

Reference paper addressing the professional skills required for teachers and educators

Building the republican school means guaranteeing the quality of public education and, for this, drawing upon well trained and recognized educators. The role of teacher and educator is acquired progressively in a process that involves a mix of theoretical and practical knowledge.

This reference paper aims at:

1. Ensuring that all personnel are working toward a common objective and can thus refer to the shared culture of a profession the identity of which is formed by the common acknowledgment of all its members.
2. Recognizing the specific aspects of the profession of teacher and educator in their proper context.
3. Identifying the expected professional skills. These are acquired and refined during a continual process starting with initial training and continuing all throughout an educator's career by accumulated professional experience and continuing education.

This reference paper is based upon the concept of skill as found in the European Parliament's recommendation entitled 2006/962/CE: "...all context appropriate knowledge, aptitudes and attitudes", with each skill involving the "... critical thinking, creativity, initiative, problem resolution, risk evaluation, decision making and constructive management of feelings" of those who apply it.

Each skill in this paper is accompanied with items detailing its components and defining its field of action. These items do not constitute a set of prescriptions but rather different possible implementations of a skillset in different situations as linked to one's professional exercise.

Are thus defined:

- Skills common to all teachers and education personnel (Skills 1 to 14);
- Skills common to all teachers (skills P1 to P5).

Skills common to all teachers and education personnel

Teachers and education personnel implement the missions assigned by the nation to the school. In their role of civil servants and public education service agents, they participate in the school's primary mission which is to instruct and educate in order to bring their students to academic success as well as professional and social integration. They are to prepare students to be full and active citizens. They

transmit and share the values of the French Republic. They promote the spirit of responsibility and the active search for the common good, excluding all and any discrimination.

Teachers and education personnel, public service education stakeholders

As public service education agents, they transmit and teach respect for the values of the French Republic. Their action takes place in an institutional framework with references to the ethical principles which are the basis of the examples they set and their authority.

1. Sharing the values of the French Republic

- Know how to transmit and share the principles of democracy as well as those of the French Republic: Liberty, Equality, Fraternity, Secularism, Non-Discrimination.
- Help students develop their critical sense, to separate knowledge from opinions or beliefs, to know how to present a point of view and to respect the opinion of others.

2. Placing one's action in the framework of the fundamental principles of the education system and in the school's legal framework.

- Know France's education policy, the important moments in the history of schooling, its stakes and challenges, the fundamental principles of the educational system and its organization in comparison to other European countries.
- Know the main legislative principles which guide the educational system, the legal framework of the school and scholastic establishment, the rights and obligations of state agents as well as the status of teachers and education personnel.

Teachers and education personnel, as pedagogical agents and educators are at the service of each student's success: mastering pedagogical skills and the fundamentals of education is the necessary condition for a shared culture which favors curriculum coherency and educative activities.

3. Knowing the students and the learning process

- Know the fundamental concepts of child, adolescent and young adult psychology.
- Know the process and learning mechanisms, while taking into account the latest research.
- Take into account the cognitive, sentimental and relational dimensions of teaching and education.

4. Taking into account students' diversity

- Adapt the curriculum and activities to the diversity of one's students.

- Work with resource people in order to implement personalized scholastic projects for challenged students.
- Screen for signs of school failure in order to prevent future difficulties.

5. Helping students all throughout their training

- Help the students construct their pedagogical and educative futures.
- Contribute to students' mastery of basic knowledge, skills and culture.
- Participate in the work of different councils (teachers' meetings, class councils, educative councils...) and contribute to the advancement of educational activities and their coordination with the curriculum.
- Participate in the conception and running – within a pluri-professional group – of pedagogical and educational sequences allowing students to construct their educational future and orientation.

6. Acting as a responsible educator in line with ethical principles

- Give all students appropriate attention and help.
- Avoid any form of devalorization of students, parents, peers and any member of the educational community.
- Contribute to the implementation of transversal education, especially in the fields of health, citizenship, sustainable development as well as artistic and cultural education.
- Make every effort to mobilize students against all stereotypes and discriminations and promote equality of the sexes.
- Ensure the well-being, security and safety of students, prevent and manage violence in the school, identify all forms of exclusion or discrimination as well as any sign which could point to situations of social difficulty or ill treatment.
- Identify any dangerous behavioral signal and work to its timely resolution.
- Respect and teach students to respect the rules of the school and standard charters.
- Respect the confidential nature of individual information concerning students and their families.

7. Mastering the French language as a communication tool

- Use a clear language which is adapted to one's interlocutor.
- Prioritize students' mastery of spoken and written French.

8. Using a foreign language in situations calling for such

- Master (B2 Level) at least one foreign language.
- Participate in the development of students' intercultural skills.

9. Integrating elements of the numerical culture needed for the performance of one's profession

- Make the best of the numerical tools, resources and usage, especially to further individualize training and develop collaborative learning.
- Help students appropriate the numerical tools and usage in a critical and creative fashion.
- Educate students to use the Internet responsibly.
- Use these technologies to share and learn efficiently.

Teachers and education personnel, actors in the educative community:

Teachers and education personnel are part of an educative team which is mobilized to help each student succeed using coherent and coordinated activities.

