

# Training teachers

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# A centralised education system

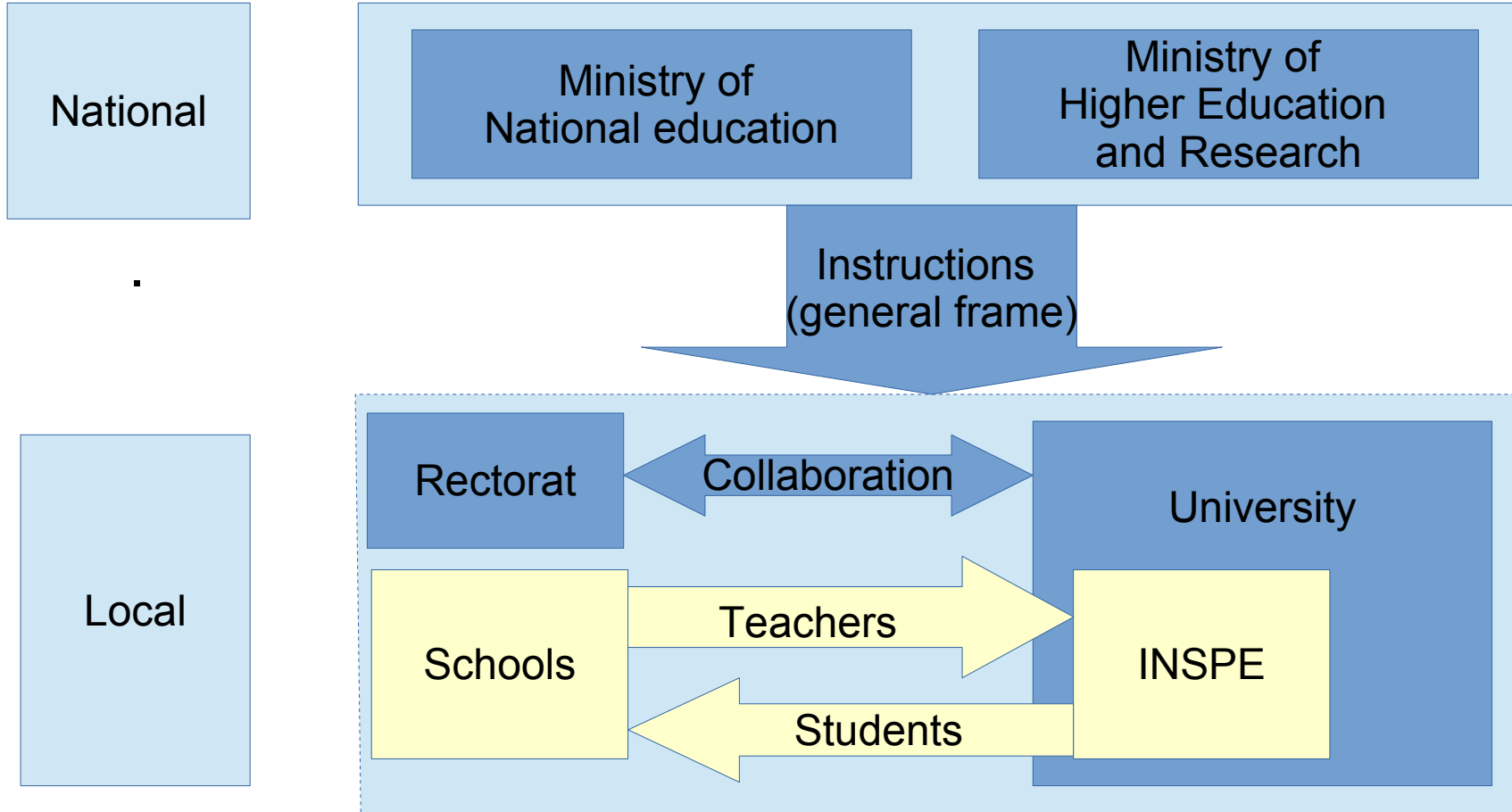
- 30 educational regions called *académies*
- Some decisions are taken in Paris (Ministry)
- Others in the académies (rectorats and universities)



# INSPE

- ▶ Teachers are trained in INSPE (**I**nstitut **N**ational **S**upérieur pour le **P**rofessorat et l'**E**nseignement - *National Institute for Higher Education*)
- ▶ INSPE are part of University but have to work with schools
- ▶ When they start at INSPE, students are at university, when they finish, they go to school.

