Teacher Training: The context of the Knowledge Society and Lifelong Learning, the European dimension, and the main trends in France

Prof. Bernard CORNU (CNED-EIFAD, France)

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1. Training Teachers in a Knowledge Society
2. Training Teachers in Europe
3. Teacher Training in France: Trends and stakes
Information and Communication Technologies (ICT) are not only a tool; they profoundly change Societies.

They change Knowledge itself, access to knowledge, learning, teaching.

They change the mission of school, the role of the Teacher.
Knowledge

Information / Knowledge

Information society: A society based on technological development, in which information is an economic good.

Knowledge society: A human society, taking into account wider social, ethical and political dimensions, in which knowledge could be a force for changing society. A society which should provide universal and equitable access to information (UNESCO).

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From chain to pyramid and to network..

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Changes in Communication:

one to one
one to all (media)
all to all

From hierarchical communication to networked communication

New kinds of hierarchies...

Education in a networked society: Education needs networks of knowledge
The links (the edges) contribute to the elaboration and acquisition of Knowledge

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Individual / collective intelligence and capacities

...the networked society needs and reinforces a collective intelligence.
Collaborative work

Virtual communities

- communication
- collaboration
- collective learning
- collective competences
- collective memory
- collective intelligence

... intelligent systems management
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In March 2000, at the European Council meeting in Lisbon, Portugal, the EU set itself “a new strategic goal for the next decade: to become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion.”

This framework for action until 2010 is known as the Lisbon Strategy.

In 2002, Heads of States and Government went on to say that by 2010, Europe should be the world leader in terms of the quality of its education and training systems. To ensure their contribution to the Lisbon strategy, Ministers of Education adopted in 2001 a report on the future objectives of education and training systems agreeing for the first time on shared objectives to be achieved by 2010. A year later, the Education Council and the Commission endorsed a 10-year work programme. Ministers of education agreed on three major goals to be achieved by 2010 for the benefit of the citizens and the EU as a whole:

• to improve the quality and effectiveness of EU education and training systems;
• to ensure that they are accessible to all;
• to open up education and training to the wider world.
To achieve these ambitious but realistic goals, they agreed on thirteen specific objectives covering the various types and levels of education and training (formal, non-formal and informal) aimed at making a reality of lifelong learning. Systems have to improve on all fronts: teacher training; basic skills; integration of Information and Communication Technologies; efficiency of investments; language learning; lifelong guidance; flexibility of the systems to make learning accessible to all, mobility, citizenship education, etc.
Strategic objective 1

IMPROVING THE QUALITY AND EFFECTIVENESS OF EDUCATION AND TRAINING SYSTEMS IN THE EU

OBJECTIVE 1.1— IMPROVING EDUCATION AND TRAINING FOR TEACHERS AND TRAINERS

Access to knowledge is of the highest importance in a knowledge society. Teachers and trainers are therefore key actors in any strategies targeted at stimulating the development of society and the economy. Attracting and retaining well qualified and motivated people in the teaching profession, which is faced with massive recruitment needs due to the ageing of the teaching population, is a short and medium term priority in most European countries.

If Europe is to succeed in this objective, which is becoming more difficult across the continent as a whole, it must improve the ways in which teachers and trainers are supported as their role changes, and as public perceptions of them change; it must be supported by a general consensus, with those in the teaching and training professions, as to the skills which they all should have.
Key issues
1. Identifying the skills that teachers and trainers should have, given their changing roles in knowledge society
2. Providing the conditions which adequately support teachers and trainers as they respond to the challenges of the knowledge society, including through initial and in-service training in the perspective of lifelong learning
3. Securing a sufficient level of entry to the teaching profession, across all subjects and levels, as well as providing for the long-term needs of the profession by making teaching and training even more attractive
4. Attracting recruits to teaching and training who have professional experience in other fields
Teachers have two major roles:

- **Forming citizens** in a world marked by change and dominated by the ephemeral; transmit the basic values of society and the universal values of humanity.
  ...European citizen
  ...citizen of the World

- **Instilling knowledge**, when knowledge has changed and accessing knowledge has changed.
ICT confirm the essential and core role of the teacher: be the **MEDIATOR** between knowledge and the student.

