

Abstract

This document is a brief abstract of the Dossier d'actualité.

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<http://www.inrp.fr/vst>, under the item "Dossiers d'actualité".

Proportion of professional training in initial teacher education

- Spain 9%
- Scotland, Portugal
France 20%
- United Kingdom, Ireland,
Denmark, The Netherlands 25%
- Italy, Luxembourg,
Sweden 33%
- Belgium 51%
- Germany 57%
- Latvia 76%

Key Data on Education in Europe.
Eurydice, 2009

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Learning the job of being a teacher

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How can we ensure that teacher training is carried out successfully?

By learning **on the job**, helped by experienced colleagues, because is it only on the chalk face that one gets to grips with the realities of the job? By solid **grounding in a subject**, because one can only teach well what one masters?

The results of French and international research show, however, that learning to be a teacher is far from being reduced to this alternative alone and that the **move from academic and didactic knowledge to professional and educational practice is not at all a natural one**.

Most countries have expressed the desire to bring teacher training closer to the university, to provide a more scientific basis for this training, thereby gaining **knowledge for practice** backed up by research.

They all also note the need for a contribution from teachers in the field, who provide their **knowledge of the practice**.

Attempts at **standardisation** have shown their limits, whether by defining **models of training content** or **technical skills**, supposed to meet with all teaching situations.

Consequently, international research agrees on the importance of a living presence, by the side of **academics**, of **trainers** who are both practitioners and researchers, and **tutors** who act as models to the future teachers while maintaining an outdistanced relationship with experience.

This implies that training should be run, as far as possible, as an **integrated sandwich course** alternating between teaching practice and the teacher-training institution (learning knowledge), so that the future teacher develops **reflexive practices** which are not a mere succession of disembodied theory followed by practice in the field with no retrospect.

What is at issue is the construction of a form of **teaching professionalism** which combines disciplinary knowledge, professional knowledge, competencies and even an ethical, cultural, institutional and organisational dimension, for which the need is felt today more than ever before.

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