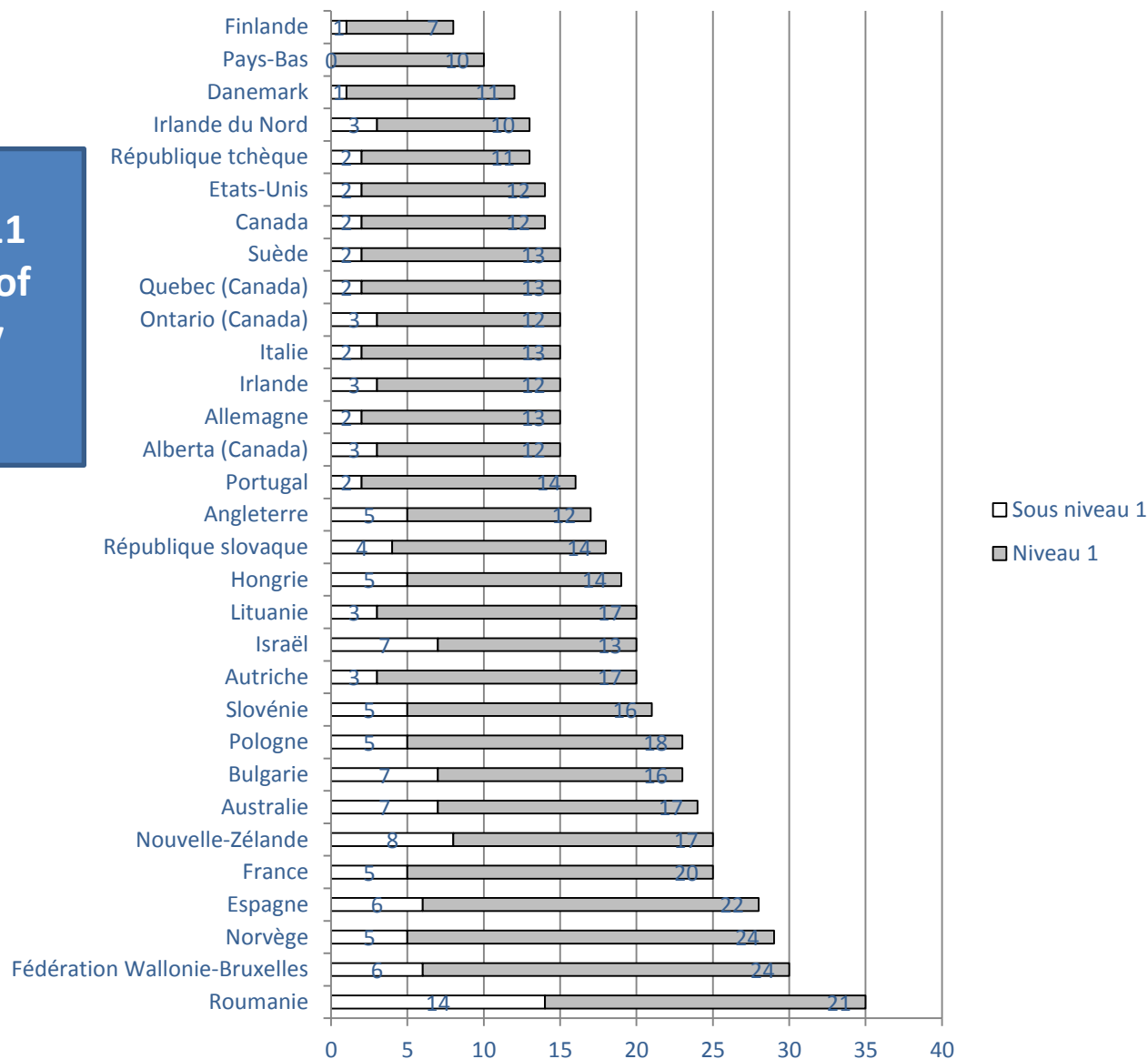


Pirls, 2011  
4th year of  
primary  
school



# Graphique 11 : Pourcentage d'élèves au niveau 1 et en dessous dans les pays du groupe de référence

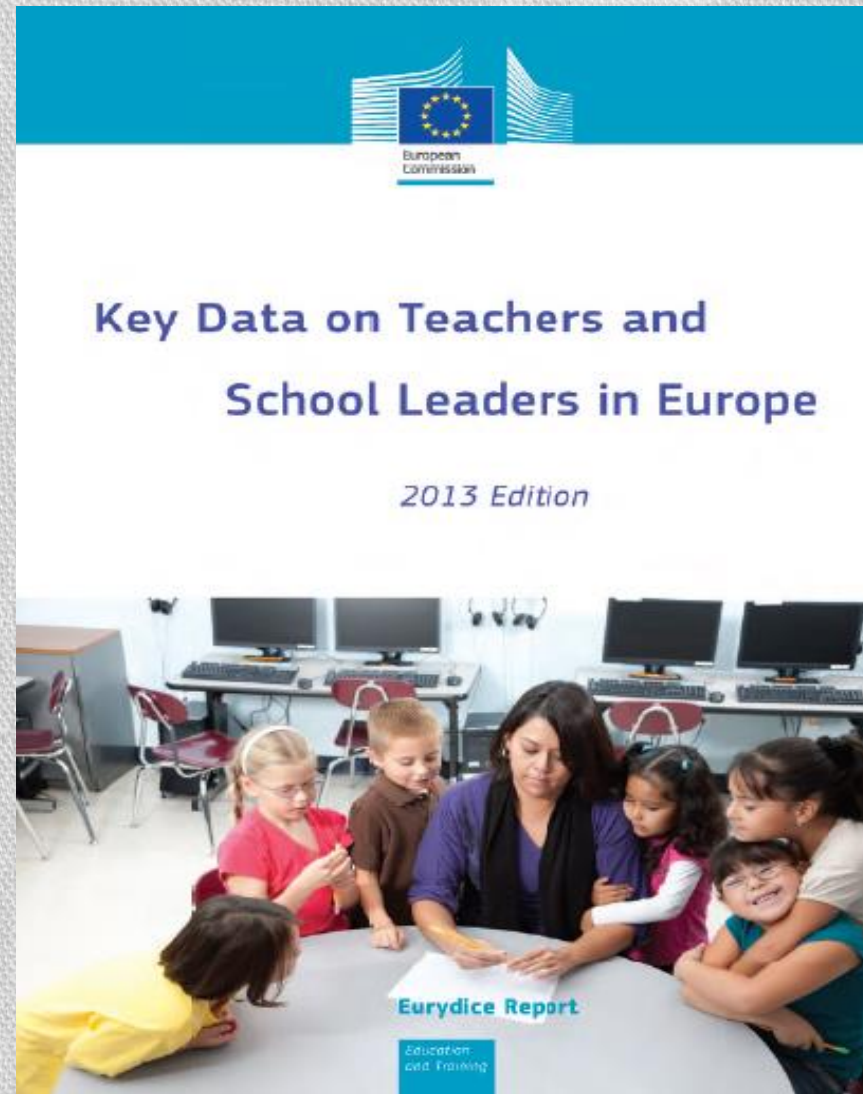
## Pourcentage d'élèves au niveau 1 et en dessous



## 2. Structures, content, method

2.1 Pre-service training

2.2 In-service training



## 2.1 Pre-service training

- Pre-primary , primary and lower secondary level : teachers are trained under the **concurrent model** (professionnal and general/theoretical/disciplinary components at the same time)
- Upper secondary : **consecutive model** (professionnal components after or close to the end of the degree)

# *The status of pre-service training*

- At the pre-primary, primary , and lower secondary levels , the initial training of teachers is a **bachelor's degree**, higher education institutions, time spent on professional training (50%)
- At upper secondary level, the initial training of teachers is a **master degree**, universities, time spent on professional training (10%)
- In higher education and adult education, the initial training of teachers requires a in-service teacher training called “**CAPAES**”.

- All the teacher trainers have to get the “CAPAES” which includes :
  - training of a **theoretical** nature (120 hours maximum),
  - training of a **practical** nature ( 90 hours which supposes that the person is actively teaching),
  - the production and submission of a **professional dossier**  
= a personal, written document in which the candidate analyses his/her **professional career** in the Higher school in which he or she is teaching, or has taught, and proves that he or she has practised in the area of expertise and its **teaching method**.

# Content : Teacher's skill framework

=> Any Curriculum at the french Community level

=> Any learning outcomes but 14 fairly general statements

- promoting students' success, taking account of the **diversity** of learning pathways;
- facing up to the profession's responsibilities and ethical dilemmas;
- working in a **multidisciplinary team** by sharing the collective responsibility for the training;
- mastering **disciplinary and interdisciplinary knowledge** and being involved in its construction;
- maintaining a **critical and autonomous relationship towards knowledge** related to one's discipline and research in education;

# *Teacher education specific to reading ?*

- No specific education dedicated to reading per se
- Reading is part of the regular curriculum => integrated into French language didactics
- At primary education level teachers teach all subjects

## 2.2 In-service training





# *The status of in-service training*

- Two decrees dated 11 July 2002 have made in-service training **compulsory** for teachers in ordinary or specialized pre-secondary and secondary education.
- In-service training is compulsory on the basis of **6 half-days a year**.
- Voluntary in-service training is **limited to 10 half-days** a year if it takes place during the teacher's working hours.

