

**Kharchenko T. G.**

**“TEACHER TRAINING GUIDE” AS AN INSTRUMENT OF THE  
INDIVIDUALIZATION OF TEACHER TRAINING PROGRAMS IN  
MODERN FRANCE**

Today, the research into the best pedagogical practices of foreign countries, which have accumulated and tested the experience of the organization of the educational process aimed at the creation of the conditions for the personality development, is particularly significant. In this regard, the experience of Western European countries is of special interest for the Ukrainian pedagogical science. Practical interest of educators, the need to remedy a deficiency in the national teacher training regarding the humanization of the pedagogical process serve as the basis for the study of the theory and practice of the individualization of the modern education in these countries, as their traditions of the practical implementation of humanist ideas into the higher pedagogical education are well established<sup>1</sup>.

The research into the best foreign practices in the sphere of professional pedagogical education plays a significant role in the modernization of Ukrainian higher educational and research establishments that train researchers and educators. In Ukraine, the similarities and differences in the organization of the teacher training in Western Europe have been studied by L. Pukhovs'ka; M. Synenko focused on the continuing pedagogical education in Western Europe. Historical, theoretical, and practical aspects of the development of the professional pedagogical education in foreign countries have been described in the dissertations by T. Koshmanova (USA, 2002), L. Smal'ko (USA, 2000), I. Gushlevs'ka (USA, Canada, 2006), A. Sokolova (England, Scotland, 2009), O. Voloshina (Great Britain, 2007), N. Avshenyuk (England, Wales, 2005), Yu. Kishchenko (England, Wales, 2000), O. Pryshlyak

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<sup>1</sup> **Higher pedagogical education in France** consists of the initial and continuing pedagogical education.

(Germany, 2008), N. Mahinya (Germany, 2009), N. Mukan (Canada, 2005), L. Karpyns'ka (Canada, 2005), and M. Dreyerman (Israel, 2007).

The experience of France in the field of teacher training is valuable for the national educational system. The reform of the system of pedagogical education in this country is one of the priorities of the state policy, which correlates with the challenges of the Ukrainian higher education. Dissertations by O. Romanenko (2007), V. Lashchykhina (2009), O. Holotyuk (2007) are devoted to the reform and some aspects of the development of the French system of teacher training.

The study of the national comparative works and dissertations describing the educational systems of foreign countries reveals that the individualization of teacher training in France has not been the subject of scholarly analysis. For this reason, the purpose of the article is to study the important instruments of the individualization of the contemporary professional pedagogical education in France, namely, *The Teacher Training Guide*.

The individualization of the initial pedagogical training process of prospective college and lyceum teachers, counsellors at UTTI<sup>2</sup>, as well as kindergarten and primary school teachers, starts when prospective first<sup>3</sup>- and second<sup>4</sup>-year students are given exhaustive information on the peculiarities of the organization of the pedagogical education in modern France. French theorists and practitioners of pedagogical education believe that it is important for prospective teachers to make their choice of the future career consciously. Annually, the UTTI administration publishes *The Teacher Training Guide* for prospective primary school teachers (French: *Guide des études: Professeurs des écoles*), college and lyceum teachers and school counsellors (French: *Guide des études: Professeurs des collèges et lycées ou*

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<sup>2</sup> UTTI (University Teacher Training Institute) – higher educational establishment, which, on the basis of Licentiate's degree (Ukr.: Bachelor's degree) or its equivalent, conducts initial and continuing education of the teachers for nursery, primary, and secondary schools.

<sup>3</sup> First-year students – students admitted to UTTI after a three-year baccalaureate and studying for their recruitment exams.

<sup>4</sup> Second-year students – UTTI students who have successfully passed the recruitment exam and continue their education as trainee teachers.

*conseillers d'éducation*) [1, 2, 3]. Its electronic variant is available on the website of the UTTI of each Academy<sup>5</sup> [4; 5].

*The Teacher Training Guide* at the UTTI of Ex-Marseilles Academy shall exemplify for us the kind of information given to prospective teachers [1 – 3]. A section entitled “UTTI Presentation” reinforces that UTTI, created according to the Law adopted on July 10, 1989, belong to the system of higher education. The government policy charges UTTI with initial and continuing teacher training, as well as scientific research in the field of education. The Provence-Alpes-Côte d’Azur region includes two Academies: Ex-Marseilles and Nice. Accordingly, two UTTIs function in this area: Ex-Marseilles Academy’s UTTI [4] and Nice Academy’s UTTI [6]. From the demographic point of view, including 7.5% of the metropolitan population (4.5 million of residents), it is the third largest region in the country after such Ile-de-France (18.2%) and Rhône-Alpes (9.4%) and is followed by Nord-Pas-de-Calais (6.6%).