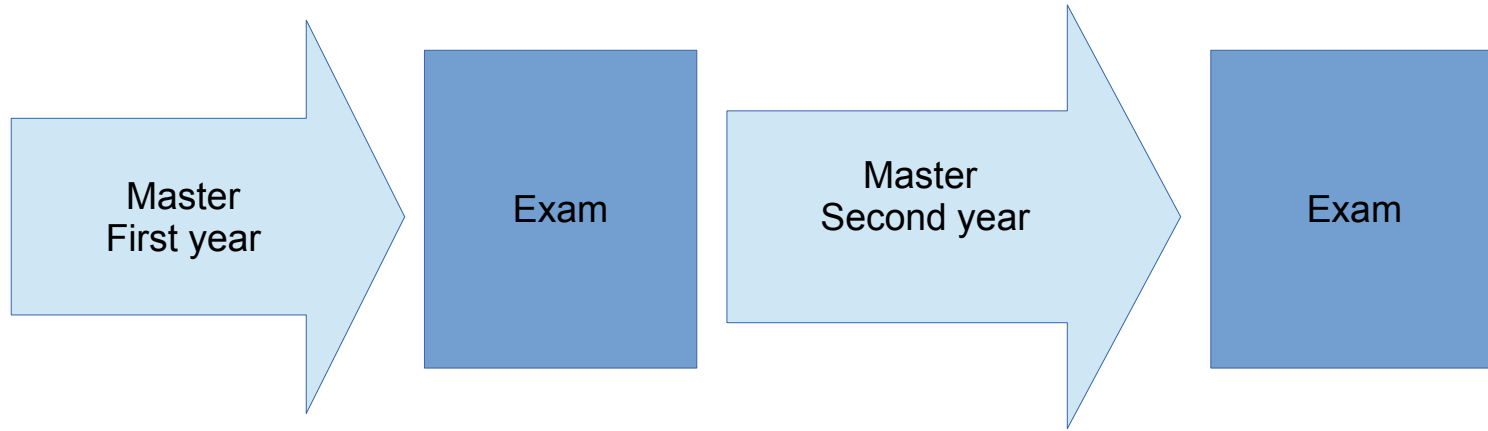
# Structure



# To become a teacher

- ▶ You need a master degree
- ▶ You must pass a competitive recruitment exam
  - ▶ To teach in primary school (age 3-11): CRPE
  - ▶ To teach in secondary school (age 11-18): CAPES
  - ▶ To teach in secondary school for vocational education (age 15-18): CAPLP
- ▶ Teachers are civil servants: recruited and paid by the government

