Teachers education and special needs children

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Education for primary and secondary teachers. A reform.

Until 2010

• A “successive” model: academic training followed by part-time professional training.
• The minimum degree required for the recruitment exam: licence (3 years in university)

Since 2010

• A “simultaneous” model: academic training and professionnal training together.
• The minimum degree required: master
Teachers education for primary school

Until 2010

• 3 years in University. One subject (mathematics or littérature or sciences or sociologie or...)
• 1 year: preparation for the exam. All subjects taught in primary school. Professionnal training: 4 weeks.
• 1 year as civil servant: part-time professional training in an University Institute for Teacher Training (IUFM, Institut Universitaire de Formation des Maîtres)

Professionnal training = 10 weeks

Since 2010

• 3 years University. One subject (mathematics or littérature or sciences or sociologie or...)
• 1 year master 1. All subjects taught in primary school. Professionnal training : 3 weeks.
• 1 year master 2, préparation of the exam. All subjects taught in primary school. Professionnal training = 4 weeks
• Teacher as civil servant.
Teachers education. Secondary school

**Until 2010**
- 3 years in University. One subject taught in secondary school.
- 1 year: preparation for the exam.
- 1 year as civil servant: part-time professional training in an IUFM (institut universitaire de formation des maîtres) =
  - 3 days /week in school
  - 2 days /week in IUFM

**Since 2010**
- 3 years in university = license.
- Master degree 1 in the subject + 2 weeks in school.
- Master degree 2 in the subject + exam + 3 weeks in school.
- Teacher as civil servant
• 1990. The basic training of all teachers (primary and secondary) take place in autonomous university institutions, the University Institutes for Teacher Training (IUFM). Strength link with National education ministry and between teachers educators and school mentors.

• 2006. The IUFM have been gradually integrated as affiliated schools in some universities.

• 2010. Whether they have an affiliated school or not, all the universities may purpose education masters. Links between university and primary and secondary schools must be built (link with school mentors decrease)
Are mainstream teachers prepared to work in inclusive settings?

- The Decree of 12 May 2010 lists the 10 skills to be acquired by teachers, librarians, and principal education advisers in the exercise of their profession.
- In each of these 10 competences, one may find a possible consideration of the special educational needs of pupils.
- For example. The 6th competence
  "Taking into account student diversity":
  "Teachers implement the values of coeducation, whether they pertain to mutual respect or equality between all pupils. They know how to differentiate their teaching to the needs and abilities of students so that each student progresses. They take into account the various rates of learning, accompany each student, including students with special needs. They know how to use school partners as needed. They know the mechanisms of learning, knowledge of which was recently renewed, in particular through the contributions of cognitive psychology and the neurosciences. They cause each student to have a positive view of others in compliance with common republican values and rules."
• But, there exists no national guidelines for the required time to be dedicated to a particular subject.

• So, training programs vary from one university to another even they must be approved by the Ministry of Higher Education.

• Training programs are depending on existing human resources in the university.

• In the new “masters”, courses on SEN between 2 hours and 30 hours.
Teacher of special education

• They must be teacher since a few years.
• The program take place after initial training.
• Special study program for primary school teachers. Part-time professional training in an University Institute for Teacher Training.
• 17 weeks courses /12 weeks with SNC (in mainstream schools or in special schools).
• In some universities, since 2010 : special study = master 1.
• In some universities, since 2010, teachers, who are already teachers of special education, can prepare a master 2 (150 h ) out of their work time.
Policy for inclusion

• Since the Law of the 11 februar 2005, the SNC are more in mainstream schools than in special instituts.

• In thee mainstream schools, they may be in a regular classroom with somebody to help or in a special classroom with a special teacher (CLIS, inclusiv classroom in primary level /ULIS in secondary school)

• Education Ministery :
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