# The organization of in-service training

- In-service training is organized by a specially created **Institute for In-service Training** or at the *education network* level or at the school level
- The Institute for In-Service Training does not directly train the teachers, but makes use of training operators (Higher schools , universities, teachers' associations, continuing education agencies, etc.).
- **Universities** also organize some master degrees in Sciences of Education (ULg, UCL, ULB, ....)

# *The objectives of in-service training*

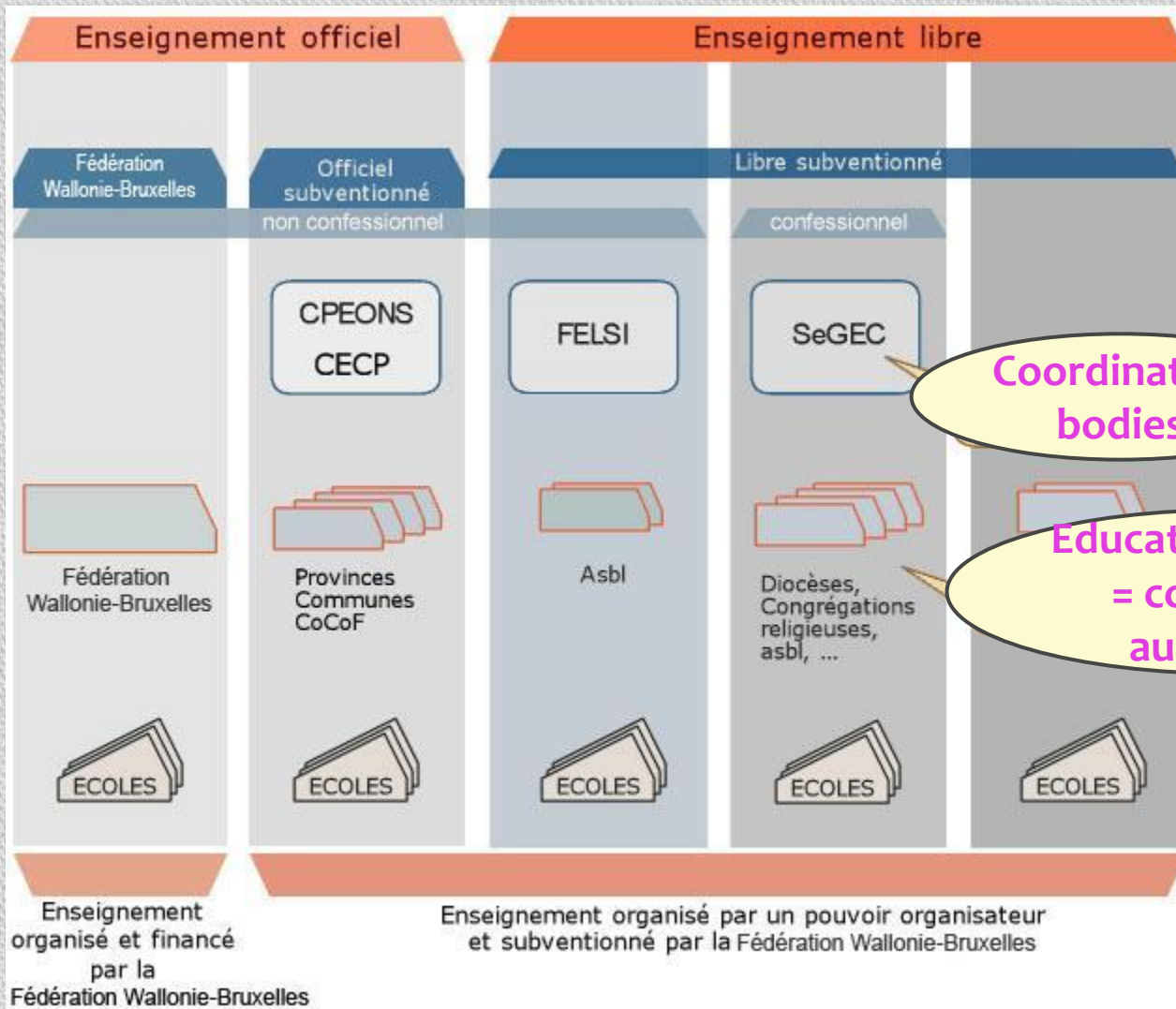
- Trainings organized by the Institute for In-Service Training are aimed at all institutions organized/granted/grant-aided by the French Community (inter-network training)
- Among other things, the objective of these training programs is to **ensure consistency with the Decree on the Missions of Schools** => core skill =common output

# 3 levels of professional development

## « projets »

- **Micro level** : (school project) related to the teacher's school (learning about student needs, parents expectations or social and cultural background)
- **Meso level : (Educational and pedagogical project)** : related to the objectives or philosophy of the different education networks
- **Macro level (Curriculum project)**: related to implementing learning skills, with the goal of reaching levels defined in the Core skills
  - => 2 half days of 6 are compulsory at this macro level !