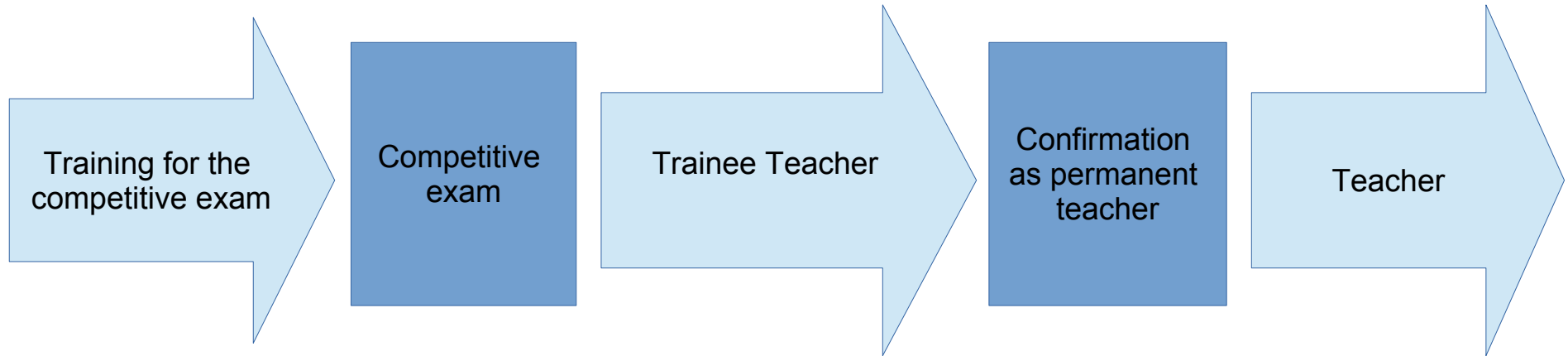
# The graduation process



# What is done in teacher training?

- ▶ Master MEEF: master dedicated to future teachers.
- ▶ Many facets of the formation
  - ▶ Mathematics (for secondary school teachers) or the many subjects of primary school (for primary school teachers)
  - ▶ Didactics
  - ▶ Education sciences
  - ▶ Training in schools
  - ▶ Research
- ▶ Many different people involved, from university and from school.

