



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 professional 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. Professional 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*)

Professional 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. Professional training : 3 weeks.
- 1 year master 2, préparation of the exam. All subjects taught in primary school. Professional 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 program are depending on existing human resources in the university.
- In the new “masters”, courses on SEN = beetwen 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 classrom with somebody to help or in a special classroom with a speacial teacher (CLIS, inclusiv classroom in primary level /ULIS in secondary school)
- Education Ministery :
http://media.education.gouv.fr/file/2010/16/9/RERS_2010_152169.pdf

I	Level	1998-1999	2004-2005	2007-2008	2008_-2009	2009_-2010
Mainstream school Individual inclusion (regular classroom)	Primary	27 900	58 000	70 100	74 300	79 129
	Secondary		24 600	40 700	45 700	50 125
Mainstream school Collectiv inclusion (special classrooms)	Primary (CLIS)	44 900	37 600	39 600	40 200	41051
	Secondary (ULIS)	200	6 100	11 600	14 500	17 185
Medical and social instituts And hospital			62 000	71 000	75 500	74845