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in collaboration with the Pestalozzi Programme

THE TEACHING PROFESSION IN THE 21st CENTURY

REPORT

« Teacher 21 » Workgroup

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Contents

| | |
|--|-----------|
| Acknowledgments | 2 |
| CONTENTS | 3 |
| INTRODUCTION | 9 |
| 1. GENERAL FRAMEWORK | 11 |
| 1.1. HISTORY OF THE APPROACH | 11 |
| 1.2. SPECIFITIES AND LIMITS | 12 |
| 1.2.1. A collection of testimonies | 12 |
| 1.2.2. No statistical value | 12 |
| 1.2.3. Anonymous testimonies | 12 |
| 1.2.4. Our approach to these « teachers' words » | 12 |
| 1.3. STYLE GUIDE... | 13 |
| 1.3.1. Dot at the beginning of a line | 13 |
| 1.3.2. Boxed texts | 13 |
| 2. TEACHERS' PROFESSIONAL SITUATION | 14 |
| 2.1. HOW TEACHERS APPRECIATE THEIR PROFESSIONAL SITUATION | 14 |
| 2.1.1. What teachers like | 14 |
| 2.1.1.1. To organise learning | 14 |
| 2.1.1.2. To communicate with students | 14 |
| 2.1.1.3. To work in teams | 15 |
| 2.1.1.4. To share values | 15 |
| 2.1.1.5. To give and receive : « an educational task » | 15 |
| 2.1.2. What teachers do not like | 16 |
| 2.2. NEW CHALLENGES TO BE MET IN THE FUTURE | 16 |
| 2.2.1. Loss of references and values for students | 16 |
| 2.2.2. The necessity to « educate first » | 16 |
| 2.2.3. New technologies | 17 |

| | |
|---|-----------|
| 2.2.5. Dialogue with parents _____ | 17 |
| 2.2.6. Meaning of the teaching profession _____ | 18 |
| 2.3. TEACHERS' QUERIES _____ | 18 |
| 2.3.1. Their competence regarding the subject taught _____ | 18 |
| 2.3.2. Teachers-students relationship _____ | 19 |
| 2.3.2.1. Management of violence _____ | 19 |
| 2.3.2.2. Management of generation gap between teachers and students _____ | 19 |
| 2.3.2.3. Complete reconsideration _____ | 19 |
| 2.3.2.4. Teaching conditions _____ | 19 |
| 2.3.2.5. Construction of meaning for teachers and students _____ | 19 |
| 2.4. RECOGNITION OF THE TEACHING PROFESSION _____ | 20 |
| 2.4.1. Teachers feel recognised by _____ | 20 |
| 2.4.1.1. Their students _____ | 20 |
| 2.4.1.2. Their colleagues _____ | 21 |
| 2.4.1.3. Students' parents _____ | 21 |
| 2.4.1.4. Hierarchical authorities _____ | 21 |
| 2.4.2. Non-recognition _____ | 22 |
| 2.4.3. Teachers' proposals _____ | 24 |
| 2.4.3.1. They are aware of the scale of the issues to be addressed _____ | 24 |
| 2.4.3.2. They make proposals _____ | 24 |
| 3. FIELDS OF EDUCATION _____ | 25 |
| 3.1. HUMAN RIGHTS EDUCATION AND PREVENTION OF VIOLENCE __ | 25 |
| 3.1.1. Current practice _____ | 26 |
| 3.1.1.1. Education in respect _____ | 26 |
| 3.1.1.2. Learning democracy, how to « live together »... _____ | 30 |
| 3.1.1.3. Prevention of violence and classroom discipline _____ | 39 |
| 3.1.2. What teachers think _____ | 42 |
| 3.1.2.1. Some teachers are against _____ | 42 |
| 3.1.2.2. This is not part of the academic programme _____ | 42 |
| 3.1.2.3. Moving away from the teaching profession _____ | 43 |
| 3.1.2.4. Mission of the teacher in charge of a class _____ | 43 |
| 3.1.2.5. Teachers are mostly for _____ | 43 |
| 3.1.2.6. Teachers feel powerless and left alone _____ | 44 |
| 3.1.2.7. Teachers' lack of training in the prevention of violence _____ | 44 |
| 3.1.2.8. Development of a personal project... _____ | 44 |
| 3.1.2.9. Many teachers are « happy in their jobs » _____ | 45 |
| 3.1.3. Conclusion _____ | 45 |
| 3.2. PEDAGOGY _____ | 45 |

| | |
|--|-----------|
| 3.2.1. Time planned for learners to identify their strengths and weaknesses | 45 |
| 3.2.1.1. « No ! » | 45 |
| 3.2.1.2. « No time ! » | 45 |
| 3.2.1.3. « Yes ! » : approaches implemented | 46 |
| 3.2.2. Specific learning approaches adapted to learners' capacities | 48 |
| 3.2.2.1. Differentiated instruction | 48 |
| 3.2.2.2. Individualisation | 50 |
| 3.2.2.3. Neither differentiation nor individualisation. | 51 |
| 3.2.3. Implementation of skills-based learning | 52 |
| 3.2.3.1. For 12 to 18-year old students | 52 |
| 3.2.3.2. For 5 to 12-year old pupils | 52 |
| 3.2.4. Implementation of interdisciplinary teaching | 53 |
| 3.2.4.1. Project-based teaching | 53 |
| 3.2.4.2. Occasional teacher groups around a common theme | 53 |
| 3.2.4.3. Examples of interdisciplinary activities | 54 |
| 3.2.4.4. Personal supervised work | 54 |
| 3.2.4.5. School trips and cultural outings (cinema) | 54 |
| 3.2.4.6. Learning methodology | 54 |
| 3.2.4.7. Specificity of technical education | 54 |
| 3.2.4.8. Particular case of 6 to 11-year old children | 54 |
| 3.2.4.9. Some teachers raise the question | 54 |
| 3.2.4.10. No interdisciplinary approach | 54 |
| 3.2.5. Implementation of project-based education | 55 |
| 3.2.5.1. 12 to 18-year old students | 55 |
| 3.2.5.2. 6 to 12-year old students | 57 |
| 3.2.6. Education in critical thinking | 57 |
| 3.2.6.1. An educational principle | 58 |
| 3.2.6.2. Internet multimedia tools | 58 |
| 3.2.6.3. Implementation in different disciplines | 58 |
| 3.2.6.4. Detailed examples of education in critical thinking | 59 |
| 3.3. VOCATIONAL EDUCATION | 60 |
| 3.3.1. What is being practised | 61 |
| 3.3.1.1. Mission conducted by a teacher | 61 |
| 3.3.1.2. Mission taken on by the school | 64 |
| 3.3.2. What teachers would like to do | 65 |
| 3.3.3. Conclusion | 66 |
| 3.4. USE OF NEW DIGITAL TECHNIQUES | 68 |
| 3.4.1. Current practice | 68 |
| 3.4.1.1. Prior to the course | 68 |
| 3.4.1.2. During the course | 68 |
| 3.4.1.3. After the course | 69 |
| 3.4.1.4. Target objectives | 70 |
| 3.4.2. Implementation difficulties | 71 |

| | |
|--|-----------|
| 3.4.2.1. The use of digital techniques is not really necessary : | 71 |
| 3.4.2.2. Advantages and drawbacks | 72 |
| 3.4.2.3. Some wish to get information, to learn... | 72 |
| 3.4.3. Pedagogical approaches for teaching students how to integrate knowledge using digital technologies | 72 |
| 3.4.3.1. Information on the different tools through : | 72 |
| 3.4.3.2. Actual situations, thanks to : | 72 |
| 3.4.3.3. Critical study of the use of information technology through all its tools | 73 |
| 3.4.4. Risks, dangers and limits of the use of social media | 73 |
| 3.4.4.1. Proper use of the IT tool : | 74 |
| 3.4.4.2. Large group exchanges with the teacher | 74 |
| 3.4.4.3. Individual or sub-group searches | 74 |
| 3.4.5. The teacher's role in the education in media use | 75 |
| 3.4.5.1. Prevention | 75 |
| 3.4.5.2. Critical distance | 76 |
| 3.4.5.3. Giving responsibility | 76 |
| 3.4.5.4. Support for students in their practice | 76 |
| 3.4.5.5. Vigilance | 76 |
| 3.4.5.6. Intellectual curiosity | 76 |
| 3.4.5.7. Some teachers are for, some against ... | 76 |
| 4. THE TEACHER'S ROLE TODAY | 78 |
| 4.1. POSITION OF THE TEACHER IN RELATION TO THE STUDENT AND KNOWLEDGE | 78 |
| 4.1.1. In relation to the student | 78 |
| 4.1.1.1. « To position oneself » | 78 |
| 4.1.1.2. To provide knowledge | 78 |
| 4.1.1.3. To transmit one's experience | 78 |
| 4.1.1.4. To facilitate the learning process | 79 |
| 4.1.1.5. To accompany the student | 79 |
| 4.1.1.6. To be a referent | 79 |
| 4.1.2. In relation to knowledge | 80 |
| 4.1.2.1. Knowledge transmission | 80 |
| 4.1.2.2. Development of learning methodologies | 81 |
| 4.1.2.3. Providing meaning for learning | 82 |
| 4.2. EDUCATIONAL ROLE IN RELATION TO STUDENTS | 83 |
| 4.2.1. The teacher's role, but which one ? | 83 |
| 4.2.2. First, a focus on students | 84 |
| 4.2.3. A referent teacher | 84 |
| 4.3. THE TEACHER'S POSITION REGARDING DISCIPLINE | 85 |
| 4.3.1. Enforcing « external » rules | 85 |

| | |
|---|-----------|
| 4.3.2. Setting rules to allow teaching | 85 |
| 4.3.3. Setting rules and explaining them to students | 86 |
| 4.3.4. Setting up rules with students | 86 |
| 4.3.5. Working without discipline problems | 86 |
| 4.4. POSITIONING IN RELATION TO PARENTS | 87 |
| 4.4.1. A substitute role | 87 |
| 4.4.2. Construction of parent-teacher cooperation | 88 |
| 4.4.3. Development of cooperation | 88 |
| 5. PROFESSIONAL TEACHER TRAINING | 89 |
| 5.1. INITIAL TEACHER TRAINING | 89 |
| 5.1.1. No initial training | 89 |
| 5.1.2. No initial training in the management of relations with students | 89 |
| 5.1.3. Initial training in student relationship | 90 |
| 5.1.4. Experience-based training and continuous training | 91 |
| 5.2. NEEDS IN PROFESSIONAL TRAINING | 92 |
| 5.2.1. In « humanities » | 92 |
| 5.2.2. Needs in disciplinary and methodological training | 92 |
| 5.2.3. Needs in the analysis of their practice with competent trainers | 93 |
| 5.2.4. Specific needs in relationship training | 94 |
| 5.2.5. Training through experience and with peers | 94 |
| 5.2.6. Other needs expressed by teachers | 95 |
| 6. FREE WORDS | 96 |
| 6.1. Demotivating context | 96 |
| 6.2. A hierarchy cut off from the teachers' world | 97 |
| 6.3. A depreciated job | 97 |
| 6.4. Constraining programmes | 98 |
| 6.5. Difficulty... of exercising the job | 99 |

| | |
|--|------------|
| 6.6. Training unsuited to the needs _____ | 99 |
| 6.7. Being a teacher : an impossible job ! _____ | 100 |
| 6.8. Teaching : sheer happiness ! _____ | 101 |
| 6.9. Questioning the questionnaire _____ | 101 |
| 7. THE KEY POINTS IN THE TEACHERS' RESPONSES _____ | 103 |
| 7.1. Today's teacher faced with the challenges to be met _____ | 103 |
| 7.2. Education in human rights and prevention of violence _____ | 103 |
| 7.3. Pedagogy _____ | 103 |
| 7.4. Education in professional choices _____ | 104 |
| 7.5. Education and the arrival of digital technology _____ | 105 |
| 7.6. Professional training for teachers of the 21 st century _____ | 105 |
| 8. CONCLUSION : AN « OPEN PROJECT » _____ | 106 |
| 8.1. With INGOs (International Non Governmental Organisations) _____ | 106 |
| 8.2. With the Pestalozzi Programme _____ | 106 |
| 8.3. Responses and expectations _____ | 106 |
| 8.4. Requests _____ | 106 |
| 8.5. Project in progress _____ | 106 |
| 8.6. « How are you going to help us ? » _____ | 107 |
| 9. REVIEW OF THE EUROPEAN WORK IN PROGRESS ON THE TEACHING PROFESSION _____ | 108 |
| 9.1. Teachers for 21 st century: A Literature review _____ | 108 |
| 9.1.1. Introduction _____ | 108 |
| 9.1.2. Background _____ | 109 |
| 9.2. Teachers of the 21st century: Main principles and values _____ | 109 |
| 9.3. Teachers of the 21 st century: Attitudes, skills and knowledge _____ | 111 |
| 9.4. Teachers of the 21 st century: Image and Commitment _____ | 113 |
| 9.5. The Way Forward _____ | 114 |
| 9.6. References : _____ | 115 |

Introduction

Today, we Europeans are faced with a massive change of societies - multicultural societies - which try to « live together » and which, at the same time, set themselves apart in their own cultural identities. We are immersed in technological developments (nanotechnology, robotics, biotechnology), new information technologies with social media, « clouds », digital ecosystems. In each of our European countries, the working world faces major changes like working in swarm, which leads to the management of weak links between collaborators used to communicating virtually. Hence a trend towards individualism on the one hand, and a trend towards hyper-connectivity on the other.

These changes caused a disruption of our ways of life, our ways of communication and our relationships. So, where are we headed ? Have democratic values, respect of human dignity and Human Rights still their rightful place ?

With the upheaval of our present societies, can there still be a mobilising lever for a new desire to live and act as a citizen in the heart of Europe and the world today?

These are the questions we started working on in September 2012, at the Council of Europe, within the framework of the Education and Culture Committee (INGO conference).

We then reflected upon one of the mobilising levers - school, and its main actors - teachers and students. How do teachers see their profession ? What are their concerns and fears for the present and the future ? What are their needs ?

That is how the idea was born to carry out a survey among European teachers. We thus drew up a questionnaire about « the teaching profession in the 21st century », from which we hope to obtain answers on :

- the current practice of the teaching profession in the region or country of the person surveyed
- the impacts of the 21st century challenges on teaching in general and on the practice of the person surveyed in particular
- the conception of the person surveyed of the « pedagogical balance » between :
 - . the transmission of knowledge in his/her discipline
 - . the acquisition of transverse skills
 - . the construction of the competences necessary to access the European labour market
- continuing training from which the teacher benefits (or not) to improve his/her professional practice.

At the same time, the Education and Culture Committee and the Pestalozzi Programme decided to join forces and work in common in order to contribute to the necessary changes in current teacher training.

This report presents :

- the general framework of our study
- the answers to the questionnaires,
- the key points of the teachers' answers
- a review of the current European work on the teaching profession

1. GENERAL FRAMEWORK

1.1. History of the approach

The members of the Committee for Education and Culture of the Council of Europe (INGO Conference) agreed to constitute workgroups to structure their reflection and their action within this committee. In June 2012, four groups started working on:

- media education
- the teaching of history
- education in living together
- the teaching profession in the 21st century.

There were twenty-five participants at the first «Teacher 21» (teacher of the 21st century) group meeting.

To begin with, it was agreed to prepare a questionnaire for European teachers. During the meetings of June and October 2012, the group worked on the development of this questionnaire, first in a brainstorming session with a larger group, then with smaller groups of six to seven. A pilot group of three participants was set up to design the final questionnaire.

In January 2013, members of the group carried out «exploratory» interviews with European teachers - face to face, by telephone or via skype. These interviews helped to collect solid information, but it appeared that it was not possible to continue this way, due to the small number of interviewers and the difficulty in processing the data gathered.

Therefore, in agreement with the President of the Education and Culture Committee and the Pestalozzi Programme manager, the questionnaires were circulated on a computer platform set up by the Pestalozzi Programme.

At the meeting of the Education and Culture Committee in June 2013, there were about sixty participants in the «Teacher 21» subgroup. From that date, teachers could respond in writing, directly on the platform. The recording of responses spread over several months, until the end of October 2013, when the online data collection was closed.

Thus, in early November 2013, all the answers from 197 European teachers (Germany, Belgium, Spain, France, Great-Britain, Greece, Hungary, Italy, Lithuania, Norway, The Netherlands, Poland, Portugal, Roumania, Turkey, Ukraine) had been gathered.

The pilot group had collected the data captured on the platform - close to 1,000 pages, then started reading, classifying and analysing the responses and comments to extract the key ideas and produce a synthesis followed by a report.

Referring to the initial questionnaire, the responses are classified into five categories :

- The professional situation of teachers
- The teaching areas
- The role of the teacher today
- Teacher training
- Free comments.

1.2. Specificities and limits

1.2.1. A collection of testimonies

It must be noted that this is a report on testimonies collected among European teachers. This first investigation could lead, later on, to a more extensive research project, but this would be another approach. That is why there are the limits to this report which does not claim to be exhaustive. The main goal is to contribute to the reflection on the teaching profession in the 21st century. The anonymous data have been formulated as accurately as possible. Hence the intention to quote the teachers, so that the reader can directly access their own words.

1.2.2. No statistical value

The method used and the desired objective do not allow conclusions to be drawn in terms of statistics. But this does not take anything away from the quality of the responses which have the value of testimonies.

1.2.3. Anonymous testimonies

The goal was to give voice to teachers directly and without any intermediaries, while guaranteeing their anonymity, and to give them an opportunity to be heard. Some of them did not wish to express themselves, but others did, with conviction and sometimes with passion, and in any case, with the will to contribute to the project - the reflection on the future of their profession.

1.2.4. Our approach to these « teachers' words »

The teachers who accepted to give testimony left messages about their daily experiences and, so to speak, from their hearts. Theirs is a delicate task in a difficult changing social context. Their testimony was essential to the report. We do not have the necessary distance to give advice on a profession which experiences changes « live », as in a « happening ».

In these circumstances, we thought it pertinent to give voice to teachers, to listen to them and respect their opinions. And if we do not want to miss anything, we must take account of what they say, unaltered, as in court. Indeed, teachers expressed themselves with sincerity. They placed their trust in us and, through us, in the « Council of Europe ».

So, within the Education and Culture Committee and the « Teacher 21 » workgroup, we were mandated to carry out the survey, in this form, with the participation of Josef Huber, responsible for the Pestalozzi programme at the Council of Europe. Within this framework and these limits, we report the testimonies of European teachers.

1.3. Style guide...

1.3.1. Dot at the beginning of a line

For easier reading and identification of quotes, a style guide is used to lighten the text.
Hence the dot at the beginning of a line, which precedes quotes from the questionnaire :

- « **Quotation** »

1.3.2. Boxed texts

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|---|
| To help the reader follow the presentation of the teachers' opinions, text boxes are used to synthesise the theme of a chapter at a given moment, like the present text, with no intention to classify the ideas expressed. |
|---|

2. TEACHERS' PROFESSIONAL SITUATION

The present analysis is based on the answers to closed questions and their comments. This helped identify what teachers liked in their profession, since it was the question, and what they did not like, without hierarchy, to finally define the challenges to be met.

2.1. How teachers appreciate their professional situation

2.1.1. *What teachers like*

2.1.1.1. To organise learning

Teachers stress that they are happy to :

- « arouse the interest of students »,
- « share their knowledge »,
- « transmit knowledge and how-to-be »,
- « transmit knowledge, curiosity and the desire to find out more », get students to « acquire new knowledge »
- and to « teach new strategies, test new ways of teaching and learning ».

