

# The project of reference frame of competences of the teachers transmitted to the Minister for Education

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To put disciplinary knowledge at the service of acquisitions of the pupils, to take into account their heterogeneity, to contribute to the mastery of the written and oral language...: they are some of the objectives of the "reference frame of professional competences for the end of the initial formation" for the teachers and the personnel of education. This document figure in appendix of the final version of the schedule of conditions of the IUFM transmitted to the Minister for Education Gilles de Robien by the working group in charge of the drafting of the schedule of conditions of the training of the teachers. Gilles de Robien should ask for an opinion the HCE (high council of education) in spring. The ministry for Education dialogs in parallel with the trade-union organizations on the principles of the future schedule of conditions for IUFM (*Instituts Universitaires de Formation des Maîtres=Teachers training Instituts*).

The reference frame lists awaited competences of the teaching and non-teaching personnel at the end of their passage in IUFM.

For the professors of the first degree, necessary competences would be as follows:

- to control the academic knowledge corresponding to the disciplines taught at the school;
- to identify the objectives to be reached for each cycle in reference to the other cycles;
- to organize its teaching while being based on its knowledge of the components of the spheres of activity at the nursery school, the notions and concepts, the contents, the didactic knowledge, the steps and the methods specific to the disciplinary fields of the elementary school, the processes of training of the pupils and the child psychology;
- to put the adaptability at the service of acquisition of the fundamental trainings (to read, write, count) and of the expression in French and in a foreign language;
- to use the supports and the tools necessary to the design and the implementation of the trainings;
- to exert its spirit criticizes to assess the quality of the teaching documents;
- to register its teaching in the national priorities.

The professors of the second degree would have:

- to control the whole of knowledge in its disciplines and to widen its culture with the related disciplines;
- to identify for a level given the objectives to be reached, in reference to the assets of the preceding cycle and waited cycle which follows;
- within the framework of programming of the trainings, to be based on the didactic knowledge to select the contents of teaching and to envisage the corresponding activities;
- to develop multi-field approaches and transversals by locating convergences and the complementarities between the disciplines;
- to be based on its disciplines, like its knowledge of the processes of training of the pupils and the

adult and teenager, child psychology young, to support the acquisition of knowledge and competences, in particular those constituting the common base;

- to set up a teaching in bond with the socio-professional practices;
- to use the supports and the tools necessary to the design and the implementation of the trainings;
- to exert its spirit criticizes to assess the quality of the teaching documents;
- to register its teaching in the national priorities;
- for the school librarians, to control the logic of an information system, to take care, collect, treat, organize, manage, communicate and to be able to make function and evolve/move that of a school establishment.

As for the CPE "*conseillers principaux d'éducation*" (principal advisers of education) they should be able:

- to control a school service of life while being pressed on a list of indicators builds on the basis of readable and operational indicators in reference to the rules of procedure of the establishment: assiduity, facts of violence and other failures, participation in community life, social and citizen of the pupils;
- to give direction to these indicators, to refine a diagnosis in its field of competence, while being based on its knowledge of the adult and teenager, child psychology young to clarify and implement an answer adapted to the situation;
- to control the data-processing applications necessary to the operation of the school service life.

## **CONTROL READING**

With all, personal teachers and non-teaching, first or of the second degree, two objectives additional would be assigned: "to contribute to the mastery of the oral and written language" and "to enrich its practices by the contributions of research".

For the prime objective, it is a question "of developing strategies of reading by continuing the work of comprehension of documents with an aim of training qualified readers, by locating the obstacles with the reading, deficiencies of the oral and written language" and "of building sequences of teaching which have aims of development of the oral and written expression pupils".

Lastly, the personnel must be able "to locate their disciplines through his history, its stakes epistemological and social, its didactic problems and the debates which cross it." They must also "benefit from the contributions of research and the teaching innovations to bring up to date their knowledge and to exploit them in their daily practices".

## **TO TAKE INTO ACCOUNT the HETEROGENEITY OF the PUPILS**

The reference frame also preaches "a teacher training aiming at the taking into account of the heterogeneity of the pupils". The personnel should "conceive and implement situations of evaluation":

it is in particular a question of practicing the evaluation within the framework of a clear relation and confidence between the appraiser and the pupil.

The personnel of education must in addition "conceive and implement situations of training". It is a question "of determining the stages necessary to the progressive acquisition of the knowledge and the know-how prescribed starting from the assets and the identified needs". The reference frame pleads for example for teaching devices which adapt the progression to the heterogeneity of the pupils, differentiated pedagogy and PPRE (personalized project of educational success). The teachers must also take part in the design of an individualized project of schooling for the pupils handicapped, sick, early, firstly newcomers, and adapt their teaching to the handicapped pupils...

### **TO DIALOG WITH THE PARENTS AND TO CONTRIBUTE TO THE ORIENTATION**

Finally the personnel should "take all the necessary steps", by taking of account "the action of the school or the establishment" (in the field of the orientation in particular, and the assistance to the insertion of the pupils) and in "communicating with the pupils and their parents". The teachers should "contribute to a constructive dialog with the families with an aim of informing them on the objectives of their teaching, of accounting for the evaluations in an adapted language, of examining the results, the aptitudes of their children, the difficulties noted and the possibilities of curing it".

Personal should also mobilize their knowledge in the field of the orientation development "to help the pupil and his family in a professional project".

Finally for the CPE (principal advisers of education), must be able to organize times of socialization of the pupils out of times of class.

### **VALUES OF THE REPUBLIC**

The reference frame finally the public training of the civil servant. Necessary competences are organized around three items: to exert his responsibility for civil serving of State, to exert his responsibility within the Establishment, to exert his responsibility by complying with ethical rules.

As Civil servant of State, the personal would be able :

- to integrate in activities its knowledge of the State, the duties which it impose, the institutions and the values of Republic;
- to respect the laws and texts in particular programs of teaching and texts relating to the safety of the pupils (obligations of monitoring) and to safety (obligation of description);
- to use their knowledge on the of the public service of education to used the resources offered, to be located in the hierarchy and to identify its interlocutors within the system.

### **TO IDENTIFY THE SIGNS OF ILL-TREATMENT**

Within the establishment, they should identify the rules of operation of the establishment (rules of procedure, budgetary and legal aspects), to make them respect; to analyze the indicators of the establishment; to contribute to the development and the implementation of the project of establishment; to integrate in its teaching the prevention of the occupational hazards, to collaborate in the realization of actions of partnership engaged between the Establishment and its economic, social and farming environment, to locate the signs translating of the difficulties of the pupils (health, risks, great poverty, ill-treatment), and to contribute to the resolution of these problems. For the CPE, they should exert the mediations necessary to the collective life within the establishment, and take share in the representative animation of the various authorities of the pupils, in particular to organize the training of the pupil delegates.

### **TO COMPLY WITH ETHICAL RULES**

On the ethical level finally, the civil serving should comply with the rules of deontology related to the exercise of the trade: respect of the pupils and their parents, secularity, neutrality, duty of reserve. They would be also committed to take share in education in the rights and duties dependant for the uses of the TIC and any other means of reproduction, and implying in education with the risks in the uses of Internet.