# The recruitment process

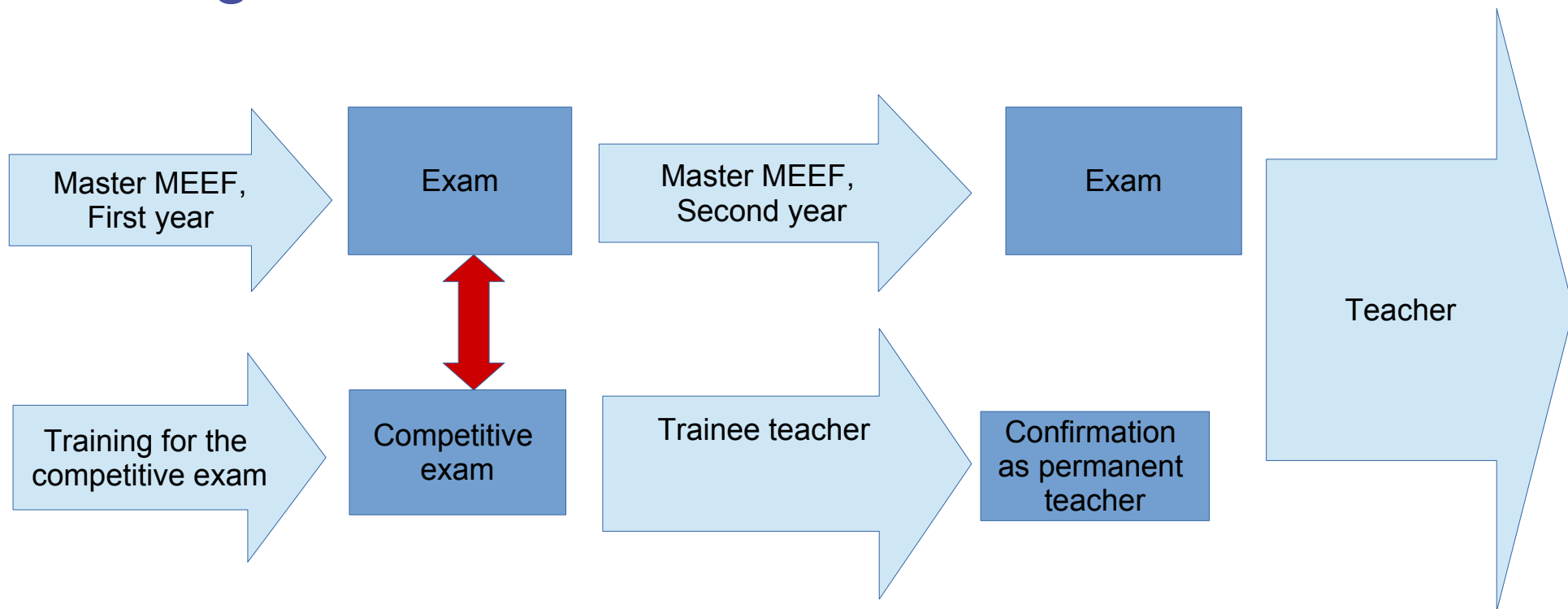




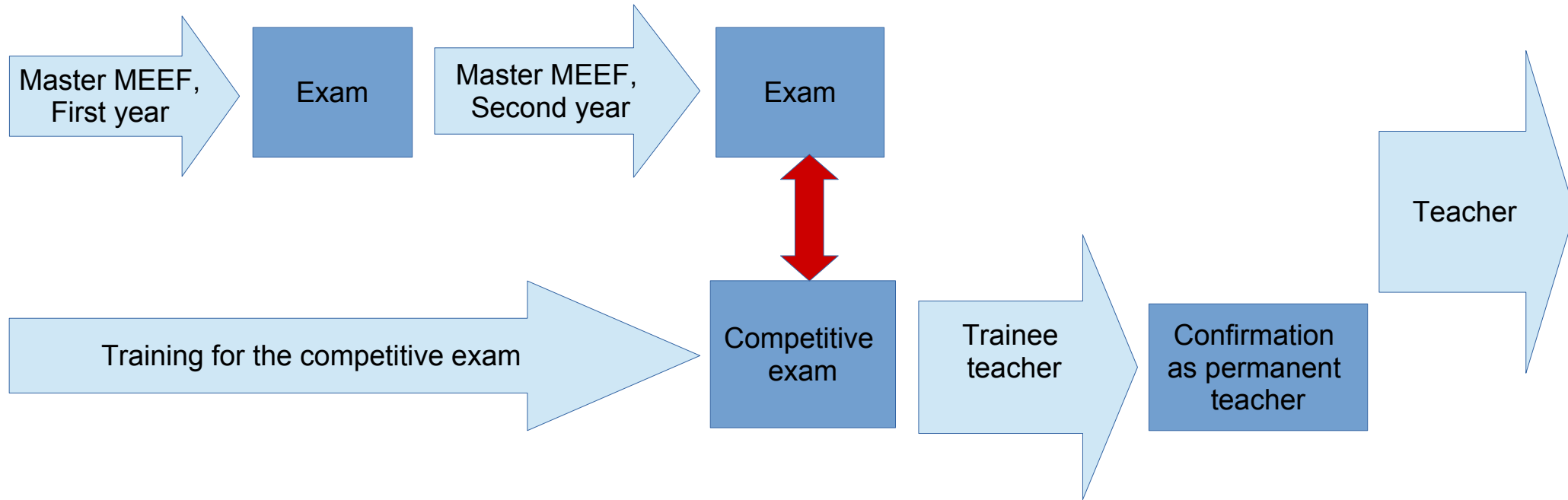
# What is tested in the competition?

- ▶ Does the candidate have sufficient knowledge of the subjects to be taught?
- ▶ Does the candidate demonstrate teaching skills?
- ▶ The balance changes according to the position of the competition in the process