In short, they position themselves as pedagogues who take students as they are and try to mobilise them to acquire, not only new knowledge, but also know-how and how-to-be.

And they « like it ».

2.1.1.2. To communicate with students

Teachers appreciate daily contact with students in class, but also the follow-up of their schooling; they like to see them progress, to discuss with them, to discover

- « what they teach us about their generation and about the evolution of modern society ».

From their experience in life, they like to make students reflect on their own experiences, on recent events, on their reference values :

- « I find the contact with young people still as interesting and motivating as at the beginning of my career ».

2.1.1.3. To work in teams

There are only two comments on the benefits of teachers' teamwork about language learning and the implementation of European projects. The teachers who have responded to the questionnaire place face-to-face teaching first. Teamwork proves helpful for common projects.

2.1.1.4. To share values

Teachers express themselves extensively on the purposes of their profession, on their happiness in helping students to construct their lives, prepare their future, not only through school or academic qualifications, but also through the acquisition of how-to-be (relational skills, critical mind, intellectual curiosity...).

Teachers like to

- « share their passion » for their discipline,

adding :

- « when I manage to awake the same passion, it's a real pleasure !»

A number of them also appreciate the freedom of organisation, the autonomy in their work and the fact of « having values experienced », of examining the contributions of different cultures. To be different does not mean « to be worse than... »

2.1.1.5. To give and receive : « an educational task »

Several teachers share their feelings and « the intelligence of the profession » in a few key sentences.

Here is an example :

- « To be able to accompany young people in their progress and development will always be a real gift for me. It is humanly and intellectually interesting. They challenge us in a thousand ways and our job never gets boring. We give and receive as much in return, provided we take students as they are. It is an educational task in the broadest sense of the term ».

In the end, teachers say that what they like is first linked to the desire « to educate », to facilitate, not only the students' learning of new knowledge, but also their development of personal and social skills, even if this remains a difficult task.

2.1.2. What teachers do not like

It must be noted that in response to the question « what do you like... ? » - abruptly asked at the beginning of the questionnaire - a few people speak straight away of what they do not like in their profession, as they do not find anything they like.

They speak of difficulties in the management of student groups, of the young's disinterest in learning, of the continuous changes in school curricula. These teachers insist that they chose their profession because they were interested in the discipline and in students, and that today the profession has become a burden. There only remains wage guarantee. Some clearly say that they consider reorienting their career. Such aspects will reappear in other questions and will be detailed in chapters 4 and 5.

2.2. New challenges to be met in the future

This point has led to « shock responses ». From the outset, one teacher says that he already has to take up

- « numerous challenges both of the present and of the future ».

2.2.1. Loss of references and values for students

How can students develop their identity - teachers say - when, on the one hand, they do not recognise the values we are speaking of in class, and, on the other hand, they are confronted with family problems and violence, and often left on their own ?

- As a result, « they are often amazed at the manner we deal with the questions ».
- The loss of references is « alarming », a teacher adds,
- « in particular when how-to-be is concerned.... Some students say : I have all rights, I can do what I want ! Well, NO ! because the social codes of RESPECT for the other and self respect must be and remain values of our society, even if some partners - mostly parents - have already given up » !

2.2.2. The necessity to « educate first »

Faced with the loss of references for the young, teachers must

- « address the issue of education rather than teaching ».

This is one of the challenges that teachers must take up right now.

2.2.3. New technologies

This point has led to numerous comments.

- How can we react, train ourselves, train students and attract their attention, take some distance, educate in critical thinking, in « a fully technological environment » ?
- Technical means are lacking : « The continuous adaptation to technological changes is not evident in view of the limited means allocated to schools. Some of these are far from providing teachers with efficient high-quality technologies. The general public are fooled when they are made to believe that schools are well equipped ».

How can we deal with the cultural changes between students and teachers ? This is a major issue for teachers.

2.2.22.4. A fundamental challenge : safeguarding democracy

Here are quotes in full from two European teachers who seem to reply to each other from... East to West :

- « It is difficult to teach the respect of Human Rights and the respect of laws to children who are daily confronted with information on corruption, on the arbitrariness of politicians and power structures ; most of my students directly face the arbitrariness and boorishness of the police, of civil servants. To convince them that democracy and the respect of rules exist is really difficult. »

And in echo with this :

- We can observe a « major loss of the notion of collectivity, common good. There is no consensus on common values, the social pact is deeply questioned. Our society is getting more and more consumerist and mercantile, and considers money as the only standard for success and as life's purpose. The fundamental challenge is thus to safeguard democracy (which implies active, enlightened citizens) and freedom (which implies accepting common values based on the respect for the other, the defence of the weak, the defence of the common good in disregard of class or private interests...) »

2.2.5. Dialogue with parents

Another challenge to take up is to redevelop methods of dialogue and cooperation with parents, so that students feel supported and ready for learning.

Indeed,

- « educational structures are more and more often the only ones to guide and supervise students, and even replace families ».

Teachers add :

- « on the one hand, children are cocooned, on the other hand, some of them live in conflictual family situations which affect them a lot. That is why they cannot be motivated for learning ».

In other words, in the present context of social crisis, teachers raise the issue of the aims of youth education, as well as the role of the adults, parents, teachers, professionals who train and supervise them to help them become active citizens.

2.2.6. Meaning of the teaching profession

What is the purpose of our job, teachers ask, since knowledge is accessible to all nowadays ?
What is to be taught, and how ?

They also wonder how to approach students in their own culture, and how to « keep motivated for the job » while, in most countries, wages are low, schools under-equipped and the profession depreciated by parents, the media and more generally by the surrounding society.

To sum up, at the risk of oversimplifying,
in the present context of cultural mutation,
the teaching profession is completely put into question,
both at the level of its meaning and purpose,
and at that of pedagogy and of its links with the working world.
Does teaching in the 21st century mean a new job?
This is the main challenge to take up.

2.3. Teachers' queries

From a quantitative point of view, teachers have widely responded to this question, mainly through their comments which are more numerous than for other questions.

2.3.1. Their competence regarding the subject taught

The major issue concerns the teachers' adaptation to teaching methods according to the students' culture and their relation to new technologies.

Some teachers think that with the years and the evolution of their discipline, they no longer have the necessary knowledge to face their students' problems :

- « Science is in constant evolution, my basic training is outdated. Is my knowledge still sufficient ?

Conversely, some teachers say that they do not question their own competence and that it is inappropriate to blame teachers alone for students' failure.

Moreover, all deplore the near impossibility of entering into a process of continuous training, either because their administration refuses them the access to training they have

asked for or because - as is the case for several countries in central Europe - teachers carry out extra jobs to earn a decent living. Is it then still possible to improve competence in the subject taught ?

2.3.2. Teachers-students relationship

2.3.2.1. Management of violence

How can violence be managed between students and in relation to teachers ? This issue is omnipresent in the responses.

2.3.2.2. Management of generation gap between teachers and students

Teachers wonder how they will be able to

- « continue teaching up to the age of 65, while students' culture is in constant mutation ».

Will they be able to keep up a constructive relationship with the young, when at the end of their careers,

- « half a century will separate teachers from students » ?

2.3.2.3. Complete reconsideration

Teachers note that

- « students increasingly challenge any form of authority and ignore the notion of respect ».
- « Is teaching still possible ? »

This question alone seems to contain all the others...

2.3.2.4. Teaching conditions

How can the teaching profession be carried out serenely in a highly difficult environment due to the lack of consideration of the hierarchy, to the administrative burden, to the lack of means to ensure the follow-up of students in difficulty, to the gaps in initial and further training ?

How can ever-changing and often « inapplicable » ministerial directives be implemented in schools ?

Moreover, considering the low wages earned in several countries, can there still be some kinds of motivation for the profession ?

One teacher says :

- « We are an accounting variable coupled with babysitting competence ».

2.3.2.5. Construction of meaning for teachers and students

How can we construct meaning

- « for the teaching methods and for what is taught ? »

If the teacher is a

to learn ?

- « translator of knowledge », how can (s)he, at the same time, develop the desire
- « How can the strict school programme requirements be linked to reality, how can the paradox between the ministerial requirements and the possibilities on the ground be solved ? »

How can students be taught « to live together » in a multicultural context ?

How can respect be taught ?

How can students be led to find a meaning in life beyond their professional degree ?

- « The evolution of the teaching profession is something which must be put into question, I think ; I admit that in my class, I try to do my best ; but I don't like at all the way we work. There is not enough transversality in the subjects. We all stay in our own little corner ».

Culture change in students, social problems,
loss of meaning for the teaching profession...
These are the main queries for teachers...
What if the profession was to be reinvented ?

2.4. Recognition of the teaching profession

2.4.1. *Teachers feel recognised by*

2.4.1.1. **Their students**

We observe that teachers mainly feel recognised by their students both in their responses to closed questions and in their comments.

Teachers mention several forms of recognition by their students :

- expression of thanks after lessons, after doing well in examinations, or after receiving an award at a national level
- after successful school level rehabilitation
- and also through contacts several years after students left school.

- « Students take great pleasure in coming back to my office to talk to me about their life trajectories, even if they left school ten years or more ago. »

Or else :

- « Students have developed a taste for the discipline (history, maths...) thanks to the way their teacher taught them »

Others mention the gratitude of students who benefited from their teacher's listening to them and his/her advice

- « about their lives, their orientation ».

Some teachers do not expect any gratitude from their students

- « but when students tell you they have spent a good year and learnt something, it means you have done your job properly ».

2.4.1.2. Their colleagues

There are a few comments of teachers being recognised by their peers. Yet, when teachers tackle this point, they put forward the benefits of teamwork. They feel valued when they have managed to unite a team of colleagues around a project.

- « In teaching projects, I am regularly recognised by my colleagues of the same discipline. Some students show a form of gratitude in their attitudes or words. Family and friends are often drivers. They give us the energy to go on when we have the blues ».

2.4.1.3. Students' parents

Teachers expect more recognition from parents :

- « I really felt recognised when parents - all too rare, unfortunately - thanked me for the quality of my teaching and when students say they miss me ».

It must be noted that some teachers only find recognition in their families.

2.4.1.4. Hierarchical authorities

The situations are rare, too, when teachers feel valued by the hierarchical authorities. The case occurs when they have carried out a teaching project or a European project, when they launch innovative actions or events in their schools.

Other teachers felt recognised after being promoted :

- « The school inspector offered me to take up the position of inspector. »

or after a salary increase.

In conclusion :

« I feel recognised thanks to my acquired competences
and the knowledge of the students' family problems.
In general, I feel recognised by students and their families.
While compiling this questionnaire, I think that at this very moment, a colleague of a
different country, European like me, is probably engaged in the same exercise and that we
collaborate, with the common target to develop a better education system;
that's why, I feel rewarded and recognised. »

2.4.2. Non-recognition

However, in most comments, teachers note that they do not feel recognised :

- In the first place, by the hierarchical authorities, by school inspectors (in France) and headmasters. They feel that their involvement is taken for granted, that they are considered as
 - « human resources », that they are
 - « interesting for statistics. »

- By parents, who want student success, but do not show any kind of gratitude to teachers, except in the case of students in difficulty, who have managed to resume a regular school programme thanks to the pedagogical approach used.
 - « There is no longer any recognition. Who is still proud to say (s)he is a teacher ? For parents we are privileged, we are overpaid and we only work 20 hours a week ! For the institution, we keep applying reforms which, in fact, are only dictated by budgetary criteria ».

 - « We have to be sure which recognition we are talking about. The gratitude of parents who, paradoxically, when they note their children's progress, thank you at the end of the year... or the hierarchical recognition which I feel as null. For hierarchical authorities, to be present and not to make any waves is sufficient ; that is how our work is recognised. Scattered inspections are only based on filling out paperwork, programmes, progressions, evaluations. We do not work with machines, but our material is « human » and for a human being, learning must be accepted to be effective. Our superiors tend to forget that. As for me, I have no example of such recognition. »

Some teachers feel recognised neither by their students who are « ungrateful » because of their age, nor by their families or friends who are not aware of the requirements of the profession, nor by the authorities.

- They feel they are victims of

- « bureaucracy » which keeps imposing new programmes, new guidelines which they find inapplicable.
- They are
 - « overwhelmed » by administrative tasks !
- They think that those who renew programmes all the time do not know whom they are meant for, know nothing about teachers' problems or students' culture. In France, the inspection system is regarded as highly disparaging, inefficient and childish.
- They find their salaries clearly insufficient in view of the work provided. Therefore, they are disparaged in the eyes of parents... and in their own. Some wonder why they spent five years studying at university... They would be ready to change jobs, but do not know how to retrain.
- They feel they have no support, not even from their institution.
- They protest against the reproaches addressed to them :
 - « you do not work much ».
- Their work is not limited to their teaching hours.
- They note the discrepancy between the
 - « researchers » who develop the programmes and the
 - « field research » which could, if it was better taken into account, generate educational advances.
- They wonder how they will be able to keep adapting to their students' culture and to the changing programmes for more than 45 years...
- Many sound disillusioned and do not see how they could find new motivations for their job.

Recognition / non-recognition : a key issue for the teaching profession.

The numerous comments alone would be worth examining closely.

The responses should be refined according to the different regions of Europe

(Northern, Eastern, Southern, Western Europe).

It must be noted that one Turkish teacher said:

- « In Turkey, a schoolmaster is someone important ».

The dominant fact which clearly appears in the responses is :

the feeling of non-recognition.

2.4.3. Teachers' proposals

2.4.3.1. They are aware of the scale of the issues to be addressed

On the one hand, they are aware of the problems they have to consider (cultural changes, new relation to knowledge, « all media » culture...)

These problems generate new modes of exercising the profession... but they think they lack the means to tackle them. Their initial training is insufficient or non-existent and nearly all teachers say they do not, or hardly, benefit from continuous training...

2.4.3.2. They make proposals

On the other hand, despite these problems, they propose guidelines and ways to improve their teaching :

→ To rehabilitate « educational values », the place of school in society, to give back reference points to the young for « living together »

→ To develop teamwork

→ To rediscover job enjoyment, by the implementation of learner-centered teaching techniques, provided that new reforms do not disrupt everything again...

- « I love my job, but I did not expect it to be so difficult ».

An « idea close to the heart ? »

After reading the responses, it is rather a « cry from the heart »...

Anger at the administrative burdens,
the weight of hierarchy, ever changing programmes...

Non-recognised, low-paid job,
few career prospects...

Would this « cry from the heart » have been easier to utter
with another response mode ? For example, anonymous responses, on computer platforms...

Would teachers have seized the opportunity of « free speech » ?

The final word goes to one of them :

« Leave us alone!

Trust your teachers,
stop policing them like children !

And so, you will release energies that will move mountains ! »

3. FIELDS OF EDUCATION

3.1. Human Rights Education and prevention of violence

From education in respect to prevention of violence, the issue is a vast one... The range of situations encountered by teachers is diverse and varied, like the whole of society... And, let it be said from the start, in this vast field, everything does not depend on school and teachers, as their responses show, sometimes in the form of cries of distress.

For an easier approach to this enormous field, three levels can be distinguished :

- Education in respect
- Learning to « live together »
- Prevention of violence and classroom discipline

Approach adopted

It seemed interesting to point out a pedagogical progression in the teachers' approach to these fields. This choice needs an explanation to avoid any value judgement.

Each level is a pedagogical moment. Every time a « situation-problem »¹ arises, the teacher tries to provide an appropriate response to it.

It is in this spirit that the issue was addressed, with a view to understanding it and making it easier to read by dividing it into different parts arbitrarily, but never hierarchically. The reader is kindly requested not to consider the progression in the presentation as a « scale of value judgements » made on current practices.

The different levels are meant to clearly reflect the situations encountered by teachers with their responses which show the range of solutions proposed and the paths to be explored.

→ The first level - « Education in respect » - has always been the basis of education and in their responses, teachers stress its importance.

→ The second level - « living together » (a phrase much in use today) – includes many aspects linked to it, such as : classroom participation, mutual aid, involvement in projects,

1 Philippe Meirieu, « Apprendre, oui... mais comment », ESF, Paris 1987

assumption of responsibilities, etc..., up to civic life.

→ The third level - « prevention of violence and classroom violence » - has become a major part of the school's mission in view of social changes.

If school and teachers suffer from violence, what about the students ? Current events sometimes unveil unsuspected tragedies. Authorities, the police, justice are called to the rescue... There is some urgency to the subject, as « these are moments of great solitude », teachers say. The teachers who have expressed themselves wish the present report to echo their pleas.

Their responses show, except for some rare cases, that the subject is perceived as a daily concern, with more or less acuteness according to the place, the city or rural areas in particular. Current practice seems to directly depend on the school's environment. What is striking in their responses, is the fact that, beyond the difficulties teachers experience, they are fully involved in their task with admirable self-abnegation.

3.1.1. Current practice

3.1.1.1. Education in respect

Education in respect is naturally part of all educational objectives. Teachers' responses reveal a series of « vectors » which they use to transmit an educational message aimed at instilling the notion of respect into their classes.

There seems to be a chronological progression in the way educators pass the message. They start with the respect for school material and service personnel, to end up with respect in the classroom, respect for what friends say, etc...

3.1.1.1.1. Respect for material and service personnel

Besides teachers and students, a school consists of buildings, school furniture and service personnel. The students' first « encounters » in their school, in the corridors or in the schoolyard are « service persons ». The first « thing » at the students' disposal is a set of buildings and furniture provided to teachers and students by society. To mention school buildings, material and personnel in the first place, means to create a work environment, a « human » framework where the people who work for others are respected.

- « My contribution essentially consists in respecting the material and the personnel who maintain buildings and material. »

The process of learning respect goes through the « concrete » :

→ learning to « leave a classroom clean and tidy, for example, teaching

students to greet the personnel... »

→ « LEARNING TO LIKE AND RESPECT ONE'S WORK-TOOL, COLLEAGUES AND SELF » (written in capital letters).

This requires a « reflection on the common good » with the objective of awareness.

3.1.1.1.2. Raising awareness about the need for respect

To reach awareness, the first step was to ask for the respect of « material » and « service personnel ». To go further, students are faced with surveys and so, engaged into reflection work :

- « A survey of the specific points of life in schools (e.g. : foodwaste at the canteen). Participation in the reflection on common issues. »

Pedagogically, the starting point is an observation, followed by a survey and a collective reflection, and finally students become aware of the situation...

3.1.1.1.3. Experiencing other situations..., self-discovery

After the survey and the awareness about what happens in school, students are invited to discover what goes on elsewhere, in other countries, etc... This allows decentering and opening oneself up, and thus broadens the reflection.

- « To make them aware of the necessity to experience other situations, to discover other civilisations, so that they can know themselves better. »

I am not alone on earth... and see what is going on around me, how other people live on other continents...

According to the subject taught – history, geography, languages, etc..., teachers build

- « bridges between what used to be and what is now ».

3.1.1.1.4. Discovering and respecting the other

- « We think that the rejection of others comes from our ignorance of them and from the resulting fantasies. »

Teachers explain me how to go from « myself » to the « other » whom I am working with in class, starting from the instruction for respect of the classroom material and service personnel, then launching a collective reflection, a survey within the school (the problem of « waste »), to finally make me realise that there are other situations, other civilisations, and that when I better understand life around me, I will know myself better and be open to the understanding of

others and to their respect :

- « so that they will develop capacities for the respect for others ».

This is the educational pathway which can be followed through the responses collected. Beyond the ideal aspect of such a pathway whose interest is clear for the present report, a rational organisation seems necessary for its description. Indeed, one can imagine that each teacher who wishes to instil the notion of « respect » successfully, uses his/her own progression and tricks, and that all this is linked to each class-group's experience.