Ex-Marseilles Academy with its 2.6 million residents is an average academic district at the national level. It includes four departments: Alpes-de-Haute-Provence, Hautes Alpes, Bouche-du-Ron, and Vaucluse. However, its population is distributed unequally. In two Alps departments, only 10% of the population resides, while 19.2% – in Vaucluse and 70.8% – in Bouche-du-Ron (Marseilles alone comprises half of the entire Bouche-du-Ron).

Before academic year 2005, 4.5% of the population of Ex-Marseilles Academy were school and university age students, who studied at both state and private educational establishments. Among them, 256,618 were primary school students, 205,845 attended secondary schools, and 100,914 were enrolled in higher educational establishments. Private schools (primary and secondary) taught 15% of learners [4].

The system of higher education in this region is represented by four universities (Ex-Marseilles I, II, III and Avignon), three technical university institutes, twenty engineering schools (seven of them are affiliated to universities),

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<sup>5</sup> **Academy** - regional academic council responsible for supervising all aspects of education in its region (there are 29 academies in France)

twenty-one *grandes écoles* (literally “high schools”), ten of which are commercial, and one University Teacher Training Institute [Ibid].

About 2,400 first-year students and 1,300 second-year students study in the Ex-Marseilles Academy’s UTTI. First-year students are preparing to take the recruitment exam and become kindergarten or elementary school teachers (French: *Professeur des écoles – PE 1*) or college and lyceum teachers (French: *Professeurs des collèges et lycées – PCL 1*). Second-year students are trainee teachers in kindergartens and elementary schools (PE 2), colleges and lycées (PCL 2), as well as trainee school counselors (CPE) [1].

Ex-Marseilles Academy’s UTTI consists of five branches: in Aix-en-Provence, Avignon, Digne-les-Bains, Canebiere, and Chateau Gomber in Marseille, which coordinates the activity of all the four branches. Every branch has administration, hybrid library, information and communication service. The UTTI offers the following careers in education: kindergarten and elementary school teachers, college and lyceum (secondary school) teachers, technical subjects teachers for technical schools, vocational subjects teachers for vocational upper secondary schools, physical culture and sports teachers, education counsellors, and “agrégé” teachers (the holders of the “aggregation”, the highest teaching diploma in France).

*The Teacher Training Guide* contains a list of all academic offerings for each branch, the results of the competitive state recruitment exams that the Ex-Marseilles UTTI’s graduates have taken over the past years when seeking employment in French educational establishments, as well as a list of publications, documents, and information materials that can be used in the process of professional training.

The objective of providing exhaustive information and documentation in the Ex-Marseilles UTTI Academy is two-fold. First and foremost, it is the diversification of the forms of pedagogical education and, at the same time, training prospective teachers to use modern information resources and databases in their professional work [1 – 3].

A detailed study of *The Guide* published by the UTTI affiliated to the Academies of Elzas, Amiens, Aquitania, Lower and Upper Normand, Bourgogne,

Créteil, etc. demonstrates that all of them contain the description of the infrastructure of the institutes, where the prospective elementary and secondary school teachers will get their pedagogical education. The UTTI is run by a director, who is assisted by an executive secretary and six deputy directors. UTTI directors also head Administrative Councils, as well as co-head Scientific and Pedagogical Councils. *The Guide* contains the details of the organization of the Administrative Council, the work of Scientific and Pedagogical Councils, directorate's powers and authorities, as well as the principles of the organization of the student government and the peculiarities of students' representation in the UTTI's Councils [7 – 12].

A significant block of *The Teacher Training Guide* is dedicated to the detailed description of the typical career path and career development opportunities of a teacher in France. UTTI students are also encouraged to seek continuing education options upon their graduation. In this regard, *The Guide* emphasizes the advantages of continuing education. First such advantage is the involvement in the decision-making with regard to the challenges of the national system of education, a privilege granted to this category of teachers by the Ministry. *The Guide* explains that continuing education is important due to the fact the national system of education constantly develops, and individual schools must comply with its requirements. The economic and social transformations affect the social demand in the field of professional pedagogical training. It is also mentioned that those teachers who enter the workforce today will remain part of the national system of education until 2046. During this period, the academic programs, student populations, and teaching methods will change, and it is necessary for teachers to be able to accommodate these changes.