10. Team playing

- Work in a collective framework, in the service of the complementarity and continuity of learning and teaching activities.
- Define objectives and their evaluation.
- Participate in the conception and implementation of collective projects, especially in cooperation with school psychologists or guidance counselors, aimed at informing and guiding students.

11. Contributing to educational community activities

- Know how to interview, lead a meeting and mediate using a clear and adapted language.
- Take part in creating and implementing a school project.
- Take into consideration the school's characteristics, its population, its socio-economic and cultural environment and identify the roles of all its actors.
- Coordinate one's actions with other members of the educative community.

12. Cooperating with parents

- Work to build a relationship of trust with parents
- Analyze with parents the progress and academic process of students in order to identify their capacities, difficulties and cooperate with them to assist the students in developing their personal and professional projects.
- Maintain a constructive dialogue with parent representatives.

13. Cooperating with school partners

- Cooperate, on the basis of a school or larger project, and with other State services, territorial collectivities, school sports associations, other school associations, cultural structures and socio-economic actors while identifying the roles and actions of these.
- Understand the possibilities of exchange and cooperation with other schools as well as local, national, European and international partners.

- Cooperate with pedagogical and educative staff from other schools, notably in the framework of the numerical work environment with the aim of enhancing relations between grades and teaching levels.

14. Involvement in an individual and collective professional development approach

- Complete and update scientific, didactic and pedagogical knowledge.
- Stay informed of the latest research in order to be involved in pedagogical innovation projects so as to improve teaching practices.
- Question one's own methods – alone or with one's peers – and translate these interrogations into practice.
- Identify training needs and implement means to develop one's skills by using available resources.

Skills shared by all teachers

Within the teaching staff, teachers help each student set up his or her own scholastic career. In order to ensure that their studies favor and support the knowledge and attitude acquisition process, they must take into consideration the fundamental concepts relative to child and adolescent development and learning mechanisms as well as the research done in these domains.

Benefiting from the pedagogical freedom inscribed in the law, they are fully responsible in their classrooms while respecting the curriculum and the instructions emanating from the Ministry of National Education as well as in the framework of the school's project with the advice and under the supervision of the school's direction and the pedagogic inspectors.

Teachers are vehicles of shared knowledge and culture:

The mastery of a taught subject and a solid general culture are necessary conditions for teaching. They offer teachers the polyvalence needed to practice their profession and give them a global view of education, while favoring pedagogical coherence, convergence and continuity.

P1. Mastering a subject's knowledge and didactics

- Understand in all its complexity one's subject. Comprehend the fundamental points of reference, epistemological stakes and didactic problems.
- Master the curriculum's objectives and contents, the demands of the core knowledge, skills and culture as well as the acquisitions from the previous grade and the following grade.
- Contribute to setting up interdisciplinary projects as part of the curriculum.

P2. Mastering the French language in the pedagogical framework

- Use language which is clear and adapted to students' understanding.
- Integrate into one's teaching the objective of mastery by the student of the written and spoken language.
- Describe and explain the subject simply to another member of the educational community or parent.

In a vocational college in particular:

- Use an appropriate professional vocabulary in function of the situation and students' level.

Teachers are training specialists

P3. Building, implementing and leading in teaching situations, while taking into account class diversity

- Know how to prepare class sequences and thus define the program and its progression; identify objectives, didactics, support strategies, training modalities and evaluations.
- Adjust one's teaching in function of individual learning paces. Adapt one's teaching to students with special educative needs.
- Take into account prior experiences and social representations (gender, ethnicity, socio-economic, and cultural origin) to better treat possible knowledge access problems.

Choosing appropriate didactic approaches for the development of target skills.

- Favor the integration of transversal skills integration (creativity, responsibility, cooperation) as well as training sharing through appropriate approaches.

In a vocational college in particular:

- Build training and educational situations in a pedagogical framework linked to the profession in question, while working through real professional situations or constructing professional, artistic or cultural projects;
- Maintain relations with the economic sector relative to the taught trade in order to transmit vocational specifics to the students.

P4. Organizing and ensuring group management in order to favor learning and student socialization

- Create a relationship of confidence and goodwill.
- Maintain a positive learning environment as well as an efficient and pertinent MO.
- Make the students fully aware of target objectives and build with them a love of learning.

- Favor the participation and involvement of all students and create a sharing and cooperation dynamic in the class.
- Set up a working framework with rules and regulations to ensure safety in technical situations, labs, as well as sports and artistic equipment.
- Use adequate strategies to prevent the emergence of inappropriate behavior and deal with such behavior should it appear.

In a vocational college in particular:

- Favor the development of exchange and sharing professional experience in the class;
- Help develop the student's career by favoring employment at the highest level of their qualifications;
- Implement an adapted pedagogy in order to ease access to higher education.

P5. Evaluate students' progress and acquisitions

- In a learning situation, pinpoint students' difficulties in order to better ensure their progress
- Build and use the tools which allow one to evaluate students' needs, progress and degree of knowledge and skill acquisition.
- Analyze the successes and errors, plan and implement activities to consolidate the former and remediate the latter.
- Help students understand the evaluation principles so they can develop their self-evaluation capacities.
- Communicate to both students and parents the expected results in terms of the objectives and reference points in the programs.
- Place students' progress and acquisitions in a perspective of career success.

Signed on July 1, 2013,

For the Ministry and the delegation:

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