Here, all the interest lies in the fact that the numerous responses received show, on the one hand, the concern to make students aware of respect and, on the other hand, the documented educational points of support. This attests to the importance of the question of respect. And the educational pathway is long...

In class, the first step is listening...

3.1.1.1.5. Listening to and respecting what others say

Listening to and respecting what others say, especially when opinions differ, are the basis of life in the classroom :

- « Respect what the other says ».

The hardest part is « accepting that the other does not share my point of view. »

3.1.1.1.6. Implementation of the operating rules for the group

Teachers have put forward the importance of managing the « class group » like a human group in which the basic rules of group life must constantly be implemented, starting with mutual recognition. For this, the teacher is there to give everyone a place in the group.

Each student must have the opportunity to exist in the group through words.

- « Let them have a voice ».

This is an essential aspect of the education and discipline to be acquired in class, and more generally, in life. Social life depends on it. Of course, it already starts at home. But at school, there is a group whose operating rules must be implemented by the teacher.

The first step is to allow students to find their place within the class, to express themselves, to « be » as a « person », to be listened to, to have a « voice ».

Then « Let them have a voice » becomes an objective in line with « human rights », as will be seen later on...

3.1.1.1.7. Encouraging reflection on the reasons for the existence of rules

Teachers take advantage of any opportunity, reading, news, to discuss and stimulate reflection on rules and why there are rules :

- According to the characters' attitudes in texts : « An example : in a text by Devos, a driver runs a red light, while there is no one around... This led to a discussion on the necessity of rules in society ».

3.1.1.1.8. Development of critical thinking

To listen to one's friend and respect a different opinion, what an ideal !... And yet, it is a necessary condition in class for collective reflection, a debate, a students-teacher dialogue.

This leads to a transversal competence, the development of « critical thinking » often mentioned by teachers.

- « To develop reflection and critical thinking and raise awareness of the prejudices that govern us ».

3.1.1.1.9. From the respect of rules to the respect of « human rights »

From the reflection on rules, it is a natural step to the respect of « human rights », which first requires a consensus on rules that are well understood :

- « YES, we must agree on clear rules »

and, at the same time, on the awareness that rules are meant for everyone in the best interest of everyone...

- « So that students realise that these rules apply in their own interest ».

At this stage of the integration of rules, the teacher can extend the notion of rules to life in general and give it, as it were, a universal dimension :

- « Our objective is that students integrate the notion of « respect of human rights », from both everyday life and the reflection on their life at school ».

Because the aim is to

- « Turn respect for each other into a life habit ».

3.1.1.1.10. A daily task

The teachers' work has no end and everyday, they must put their heart into it :

- « Everyday, it's a leitmotiv; every opportunity is seized to turn tolerance and

respect into key-values ».

It is a real daily « battle »... on all fronts :

- « Every day is a fight for the respect for the other, of the rules, of politeness, of what one says ».

3.1.1.11. Mutual respect

- « I RESPECT THEM ON ALL OCCASIONS AND ASK THEM TO DO LIKEWISE, BETWEEN EACH OTHER AND WITH ME. » (in capitals)

and setting a personal example :

- « It is our day-to-day life in class, with the example we set ».

An adult who « sets an example » by showing respect will convey respect and students wish to resemble him / her. This reciprocity has been underlined by teachers in their responses.

3.1.1.2. Learning democracy, how to « live together »...

After their home, school is a « micro-society » in which students gain their « first experiences ». In school, students will actually learn how to “live” in community.

But contrary to previous generations, students come with their heads full of all kinds of experiences : those of their family environment, those distilled on screens since their early childhood, and it is a fact that violence tops the list. School’s mission must be seen in this context.

« Learning to live together » is a necessity. All the teachers who responded to the questionnaire describe their students’ « socialisation » process.

Here is such a path based on the teachers’ educational ideas.

The first step is to « take them » out of their spectators’ attitude.

- « We must make them participate. They are part of the class, they are neither spectators, nor passive consumers. »

The actions taken by teachers are numerous - the aim is to act on behaviours - and could be described as a growing progression : getting students to be active, to work in teams, to learn solidarity, to carry out projects together, to take on responsibilities in class or in school, and to finally acquire a democratic, citizen behaviour in society.

3.1.1.2.1. Getting students to be active

This is an ambitious objective :

- « We must bring them to change some behaviours and make them think », because
- « Students often prefer to be passive ».

It is more and more difficult :

- « The task is getting harder and harder : great effort is necessary to awaken in today's young people the sense of openness to others, to have them see beyond themselves. »

How ? Through active methods, because

- « Children cannot be indifferent to life in school and within the class group. »

To practise active methods means to engage students into collective actions in which each of them is involved in a task.

The following quote deserves full attention :

- « The teacher helps students to become « co-creators » of life ... in the children's group. Pupils are participants in the « individual - individual » educational principle. »

This is the « added value » of active methods in education, as will be seen later on.

3.1.1.2.2. Restoring confidence

Viewing students in a positive light will give them confidence and put them in a situation of success :

- « We must restore young people's self-confidence by considering them humanely and confidently. »

This is reminiscent of the well known "Pygmalion effect"². If a student is told he is « a loser », (s)he will remain a loser...

2 Rosenthal, R. & Jacobson, L. *Pygmalion à l'école*, Paris, Castermann, 1971.

3.1.1.2.3. Living and working in groups : team spirit

First, self-awareness :

- « Make them realise what living in a group means. »

Group work practice :

- « I try to encourage students to work in groups, to support each other ».

Team spirit must be created by resorting to all kinds of stratagems where competition, as in the world of collective sport, creates healthy emulation and group cohesion; for example, by proposing participation in

- « the ‘maths without borders’ competition to create class cohesion and promote team spirit ».

It is easier with subjects such as practical work, technology, etc. :

- « In technology classes, investigation learning encourages team work ».

It can spread over several months and thus promote, besides team spirit, strong links :

- « Practical work is done in groups of 2 or 3, the tasks are distributed within the team. For supervised practical work, a team of 2, 3 or 4 students work on a common project for several months, then produce common results for a common oral presentation ».

Team work includes

respect for one’s friend, mutual attention and listening, in order to exceed the individual level of performance and multiply capacities.

If individual actions can be coordinated together by taking account of each partner’s skills, then a winning team is born – similar to a football team.

This is group solidarity, easily adaptable to any human activity.

3.1.1.2.4. How to live solidarity

Solidarity is the word teachers use to raise awareness...

- « To raise students’ awareness of current realities. Information on solidarity through fund-raising organisations like ‘Virades de l’Espoir’, or the Red Cross, etc. »

and put it into practice in class by

- « working in pairs to help absent students” when they come back...

- « inciting students to use less verbal abuse, insults, aggressive behaviours in class, in school and maybe on the streets; to learn how to behave as a man or woman, i.e. respectful of others and eager to help ».

There are examples of solidarity through pairwork, in particular when welcoming foreign students with insufficient knowledge of the French language.

A Russian girl was thus « coached » by two students in a high school...

Such situations are extraordinary examples of educational and human density.

Words are no longer necessary to describe them...

3.1.1.2.5. Engagement, support of common projects

- « Engagement » : a strong word. Teachers say it clearly :
- « Awareness, active participation - this is real engagement, however small it may be ».

To engage in what ? In projects ! Project-based learning plays a mobilising role

- « by involving them in projects which interest them. A project is motivating... And there is no shortage of projects ...

3.1.1.2.5.1. In school

On the initiative of students :

→ « Writing articles for the school newspaper ».

→ « Publication of these articles on the school blog to contribute to school life ».

Within the framework of school projects :

→ « Class projects linked to the school project ».

→ Organising « open school days »,

→ « Debates, presentations, exhibitions and presentations of work during open school days », which highlight and promote students' work in the eyes of their parents, friends, etc.

→ Participation in school events - a choir, parties, etc. - is an educational « catalyst »

→ « My choir performs at every school event. Indeed, it enhances the development of students' learning capacities, promotes community life, teaches mutual assistance ».

3.1.1.2.5.2. *In partnership with the world outside the school*

The projects cited are numerous. Teachers do a lot to open up students to the outside world and to involve them in “humanitarian” or “cultural” projects :

→ « Humanitarian » projects :

- « Implementation of a partnership within a humanitarian aid programme, for example, food drives for the « Restos du cœur » charity (free restaurants for the needy in France), or collection of school material for schools in Mali, etc. »

→ Cultural trips and exchanges :

- « Participation in projects, trips and exchanges », « organising exchanges with foreign countries, exhibitions on Europe, discovery of local and culinary traditions, etc. »...

→ During training periods :

- « Participation is particularly easy during training periods in companies, or in hosting structures for children or elderly people. »

3.1.1.2.6. **Active teaching : development of « know-how » and « know-how-to-be »**

Teachers trained in Freinet’s method, often mentioned in the responses, are in line with the theme of « Learning to participate in classroom and school life, in education ».

The method was mainly implemented with 6 to 11 year-old pupils.

Quotes :

- « Active method : pupils take over the logistical functions of the class, are encouraged to work in groups, to speak in front of others and to cooperate”.

What is the result ? The development of their capacities...:

- « Indeed, it promotes the development of students’ capacities, community life, and teaches mutual assistance ».

Teaching becomes interactive :

- « Interactive lessons, as far as possible ; through questions-answers, experiments, students create their representations, and build up their knowledge ».

Students learn the skills of « know-how » and « know-how-to-be », without neglecting knowledge.

Teachers trained in active education have expressed their joy of teaching.

They feel comfortable in their classes, and so do their students.

In fact, they practise project-based education permanently, all day long.

Happy teachers, indeed, as all those who had the opportunity to meet them can attest.

3.1.1.2.7. How to teach responsibility

Teaching how to be respectful, to participate in class and school life imperceptibly and naturally leads to teaching how to be responsible :

by distributing tasks in class : in student elections, they

- « vote for the attribution of rotating service roles ».

Or :

- « A student is responsible for the material of his/her group. It changes every week and each student is responsible in turn ».

By entrusting missions to students in their class and school :

- « Student delegates play the role of spokespersons for their friends and take part in decision-making in school. They also attend all class councils and really have a say, even for each individual case ».

For these « class representatives », it means heavy, and thus, gratifying responsibility. Pedagogically, this is of interest, as it comes to educating personalities and citizens... Students are virtually in a « professional situation » and « actors » of their own education...

- « Empowerment of the delegates, after a presentation of the objectives and motivation of the class group ».

The objective is high :

- « To bring students to their highest level of competence in order to help them choose between further studies and professional integration, and so choose their life style ».

To teach students responsibility means to educate them in becoming adults :

- « Adults who are responsible and committed ».

3.1.1.2.8. « Cross-cultural dimension » of education

To respect others with their differences, to live with them, to share, to help each other, to be solidary - all this means fighting any form of discrimination. It is with this in mind that one can speak of « teaching cross-culturally » and “teaching how to live together”.

Teachers are in the middle of it with the current intermingling of populations. School reflects today’s global society.

- « Indeed, there are 37 nationalities in our school ».

The present student population already lives in a cross-cultural environment, especially in towns :

- « A third of my students are of Gipsy origin, half of the students of my school are of foreign origin : cross-cultural projects are omnipresent ».

This richness on hand should be exploited by

- « working on the multiplicity of the students’ origins and the awareness of the cultural richness in class ».

Teachers resort to all kinds of « cross-cultural » activities :

- « Indeed, various competitions, the History week, tournaments, groupwork »
- « My goal : to help students develop, by learning a foreign language, the desire to meet people of different cultures ».
- « Solidarity runs, charity sales. Sports tournaments ».

Competitions, runs, tournaments... are some of the symbolic chances to play or fight according to rules which promote mutual respect in a mixed population - all social origins combined - in a word, in a cross-cultural spirit... On a global scale, sport is the mirror of school...

Charity sales have a cross-cultural, humanitarian dimension, but also a human one which stands for values ... : respect, tolerance, solidarity, etc.

Let students talk of their countries of origin :

- « Students from a foreign country present their countries of origin ». And also : « I often invite students of foreign origin to speak of their countries in front of their friends when a text so permits ».

Cross-cultural education helps children to decentre themselves, to relativise :

- « A child hardly understands that his/her village in the centre of his/her world, is not the centre of the world ».

In the particular case of bilingual classes, students grow up in a cross-cultural background : « Franco-German bilingual classes : physical and sports education is taught in a foreign language ».

And sometimes (often ?), everything goes very well :

- « Most of my students are bilingual, of Chinese, American, African origins. They do not even realise they live in a cross-cultural environment ».

Some teachers conduct European projects :

- « We are leading a European project on art and culture. 7 European countries are involved. Theme : music and songs in our different countries ».
- « This was the theme of the oral presentations by my final year students, at the end of our latest Comenius Project called : « Different ? Respect !! »

Cross-culture has become the norm in school and is an accepted fact.

- « Indeed, as there are 37 nationalities in our school, it makes things easier ».

Let there be no mistake, though : nothing can be taken for sure, nothing is easy. Rather than a difficulty, cultural diversity is generally perceived as a richness to take advantage of :

- « School welcomes young people from very different social, religious, ethnic backgrounds. This great richness is highlighted, nurtured and shared. We think that the rejection of others is due to the ignorance about them and to the fantasies that arise. It is a long-term process which spreads over the 4 years spent in school”.

3.1.1.2.9. Learning/teaching “how to live together”

The « cross-cultural dimension » and « living together » are closely linked in school.

The first community where one has to learn « how to live together » is the educational community :

- « Indeed, this is part of teaching. Teachers and students « live together » as part of the same society whose micro-model they represent”.

Some activities help to « live together » - drama, sports, competitions ; they prompt students to learn respect, the rules of the game, and to experience cross-culture which thus becomes a school of life. This is even more true if there is a desire

- « To keep the sports association alive ».

This can take on highly intellectual forms :

- « philosophical workshops dealing with issues related to living together in our society ».

It has become a necessity in today’s classrooms :

- « Of course!!! Anyway, if we don’t do that, teaching in class is impossible today » !

A real cry of the heart...

3.1.1.2.10. Teaching democracy

The next dimension is the « city », life in the city in the political sense of the word.

School teaches democracy everyday :

- « The rules of life are defined in class. A contract is concluded : what is allowed, what is not allowed. A vote is often used : this allows student participation and promotes values such as equality, respect for one's friends... For example, there will be a vote for the text or book to be read... »

For some disciplines, parallels can be drawn between history and current events :

- « In Greek and Latin lessons, we revise all the bases of modern democracy ».

Sometimes this seems self-evident :

- « When one is honest, open and consistent, and respects others, democracy in class comes into being by itself, no particular education is necessary ».

3.1.1.2.11. Education in citizenship

Most teachers agree on the necessity to educate citizens, but how ?

To mark the occasion, to reach out to students, to establish a dialogue... One teacher used a strong phrase : « to come down from one's pedestal »... to create a positive break in order to mark the minds, to provoke a positive reaction...

- « I come down from my pedestal. It is important to establish a dialogue, to exchange views... »

Beyond presentations, history lessons, many teachers advocate extra-curricular activities, etc. :

- « I attach great importance to engagements outside classes, in clubs, etc. , because it is formative. That is how I understand education in citizenship and democracy ».

Education in democracy is mainly achieved through projects designed and carried out by students. These projects often lead to the production of objects that are useful for the community (school, city) :

From « education in respect » the path has led to « education in citizenship ».

If this path was integrated, applied...,
there would be no problem of violence in and outside school...

Unfortunately, current events show that
violence does exist and one of the tasks of school is the
« prevention of violence ... »

3.1.1.3. Prevention of violence and classroom discipline

Classroom discipline and violence : society has changed, and so have students...
Teachers attest to that...

3.1.1.3.1. To talk in class whenever an incident occurs

To counter violence : talk, talk, talk...

- « Whenever an incident « penetrates school » :
- « In cases of verbal aggression, it is necessary to always explain what is to be done or not to be done, why it is an aggression or an insult”.
- « Informal discussions about « what is happening » in class or in school”.
- « Oral exchange if a violent act occurred in the neighbourhood; if a text can be linked to an event ».

With explanations to help to better understand each other and so avoid resorting to violence :

- « By demonstrating that, after a conflict, violence is not a solution. I explain my students that one resorts to violence when there is nothing left to say. I regularly ask them to verbalise ».
- « The simple fact of discussing problems has a beneficial, soothing effect ».

Privileged moments can be chosen, for example, during extra-curricular activities, when barriers come down and a real dialogue can take place :

- « Mainly, the organisation of school trips by students ».

3.1.1.3.2. Implementation of reconciliation procedures

To apologise :

- « In altercations, the problem is discussed and solutions are found, then you apologise ».

Some teachers request written reciprocal apologies from the protagonists :

- « In case of dispute, I request a letter of reciprocal apology from the students concerned ».

This helps to :

- « Prevent similar attitudes. Avoid difficulties. Evacuate negative feelings ».

3.1.1.3.3. Integration of the theme into teaching

Many teachers say they integrate prevention of violence directly into their teaching.

In law classes :

- « Within their law programme and after the occurrence of cases of class violence ».

In civic education :

- « Rights - duties - sanctions : we draft a charter of good conduct necessary for community life in the village, etc. »

In language classes :

- « Harassment and its various forms in school or in class, clothing segregation, thanks to accounts in German from the press or textbook ».

In literature :

- « Illustration with literary fragments or articles from the press on the lives of sportspeople, actors, etc., which allow me to focus on common respect, especially when their favourite ones have also been victims of intimidation, aggression, racism, etc. »

By building « bridges between what once was and what now is » :

- « I can discuss violence against girls when I tackle the theme of tales. I can speak of the violence between the members of the same family when I comment on Dom Juan's insulting reply to his father. In short, I keep updating readings and analyses so as to build bridges between what once was and what now is ».

3.1.1.3.4. Teachers' search for partnerships :

With parents :

- « I try to create partnership links with parents ».

With the city :

- «At school, I work with the community institutions to fight against vandalism ».

With the police :

- « We participate in projects against intimidation and bullying, in projects in collaboration with the Police ».

3.1.1.3.5. Prevention of violence - « a priority » for many schools

- « In view of the school public, prevention of school violence has become a priority over the acquisition of « academic knowledge ».

Schools get engaged in :

Drafting charters :

- « We have written a charter for respect in our school »

School projects :

- « The aim of the school project is to reconcile the young with the school world, but also with the world of adults (making sure to restore credibility to the adults' world). It is also to improve young people's self-confidence by considering them with kindness and confidence. All this with the constant intent of respecting difference ».

3.1.1.3.6. Classroom discipline

Remember that teacher's remark :

- « Moments of great solitude »

And also the particular case of the teachers who practise active pedagogy (as seen above) for whom this is not a problem and when they create an atmosphere of mutual respect, of « confidence », they live in « democracy », i.e. without any problem :

To be able to manage students' responsiveness' is already a way to prevent « indiscipline » :

- « Students are quiet in my classes and there is mutual respect. However, it is

necessary to have the intelligence to understand if the class is receptive or not, exhausted, excited, ... and use teaching tricks according to the time and states of tiredness, stress, and the climate. If students talk or heckle, it is time to question ourselves and try to understand the reasons for their attitude. If the lesson is well structured, if students feel that the teacher masters his/her field, they will be interested and keep quiet. »

To be able to arise « interest » :

- « I was a speaker and by myself, I have rapidly acquired the techniques meant to interest the public ».

Or in other words :

- « To lure one's public intelligently to make them integrate their personal interest and their acceptance in their own interest. This is also part of a teacher's responsibilities ».