Second advantage of continuing education is the additional professional training that it gives. This training can be useful if a teacher decides to advance or change his/her individual professional project (for example, take internal competitive exams, etc.) [7].

*The Guide* for prospective college and lyceum teachers emphasizes that they can obtain from their UTTI the Academic Program of training the national system of

the education cadre, approved by the rector and the Academy inspection and realized in this UTTI by its faculty and administration [10].

Every prospective teacher also has access to continuing education initiatives at the national level. These are summer universities, the list of which is published every year in March in an official bulletin, and national programs, proposed by the Directorate of Secondary Schools (published in an official bulletin at the end of each academic year).

Furthermore, the UTTI gives teachers during their entire career the opportunity to obtain access to constantly updated scientific, pedagogical, and cultural resources, which allows them to develop along with other subjects of the national system of education.

Information on compensations is also placed in *The Guide* in order to motivate prospective teachers to make career choices that best fit their individual needs. Thus, as of September 1, 2004, after a year in the position, the net pay of a secondary school teacher is €1,273; after two years – €1,518; and after thirty years – €2,403 per month. The compensation is adjusted if a teacher is promoted or earns an academic rank or degree. In their first year of work, “agrégé” teachers receive a salary of €1,382 per month, after two years in the position – €1,891, after thirty years – €2,999 [13].

French scholars and practicing educators believe that prospective teachers should be aware of the career development opportunities available to them. Faculty is usually divided into categories, which also consist of a number of levels. The principle of compensation equality within one category is strictly adhered to. Employees can be promoted across levels within the same category depending on the time in the position. Other promotion options are also available, which is stipulated by the corresponding statute documents. The transition between the categories is subject to the level of the employee, the level of his/her attestation, and the service record; the corresponding decision is made by the rector of the Academy. “Agrégé” teachers, who are under the jurisdiction of the Ministry of the National Education, are an exception [Ibid].

All secondary school teachers are given the opportunity to be promoted, as well as, if they desire, to change their career path. Contracted faculty and staff in secondary educational establishments can switch to careers outside teaching. To do so, they have to participate in external or internal competition. Contracted teachers or education counsellors can seek public service careers (by taking part, for example, in the competition to fill vacancies in the regional executive offices). This is a way for a faculty member or a school administrator, whose profile meets certain requirements, to become an executive officer of an educational establishment [Ibid].

Secondary school faculty can also teach preparatory courses, which train students for enrollment in higher educational establishments and pertain to higher education. Vacancies that can be filled by secondary school teachers in the system of higher education are annually published in the Official Bulletins of the Ministry of National Education, the copies of which are distributed among secondary schools. This information is also available on the website of the Ministry of National Education [Ibid]

*The Teacher Training Guide* further explains that teachers throughout their career can enjoy such options as temporary appointments and leaves/sabbaticals.

Temporary appointment is stipulated by the public service statutory documents. It allows faculty and staff members to seek temporary office outside the system of the national education (subject to the approval of the candidate's petition to this effect). In this case, the individual is compensated by the agency that has employed him/her, but remains part of the system of education and eligible for promotion [2].

Teachers can also be sent to business trips in France or to other countries for as long as five years (the term can be renewed). Temporary appointments are under the jurisdiction of the Educational Personnel Administration of the Ministry of National Education.

Another option is for a teacher to temporarily leave his/her position in the system of the national education and reclaim it after a certain period of time (not exceeding the term of such leave stipulated in the statutory documents). This can be a maternity and childcare leave (until the child reaches eight years of age), a leave to

nurse a child with a chronic disease requiring a long-term care or a spouse. Leaves can also be granted to resume studies, conduct research of public interest, or “for personal reasons”.

All petitions regarding the length of service, leaves, and part-time employment are to be filed according to the organizational hierarchy: the rector of the Academy, the Educational Personnel Administration [3].

*The Guide* encourages prospective teachers to seek information on their career development options in the *Official Bulletin* of the Ministry of National Education. It is available on the official website under the menu item “Official bulletin” [13]. Its printed version can be found in educational establishments [Ibid].