# The organization until 2021



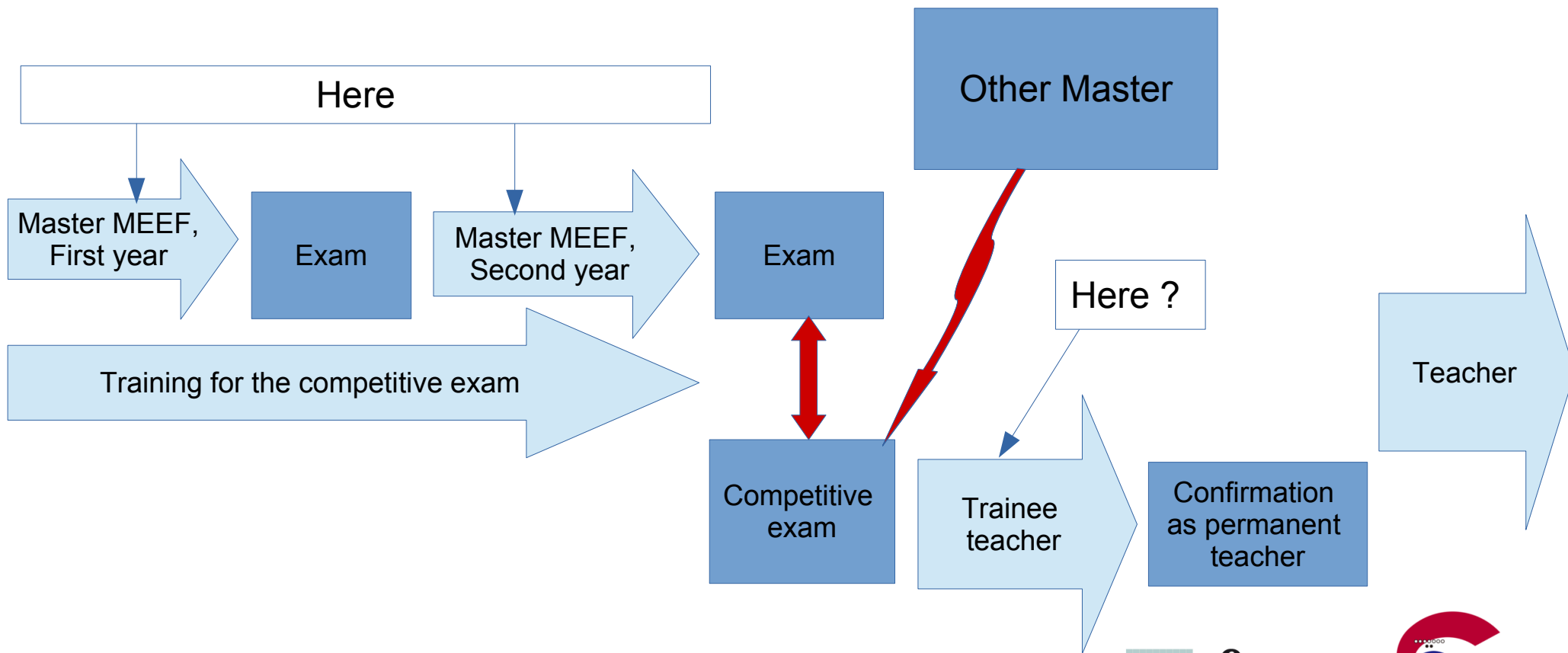
# The organization from 2022



# Some people do not follow the process

- ▶ Some people may pass the competition while they already have a master degree that did not prepare them for teaching
- ▶ For instance: engineers who want to change jobs
- ▶ When do they learn to be a teacher?