3.1.2. What teachers think

It seems interesting, though redundant at times, to focus on what teachers think of « education in human rights » and « prevention of violence ».

3.1.2.1. Some teachers are against

There are those who do not see any interest in it :

- « No, since the rules of social life are implicit ».

And those who question the link or opposition between “teaching” and “education”.

- « We are struggling to have enough teaching time to treat programmes in decent conditions ; therefore, my priority is not « classroom life ».

Paradoxically, and thus revealing the ambiguity of his words, the same teacher adds :

- « and still I try to create a good work environment so that everyone feels comfortable and confident ».

3.1.2.2. This is not part of the academic programme

Several teachers say they do nothing in this field as it is not part of the instructions, nor of the subject taught :

- « it is not an explicit part of my disciplinary field ».

And sometimes with force :

- « This is certainly not the priority of the programmes we are supposed to

implement ! »

But the position may be more balanced, as one can feel less concerned according to the discipline taught :

- « Not particularly in physics and chemistry ».

3.1.2.3. Moving away from the teaching profession

We « are dispersing ourselves » :

- « No, I think we should stop dispersing ourselves and concentrate more on the disciplines and knowledge. Our main goal is to transmit knowledge”.

« transmission of knowledge » comes first :

- « We are moving too far away from our profession. We have not been trained in the prevention of violence. We are neither psychologists, nor specialised educators. Teachers are asked to do too much. How much time is there left for the transmission of knowledge ? »

Teacher or animator ? :

- « Maybe, but we must choose between teaching and animating ».

3.1.2.4. Mission of the teacher in charge of a class

Principal teachers feel they have a mission in education in respect :

- « I don't think this is necessary in the discipline taught, since I already spend a lot of time doing so as a principal teacher, involving students in different ways ».
- « As a principal teacher, I allow my students time for dialogue on their school life. I must regularly remind them of the rules of community life in cases of divergences ».
- « Reminding students of the rules, explaining them the role of everyone, of the administration board, of respect, ... » are part of the principal teacher's missions.

Indeed, many teachers think that

- « The role is allotted to the principal teacher ».

3.1.2.5. Teachers are mostly for

It is strongly asserted and in capital letters :

- « IT IS INDISPENSABLE AND PART OF EDUCATION... »

3.1.2.6. Teachers feel powerless and left alone

Teachers feel powerless when faced with problems of violence :

- « I am particularly sensitive to this aspect. It's so complex : violence comes with the student, from home ».

They often feel left alone :

- « Moments of great solitude ».

3.1.2.7. Teachers' lack of training in the prevention of violence

Teachers insist on the need for training in the prevention of violence :

- « We have not been trained in the prevention of violence.[...] We are neither psychologists, nor specialised educators ».
- « STUDENTS ARE GIVEN SPECIFIC COURSES, BUT IF NEED BE, I AM WILLING TO PARTICIPATE, ONCE I HAVE BEEN TRAINED MYSELF» (in capital letters).

This request will be explained in the chapter about « teacher training ».

3.1.2.8. Development of a personal project...

There are the programmes and the « hidden curriculum » : besides the transmission of knowledge proper for which teachers have been duly prepared and on whose basis they were selected, the school's objective includes a so-called « hidden curriculum ».

Indeed, society entrusts its underage “children” to school and expects it to educate them and turn them into adults, citizens, persons capable of autonomy, of initiative and of “living together”.

To prepare the young for their « social and professional insertion » is part of the school's objectives and the help which school can provide in the development of each student's professional project has become a major issue in a society that evolves with the globalisation of its jobs, economy and all, and with the clash of cultures.

As a miniature society, school undergoes the deepest changes. It is all the more difficult as teachers have not been prepared to assume such tasks. Teachers call for help, say they are left alone and that they need support and training.

To learn how to manage groups, to focus on prevention of violence, all this has become highly difficult : “great moments of solitude”... To complete the present questionnaire, to be able to speak on such sensitive subjects, is for many, beside the cry from the heart, an opportunity to express the hope to be heard.

3.1.2.9. Many teachers are « happy in their jobs »

On the other hand, there is a category of teachers who feel comfortable in this field. They are the ones trained in active methods and a constructivist approach. They are happy teachers and have given permission to publish their opinions in this report, which must be underlined.

It is also the case for foreign language and physical training teachers who say they can tackle private matters with their students. Proximity creates occasions to discuss questions about their life or body, their personal future... This also applies to religion teachers.

The teachers of technical or professional subjects shed an interesting light on this. Thanks to their experience of the business world and job market, they have enough hindsight to speak of life “after school”. They become ‘shadow’ referent teachers for those of general subjects, especially when it comes to the issue of orientation.

3.1.3. Conclusion

Despite the negative points in the responses, the teachers’ « faith » in their profession is intact. They like their job, they wish to do it at their best, they ask to be heard, supported and trained to be better equipped to face the obstacles in their daily practice. For this, they sometimes use strong words such as :

« Europe today, peace tomorrow, freedom for ever » !

3.2. Pedagogy

3.2.1. Time planned for learners to identify their strengths and weaknesses

It is rather difficult to categorise the responses, as they seem to fall into different registers. The following classification starts from the negative responses to arrive at the different types of approaches. The teachers’ comments are numerous.

3.2.1.1. « No ! »

No school time is planned for learners to identify their strengths and weaknesses.

- « I don’t know of any programmes that give information about these themes », one teacher notes.
- « No time is allotted », another adds.

Finally, there are a dozen “no” without further comment.

3.2.1.2. « No time ! »

Other teachers would like their students to identify their strengths and weaknesses, but for lack of time, nothing is done.

- « Something should be done, but I have only two hours a week and we can't dwell on it ».

Another adds :

- « There is no school time planned for this, the teacher can at most use the entry tests and the periodic assessments ».

In view of the programme density and the teaching time allotted, it does not seem possible to implement this approach which would be necessary, though.

3.2.1.3. « Yes ! » : approaches implemented

School time is planned for students to identify their strengths and weaknesses. Numerous responses refer to the approaches and means implemented by the teacher to this aim.

3.2.1.3.1. Evaluation

Two main types of evaluation are mentioned :

→ Evaluation is integrated into the learning methodology.

Teachers implement « diagnostic evaluation », as this Physical training teacher does :

- « I take some time in my lessons for diagnostic and formative evaluation for my students ».

Formative evaluation is part of the organisation of learning sessions :

- « At the end of each work module, students are encouraged to analyse their approaches and to identify their strengths and weaknesses in order to make better progress”

and

- « Once each task has been completed, students say what benefit they gained from it ».

Other teachers say they give their students

- « self evaluation sheets ».

→ Evaluation comes at the « end of the programme » after several sessions on the same theme :

- « The assessments of written and oral tests are moments when students can assess their strengths and weaknesses themselves ».

One teacher comments :

- « This type of evaluation is often oral or written, with a personal questionnaire for self evaluation, or via collective evaluation which helps to compare the students' work and to assess their strengths and weaknesses in the eyes of all”.

And he continues :

- « In my final assessment of their work, I include 2 or 3 objectives that were to be met and I use arrows to point out the weaknesses and strengths, in addition to my synthetic remark ».

3.2.1.3.2. Time for exchanges

Time for exchanges is planned with the principal teacher responsible for a class.

- « Moments are planned for that in classroom life »

3.2.1.3.3. Personalised assistance

This assistance is mentioned in more than half of the responses and seems to be perceived differently :

- « MCQs and introspection by the principal teacher »

and also :

- « Personalised assistance helps to identify a student's difficulties and to set up an aid programme. Once these difficulties have been identified by the teaching team or the principal teacher, actions can be started : refresher courses, remedial work, extra lessons ».

But this approach is criticised by other teachers who think it is a fashion phenomenon and that it is not possible to implement personal assistance for a whole class at the same time.

3.2.1.3.4. Skills training

Education is structured around the acquisition of skills by students. Once a notion has been studied, they are given a list of skills

- « in order to assess their progress and, when necessary, to identify the points that require more attention ».

Similarly, skills assessments are performed at the beginning and at the end of the year.

A teacher describes his experience :

- « At each beginning of the school year, there is an individual interview between a member of the teaching team and each student. The aim is to have them re-examine their school pathway, identify their strengths and weaknesses (in terms of knowledge, but also of behaviour, attendance, etc.), and set themselves targets for the year that is beginning. A regular review is carried out during the year by the principal teacher, or with a tutor-teacher if the student has chosen one at the beginning of the year ».

Interdisciplinary work (mentioned thirty times in response to a closed question), skills training, evaluation approaches, individualisation of schoolwork : indeed, some time is planned to allow students to identify their strengths and weaknesses and thus better manage their learning process.

These responses must be weighted, as they only represent a small sample of teachers... but they must also be combined - as they seemingly reveal the teachers' professionalism - with those about the difficulties or even the impossibility to carry out their profession due to problems within the school.

3.2.2. Specific learning approaches adapted to learners' capacities

Two thirds of the teachers answered this question. In most responses, teachers say they take their students' learning capacities into account. The different approaches proposed will be considered in a first step, followed by the answers of teachers who use other methods.

3.2.2.1. Differentiated instruction

This approach is most often cited in the responses. It is mentioned in all the countries of Northern Europe. In some of them, the structuration of grammar schools is even based on differentiation.

- « As for my grammar school, the solution to this problem lies in the structures. We work in small groups divided according to the students' best interests. In the group that carries out the expanded chemistry programme, there are 4 to 7 students - I am able to adapt the requirements to each student individually and I know their life situation. In some classes, there are about twenty students, so I will notice if one of them is behind the programme ».

A teacher from Northern Europe points out that :

- « Differentiation has been part of our approach for a long time »

and adds :

- « We try to give each student the work they are capable of doing. For some, it is what is called an « Individual Learning Plan ». Of course, for 12 to 18-year old students, we must follow the programme, but in a way suitable to the needs of the class. At the age of 11, each student takes a test (at a national level) showing his/her language skills, digital and non-verbal (i.e. rather practical) capabilities and so we obtain information on the manner to work with each young person. »

Other teachers in Western and Central Europe propose a common course to all students and adapt the level of the exercises according to the learning paces of the young.

Others propose

- « a multi-speed subject » to invite their students to take up challenges by going as far as possible in the exercise levels. Many students, including those in difficulty, join the game. Students are also invited to reflect on their own learning process.

Teachers « have no choice » ; in their different groups, there are children with great schooling difficulties and others with behavioural disorders. In this case, they differentiate and individualise :

- « The differences between the students are so important that we can do nothing else ».

In other schools, teachers create

- « need groups » in which students can help each other in their learning process.

Others specify that learning sessions cannot start from textbooks :

- « Above all, we must adapt lessons and books to learners who have hardly the capacities to conceptualise, while programmes are aimed at conceptualisation ».

Differentiation ?

Yes, with numerous variants :

differentiation according to disciplines,

organisation of need groups,

differentiation during learning sessions,

differentiation in evaluation.

In a final note, one teacher expresses his surprise : to differentiate ?

- « That's what a 'teacher' does ; if not, (s)he does not teach ! (40 years ago, my primary school teachers already helped the weaker pupils, and gave the better ones more difficult exercises) ».

3.2.2.2. Individualisation

Learning is individualised in project working.

A teacher in technical education speaks of

- « individualisation and differentiation during the implementation of a mini-company ».

In the same type of school :

- « students take profit from individualised progression for practice using a booklet where the path is planned ».

In sports,

- « learning is naturally individualised in the different types of training (swimming, middle-distance running,...) ».

Several teachers say that

- « individualised sessions are possible thanks to software tools ».

Another sums it up :

- « I try to adapt to my students' rhythm. If one of them is failing, I help him/her individually during collective work ».

Individualisation is implemented with students in difficulty :

- « Yes, we try to personalise learning, while respecting each student's learning time ».

Individualisation, too, in language learning. Anyway, individualisation concerns all students, teachers say.

Some teachers innovate from new technologies :

- « I have always adapted the methods to the needs. I have even decided to teach a group of rather weak students using interactive methods. They hardly use their « paper books » which are difficult and thus discouraging. I teach them the bases with exercises from the internet ».

Teachers also highlight the importance of

- « personalised accompaniment » for 11 to 18-year old students.

In summary :

- « Differentiation and individualised learning
are the key words to meet students' individual needs », a teacher writes.

3.2.2.3. Neither differentiation nor individualisation.

It is not possible to implement such approaches, according to about twenty teachers. One of them specifies :

- « This is a specious question. I don't understand ».
- « If I had fewer students in each class (20 instead of 36) and more time (2 to 3 hours a week for 2 disciplines, in history and geography, I could think about it)! »

Or :

- « It's utopian ! Impossible for more than 7 students. We have implemented remediation processes and tutoring hours after school ».

Not enough time, too many students:

these two arguments are recurrent in all the responses of teachers who do not implement differentiation or individualisation approaches.

Teachers are highly implied in the answers to that question.

On the one hand, previous responses mention the heavy constraints linked to the teaching profession and the difficulties to carry it out, on the other hand, the same teachers as a whole do implement educational approaches based on the students' needs and they speak at length about it.

An impossible job... and yet a motivating one ?

3.2.3. Implementation of skills-based learning

There is a large majority of « Yes » ! in the responses.

3.2.3.1. For 12 to 18-year old students

3.2.3.1.1. Skills-based training and official texts

Most teachers underline the fact that skills-building is required in official texts. So they have not got much choice.

Teachers in technical education all agree that learning is based on the acquisition of skills. Teachers in general education develop skills-based learning in languages, economy, law, biotechnology, communication, and also methodological competencies for the students' work organisation and identification of their own methods.

3.2.3.1.2. Comments

Difficulties are underlined in the evaluation of skills-based learning. According to the disciplines, the scales are not always clear. In France, a mark completes the evaluation of competence.

Teachers indicate that competence evaluation requires much work from the teacher, which is not always to the benefit of the student.

Others highlight the benefits obtained :

- « Skills-based learning is the base of teaching... Acquisition of knowledge, but also of skills which allow hindsight, distance, a critical eye on events ».

3.2.3.1.3. No, even if required by official texts

Outright rejection of skills-based learning by 3 teachers :

- « No !!!! »
- « Yes, but I don't believe in it at all. Another mini-reform to ease our conscience »
- « We are more or less obliged to comply, but we resist this nonsense as much as we can ! »

3.2.3.2. For 5 to 12-year old pupils

3.2.3.2.1. Skills-based learning and official texts

Official texts promote skills-based learning. In several countries, teachers have developed a booklet of skills for their students who thus can check what they have acquired and also construct meaning for their learning processes.

3.2.3.2.2. Comments

Skills-based learning must be organised around educational projects, experiments, real-life situations, which prompts teachers to modify their

teaching approaches in order to assess and monitor young students individually by helping them

- « to better understand their learning processes ».

Conclusion :

It must be noted that more than half of the teachers have not responded to this question. Why not ? Do they focus on the acquisition of knowledge ? Is the questionnaire too long ? Is there any redundancy? This should be cleared.

There are also the responses from teachers of higher education in classes integrated in high schools for 12 to 18-year old students. In these preparatory classes for future technicians and engineers, training is entirely structured around the construction of competences.

Furthermore, the word « competence » does not mean the same for all teachers. For some, it stands for specific students' objectives, for others, technical know-how, for others still, pseudo-scientific concepts which obscure the students' learning processes. And some others speak of... the teacher's competences.

A vast undertaking – questioning and elucidation – to explore with teachers !

3.2.4. Implementation of interdisciplinary teaching

Teachers present numerous approaches in the field of interdisciplinary teaching :

3.2.4.1. Project-based teaching

Educational projects, whether occasional or longer term, European projects provide an opportunity – with 6 to 12-year old children and 13 to 18-year old students – to implement interdisciplinary teaching which will allow different teachers, students and school, to mobilise together for the success of the project. (for example : languages, physics, maths, philosophy or technology, plastic arts).

3.2.4.2. Occasional teacher groups around a common theme

- Arts, history of art, science and arts,
- History of science
- French and orienteering run
- Running and maths
- Maths, physics, chemistry, life and earth science
- French and technology
- Philosophy, languages, history and geography
- Economics, law, management and management science
- Teaching of a discipline in another language than the mother tongue

3.2.4.3. Examples of interdisciplinary activities

- « Photo report on the school's cross-country race with painting production »
- « Use of English for exploring the Internet »
- « Visit of a mail-sorting centre with German correspondents, sports, design of posters, songs (rap) with these correspondents »
- « Organisation of a chemistry experiment in German
- « Creation of works of art to raise funds for the development of projects »

3.2.4.4. Personal supervised work

- Preparation of oral presentations which require different disciplines
- Group work on a theme involving several subjects, e.g. history, geography, economics.

3.2.4.5. School trips and cultural outings (cinema)

- Groups of teachers of history, geography, languages, life and earth science.
- Organised trips for bilingual students.

3.2.4.6. Learning methodology

- Reading comprehension in the different disciplines.

3.2.4.7. Specificity of technical education

- Technical and vocational education requires, by its very organisation, interdisciplinary work.

3.2.4.8. Particular case of 6 to 11-year old children

- This is about the type of pedagogy to implement for the 6 to 12-year olds.
- « It is unthinkable to place non-permeable borders between the different disciplinary fields students have to cross. »

3.2.4.9. Some teachers raise the question

- An « interesting idea »

which requires

- « numerous hours to contact other colleagues, to define themes, methods, types of work and to assess the actions »

An idea planned to be implemented.

3.2.4.10. No interdisciplinary approach

- It is time-consuming
- Teamwork is difficult in the staff-room. Lack of dialogue.

It must be noted that 35 persons answered

- «yes », without any comment

and 5 answered

- « no » without any comment.

Teachers insist on the necessity of dialogue between colleagues in order to carry out interdisciplinary activities.

As a counterpoint, some people who do not practise this type of work insist on the difficulty of dialogue between teachers, as seen before, with the management of educational teams. In schools, the consultation meetings for the preparation of interdisciplinary work are planned at the beginning of the year.

To complete this synthesis, let this teacher give his testimony :

- « In literature and language classes, we often give integrated courses, with the same materials as those used in history, history of the arts, universal literature, Russian, plastic arts, music classes ».

Another summarises interdisciplinary education as follows :

- « For the educational projects in our vocational school, we carry out an interdisciplinary approach in English. An example : how to welcome an English speaking customer. The young easily integrate the technical terms, because these learning processes make sense to them... They mean something to them ».

3.2.5. Implementation of project-based education

The responses are divided into two levels according to the age of students. For each level, several types of projects are presented with examples. It must be noted that there are few responses about teachers with 6 to 12 year olds.

3.2.5.1. 12 to 18-year old students

3.2.5.1.1. European projects :

Some teachers are engaged in Comenius multilateral projects or Leonardo projects (industrial placements in Ireland, Spain, Germany). School exchanges.

3.2.5.1.2. Inter-class projects :

- Preparation of a language stay. Inter-class competitions on a common theme which implies all disciplines. Set up of a « mini-company » with 14 to 15-year old students.
- Preparation of an end-of-the-year trip : journey and a 3-day stay prepared by the students.
- Project-based education organised by an internal school structure : several projects around a common theme are presented to the teachers who then choose the projects which they find interesting.

3.2.5.1.3. Class projects :

- Projects carried out by small groups (2 or 3 students) in the frame of vocational teaching. The students choose their subject.

Example:

- « Can the working principle of a hybrid, electric/thermic engine be reproduced in the laboratory? ». In languages : preparation of a language stay.

Design of a class-book during a book festival organised by a local community.

Writing an article on a competition organised by the local newspaper.