Another important part of *The Teacher Training Guide* is devoted to the description of the general professional competencies to be mastered by students to obtain a postsecondary degree with teaching credentials [2; 5; 7]. It should be mentioned that the *Catalogues of Competencies and Skills* of kindergarten, elementary school, college, lyceum teachers, as well as the teachers of mainstream, technical, and vocational secondary schools are officially approved in the Appendix to Office Memorandum No 94 – 271 dated December 8, 1994 and in Memorandum No 97 – 123 with the amendments dated May 23, 1997 and 2010 [1 – 3].

The professional competencies of kindergarten and elementary school teachers described in *The Guide* shall exemplify for us the approach to their definition in general [Ibid]. First and foremost, teachers are public servants, the bearers of the values of the Republic; they know the requirements to teaching profession and the responsibility it brings, understand the importance of professional ethics.

In the kindergartens and elementary schools, all academic disciplines are taught by the same instructor. His/her call is to teach children from the junior group of the kindergarten to the middle elementary school. **He/she shall seek constant professional advancement through the system of continuing education.**

Kindergarten and elementary school teachers shall have general cultural background, which shall allow him/her to master the important concepts of those disciplines that are taught in the kindergarten and primary school (space, time, the



development of science, arithmetic, how language works) and to have a command of major languages (orthography, writing, and equivalents).

Teachers shall be able to introduce students to a real language, be it a foreign or regional one. Kindergarten and elementary school teachers shall possess the content and methodology knowledge of all disciplines in the curriculum (French, Math, Science and Technology, History and Geography, Civic Education, Art, Physical Training and Sport). In their work, teachers shall rely on the knowledge of the peculiarities of the child's development and the process of teaching/learning. In this regard, they shall be aware of the stages of the child's development, know the main theories and models of education and be able to apply them, as well as shall be prepared to analyze challenges and to overcome them.

Kindergarten and elementary school teachers are expected to be able to teach in the classroom. They should know how to stimulate the work of the group of learners and to employ it to develop their potential: to make a learner the active participant of group projects and to develop social interaction in the classroom (aid-giving behavior, cooperation, ability to listen to others, etc.).

Teachers shall evaluate and manage learning. To be able to do that, they shall know how to (1) use the equipment installed in the classroom (from the blackboard to the computer); (2) choose the text-book and justify the choice; (3) analyze learners' needs; (4) ensure gradual development, progress; (5) engage the learner in self-development and establish the objectives of this development together; (6) define the challenges and the scope of the responsibility of each learner; (7) evaluate the progress and reflect on the performance; (8) provide methodological supervision; and to evaluate his/her own performance.

Kindergarten and elementary school teachers shall be able to set requirements to all students, as well as to adapt to their differences. The plans of various pedagogical actions should take into account the individual achievements and abilities of every student. To this end, they shall be able to set goals; to articulate personal strategy; to foresee the course of their own actions and their consequences;

to define the duration of work; to develop various activity evaluation forms; and to communicate the results of the work.

Kindergarten and elementary school teachers shall be able to teach in the primary school. They shall ensure the consistency and continuity of knowledge by cooperating with the teachers involved in the same school project or educational cycle project. Also, teachers shall understand the place and the role of the school in the educational system and society in general. They shall be familiar with students' families and be able to provide information about the school, communicate with the families, be aware of the parents' role in the school life and encourage their participation in it; have knowledge of the school district (its medical and sanitary condition, police, system of justice, security, public organizations), as well as of local communities.

Kindergarten and elementary school teachers shall be able to develop partner relationships between school and the social, economic, and cultural environment around it. This relationship is important for the teacher to be able to adjust his/her educational activity to different classes and schools. To this end, he/she needs to be acquainted with the national system of the management of education and, primarily, know everything about the school (curricula, calendars, official instructions, personnel, major documents), as well as about the history of its establishment and the peculiarities its operation.

In the concluding part of the document, kindergarten and elementary school teachers are encouraged to maintain a positive view of children, to always reflect on their performance, and to be aware of the social importance of the teaching profession [3].

The content, forms, and methods of the organization of the process of teacher training are also made known to the prospective teachers of kindergartens, elementary schools, colleges and lyceums. The first part of this section is devoted to the first year of training; the second one describes trainee process. Students can conclude from *The Guide* that the professional pedagogical education requires significant individual work and personal responsibility that increases as students

move from first year's supervised learning to independent teaching that awaits them after graduation. Respecting this, the main goal of the first year's pedagogical education was set at teaching each student to work independently. The theory and practice of modern pedagogical education in France suggests that it is important for prospective teachers to develop professional self-reflection, i.e., to train (1) the ability to objectively analyze their performance and to evaluate the level of their professional competence; (2) the skills to understand the challenges and to find the resources to correct them; (3) the knowledge of and the ability to use critically the existing instructional media; and (4) the skills of team work, as autonomy in the workplace does not mean individualism. Teachers shall also be able to share their experience and to use the achievements of other educators in their own work [Ibid].