*...the face-to-face relationship between the teacher and the pupil remains essential*

The human dimension of teaching supported and enhanced by technology.
New competences
  teaching in the knowledge society
  teaching in the networked society
  developing a collective intelligence

• **Technology**
• **new pedagogical possibilities**
• **new management of time and space**
• **new knowledge**
• **new networked form of knowledge**
• **new expectations of Society**

• **Ethical competences**
« Always more… » or core competences?

A collective Competence (a team profession; ability for cooperative working, collective intelligence)
An evolutive Competence (Lifelong Training; Permanent competence to acquire new competences).

Diversity of competences; ability for diversity.
Common European Principles for Teacher Competences and Qualifications (2005)

Common Principles
1. A well-qualified profession: high quality education systems require that all teachers are graduates from higher education institutions ...
2. A profession placed within the context of lifelong learning
3. A mobile profession: mobility should be a central component of initial and continuing teacher education programmes.
4. A profession based on partnerships
Making it work: the key competences

Competences for working with others
... individually and collectively, building a « collective intelligence »

Competences for working with Knowledge, technology and information
... networked knowledge, complex knowledge, in the Knowledge Society

Competences for working with and in Society
... social, political, ethical responsibility
Lifelong Learning

The Knowledge Society is a Lifelong Learning Society

Knowledge and Competences evolve permanently

The pupil of today will have to learn all his/her life long

Learning to know
Learning to do
Learning to live together, learning to live with others
Learning to be

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The Teacher has to act in the context of Lifelong Learning

-For preparing his/her pupils to a lifelong learning attitude and process

-For permanently developing his/her own knowledge and competences

The principle of Lifelong Learning is not limited to lifelong in-service training
Pre-service and in-service training: a « continuum »
Lifelong Learning includes many forms and activities

- It is not staying like a pupil all life long!
- Acquire new forms of learning
- Participate in collaborative learning
- Being part in the « collective intelligence »

Lifelong learning: a collective process

- Be part of the « networked » society
Each dimension of the Teaching Profession is concerned by lifelong learning

Not only subjects
Work with information, knowledge
Work with human beings
Work with and in the society
Training Teachers in Europe…

Since 1970 the reforms in Teacher Education in Europe mostly aim at:
• Increase the role of Universities
• Increase the duration of the training
(Secondary teachers: 3 to 6 years; primary teachers: 3 to 5 years)
• Give more importance to the professional training

Reforms in process:
Compatibility with the Bologna process
Acquisition of specific competences

2 main models: Parallel / Successive

Numerus Clausus

The difficulties of Teacher recruitment in Europe (process, criteria, mobility…)

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Training Teachers in Europe...

Increase confidence and mobility in Europe

Principles:
• Articulate Subjects and Professional training
• Articulate theory and practice
• Life-Long Learning: articulate pre- and in-service training
• Training should be based on research ("universitarization")

Questions:
Place of practical training in schools and its articulation with “theoretical” training; Role of schools in Teacher Education
Who are the teacher-trainers? Academics, teachers, tutors... their link with teaching

Tension: Increase academic knowledge / improve professional competence
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Teacher Training in France:

1989:
- « Ecoles Normales » (for Primary Teachers) are more than 200 years old
- Secondary Teachers : CPR

1990: Creation of IUFMs « Instituts Universitaires de Formation des Maîtres »
Train all teachers in the same University Institution.

And, since 1982, MAFPEN are in charge of Teachers in-service training
1990 - IUFMs:

University institutes
• Providing initial professional training for all teachers
• Contributing to in-service training
• Contributing to Educational Research

Aiming at 5 « coherences »:
• Subjects, and professional competences
• Articulating theory and practice
• Primary/secondary teachers: a «common culture »
• Articulate pre- and in-service training
• Training and research
A French specificity: Recruitment and training

Teachers are recruited by the State through a competitive exam

5 years training for all teachers:
- 3 years at University (2\textsuperscript{nd} Cycle graduate)
- 1 year at IUFM (preparing the recruiting competition)
- 1 year professional training and school practice at IUFM

... an obstacle for the European coherence:
- Level of diploma (master degree? Bologna principles?)
- ECTS?
- International recruitment?

- The new regulations for Teacher Education integrate the European dimension and Common Principles.
Tensions:
Subject knowledge / pedagogy
University / schools (practice)
Short term / long term

»Universitarization »:
• « academism »?
• Link with research?

Lifelong learning...
Thank you...

bernard.cornu@cned.fr