- Language project to present the Francophonie : small groups of two or three design a poster on a country they have studied and show it to the class.
- Implementation of project-based education in « Ukrainian reading » sessions.
- Projects linked to the local community : construction of a minibus to be used as a soup-kitchen for the homeless.

In the final year of French vocational schools, students must carry out projects which will be assessed for the baccalauréat.

3.2.5.1.4. Individual projects within a group

3.2.5.1.4.1. Yes to the project-based approach

This is often the case for Physical Training and Sports teachers :

- « middle-distance running : students plan a race project according to their capacities ».

This approach helps

- « to tackle a subject in a creative way ».

Teachers provide information, encourage questions, or they start from students' questions.

- « From newspaper articles, headlines, themes, we establish a classification by colour (red-orange-green), a hierarchy, then a vote decides which article or theme will be worked on and become our project”.

They underline the points of concordance between the project-based approach and interdisciplinary education.

Others specify that their usual approach (investigation, discovery, experimentation) is a project-based approach.

3.2.5.1.4.2. No, no project-based approach

Teachers say their classes are crowded and that therefore, it is not possible to engage into « projects ».

A teacher who worked in Poland with two distinct groups, one in a skills-

based approach, the other in a classic manner, says she had put all her efforts into the implementation of a project-based approach, but her group did not obtain satisfactory results. However, the “control group” obtained good results. Consequently, this teacher gave up the idea of project-based education.

Another says

- « It is not his job to format students for company education ».

3.2.5.2. 6 to 12-year old students

At this level, all the education is structured around interdisciplinary projects and work.

Teaching projects are built around themes which make sense to the pupils :

- « this year, water, air, earth, fire »

or else :

- « places of worship ».

One teacher says she has not yet implemented any project-based approach, but she encourages her students to put into practice what they are studying. For example, when they study plants, she brings them seeds

- « which they are going to sow in pots at home or in their pieces of land in the country ».

25 teachers answered

- « yes » without any comment

and 12 said

- « no » without any comment.

3.2.6. *Education in critical thinking*

All the teachers who responded practise critical thinking, except two of them who are overtaken by

- « overcrowded classes », who « lack time »

or whose students

- « do not master the country's language ».

In this chapter, the responses will be organised around four main themes.

3.2.6.1. An educational principle

Education in critical thinking is a pedagogical principle implemented in a transversal manner in all disciplines. According to numerous teachers :

- « It is part of the teaching of disciplines » ;

and also :

- « the development of critical thinking is the basis for science education”

One teacher summarises the point of view shared by his colleagues :

- « such education is necessary for learners to become citizens »

3.2.6.2. Internet multimedia tools

The internet and social networks are, it seems, the ideal places for education in critical thinking, all disciplines taken together. The aim is to encourage reflection on information sources and the reliability of websites. It is day-to-day work, since students hardly show any critical attitude, a priori, towards the information found via multimedia tools.

3.2.6.3. Implementation in different disciplines

- History : comparative approach to identical themes, in two different countries (multi-perspectivity). Historic documents versus students' knowledge.
- National language : critical study of the press and television programmes
- « to show students that media manipulation exists ».

Study of current events : a teacher cites this example :

- « Nuclear energy is clean energy, we are told on TV. Tell that to the Japanese ! »

Organisation of debates. Learning to argue.

- Science : critical thinking is part of the scientific approach. Students must
 - « be able to analyse an experimental result, check if the result can be validated, propose another analysis method ... »
- Sports : students train to become « judges » for dancing, gymnastics... They also learn self-evaluation.
- Languages : critical approach to social networks in the language studied.
- Technology : critical analysis of technical objects. This activity has
 - « allowed students to observe that there is nothing really technical in the updates of some devices, but that they correspond to commercial imperatives”.

3.2.6.4. Detailed examples of education in critical thinking

- Clothing brands :

- « We are working on a taboo subject : clothing brands. From the history of brands, I show them that a brand is merely the name of a manufacturer invented in a trivial manner, as Adolphe Dassler did for ADIDAS. I asked them to invent in their turn their own brand, as I do not wish to demonise business activity. The difficulty for them is to manage to « stand out » from what they already know to become really creative. »

- Comparison of two types of advertisements for the same product :

- « with my 15-year old students, I do a lot of argumentation, for example, with the comparison of two ads for the same type of products ». My students thus learn how to argue.

- Setting the context :

- « We emphasise what we wish to do, but not what television wants us to do. From the start, we preserve our area of life, freedom and action. « To do » is the opposite approach to television and advertising. We start from what we have voted to read, i.e. democratically, without being influenced, and we act outside the media space. And so

- « my young students learn how to escape the influence of the media »

Education in critical thinking ?

- « It is the heart of my teaching », one teacher writes... A cry from the heart ?

It is necessary to stress the importance given to education in critical thinking by teachers in their classes of 6 to 11-year olds, who rather tackle current events and circumstances to stimulate their reflection.

Some teachers specify that this education helps to

- « break down taboos »,

but that the teacher must remain constantly alert in order to deal with the students' questions

and must

- « have a good sense of humour ! »

Even if the promotion of critical thinking is part of school programmes,

teachers implement it, not because they feel "obliged to",

but because they believe in it.

3.3. Vocational education

Vocational guidance is dealt with to different degrees in most schools. It is the mission of either :

- a referent teacher, a principal teacher, for example,
- or a professional in orientation, in the school - the guidance counsellor and psychologist,
- or of the school as a whole, with specific actions and accompaniment organised administratively and pedagogically,
- or a duly authorised person outside the school, for example a psychologist connected to the school, a
 - « department of an Institute specialised in orientation »

The teachers who say they do not tackle the question of « life after school » put forward various reasons :

- it is too early (nursery or primary school, pupils under 11 years old)
- it is not their competence,
- « cruel lack of time »,
- « it is not part of the school inspection's instructions » (primary education for 6 to 10-year olds),
- we cannot do everything, etc.

Most teachers who do not tackle vocational guidance say that it would be

- « very helpful », and that
- « they would like to do it ».

As for life-long education, the subject is only addressed by informing students of the importance of adapting to the world of employment and work, but no one knows what tomorrow will bring...

Information on the possibilities of continuous, i.e. life-long education, is not a major concern among the young and their teachers,

- « we already have plenty to do in our dense daily work ».

A few responses indicate that nothing is done in school concerning vocational guidance, but that there is a feeling of need for it.

In conclusion, all the teachers who responded stressed the importance of vocational education.

Here is what teachers would like to do in this field.

3.3.1. What is being practised

The mission of vocational education is conducted by the school itself or by independent third parties.

3.3.1.1. Mission conducted by a teacher

The manners to address the question of « vocational education » are, as one might expect, multiple and adapted to each educational context. The following graduated presentation is meant to make reading easier, without any value judgement.

3.3.1.1.1. Variable interview duration

The minimum practised by teachers is reduced to some listening time :

- « Very little, at the end of lessons »,
- « on students' individual, spontaneous requests »,
- « Dialogues often take place at the end of a lesson or during extracurricular activities or trips »,
- « I use breaks or time after my lessons ».

3.3.1.1.2. Attention given to mood changes, attentive listening

Teachers react when they notice changes in mood or behaviour in their students,

- « When I note unusual moods, grief, isolation, aggressiveness, I propose them to confide in me ».

3.3.1.1.3. Partnership work

When the fields addressed are outside the frame of vocational education, teachers use the services of independent third parties,

- « I also work with social workers », the principal educational adviser, etc., to pass on the baton.

Hence the importance of team work, in partnership with other professionals.

3.3.1.1.4. Need for discretion

Any interview with a student about personal matters requires the respect of confidences, and consequently, discretion in the interview :

- « I think it is important to know each student personally and to be receptive to their confidences, while respecting the necessary discretion ».

3.3.1.1.5. Students' difficulties in talking about themselves

Many teachers note that students find it difficult to talk about themselves :

- « The young find it difficult to communicate on their personal situation ».

3.3.1.1.6. Great concern among the young

- « Students feel really concerned in the difficult current situation ».

3.3.1.1.7. The teacher must take the first step

- « Most of the time, they don't turn to the teacher. (S)he has to trigger discussions ».

3.3.1.1.8. A tool for communication : the Internet ?

- « I talk to my students, I communicate with them via the Internet ».

All means are good to communicate, to listen, to give advice and meaning, as will be seen...

3.3.1.1.9. Dialogue with students and parents

Reflection on life after school must be done in close collaboration with parents, which means setting up a dialogue between parents and students,

- « an indispensable prerequisite for today's educational process »

This dialogue is aimed at giving sense to schoolwork and thus to personal and professional life; it is vocational education which starts quite early...

3.3.1.1.10. Giving « sense to school attendance, to schoolwork »

This is mentioned at different education levels :

from nursery school during

- « school open days » when parents and students are invited.

It is the occasion for the teacher to

- « give sense »,

to grammar school and high school, especially,

- « explaining that they (students) play an active role in their education and that they must give sense to their schoolwork with a professional project ».

3.3.1.1.11. Development of a « personal project »

It is mentioned by several teachers who say that

- « the development of a personal and professional project already begins in the first form ».

In France, this is certainly related to the Jospin Law on Education (1989) which initiated the “development of a personal, social and professional

project » in grammar schools in the first form, i.e. from the age of 11.

3.3.1.1.12. Raising awareness of the need « to pursue education »

This is recurrent in many responses :

- as early as primary school, teachers say that they insist on the fact that
- « students will always need to know how to read and write »
- in grammar schools and high schools, teachers say they raise the awareness of the need to pursue education, throughout school, with the aim to
- « encourage them to pursue further studies ».

Of course, teachers speak to their students of what they know, of their own experience, i.e. (long term) studies.

3.3.1.1.13. Classroom discussions around the « professional choice »

Some teachers hold *improvised discussions* in class,

- « when the opportunity arises », informally;

One teacher addresses the issue of the future

- « after school », professional future,
- « in educational conversations » ;
- during the « classroom life » hour, i.e. an hour established by the school.

3.3.1.1.14. Invitation of former students

Some teachers invite their former students who come and give testimony as

- « peers », of their own training path.

3.3.1.1.15. Invitation of professionals

The testimony given by professionals is the opportunity to discover little-known professions and to point out « know-how » and « know-how-to-be ».

These are opportunities to broaden the scope of reflection by

- « proposing them careers they don't think of ».

It is often the occasion to make them realise the importance of speaking several foreign languages.

3.3.1.1.16. Discussions with the language teacher

Language teachers occupy an interesting place in the educational area. They open their students' horizons to another world and this gives them an occasion to face their personal and/or professional future. It is a « window » which can be used to sow new ideas, open new paths...

3.3.1.17. Discussions with the physical education teacher

According to several testimonies, the physical education teacher has a personal contact with his/her students, which allows extracurricular issues to be addressed, such as the subscription to a club, participation in competitions, management of schooltime, the “professional” future... of sport management.

This teacher becomes a confidant, an adviser in vocational education. The human relations between teenagers and adults become more of a reality..., since doing sports involves the body and what is most precious – the person.

3.3.1.18. Discussions with technical and/or vocational teachers

Among the people who responded to the questionnaire, technical and/or vocational teachers feel « immediately » comfortable when it comes to talking about jobs and sharing their experience. Their curricula often include a few years’ work with a company, which gives them legitimacy.

Their approach is not theoretical, but practical and experienced in their career paths, which is perceived as a success. They have a special status and it is understandable that they are recognised for their competence in the worlds of business and employment.

General education teachers are the first ones to recognise the competences of their peers and count on them quite naturally :

- « The vocational teachers take care of that ».

3.3.1.2. Mission taken on by the school

A majority of responses indicate that in a number of schools there are information actions on vocational orientation, on jobs, etc.

Some responses indicate there is nothing but that it would be really useful.

So, all the teachers who responded agree that information about orientation is necessary.

The following list presents what is done in schools and outside.

3.3.1.2.1. Inside the school

Organisation of

- « school open days »: informal visits and meetings between parents and teachers which allow dialogue on future careers...
- « career days » with information stands run by parents representing professions, or by professionals, sometimes with entertainments...
- « round tables » on professions with local companies, or on targeted professions (engineering, health or legal professions, etc.).

- « cordées de la réussite », exemples of successes
- « cordée des sciences » : actions within partnerships with vocational or technical schools or business executives. The aim is to give examples of career successes through meetings with brilliant professionals (Nobel Prize winners) or companies with spectacular, publicised, innovative projects...
- meetings with former students (often during school open days) who share their experience and thus incite questions. They are often the occasion for future partnerships. Students are shown how to create an address book, a network - an asset which is as important as the studies themselves for professional success.

Organisation of

- « café-métiers » : friendly meetings during lunch-breaks with one or more professionals around a theme such as “communication” professions

Meetings organised by language teachers with

- « translators, interprets, proofreaders, journalists, writers, i.e. persons whose profession is related to the study of languages and literature ».

3.3.1.2.2. Outside the school

- Participation in « employment-training » events, in professional “forums”
- Presence at University career days about post-baccalaureate studies
- Participation in international events on education, training and employment (for example : « Franco-German forum »)
- Organisation of study visits to local industry, to companies
- One-day or one-week stay in a vocational and/or technical school for better knowledge of the training contents, often within a partnership between the nearest schools.
- Short training periods (a day or a week) in a company for professional « immersion ». It is an opportunity for students to realise that their project can be validated or that they must make another choice. However, this is only possible if it is part of the school project and has been validated by the school board...

3.3.2. What teachers would like to do

Teachers would like to better fulfill their mission - to listen, advise, prepare for life after school, help in career choice.

They clearly say that they are aware of

- « the necessity of effective training and education to be prepared for the challenges of the job market ».

They stress the importance of the link between school and life after school :

- « The link between school and life, the preparation of students for independent life, are indispensable ».

They seek information and training to better understand jobs, all the more so as these are in constant evolution and no one knows what tomorrow's professions will be... The demand is high and the fear perceptible. Teachers deploy considerable energy and sometimes express their dismay in their responses.

There is a will to

- « create a job market culture, as this market is so vast and varied », and also
- « time-consuming and developing over the years, in order to “give them ideas on how to use all the assets to obtain a job”.

Sometimes, it is a cry from the heart :

- « we cruelly lack such dialogue in our school »,
- « a cruel lack of time »... and
- « it is hard to fight against the administration » when you have initiatives, projects...

There are some difficult situations and what some people say in their responses is quite significant :

- « I feel recognised thanks to your action » (in the questionnaire which gives voice to teachers).

3.3.3. Conclusion

In view of the number of issues considered, a summary seems necessary :

- Help in career choice is perceived positively by most teachers in their responses.
- The development of a professional project by every student is viewed by most teachers as a school objective.
- Teachers wish to better understand the business world and professions, so as to be able to better inform their students.
- Teachers who say they help in « career choice » are strongly involved, first by listening, giving individual advice, then through meetings with professionals, actions aimed at a better understanding of professional situations in the working world, such as visits, placements, etc.
- From the responses, a flow of information for the students can be defined, for which, however, the teacher who responded to the questionnaire is not always directly responsible.

- There are « referent persons » in or outside the school (career counsellors, psychologists, etc.)

- Teachers often put forward their lack of knowledge about the working world even when they deal with career orientation. There is a real demand for information and even training about the business world and job market, fields which are unknown to teachers of general education.

- The teachers who are comfortable with the question of « assistance in career choice » are those who had a career path in the business world before practising their teaching profession. Indeed, they speak of a « professional experience », not a « work placement », in a company. Teachers of vocational subjects stand out thanks to their knowledge of the business world and transmit a positive image of the working world. They speak with conviction and say they understand the dismay of colleagues who have no experience of the business world.

- Physical training and sports teachers, as well as language teachers, may also have privileged, individual moments of dialogue, and thus provide assistance for reflection on the personal and professional future of their students.

Some points are worth reflecting on :

- In view of the information collected, one may wonder what role should be given to vocational teachers.

In any case, they are the only ones to declare they are comfortable speaking about professions, the business world and job market, since they have experienced it personally.

- The role of physical training and language teachers is interesting :
how can it be used profitably ?

3.4. Use of new digital techniques

3.4.1. Current practice

Most teachers use digital techniques in the different phases of their lessons.

3.4.1.1. Prior to the course

- « During lessons, we do not work with the computer, but for their preparation, we do, of course ! I also communicate with my students via the Internet ».

Besides,

- « The use of the Net for specific research is part of my job. » On the other hand, prior to the lesson, students do some research on the Internet, prepare oral presentations. Teachers and students are accustomed to using digital techniques to prepare lessons.

3.4.1.2. During the course

There is a broad range of use for digital techniques :

- « Indeed, we have no choice in the manufacture of cars. If problems arise, students look on the Internet for solutions to their technical problems. Moving back and forth between technical work and search on the Internet helps them to understand, but also to learn. Working on the computer is gratifying for students whose handwriting is poor.

Or else :

- « Yes, I use videos on YouTube, give my students homework, ask them to search, analyse, compare the information found on various sites of the Internet, etc. »
- « Yes, I integrate didactics using digital techniques. I consider wikis (on-line encyclopaedias) and YouTube as useful ».
- « I use Doodle with my students and advise them to use clouds for their data back-up ».
- « I use the Internet to illustrate my lessons »
- « I set up computer-assisted experiments »
- « I use an interactive whiteboard »
- « I use the Internet to see pictures on the cities studied», and « in art history, in information and communication techniques »
- « I prepare screenings or tell the children to watch them on the Web »
- « All courses are on the Internet »
- « Not only the teacher, but the children also use Wikipedia, social media, YouTube, since they are requirements of the present age ! »

One teacher presents a more recreational use :

- « No, I don't use digital techniques, but I set up the Internet for the search of songs, music, images, texts ».

It appears that YouTube is largely used as a teaching aid : films or film extracts, songs, various types of music,

- « videos from YouTube for short excerpts of songs, for example » or « to show experiments ».

Similarly :

- « YouTube is quite helpful for language teaching as we can find all kinds of funny, interesting things for the young ».

3.4.1.3. After the course

Teachers propose :

- « links to Internet sites to complement lessons with auxiliary activities »
- as well as « tasks based on multimedia tools ».

They mobilise students who

- « prepare slideshows, make films, run searches or organise rallies on the Internet »
- or « use Wikipedia, YouTube, Beneyluschool, Doodle, school sites, project sites ».

And many use the Internet to comment or promote their students' work, to support the development of projects.

Some schools have organised their pedagogical operation from multimedia tools :

We have created

- « a digital workspace, with mail backup and document sharing ».

And

- « In our school, we have developed a digital workspace platform which allows students to retrieve courses, to submit their homework, to access content as a complement to what is studied in class. For the rest, we ban the use of social media for ethical reasons, (in particular Facebook). Incidentally, they don't need any teachers to use them. For our part, we insist more on the dangers that the excessive use of such « tools » can cause ».

The latter intervention on the risks of social media goes along that of many other teachers, as will be seen later.

Multimedia tools are also used by children in elementary schools :

- « In my class of 25 pupils aged 3 to 6, we have a computer. The pupils learn how to use the keyboard to write their names. They also learn how to use the mouse. We also play educational computer games to illustrate lessons on a particular theme ».

Especially when each classroom is fully equipped :

- « I'm lucky to work in a modern school where each classroom is equipped with a

complete computing tool (a computer and a printer). My pupils are already very sensitive to this technology ; we use it to view the photos taken in class or during outings in order to comment on them, or to remember; it is a language source for the whole class ».

3.4.1.4. Target objectives

There are very different levels of objectives which are sometimes the teachers' educational intent, sometimes targets for their students.