Macro



Méso

Micro

fully granted and managed

grant-aided and managed by provincial/municipal/private authorities

# Incentives for participation in continuing Professional Development

- Participation in training organized by the *Institute for In-service Training* is **free of charge**.
- Teachers have their travel costs reimbursed and receive a meal allowance of €8.70 per day. They normally receive documents prepared by the trainers. Members of staff who are participating in training are considered to be in active service.

### 3. About content area literacy

- Core Skills (common output)
- **Continuity of learning** : skills are defined into 3 phases
- For each skill and in each of the phases, a **degree of requirement is indicated**: the aim may be to raise awareness of the exercise of the competence, to certify it, or to develop it further.
- to **prioritize learning how to read**, with the emphasis on deciphering, writing and communication = overall objective of primary school

**!!! Core skills includes cross-disciplinary skills and disciplinary skills...**

# Continuity from primary to lower secondary

	Primary		Lower secondary
<b>Building meaning</b>	5 - 8	8-12	12-14
	I	II	III
Managing the understanding of the document <sup>‡</sup> to: <ul style="list-style-type: none"> <li>• recognise explicit information,</li> </ul>	<b>C</b> that relates either to the main characters and their actions, or to the essential information in a text	<b>C</b> determine the essential and secondary information, establish the relations to manner and place	<b>C</b> establish cause-and-effect relationships
<ul style="list-style-type: none"> <li>• discover the implicit information (infer<sup>‡</sup>),</li> </ul>		<b>C</b> build information from core elements on the place, time and characters	<b>C</b> from more disperse elements, from personal knowledge and diagrams built in the classroom



# French

## 2. Transversal skills

**The French language is the first key that is offered to the child and adolescent to access all areas of learning. This means that we are all responsible for building this reference language.**

Thus, throughout the syllabus, through a gradual mastery of the French language, pupils will be prompted to perform a set of interactive skills, **mental processes, learning strategies and relational attitudes**, that can be used directly in the construction of their knowledge, but more importantly, once their schooling is completed, **as the foundations of their life-long learning processes.**

These skills will be built up as part of **educational activities within the different areas of learning.**

### Processing the information:

- "reread": going back over to consolidate understanding;
- analyse, i.e.:
  - recognise
    - ideas (distinguish the essential elements, prioritise them according to relevant criteria),
    - links between ideas (distinguish the concepts of temporality, cause, consequence, opposition, proportionality, similarity),
    - the relative importance of ideas (compare, sort, classify information);
  - make assumptions, recognise the explicit and the implicit;
- reformulate: modify the form of a piece of information while preserving its meaning;
- summarise: reformulate ideas in condensed form.

# French



## 2. *Transversal skills*

- Mental approaches
- Learning strategies
- Relational attitudes

## 3. *Disciplinary skills*

### Reading

- Guiding reading according to the communication situation
- Building meaning
- Bringing out the organisation of a text
- Perceiving the coherence between sentences and groups of sentences throughout the text
- Taking grammatical units into account
- Processing lexical units
- Perceiving the interactions between verbal and non-verbal elements

### Writing

# Mathematics

## 2. Transversal skills to be developed

### 2.1. *Analysing and understanding a message*

Analysing and understanding a message means appropriating it before dealing with solving strategies.

- Reliving the situation, connecting it to their own environment, areas of interest, to other objects studied, to personal experience.
- Recognising, reformulating the explicit or implicit question(s).
- Questioning.
- Recognising the type of information contained in a table, graph ; recognising important words, the relationship between the various proposals, taking the context of a word into account to determine its meaning.
- Distinguishing, selecting relevant information ; perceiving the absence of necessary data and formulating the observation.
- Making use of the usual reference tools : dictionary, index, table of contents, teaching materials, etc.