# When do you learn to be a teacher ?

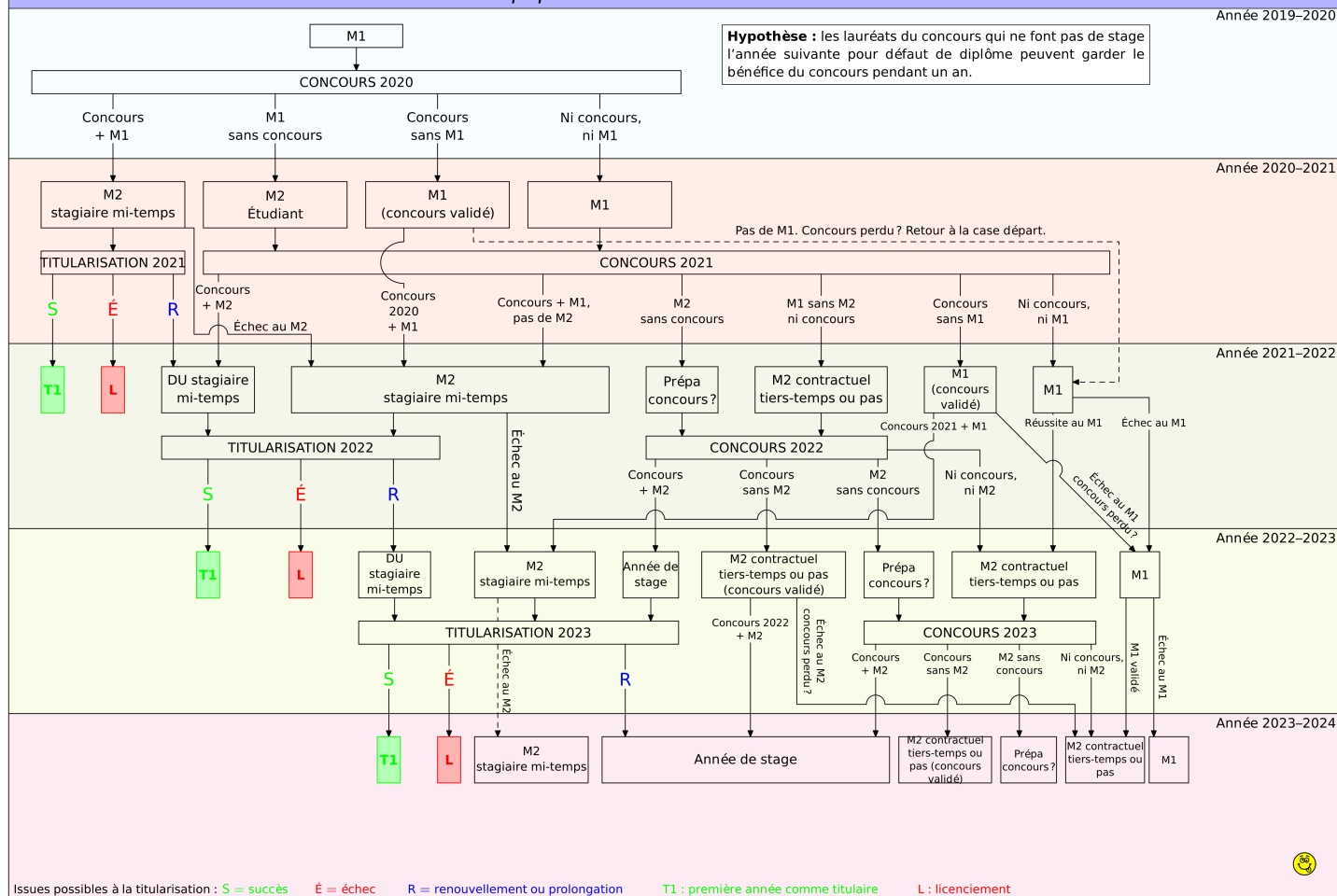


# Changes

- ▶ It is difficult to have a perfect organization
- ▶ It takes time to have evidence of strengths and weaknesses
- ▶ However, changes are frequent, which creates difficulties

# Évolution des populations en master MEEF de 2019 à 2024

**Hypothèse :** les lauréats du concours qui ne font pas de stage l'année suivante pour défaut de diplôme peuvent garder le bénéfice du concours pendant un an.



# Once you are a teacher: in-service teacher training

- ▶ For years, in-service teachers training has become more and more insufficient
- ▶ Being able to train throughout ones teaching career is necessary
- ▶ Changes have been announced



# In-service teacher training, mathematics

- ▶ IREM are important (see next video)
- ▶ The «Villani-Torossian» report recommended measures, some of which have already been implemented
  - ▶ training of the primary school teachers, inspired by lesson studies,
  - ▶ creation in high school of « laboratories of Mathematics »

# University mathematics teachers' training

- ▶ Training exists, but not specific to the disciplinary area(s)
- ▶ New teacher-researchers may find difficult to answer the challenge of teaching at university
- ▶ Research on University Mathematics Education is developing
- ▶ To transfer it to teachers is done through networks (GDR DEMIPS, INDRUM) and journals (newborn French-English journal EpiDEMES)

# Conclusion: time and cohesion

- ▶ Many different people involved in the training of teachers and many facets of the training
- ▶ It takes time to build something coherent together
- ▶ Time is missing, let us try to think together anyway!