3.4.1.4.1. Objectives for students :

3.4.1.4.1.1. Operational objectives

- Search for information, illustration with pictures,
- « To get familiar with the screen, the keyboard and the mouse », in elementary school, as well as
- « to learn to write one's first name whose spelling may vary according to the font »,
- « to start to understand the permanence of the written word and the importance of the place of letters in a word ».

3.4.1.4.1.2. Objectives linked to communication

- « To learn to work collaboratively »,
- « to improve communication, collective work, self-esteem, solidarity ».

3.4.1.4.1.3. Learning objective

- « To better understand knowledge »

3.4.1.4.2. Teachers' educational intent :

- « To show there are other means of learning”
- « To sensitise students to the constructive handling of information tools »
- « To stay in line with the students' musical environment (textbooks are often obsolete after 6 months ! »
- « To choose the best of the Internet, to check the validity of the information, its pertinence, its content. »
- « To vary the teaching material, to attract the young with the tools they are using »
- « To make lessons more interesting. »
- « To encourage students to collect information using these tools and to study... »
- « To develop critical thinking »

- « To develop communication between teachers and students during learning processes ».

One teacher also specifies that he has no choice, as students will receive some sort of certification in this field at the end of the school year. A colleague of his indicates no objectives, but rather a perspective : « To be in line with today's world ».

The responses clearly indicate that teachers use various digital techniques,
not only as teaching material,
but also upstream and downstream of learning sessions.

This vast range of tools ...
combines with a vast range of terms and frequency of use,
according to the countries, schools' equipment, teachers' training and,
especially, the teachers' own relation to multimedia culture.

3.4.2. Implementation difficulties

Teachers' opinions are divided...

- « I use the Internet as little as possible: in my opinion, it is not a field where young people can expect us to provide them any enrichment ».
- « No. My students know much more about new technologies than I do ».
- « Yes, but with moderation and for specific tasks ».
- « No, but students use them in private ».

3.4.2.1. The use of digital techniques is not really necessary :

- « In French, they don't seem to be the most useful. Actually, there is a lack of equipment for all classrooms (I think they are priority for other disciplines) and the materials are often of poor quality. Connections are not reliable, computers crash... You always need an exit plan, and that's tiring... »
- « I think that students go to these sites often enough outside school ; I'd rather open their minds to other training material and bring them back the taste for the book-object. »
- « I do not really master new technologies, students know much more in this field than I do.»

3.4.2.2. Advantages and drawbacks

- « I am both against and for. Against the use of brand products (Apple, Dropbox, Google ...) for learning, but for actual computer courses for reasoned and reasonable use of new technologies, laying emphasis on the users' rights and duties and on data protection ».

3.4.2.3. Some wish to get information, to learn...

- « Teaching must be linked to society. I would like to get information about these tools, learn how to use them and see how to exploit them in class ».
- « I would like to teach the young how to gather and select information ».

3.4.3. Pedagogical approaches for teaching students how to integrate knowledge using digital technologies

From the responses, the approaches can be divided into three categories :

3.4.3.1. Information on the different tools through :

- « A short presentation of the tools used »
- « A presentation on how to use Powerpoint and find the references of websites »
- « A few presentations with searches, but this is limited »
- « The presentation of our own experiences regarding these tools »
- « Discussions, meetings, practical exercises, good cooperation with computer science teachers. »

3.4.3.2. Actual situations, thanks to :

- « activities which lead to the use of difficult digital tools... »

and above all, to cite teachers :

- « Project teaching ».
- « Slideshows must be prepared by students for the presentation of a *civilisational* theme. »
- « We often work with computers to carry out searches on the Internet in order to make up a file, prepare an oral presentation, homework... Students often know how to navigate. »

Teachers propose :

- « An inter-generational project : appropriation of the use, so as to re-explain it, or "for real" use (e.g. making an appointment); publication of all written documents on the school's site, Facebook, Twitter, Blog. »
- « Constant back and forth between the Internet and our technical tools. »
- « We have got a transversal discipline called « multimedia » to teach how to use these tools in an educational project.

There is a physical location for this :

- « a multimedia laboratory where students can deepen or even create multimedia work for initiatives or competitions, or establish distance communication with twin schools. Multimedia systems are didactic, commonly used instruments ».

3.4.3.3. Critical study of the use of information technology through all its tools

- « You can find anything and everything on the Internet... so I teach my students wariness and critical thinking... You need serious, high level scientific knowledge to be able to assess the content of all that is disseminated with these tools, and students don't have such knowledge »
- « Supervised Internet consultation for students, thanks to a « utilisation code » constructed with them, so that they can indicate the sources, be critical about sources, etc.
- « I propose a comparison of the information found on the Internet with material from the media, history textbooks, etc. »
- « We try to develop critical thinking about the use of digital resources. The risk is theft of data and knowledge without any sorting or re-reading. The teacher's task is thus to educate students in the reasoned use of these tools ».

Finally, teachers repeat that

- they « don't use these tools » and that
- « Wikis are designed by web users and so, unreliable. Consequently, it would be a good thing if children knew how to look up information in a dictionary or an encyclopaedia ».

Lucidity, questioning, reasoned use, critical distance characterise the teachers' reflection about the learning approaches which include the use of multimedia tools.

From these approaches, teachers would like students to learn how to

- « select, to understand the sources »... of the information they receive via the Internet »
- « coordinate and use the acquired knowledge »
- « develop their critical mind »

As for teachers, they aim to :

- « Improve communication, collective work, self-esteem and solidarity. »

One of them sums it up : « I'd like students to start from their own computer culture and use it for learning, but I haven't found the key to it ».

3.4.4. Risks, dangers and limits of the use of social media

Teachers tackle the risks, dangers and limits of the use of social media in order to :

- « sensitise the young », « avoid excesses or, worse »,
- « warn them against inappropriate uses which sometimes turn out to be painful », but without « creating any paranoia »
- « educate them in the respect of everyone's right, privacy, »
- « explain the financial issues of those companies and so explain the dangers they may be exposed to. The positive aspects are also considered ».
- « make them understand the dangers of living their lives in public, of losing their

reputation in a virtual world ».

- « teach students how to react to hate speech by adopting a constructive attitude »

3.4.4.1. Proper use of the IT tool :

- « Presentation of the IT charter »
- « Reminders of the limits of multimedia sources »
- « Sociology study, programme on social networks »
- « Before giving my students some research work on the Internet or the media, I give a lesson where I explain them the difference between a fact and its interpretation, I present the methods for advertising and propaganda, the methods used to influence the audience, etc. From a couple of news or articles about a given historical event, I show them how the interpretation of events can vary, based on social order, on the author's personal reasons, etc. »

3.4.4.2. Large group exchanges with the teacher

- « particularly during local events or school events »
- « by organising debates on these topics »
- « as soon as the words Facebook, Tweeter and Google are used »
- « to alert them - to hoaxes, for example, to which students are always very sensitive »
- « about the dangers concerning privacy on the Internet »
- « to sensitise them to addiction, identity thefts... »
- « about the risks linked to the use of electronic messaging »
- « in collaboration with their families, we alert them to the existing dangers on the web (online scams, paedophilia, gambling activities...) We draw attention to the danger of dependence and isolation ».

3.4.4.3. Individual or sub-group searches

- « Study of newspaper articles on the wrongdoings of Google or Facebook ».
- « In the framework of a mini-business. How to manage insults and to respect other people's work. Constructive criticism ».
- « Topic often addressed : classroom work with students on the choice of a source, a picture, etc., in order to prepare an oral presentation ».
- « I have articles in French from the francophone press which I read with my students in class. We work on the dangers of living one's life in public ».

Conversely, a teacher who does not tackle these questions, explains his point of view :

- « By avoiding the use of such tools, I would like to train my students in natural communication. »

A colleague of his indicates that these questions are not dealt with in his class and that

- « mobile phones are prohibited, but students always carry them secretly.»

A large majority of teachers report educational actions carried out with their

students to make them aware of the risks involved in the ill-considered use of social media. Actions which also show their desire to meet the culture of the young, even if they say that they are distanced from this culture and have not been trained in this field.

As a conclusion,

the expression used by a teacher will sum up all the comments :

- « We try to make students aware of the fact that the Internet is not a private space, but that it is public and open, subject to the laws of the market.

At this time, if I strongly believe
in the future of IT at school and in its interest
for knowledge transmission and sharing,
I am also highly worried and concerned about the use of the data
left by young people on social media ».

3.4.5. The teacher's role in the education in media use

- « That's the problem : I am not sure I understand this role!!! And yet, our present job starts here... » !

If several responses go in this direction, there are also many words describing the teacher's role in the education in media use.

The teacher is a

- « regulator »,
- « facilitator »,
- « watchdog »,
- « knowledge broker »,
- « mediator »,
- « leader »,
- « guide »
- « rouser »,
- « filter ».

These roles can be clarified :

3.4.5.1. Prevention

The teacher will

- « warn the children against the dangers of social media if they misuse them without knowing the risks ».

He will be

- « an adult who informs, who warns against danger, who protects ».

3.4.5.2. Critical distance

He will encourage students

- « to analyse, so that they do not limit themselves to being mere consumers ».

He will also :

- « be able to read between the lines and understand the implicit... both in the media and in texts ».

Likewise, he knows

- « how to show the limits to the use of these media and the possible traps set for them. The easy solution is not always the best... Let's consider, for example, the limits of the spell checker ».

3.4.5.3. Giving responsibility

- « The teacher is one of the people who must warn students and give them greater responsibility », because
- « the media can be considered as an obstacle or an asset »

3.4.5.4. Support for students in their practice

The teacher will

- « teach how to use multimedia tools with moderation and in meaningful ways, make students aware of some problems encountered and help them discover some uses they didn't know of and other applications »

3.4.5.5. Vigilance

- « remain open to the use of the media while encouraging students to beware of their dangers and excesses and keep a watchful eye on information sources ».

3.4.5.6. Intellectual curiosity

The teacher must also be

- « open to new techniques of which students have a good practice ».

3.4.5.7. Some teachers are for, some against ...

On the other hand, a colleague writes :

- « I see my role as essential, since I know from experience that many children are alone at home in front of their computer screens ».

An essential role, for which teachers ask to be trained :

- « I think teachers need continuous training in this field, considering the rapid evolution of new communication tools ».

However, these viewpoints are not shared by all :

- « My first objective is to teach German to my students. There should be a teacher to teach them how to use a computer and the Internet ».

To close the responses, it will be interesting to listen to one teacher who expresses himself at length on the topicality and future of the teaching profession :

- « I think that the teacher's role and job will undergo radical changes in the years to come.

We are no longer the only providers of knowledge.
In fact, we are being challenged on this very issue...

The teacher's role will move to that of a mediator and educator in the use of knowledge sources.

Which source is reliable ?
Why?
What is to be banned absolutely ?

How to sort through the accumulation of knowledge accessible via a single click and which is not prioritised nor classified ?

This requires real teacher training and taking account of the new technologies and ways to access knowledge, far beyond the advertising effects of digital technology at school.

This also requires real and thorough reflection on the benefits and risks of using these new technologies ».

4. THE TEACHER'S ROLE TODAY

4.1. Position of the teacher in relation to the student and knowledge

4.1.1. *In relation to the student*

75 different expressions are used in the responses to describe the teacher's position in relation to the student. How can these be organised?

From the refusals of positioning, there are different steps leading to positioning types centered on the meaning of the profession.

4.1.1.1. « To position oneself »

From the start, two persons note that they are

- « shocked » by this question, as, precisely, the question does not arise. The teacher's role is to teach.

Another teacher indicates that the teacher's position today is the same as yesterday, and a fourth says he

- « babysits » adding that the best solution is to avoid « making waves in case of difficulties ».

Some others describe their position in negative terms : neither a tyrant, nor a watchdog, nor a boss. And several others say they do not know.

4.1.1.2. To provide knowledge

A teacher is a transmitter of knowledge,

- « an informer »,
- « a supervisor ». He is also
- « in command of the situation »,
- « reacts and manages the time ».

His role is also

- « to teach computer science critically » and
- « to help students to succeed in a highly competitive system » (Western Europe).

4.1.1.3. To transmit one's experience

Teachers must not only transmit knowledge, but also tell how they have acquired their knowledge and how they use it today.

4.1.1.4. To facilitate the learning process

About half of the teachers position themselves as

- « learning organisers »,
- « knowledge brokers »,
- « knowledge and know-how mediators »,
- « assistants for finding knowledge »,
- « vectors for knowledge »,
- « resource persons », and also
- « facilitators of the learning process ».

Others position themselves as

- « transmitters of learning methods », or
- « the one who teaches the research process » and is
- « ready to answer questions ».

The expressions are varied but all are oriented towards the students' learning processes.

One teacher concludes :

- « The teacher has to be the least active of all within the class, that is to say, the one who speaks the least often, but on the contrary, the one who will provide knowledge at the right moment ».

4.1.1.5. To accompany the student

This expression in the responses of the questionnaire refers to the teacher's transversal competences, i.e. the ability to listen to students, to ask them about their learning processes, to help them develop self-confidence, to

- « give them a desire for learning »,
- « adapt as much as possible to each student's needs », to provide
- « support ».

Moreover, this accompanying teacher

- who is also « a guide who lets the student make his/her own way »,
- expresses himself « in an authentic manner »,
- « with humour »,
- « exercises his authority without being called into question ».

In summary, a teacher who manages to find the distance which allows a student to learn, because the latter then feels supported and confident.

4.1.1.6. To be a referent

In many responses, teachers position themselves as

- « referents » for students,

- « a responsible person »,
- « trustworthy »,
- « a stable reference point »,
- « a provider of values » and also
- « a model »,
- « a guiding light »,
- « an educator »,
- « open to the world »,
- « caring, rigorous and impartial », who helps students to
- « become responsible adults » and tries to
- « make them grow up in humanity ».

Teachers must ensure that students integrate values which will allow them to build a sense for their lives.

There are also some more positionings which could not be integrated into this general presentation.

A teacher in a « difficult » grammar school of a suburb says o:

- « In my opinion, a teacher should be compared to the captain of a ship. For my part, I feel more like the « leader of a pack ». Indeed, it is necessary to go through primary power relations to assert your authority, at least in a first step, and to be inflexible, fair and coherent in all that you say and do ».

Other European teachers think that a teacher is

- « a family member, an educator, a facilitator », and also
- « a senior friend or tutor ».

Finally, it is surprising to note how the quality, diversity and density of the responses contrast with the overall views of the teaching profession expressed at the beginning of the questionnaire. This is a vast field of research. The last word should go to that teacher who positions himself as

- « the one who teaches his students to do without him ».

4.1.2. In relation to knowledge

The responses were organised according three major positions : knowledge transmission, development of learning methodologies, providing meaning for learnings. There are redundancies compared to the previous chapters, but the choice has been made to let teachers express themselves after each question.

4.1.2.1. Knowledge transmission

Here, the statements are clear and unambiguous :

- « the teacher « must transmit knowledge » or
- « continue to be the one who transmits », as he is

- « one of the knowledge holders ».

Knowledge

- « is not to be contested », therefore, the teacher
- « must perfectly know what he teaches ».

Again and again, it should be

- « recalled that knowledge cannot be disputed or negotiated, but that it is acquired through work and helps to solve problems ».

Besides,

- « all types of knowledge can be useful. We do not know yet what will be of importance in 20 years ».

It is also necessary

- « to transmit high quality knowledge which should not be continually reduced due to lack of means and teaching hours ».

What is the aim of this transmission ?

- « to try to ensure that all students succeed and have acquired all the knowledge they need ».

And this teacher adds :

- « Here again, I find this is an idle question ».

4.1.2.2. Development of learning methodologies

Here, the expressions are numerous and varied, and they are centered on the learner, and not on what is to be learnt. The teacher's aim is

- « to motivate students and act as their guide »,
- « to adapt knowledge to the students concerned » so that they learn how...
- « to learn for pleasure ».

Besides, as a teacher says,

- « knowledge as such only exists if there are methods behind it - whatever the tools ».

In fact,

- « It is more a question of teaching how to use knowledge rather than knowledge itself », and, in this sense, « with the generalised access to knowledge, students should be given access codes to knowledge ».

Students should also experiment with

- « the co-construction of knowledge », and in doing so,
- « sharpen their critical skills ».

The teacher must also

- « provide concepts when necessary ».

Actually,

- « Subject knowledge is less important than curiosity and adaption strategies ».
- It « is available and accessible to all – if they know where to search for it ».
- Students are « to learn how to self-train, to sort the information, to find links between the data « picked up on the Internet », « to learn how to appropriate and use knowledge and also to learn how to structure it ».

This position implies that the teacher has acquired the competence to manage his/her class-group, and that (s)he puts him/herself into question. It is important

- « not to stick to the knowledge acquired at university. It is necessary to keep up to date, to keep informed, » and
- « to know the latest innovations so as to share it with the students ».

4.1.2.3. Providing meaning for learning

Explaining to the young that ‘what they learn will be helpful for them in later life’ is not sufficient. Students must be given

- « basic tools to enable them to understand the world around them and think critically, to complete their knowledge by themselves ».

The acquisition of knowledge and skills can help

- « to better know the assets of economic changes and globalisation ».

It is also necessary

- « to include sustainable development in taught courses, (try) to make students ignore a consumer society which is eager to demand more without worrying about the future ».

Hence the necessity

- « to help students make choices » and to build themselves as citizens, as « corporate citizens ».

Most teachers have responded from a methodological point of view. However, a large minority is attached to the transmission of knowledge, and there is no questioning this.

Another minority, mainly composed of teachers whose students are 15 and over, is really mobilised by the fact of contributing, through their action, to the education of tomorrow's citizens.

The responses, it seems, reveal the teachers' own mobilisation for their profession. Here again, there is a contrast between the statements on the current depreciation of the teaching profession and a... certain form of happiness in teaching which keeps going its way like an underground source.

4.2. Educational role in relation to students

The responses to this question are quite similar to those about the position in relation to the student, as will be seen in the next chapters.

4.2.1. *The teacher's role, but which one ?*

The teacher's role is to...

- « teach » or
- « transmit knowledge »,

And one teacher adds :

- « which does not mean to transmit education only ».

Another qualifies his answer :

- « Some will tell you that the educator's hat is not part of a teacher's paraphernalia. However, it is useful to accompany some students in their attitude and their relations with others because of family shortcomings ».

One response alone could sum up the point of view of ten teachers :

- « The teacher's role should not be that of an educator, but of a teacher ».

4.2.2. First, a focus on students

For this, the teacher must develop personal competence in listening to students and must position himself as

- « a benevolent and attentive adult, but also as a responsible adult striving to create a serene working atmosphere with mutual respect in the class ».

In a first step, this will allow the teacher to assume

- « a bridging role between learning and learners ».

This role will manifest, for example, in the approach (s)he will implement to help students

- « understand the advantages and drawbacks of new technologies »,

and more widely

- « acquire some autonomy ».

In other words, the teacher plays an educational role in relation to students when possible :

- « Encourage work, help to understand, show how to learn and be autonomous, accompany, never let anyone face difficulties alone ».

Moreover, the teacher must

- « make students aware of the importance of the rules in social life ».

For example, (s)he will have to

- « be fair and sober in conflict resolutions ».

To sum up, the teacher will play

- « the role of a benevolent, but demanding transmitter ».

4.2.3. A referent teacher

The teacher must

- « be a referent for students, and not only an answer to the need of learning »,
- « transmit human values » and be
- « open minded »,
- « teach respect and laicism » (response of French teachers),
- « give reference points, advice on know-how-to-be » or
- « be an example for his students ».

The teacher's role is also to

- « prepare future citizens ».