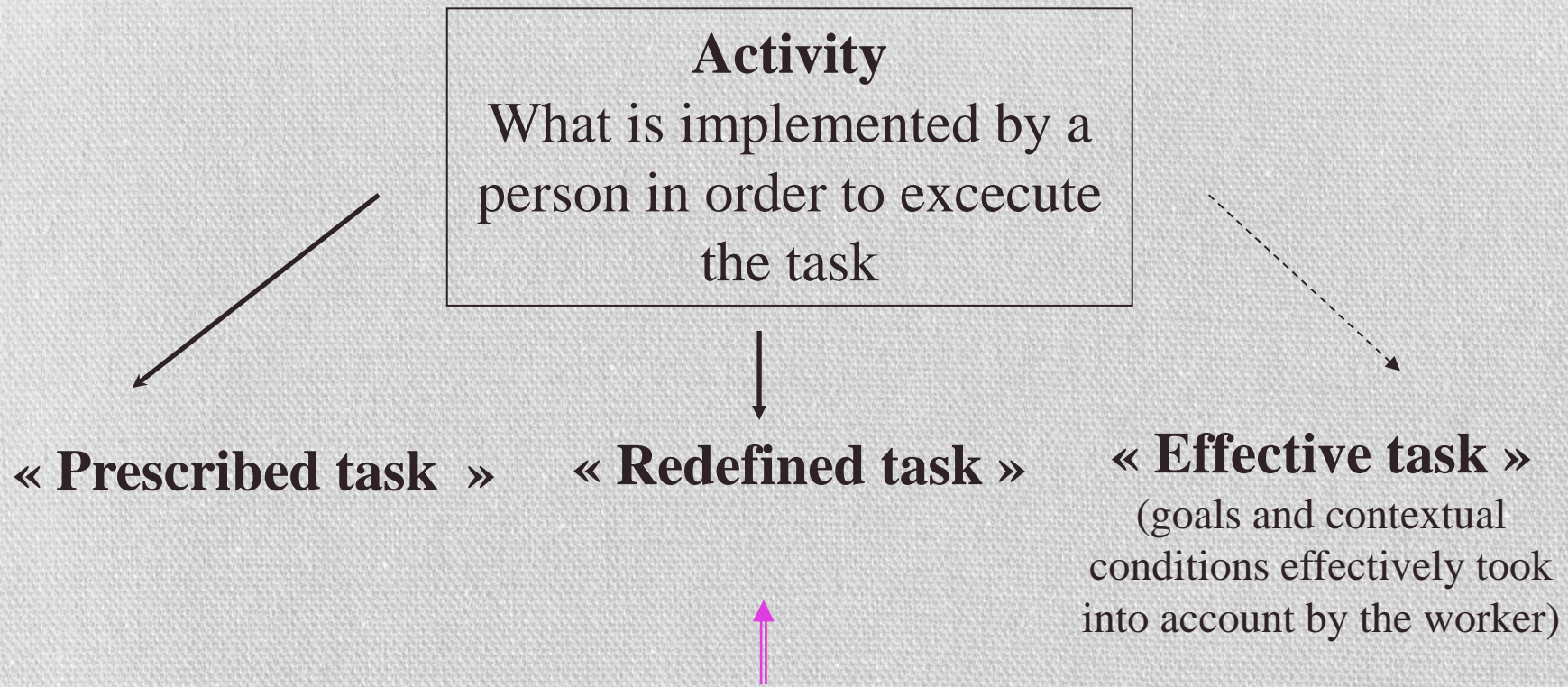
# History and geography

1. *General principles*
2. *The know how common to the two disciplines*
  - 2.1. Asking (yourself) questions
  - 2.2. Building an investigative approach
  - 2.3. Searching for information
  - 2.4. Exploiting the information and checking its relevance according to the search undertaken
  - 2.5. Structuring the results of the research, validating the approach to the research
  - 2.6. Communicating
  - 2.7. Transferring to new situations
  - 2.8. Acting and reacting

## 4. Perspective of professional development



## Some basic concepts from cognitive ergonomy (Leplat, 1992-1997)



*Opportunities of join reflexion about activity based on observation and traces , « clinique de l'activité » (Clot, 2005)*

*⇒Teacher trainers get into the teacher's interpretative system*

*⇒Teacher becomes aware and expresses the tensions between what is asked to him, what he would like to and what he manages to do*

*⇒Both teacher and teacher trainer can identify a possible direction for action that would bring activity closer to the curriculum (prescribed)*

# Professional didactic (Pastré, 2011; Vinatier, 2009, 2013)

- **Step 1** : to analyze the prescribed task => curriculum study    **On-LINE module ?**
- **Step 2** : To analyze the activity
  - > to identify among the characteristics of the situation which one makes sense and plays a role of « action organizer », which ones guide the teachers' choices and procedures



Thanks for your attention



<https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Belgium-French-Community:Overview>

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