With this in mind, UTIs not only give students access to documentation resource centers and information and communication technology, but also design a complex of mechanisms aimed to help students develop skills of individual work.

Thus, the individualization of training elementary and secondary school teachers is implemented to professional pedagogical education in modern France as follows. Each UTI informs students and trainee teachers about the peculiarities of the organization of the system of pedagogical education. Students receive this information from the booklets *The Teacher Training Guide* (depending on the major), which are also available on the website of each UTI. *The Guide* contains all-inclusive information on the infrastructure of the UTI, career development opportunities of a teacher, basic professional competencies students are expected to develop by the time of graduation, as well as the content of teacher training in this particular UTI.

It is certainly impossible to cover all the peculiarities of the individualization of teacher training in France within one article. For this reason, further research in this area can focus on the study of the content of modern French pedagogical education, a complex of mechanisms aimed to help students develop skills of the individual work in the course of their study in teacher training institutions.

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### **Харченко Т. Г. “Керівництво з підготовки вчителів” як інструмент індивідуалізації педагогічної освіти в сучасній Франції**

У статті досліджена одна з особливостей практичної реалізації індивідуального підходу в сучасній французькій педагогічній освіті. Кожен Університетський інститут з підготовки вчителів інформує студентів і вчителів-стажистів про особливості організації системи підготовки педагогічних кадрів. Інформацію студенти черпають з буклетів “Керівництво з підготовки майбутніх учителів” (залежно від спеціальності), які також розміщені на сайті кожного педагогічного навчального закладу. Там подано максимально вичерпну інформацію про інфраструктуру Університетського інституту з підготовки вчителів, особливості кар’єрного зростання в професії вчителя, про базис професійних компетенцій, якими повинен володіти вчитель після закінчення професійної педагогічної освіти, зміст підготовки тощо.

*Ключові слова:* педагогічна освіта Франції, Університетський інститут з підготовки вчителів, індивідуалізація, “Керівництво з підготовки вчителів”.

### **Харченко Т. Г. “Руководство по подготовке учителей” как инструмент индивидуализации педагогического образования в современной Франции**

В статье представлена одна из особенностей практической реализации индивидуального подхода в современном педагогическом образовании Франции. Каждый Университетский институт по подготовке учителей информирует студентов и учителей-стажеров об особенностях организации системы подготовки педагогических кадров. Информацию студенты черпают из буклетов “Руководство по подготовке учителей” (в зависимости от специальности), которые также размещены на сайте каждого педагогического учебного заведения. Там представлена максимально исчерпывающая информация об инфраструктуре Университетского института по подготовке учителей, особенностях карьерного роста в профессии учителя, базис профессиональных компетенций, которыми должен владеть учитель на момент окончания профессионального начального педагогического образования, содержание подготовки и др.

*Ключевые слова:* педагогическое образование Франции, Университетский институт по подготовке учителей, индивидуализация, “Руководство по подготовке учителей”.

### **Kharchenko T. G. “Teacher Training Guide” as an Instrument of the Individualization of Teacher Training Programs in Modern France**

One of the pathways of implementing the educational reform in France is the individualization of the modern teacher training. This approach is based on the premise that the conscious choice of profession is important for future nursery, primary, and secondary school teachers and that such choice is possible only if students are given exhaustive information about the organization of teacher training in France early in their specialized pedagogical education.

Every year each University Teacher Training Institute publishes *The Teacher Training Guide*, which is also available on the Institute’s website. This *Guide* is subject-specific and contains a detailed information about the infrastructure of the University Teacher Training Institute, typical career path and career development opportunities of a teacher in France, basic competencies students are expected to

develop by the time of graduation, as well as the year-by-year content, forms, and methods of teacher training, with a distribution of theoretical and practical aspects of courses. It also features the results of competitive state recruitment exams that the Institute's graduates have taken over the past years when seeking employment in French educational establishments. Another important part of the *Guide* is the list of publications, documents, and information materials that can be used in the process of the initial professional training.

*Key words:* pedagogical education/teacher training in France, University Teacher Training Institute, individualization, The Teacher Training Guide.

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