Finally, there are some responses that have not been cited so far :

- « the teacher's educational role is that of any educational tool. Here again, the question is badly phrased ».

At the same time, it appears that most teachers show their motivation for the implementation of student-centered pedagogy, but that they are somehow

- « hindered » to take the way they wish to by a series of institutional constraints whose relevance they question and which seem to be the source of a large number of their problems in the practice of their profession.

4.3. The teacher's position regarding discipline

To simplify, several types of approaches can be distinguished.

4.3.1. Enforcing « external » rules

« Yes, discipline facilitates order and thus learning. In this country, discipline is essentially based on rules. Reasoning is also helpful. »

4.3.2. Setting rules to allow teaching

The teacher sets up rules and makes sure they are applied, as they allow the “correct functioning of the class”:

- « I think the management of discipline is fundamental for effective learning. I insist on student attendance. At the beginning of a lesson, I check the attendance list and in case of absence, I ask for written proof. Being too laxist is not really rewarding ».

Another teacher explains :

- « I set very strict rules in class and systematically sanction any wrongdoing; I remain calm and respect the students ».

Other teachers see things differently :

- « I start with discipline. By all possible means, I make it clear that I don't like the non-respect of discipline. This may be disappointing. So I can disappoint the student who stood out from the class », a teacher writes.

Another adds :

- « Yes, I call to order ! I emphasise the negative consequences of behaviours which disturb lessons ».

Another point of view :

- « Good teaching is not possible in a noisy environment, even if some demagogues praise the free expression of students. Once you have established discipline in your class, it does not prevent you from introducing amusing or anecdotal digressions into your lessons. Your students will laugh wholeheartedly and get back to work willingly ».

4.3.3. Setting rules and explaining them to students

- « To manage discipline, I set very precise rules and explain that they are well-founded. I remind students that they have rights, but also duties. »

In fact, the aim is

- « to make them respect the other ».

One teacher specifies that he

- « sets clear, strict, correct rules »
- and « thus respects his students and expects the same respect in return ».

4.3.4. Setting up rules with students

Rules are

- « the consequence of an agreement reached at the beginning of the school year ».
- « I discuss with the learners about the respect between teacher and student during the class ».

Gradually, this leads to

- « self-discipline ».

4.3.5. Working without discipline problems

Several teachers speak of

- « natural authority ».

What would characterise this type of authority ? According to teachers, it is based

- « on professionalism and respect ».

With younger pupils, the main point is to motivate them.

- When they are interested, there is no « discipline problem ».

As seen in the chapter on pedagogy, teachers who use active methods have no discipline problems.

These responses raise a large number of other questions : what does « discipline » mean in Southern, Western, Northern Europe ? Why is it so often mentioned in a country like France, for example, while in Northern countries, they first speak of learning ?... What is so special about those multiple approaches ? What are the links with the national school system, the specific culture of each country ? Discipline... and the development of cross-disciplinary competences for the teacher... A huge project...

Here is an in extenso response which may shed light on this question :

- « My students are calm in my class and respect is mutual. However, it requires some intelligence to realise if the class is receptive or not, exhausted, excited, ... and to resort to tricks depending on the time, states of stress, tiredness, the climate. If students talk or start horseplay, we first need to challenge ourselves and try to understand the reasons for their attitude. If the lesson is well structured, if the student feels that the teacher masters his subject, (s)he will be interested and quiet. »

4.4. Positioning in relation to parents

4.4.1. A substitute role

Some teachers think that they not only cannot have contacts with parents, but also that they

- « must replace the defaulting parent » or become at the same time « parent, nanny, educator, policeman and the like ».

Teachers have to compensate for

- « parental disaffection » and provide
- « basic education, such as being polite, respecting adults, ... although this is up to the parents who, unfortunately, fall back on school to take up their role ».

As one teacher has it, I would like them

- « to be parents and not buddies for their kids ».

This raises questions regarding responsible institutions :

- « we are more and more requested to educate a young person. Parents are absent or ineffective ; a lot of interventionism is expected from us ».

Conversely, another teacher writes :

- « many parents deny us the right to educate »

and others that it is necessary

- « to get parents back in their places, to make them face their own responsibilities and let us exercise ours ».

Finally, some teachers are annoyed by the question :

- « Don't you think that it's enough to educate children? We are not wizards, nor supermen » !

Several teachers wonder what the point of such a question is :

- « What is the teacher's role in relation to parents in the context described ? The one he has always had ! The teacher is here to teach, adapting to the environment, or better, starting from the environment ! I always refer to the parental environment or the social context to work with my students ».

- « Here again, our role has not changed : to accompany parents (not to replace them) at best to help their children achieve success ».

4.4.2. Construction of parent-teacher cooperation

Several levels of cooperation can be distinguished :

At first, the aim is to

- « inform parents about their children, their learnings, the existing orientation possibilities, where to find the information... »

This may be difficult, because in case of strained parent-child relationships, the teacher is led to position himself as an intermediary in order to contribute, from his/her place, to a dialogue starter.

Teachers stress that their role is

- « to listen » to parents, but also to explain them what learnings are...

The teacher must

- « answer the parents' queries or worries about the fields concerned by their children's success ».

His role is also

- « to accompany them in the tracking of their children faced with new technologies ».

Several teachers have intervened with parents in order to

- « show that school is a place for learning and self-development, not a selection tool ».

4.4.3. Development of cooperation

The teacher's role is to build up

- « a relationship of trust » with parents, in order to
- « work hand in hand », as
- « the trust which parents can put in teachers seems to be a mark of lessons that work ».

But it also allows the teacher

- « to warn parents of school drop-out, to meet with them in an interview to better understand the young student, to try and find together solutions to help their child ».

In this case, parents become

- « allies »,
- « partners ».

A relationship of trust also gives teachers the feeling of being

- « recognised as professionals » and so,
- « respected ».

One teacher sums up the general tone of the responses :

- « Oh dear ! In principle, the teacher's role is to help parents prepare their children for the future, but many parents are fragile and don't know how they can help their child » ...
What can be done, then? How can cooperation be established and be beneficial to all ?

5. PROFESSIONAL TEACHER TRAINING

5.1. Initial teacher training

There are 4 categories of responses.

5.1.1. No initial training

Half of the teachers who responded say they received no initial training.

Their « No » is sometimes explained :

- « Nobody has taught me ».

Others describe how they started their career :

- « At 22, I was directly « catapulted » into a « difficult » grammar-school, as a trainee teacher, I received no significant training to learn how to better manage a difficult class : I had to learn the hard way with colleagues and learnt from my mistakes ».

Another teacher specifies :

- « I had no initial training. I was left to learn on the job, with my students and my peers. It's one of the biggest scandals and lies of our school system... ».

So, no initial training for many teachers

- « left to struggle alone at the beginning of their careers ».

5.1.2. No initial training in the management of relations with students

Teachers say initial training was mainly

- « theoretical »

and did not allow them to acquire relational skills :

- « I was taught a lot of knowledge », one of them writes.

Another adds :

- « I must say that my studies did not give me any competence in this field ».

And another agrees :

- « No, nothing in this field... and this is a lack in initial training ».

Or :

- « During my initial training, my trainers focused more on the competences in mastering different points of the student programme rather than taking charge of a class ».

Another person specifies :

- « No, I have done a PhD and was recruited to teach ».

Among the people who have received some preparatory training in the teaching profession, a large majority thinks they have not been trained in student relationship management.

5.1.3. Initial training in student relationship

Such training goes from learning group communication techniques, conflict management,

- « courses on teenager psychology »
to the analysis of group management during training periods in schools.

Some teachers stress the importance of teacher trainers

- « who accompany new teachers during initial training : « The professional training sessions were rather short, but I appreciated the teacher trainers who had charisma and shared the same ground. What imports in these sessions is not their diplomas, but their knowledge of the environment. Theoretical lessons by teacher trainers bring nothing ».

One teacher says he could train himself in student relationship when he

- « was a trainee for several weeks in a difficult school ».

Real professional situations and the analysis of practices helped these teachers to acquire or develop relational skills in the management of student groups.

5.1.4. Experience-based training and continuous training

Most people indicate that they trained themselves

- « through experience »,
- « on the job »,
- « on the field »,
- « naturally », by learning
- « to cope », but also
- « thanks to colleagues ».

« I was trained by talented teachers who had real charisma (nothing to do with education levels, diplomas, titles, competitions) ».

Several persons say they trained themselves, at their cost, during school holidays.

Others acquired this competence

- « in their own family » or
- « through and with students », or else
- « through reflection, experience and personal work ».

Another, speaking of her previous job :

« I received no initial training. However, I used to be a tour guide/lecturer and, by myself, I rapidly acquired the techniques intended to interest the public ».

She had to design her own working methods to capture the interest of visitors (of museums, cities, etc.) and was able to adapt them to students.

This experience of face-to-face training in a context where the public allows the creation of one's own communication tool, the acquisition of techniques to capture people's interest, and learning how to make things accessible to the audience, reveals the transfer capacities of this person.

This work trail should be considered in teacher training !...

Finally, some people say that they

- « have no relational problems with students » and are not concerned about this question.

Nevertheless, the issue about student relationships has led to numerous comments.

5.2. Needs in professional training

Five levels have been defined in terms of training needs, in addition to those in other fields.

5.2.1. In « humanities »

For a third of teachers, training

- « in psychology » would be necessary,
- « in adolescent psychology », in particular, would allow
- « us to improve our relationship to the young in order to better understand them and also to be understood ».

Others need

- « training to help them understand social changes, the economic crisis and its impact on families ».

Some even propose a kind of course :

- « I would need training in adolescent psychology, aspects of sociology, group management, information on job trends in companies in a given field, precise information on the evolution of post-secondary and higher education, etc. »

In fact, the needs in training in the field of humanities reveal the teachers' desire to better understand their students' culture as well as their living environment, in order to adapt their teaching approaches.

5.2.2. Needs in disciplinary and methodological training

Before training in relationship, teachers say they need solid disciplinary training. Moreover, they must now be trained in computer-based teaching and learning methods to better communicate with their students,

- « as they know much more about computer science than their teachers ».

Another person adds :

- « Pedagogically speaking, I think it would be a good thing to learn how to transpose the

methods of investigation used in computer science to the different disciplines ».

Teachers also insist on the training of younger colleagues :

- « For young teachers, training sessions, again and again, with the effective accompaniment of a competent adviser ».

Others indicate needs directly linked to pedagogy :

- « how to develop skills in the individualisation of training programmes ».

If teachers acquire both disciplinary and methodological skills,
they will have the key to student relationship management.

5.2.3. Needs in the analysis of their practice with competent trainers

In the relational field, teachers must reflect on their practice, particularly on the way they manage the class-group and possible conflicts within it.

To do so, they wish to be trained

- « in real situations »,

and regret not having the possibility, because

- « there really is too little training in this area ».

Besides, they insist on the necessary competence of trainers :

- « If I dare say, I was also disillusioned by professional training : as said above, trainers are often people who are not faced with the same difficulties as the average teacher in a class of 30 pupils minimum, or who have never seen any students in their life or who easily give morality lessons while they have never been confronted with a class ».

And also : we need

- « training that is worthy of the name, not trainers who come with ready-made diagrams which they hand out to all trainees, whatever the cases or requests ! ».

Another one adds :

- « we need training whose content is in line with the subject, and trainers actually trained to provide teacher training ».

Yes, the teachers who were interviewed stressed the need of training,
but at the same time, they strongly questioned the training competence of trainers.

5.2.4. Specific needs in relationship training

Regarding relationships to students, colleagues and parents, teachers name a series of thematic issues : training in

- « non-violence », in understanding the mechanisms of violence, in
- « transactional analysis », in
- « mental management »,
- « stress management », and in the use of
- « the new self-awareness tools : the Enneagram or others ».

Moreover, they need

- « to work with professionals of the relationship with the public to learn about the voice range, elocution, body posture, physical relaxation ».

In fact, all these themes are focused on one point :

Violence management.

5.2.5. Training through experience and with peers

25% of teachers say that they develop their relational competence in exchanges with their colleagues :

- « I train myself during the exchanges with colleagues who share the same difficulties ».

Or

- « We learn a lot from personal experience - which is not necessarily reproducible - in discussions with colleagues ».

One teacher suggests :

- « There should be groups of practice and exchanges between parents, children and teachers rather than training sessions ».

One recurring expression is :

- « you train on the job » !

Others specify that teaching is a job

- « on the field, which cannot be taught... or otherwise in theatre classes ».

Why such emphasis on training through experience and with peers ?

This could open new avenues to be explored...

5.2.6. Other needs expressed by teachers

Needs for coaching and listening, rather than training.

- « I am not sure that everything is linked to training. If we are to be guided, it is to realise that we need some emotional protection, because we are faced with various family or neighbourhood situations which cloud the school climate and which are often settled on school premises. We must feel well in our heads and be firm in what we say and do ».

Training is no panacea, these teachers seem to say... To build and develop their relational skills, teachers would need to be supported and, above all, listened to.

Finally, three teachers think they need no training and another adds :

- « we cannot favour relations. This would lead to familiarity, to a loss of an objective view of equity towards all students ».

Others write :

- « Well, it's back to basics, since we are taught nothing ! »
- « Everything remains to be done. I have received no training in this field. With our level of studies, we will probably need no training... »

There is some weariness in the responses to this issue about training. Yet, teachers have expressed their needs in a diversified manner.

Between training seen as
a useless dream
and training viewed as a
a route to a refreshed profession,

are there any possibilities of innovation ?

6. FREE WORDS

The question was open and as wide as possible :

« At the end of this interview, what would you like to add ? »

It must be noted that teachers expressed their views extensively. This is certainly due to the anonymity of the survey. Nevertheless, teachers dared to speak out. In a few lines, some submitted their comments on what seemed most urgent, difficult or important to them, while others developed all this on one or several pages ! Their responses can be organized around 9 points :

6.1. Demotivating context

What is the point of continuing to aim at training citizens, since the political world seems to have lost sight of the founding values of school ?

- « School is no longer requested to create citizens capable of taking their place as responsible and active adults in our democracy, but to produce consumers. The much advertised values defended by our society, are no longer those of school and of the founding fathers of our Republic, but those of the financial markets pushing to more and more consumption every day ».

In addition, there is a succession of reforms which contribute to the demobilisation of teachers, because they realise that they constantly have to rethink the way they organise their work in terms of hours, number of students, working methods :

- « I highly deplore the frantic succession of reforms on which I feel I have not really been consulted, and which NEVER follow a prior phase of assessment of the previous reform. Priority is clearly given to the economic management of education ».

So, for some disciplines (French, for example), the number of hours

- « has shrunk from year to year », and, consequently,
- « the contact a teacher may have with a student, his availability and his listening have become rarer ».

It would be necessary to combine and compare these responses coming mostly from Western and Eastern European countries with those from countries of Northern Europe. But there are too few such responses. This reveals the limits to the present survey.

6.2. A hierarchy cut off from the teachers' world

In the « free words », the themes dealt with at length in the other responses reappear, among which, the teachers' view on their hierarchy :

- « The administrative hierarchy should listen to teachers and defend them instead of blindly applying ministerial guidelines, pretending not to see what is happening on the ground ! »

One teacher expresses his feelings like this :

- « For my part, the greatest pain for the teacher comes from non-respect, not that of students which may be understandable or of their parents who only believe what is hammered home by the media or even politicians, but actually that of the education authority (French rectorat), the minister and inspectors who take us for pawns, lesson-delivering machines, malleable at will... and above all, who don't care about what we think ».

and also :

- «... Painful ! All those ministers who want to see their names in history books and who re-found School. Painful too, all the audits performed with teachers and which end in a bin. When shall we see the responsible student in a learner-centered approach... » ?

to which this warning can be added :

- « Let's stop sacrificing vocational grammar school teachers by leaving them without means with students who have severe difficulties. Let's stop cramming 25 to 35 of such students with behavioural and learning problems in a class of a high school apart. Let's stop schooling young adults who are no longer interested in school and need another form of accompaniment yet to be created. Let's stop taking vocational schools for social nurseries and sacrificing teachers who suffer passively without the right to intervene !»

Such vigorous remarks reinforce the views expressed in this survey. Even if the above quotes mostly come from Western Europe, the fact remains that key issues have been raised...

6.3. A depreciated job

Here, teachers develop their responses to the previous questions :

- « We lack financial recognition as well as recognition from our peers and our hierarchy »

or :

- « a job that suffers from a lack of social recognition ».

This is strongly clarified by one teacher :

- « I am perfectly aware that teachers have no monopoly on stress and that there are often

severe constraints in many other jobs. But could society just stop taking us for lazybones ? Recognition may start from here ».

Another one adds :

- « The teaching job is a beautiful one, but it is in urgent need of revalorisation. Many more means, teachers and diversified training offers are necessary to meet the diversity of students...»

And another notes that :

- « The job is exciting and fundamental for the education of our future citizens, but it is urgent for teachers to be socially recognised by real financial revalorization, subject to a serious assessment of their competences ».

No financial recognition (in the responses collected), a feeling of being ignored by the hierarchy and governing bodies, negative influence of the media -

such are the vigorous words of these teachers.

Who will hear and listen to them?

6.4. Constraining programmes

Numerous responses insist not only on the continuous changes in programmes, but also on « overloaded programmes » and timetables that are difficult to manage :

- « In 14 years, I have noted a deterioration of working conditions (more pupils per class, 6-day timetables..., waiting over than 10 years to get a permanent position after successive more or less distant temporary replacements, increased hours of various support which require a lot of preparation for a non-visible benefit for students...) ».

and :

- « We note the volume of programmes whose aim is to do too much ! The threshold is exceeded ! ».

These extracts give the tone of the majority of responses which, once again, do not represent Northern Europe.

Are « overloaded » programmes specific of Western Europe?

6.5. Difficulty... of exercising the job

A major difficulty mentioned in the response is not due to students or programmes, but to the

- « gap » between the requirements of those in charge of programmes and everyday life in schools.

- « I feel very sad », writes a person teaching to 7-year old pupils,
- « because of the terrible gap between our reality and the ministerial proposals : this was particularly clear with the reform of reading. It was the talk of the town - on the radio, on TV, in the press – but basically, behind all this, nothing... I expected that we would be trained, informed on reading education, but NOTHING. It was just an announcement effect, soon followed by the same about mental arithmetic, then vocabulary. In a word, I then realised that there was no link between our base and the ministry. Too bad... ».

Teachers feel dependent on the decisions of their hierarchy and, at the same time, ignored by the latter.

Others speak of their work in less-favoured areas :

- « When I found myself in front of the class, what a shock ! Nothing to do with what I had experienced at school (and I also was in a less-favoured area), lack of respect, very low levels and no help *from above* ».

Another constraint : an excessive administrative burden which prevents teachers from doing their teaching work :

- « In my discipline and for years, ‘they’ have had fun shortening teaching times and overcrowding classes, while multiplying waiting times and tasks. We spend more and more time with our noses in all kinds of files, producing statistics, skill booklets and all sorts of performance reviews... It’s exhausting. Our place is in front of the pupils ! *We often get the feeling that we miss the essential point.* »

Too many constraints, little support, feeling of isolation
are all parameters accounting for teachers’ anxiety, anger or demotivation.

6.6. Training unsuited to the needs

Teachers say :

- « I regret not having been trained enough in the relationships with adolescents. I like my job. But our initial training was too theoretical. I don’t get sufficient continuous training ».

Another writes :

- « Our job is highly instructive, but requires enormous personal investment, and, unfortunately, would need much more targeted training programmes. New training programmes are generally initiated for novelties, but rarely concern pedagogy or everyday problems. Young teachers are often confronted with situations which they can't manage on their own and which can be problems for them at various degrees ».

In addition to the responses in the chapter « Training », teachers repeat their desire for contextualised training :

- « There should be much more diversified training with a greater, more interesting and regularly updated programme, to meet the requirements and new challenges of the profession in view of family, socioeconomic and technological changes, etc. »

In fact, the teachers' first request is for training programmes that take account of
the problems of today's society and young people,
and that would allow them to develop learning strategies
in view of the pre-eminence of the media and,
at the same time, relational skills.

6.7. Being a teacher : an impossible job !

Some people dare say how stressful and demotivating their job is for them :

- « If I had to go back and start my studies now, I'm not sure I would do this job again. Not because of my students, but because of the way society looks on our job and because of our institution which is unable to find any meaning in our work and to motivate its teachers. I would not recommend this *beautiful job* to anyone ».

Another teacher writes :

- « As for me, I won't end my career in National Education. And yet, I like my job. But the feeling of powerlessness in front of parents' abdication of responsibility for their children's education, the pedagogical illusions completely removed from students' reality and the governments' indifference towards the fanciful orientation of students to goals pulled down to satisfy their electorate, all explain why a number of us have decided or are going to decide to no longer exercise this job ».

These teachers « have spoken » to say that

- « they can't take it anymore ».

Other teachers share their feelings. Who will listen to them ?

6.8. Teaching : sheer happiness !

Among all the « free words », there are also messages from happy teachers :

- « I must say that after nearly thirty years, I still love my job, which is mainly due to the contact with students ».

Another teacher writes :

- « The teacher's job still seems to me to be the most beautiful one in the world thanks to the contact with students ».

Or :

- « I'm happy to exercise this job which fills me with all kind of satisfaction..., but it's also a very demanding job ».

Another teacher explains what makes him happy in his work, despite the constraints :

- « I work in a privileged environment where there are few discipline problems. Stress is rather due to the working hours and workload... I don't wish to work in an environment where you teach only your subject. I highly appreciate to be able to change or adapt my lessons according to the interests and needs of my pupils. Even if parents, students and school administration are grateful for what teachers do, I don't think they realise that we work 60, 70 or more hours a week... Most young people are motivated, interesting, generous, kind and open. That's why I like sharing my professional life with them ».

All these teachers highlight the quality of their relationship with students and the educational consequences which favour the development of learnings.

6.9. Questioning the questionnaire

There are very different, very clear opinions on the questionnaire which they find

- « unnecessary »,
- « too far from reality »,
- « too French »,
- « much too long »,
- « redundant »,
- « oriented »,
- « ill-adapted ».

and that it « does not refer to political life nor to the students' life »,

One teacher explains :

- « Furthermore, it seems to me that, if surveys identify what is to be done and nothing is done, they also ignore what is being done, so no new surveys and directives are necessary. When beaurocracy yields to democracy, then pedagogy will progress ».

Other teachers wonder what will happen to their responses :

- « I hope I haven't spent my time for nothing ».

Or :

- « I'm not fooled, I admit that answering your questionnaire helped me « unwind », even if I know, from other surveys, ... that it will remain a dead letter and that it will only take account of the opinions in line with what you want to transmit via the media ».

On the other hand :

- « This questionnaire sweeps away all the questions a teacher may ask. In fact, it is a good record which every teacher should take stock of (every year?) ».
- « Thank you for giving us the opportunity to answer this questionnaire. I hope you will draw the best conclusions from it for the evolution of the teaching profession ».

Or :

- « Wow ! It's very long !! All the same, I'm glad I could speak about my job, even briefly. I see that, after all, I'm doing a good job ».

Divergent views on the questionnaire ? Certainly !
For some, it was ill-adapted to their needs,
for others, it allowed an overview on their job.
All expect some feedback.

The present summary report may also be questioned. Some strong opinions may not have been recorded. For example, one teacher explains that it is also necessary to consider what goes well and not exclusively focus on problems. Nevertheless, teachers have spoken out to often say loud and clear their disagreements, concerns, demotivation, but also their hopes. Their words should not remain dead letter.

7. THE KEY POINTS IN THE TEACHERS' RESPONSES

The following lines of force emerge from the responses.

Some figures may help as indicators.

In 197 completed questionnaires :

- 116 people have a positive opinion on their job
- 95 people expressed their concerns about their students' loss of reference points
- 60 people expressed their dismay regarding new technologies
- 95 people presented an idea dear to their heart concerning their situation as a teacher
- 127 people answered they implemented a skills-based learning approach
- 107 implement an interdisciplinary approach
- 107 implement education in critical thinking
- 74 people say they use new technologies.

7.1. Today's teacher faced with the challenges to be met

In the current crisis context, teachers raise the issue of the purposes of youth education and of the role of adults, parents, teachers, professionals who mentor young people to allow them to develop as active citizens.

The teaching profession is totally put into question at the levels of its meaning, pedagogy and its links to the working world. Teachers are in a highly difficult posture, faced with changes from all sides. They vigorously express their professional and institutional questions and their strong desire to be heard.

7.2. Education in human rights and prevention of violence

There is a great consensus on the necessity of education in respect for others and « living together ». In this sense, teachers have implemented numerous pedagogical projects.

The prevention of violence is part of many school projects. Teachers work closely with external authorities - the police, gendarmerie, judges for juveniles... Specialised services have even been created to lead information sessions in schools. Partnerships have been developed to fight delinquency and prevent violent acts.

There remains the difficulty of teaching in such a context and, amidst such violence, of living « moments of great solitude », as one teacher says. In fact, teachers have not been prepared to manage groups where unpredictable, brutal and sometimes extreme violence erupts. Managing such situations requires prevention, a follow-up and support which are cruelly lacking today in European countries.

7.3. Pedagogy

First observation : most teachers raise the issue of the meaning of their job when faced with today's serious problems, while, at the same time, they show professionalism and creativity. Common to them is that they concentrate on students and their way of being and learning

today. Other teachers focus on the knowledge « they have to make their students acquire », but due to the number of students, the high density of programmes and the difficulties of working in teams with colleagues, they find no time to put their pedagogy into question.

Nevertheless, as a whole, teachers mobilise their students to give meaning to their learning : interdisciplinary projects, « project-based teaching », pedagogic differentiation, « personalised accompaniment ». Evaluation is an integral part of the process, insofar as it allows students to identify their strengths and weaknesses, at each learning step. Skills-based learning is implemented at all levels, even if it is strongly questioned by some teachers who say that the most important thing is knowledge transmission. Teachers in technical and vocational schools, sports teachers, elementary school teachers mostly work in this sense.

- « Differentiation has been part of our approach for a long time », a teacher of Northern Europe says, adding :

- « We try to give each student work (s)he is able to do. This is what some call ‘Individual Learning Plan’. Of course, for 12 to 18-year old students, we must follow the school programme, but we adapt the manner to do so according to the needs of the class. At the age of 11, each pupil takes a test (at a national level) which tells us their language, digital and non-verbal (rather practical) abilities and so we obtain an indication on the manner to work with each young person ».

However, teachers in « general education » schools, particularly in Western and Southern Europe, must often go against the tide to show initiative and innovation in pedagogy.

Finally, emphasis is laid on « education in critical thinking », mentioned as a pedagogic principle... In fact, as one teacher sums up,

- « This form of education is necessary for learners to become citizens ».

7.4. Education in professional choices

To help develop a personal project - this is the question... With whom, when and how ? A number of ideas have emerged. The teachers who are best involved in this field are those who worked in a company before. They know what they are talking about. They often teach technical or professional disciplines.

Language and physical education teachers occupy a special place, as their discipline has the advantage of offering opportunities for dialogue with students.

In some countries, this form of education is included in official programmes. It is the case for France, for example, where the law introduced by Jospin in 1989 assigned to comprehensive schools « the development of a personal socioprofessional insertion project » for all students.

The majority of schools play the part. And the job situation recalls the importance and urgency of the issue. In these circumstances, the priority is to prepare for the future after school, to meet the requests of students and parents, i.e. of the whole society. The teachers' and schools' initiatives are multiple, often planned with partnerships with the socioprofessional world and students' parents.

7.5. Education and the arrival of digital technology

The emergence of digital technologies has upset school, and yet, it is only the beginning. Teachers are overwhelmed when they see their students' dexterity in the use of digital tools. Most of them feel incompetent. They do not know how to reach the young in their own culture, how « to be heard » both in the very act of teaching and in everyday school life. They realise that a cultural change is necessary in teacher training and that they will have to change posture in front of students.

Will they become « facilitators », « educators », « attendants », « guides », « coaches »... ? Will they first educate students in the critical reading of digital information, in the development of methodological skills for knowledge building ? How can young people's « minds be well-educated » so that they may learn how to live as European citizens today ? This is the question.

7.6. Professional training for teachers of the 21st century

« What professional training ? », teachers ask. In most responses, they say they have not been prepared for their job or that they had to attend lectures on their own discipline, which cannot be called training. Many teachers underline « the lack of competence among teacher trainers ».

From their questions, it appears that teachers must first understand their students' culture to adapt their pedagogy accordingly. In fact, there is a change in teacher training. The teacher is no longer first « the one who knows ». He is also « the one who does not know », the one who tries to find a way to speak with students, to find a teaching/learning approach from the shared, critical use of digital tools, to build a community of learners between teachers, taking account of each student's needs. Initial and continuous teacher training, training of teacher trainers ? A « new world » to explore... now !

8. CONCLUSION : an « open project »

8.1. With INGOs (International Non Governmental Organisations)

Within the frame of the Education and Culture Committee (INGO Conference of the Council of Europe), it was decided to create an information record on the teacher of the 21st century. To this aim, a working group called « Teacher 21 » developed a questionnaire for European teachers, to allow them to express their views on their own profession as well as their questions and their training needs.

8.2. With the Pestalozzi Programme

Thanks to the expertise of the Pestalozzi Programme, teachers were able to answer the numerous open questions on an IT platform. The analysis of the data helped to list the major problems teachers have to face today.

8.3. Responses and expectations

The aim of the present survey is to carry the message of all the people who accepted to answer. Some clearly expressed all the hope they put into it, and thus, in the Council of Europe. The synthetic presentation of the responses is meant to be as fair as possible.

8.4. Requests

Beside the summary of the responses, it must be noted that there are also... silences and « cries of the heart » from many teachers. Silences, non-responses to questionnaires, non-responses to some questions : Weariness ? Scepticism ? Feeling of unnecessary work ? In fact, their silence is not that far from the « cries of the heart » from numerous teachers. They want to know the point of their work. It took them « two hours » to complete the questionnaire. Some wrote five or six pages in response to open questions. What for ? They needed to speak... ; but there was an IT platform for this !

Thanks go to each and everyone for their involvement ! The present work is a starting point for other actions, reports and events concerning the teacher of the 21st century. The project is open !

8.5. Project in progress

A small group of experts is already writing a « manifesto » from this report in view of the current research work on education (cf. chapter II). This survey is also a contribution to youth education in the 21st century.

8.6. « *How are you going to help us ?* »

« The last word » will be left to each of the teachers.

In today's multicultural and over-mediatised society, teachers have to share a collective space still called « classroom » where there is a permanent clash of information from all IT sectors, cultures, etc. They feel they are not heard, not supported. To listen to teachers, and thus to let them speak, was the aim. Many thanks again for their involvement !

Here is what one of the teachers says :

« I would like to receive an answer, to know what you have done after this survey. Often, we don't know anything of what is going on.... For my part, I would like our profession to adapt to today's world. How are you who are in the Council of Europe, going to help us? »

9. REVIEW OF THE EUROPEAN WORK IN PROGRESS ON THE TEACHING PROFESSION

Within the frame of the collaboration between the Education and Culture Committee (INGO Conference) and the Pestalozzi Programme, teachers from the « Pestalozzi social network » which has 1400 European members, reviewed the recent European literature in the field of pedagogical research. This research work which helps to strengthen the present report, will also support the production of a document on orientation, a « manifesto » which will propose broad orientations for the renewal of teacher training and student education in the 21st century. Below is a summary of the English literature reviews performed by the colleagues cited.

9.1. Teachers for 21st century: A Literature review

This literature review was carried out by members of the Pestalozzi Programme Community of Practice: Ms Maria Brown, Ms Ivana Sauha and Mr Jose Luis Martinez Garcia. The article was edited by Ms Maria Brown.

9.1.1. Introduction

The purpose of this document is to complement the survey on the views of teachers carried out by the working group of the Education and Culture Committee of the Conference of international non-governmental organisation at the Council of Europe and to embed it in a critical review of official documents³ and existing literature on projects and initiatives of the past few decades related to the status and the functions of teachers. To this end, it first locates the discussion in the context of our advanced capitalist and globalised society so as to identify main trends and drivers that increasingly contextualize the teaching profession and are

³ The main documents reviewed were namely *Guide for the Development of Language Education Policies in Europe: From Linguistic Diversity to Plurilingual Education* (Council of Europe, 2003); *Education International Declaration on Professional Ethics* (Education International, 2004); "The Relationship between Research and Teaching: A Meta-Analysis" (Hattie, J. and Marsh, H.W. 1996); *The 1966 ILO/UNESCO Recommendation concerning the status of teachers: What is it? Who should use it?* (International Labour Organisation (ILO) and United Nations Educational, Scientific and Cultural Organisation (UNESCO), 1966); *A Manifesto for Teachers – A Start. Pestalozzi Programme Seminar in Bad Wildbad - Spring 2012* (The Pestalozzi Programme. (n.d.)); *Being a teacher in 2032 – Changing roles and competences. 133rd European Seminar – Report from the team of facilitators* (The Pestalozzi Programme, 2012); *The professional image and ethos of teachers (draft conference concept paper)* (The Pestalozzi Programme and Education and Culture Committee of the Conference of International non-governmental organisations of the Council of Europe, 2013); *Transversal attitudes, Skills and Knowledge for Democracy (TASKs)* (The Pestalozzi Programme, 2013) and *Recommendation concerning the status of higher-education teaching personnel* (UNESCO, 1997).

expected to significantly affect it in the forthcoming decades. Further to this, the focus of the discussion shifts to the twenty-first century teacher with a literature-based synthesis of main principles and values; attitudes, skills and knowledge; the image of the teacher; expectations in terms of milieu and remuneration and the teachers' commitment to the professional teaching community and broader society. The document's conclusion paves the way for the forthcoming conference *The Professional image and ethos of teachers* (April 2014, Strasbourg) with salient issues and questions emerging from this discussion.

9.1.2. Background

The literature reveals critiques of contemporary schooling of various sorts. Some critiques point to the emphasis on the transmission of set knowledge at the cost of relegating the development of skills and attitudes to a marginalised existence (Aeschlimann, 2009; The Pestalozzi Programme, n.d.). Thus, criticisms of this sort argue that contemporary schooling does not fit into the needs of contemporary globalised society; it is far away from the reality. Conversely, other critics such as Apple (2000), Flecha (1999) and Crowther (2004) discuss arbitrary classification of knowledge whereby those possessing a marketable knowledge repertoire are more empowered in society; as opposed to others whose knowledge is attributed lower status (Castells, 1999).

Despite divergences between these critiques, present situations and future developments characterised by globalization, technological progress and changes, environmental threats, economic recession, demographic movements and changes on a global scale, insecurity, gap between the rich and the poor (The Pestalozzi Programme, n.d.); increased diversity of cultures in the world (ibid.; UNESCO, 1997) and in educational settings (UNESCO, 1997); the rise of the knowledge society (Castells, 1999; UNESCO, 1997) and the marketization of education (Hattie and Marsh, 1996) are some of the trends that give rise to similar questions and challenges across countries (UNESCO, 1997). In response, the forth-coming *Manifesto for Teachers of the 21st century* is not endorsing the concept of lifelong learning as used in some contexts whereby knowledge is considered as perishable (Borg & Mayo, 2006); neither it is endorsing 'the hedonic treadmill' (Fitzpatrick, 2011) and 'vicious upward spiral' (Boudon, 1974, 1977) leading to depreciation of qualifications and credential inflation (Bourdieu & Passeron, 1990). Thus, the *Manifesto for Teachers of the 21st century* is a call for adaptable and flexible schools and teachers able to understand, predict, adapt and accept different, but equally important types of learning (formal, non-formal and informal learning) (The Pestalozzi Programme, 2012). The *Manifesto for Teachers of the 21st century* is also a call for teachers to extend the learning space to the surrounding social space. Indeed, as educators, they are responsible "for the education and welfare of students and of the community at large..." (UNESCO, 1997).

9.2. Teachers of the 21st century: Main principles and values

This section reviews literature in the field to retrieve main principles and values identified as relevant for the teacher of the twenty-first century. Albeit not exhaustive, the discussion of main principles and values in this section thematically uses UNESCO constitution (UNESCO, 1997) as a framework.

1. Respect for the child as advocated by the United Nations Convention of the Rights of the Child, with special reference to those rights concerning education (Education

International, 2004). Indeed, UNESCO (1997) provides a framework for this vision by endorsing education for human development; cultivation and maintenance of human rights; education for social progress; fairness and impartiality.

2. Secondly, the teaching profession should not shy away from activism. Support in the search for voice and space involves:
 - Addressing the Committee of Experts on the Recommendations concerning the Status of Teaching Personnel (CEART) to examine allegations coming from teachers' organizations on the non-observance of provisions of the Recommendation in any of the member States⁴ (ILO & UNESCO, 1966);
 - Participating in reshaping “higher education to meet social and economic changes and for higher education teaching personnel” (UNESCO, 1998). This could be applied to all educational levels, not just higher education; and
 - Striving, through active participation in unions, to achieve conditions of work that attract highly qualified persons to the profession (Education International, 2004).

Teacher activism resonates with UNESCO's recommendations for academic freedom; education for human development; education for social progress and professional responsibility (*ibid.*), amongst others.

3. The teacher should be open to research projects to ensure that professional knowledge is regularly updated and improved (Education International, 2004). It is argued that an effective combination of teaching and research calls for meta-analysis⁵. “The goal should not be publish or perish, or teach or impeach, but ...to both publish and teach effectively. The aim is to increase the circumstances in which teaching and research have occasion to meet, and to provide rewards not only for better teaching or for better research but for demonstrations of the integration of teaching and research” (Hattie and Marsh, 1996, p. 533). To overcome any role conflict between roles of researchers and teachers, Hattie and Marsh (1996) draw on Humbolt (1809) arguing that “the teacher does not exist for the sake of the student; both teacher and student have their justification in the common pursuit of knowledge...” (Hattie and Marsh, 1996, p. 507); “negative correlation occurs when the time devoted to research and teaching is negatively correlated, time in teaching is positively correlated to teaching productivity,

⁴ The CEART issues research findings and makes suggestions for the resolutions of the problem or conflict, but it does not examine allegations from individuals (ILO & UNESCO, 1966).

⁵ “Meta-analysis involves a series of procedures for statistically synthesizing previous research literature. There are many sources that detail these procedures, including Glass, McGaw, and Smith (1981), Rosenthal (1984), and Hedges and Olkin (1985). After studies are located, the various statistics in these studies can be converted into standardized measures of relationship(e.g. correlations).These can be averaged across the many studies, but more importantly the effects of various categories (e.g., research versus liberal arts colleges) on the relationships can be investigated” (Hattie and Marsh, 1996).

and time in research is positively correlated to research productivity” (ibid., pp. 510-511), yet evidence is “sparse and conflicting” (Grant, 1971; Harry & Goldner, 1972; Jauch, 1976 in ibid., p.509). Indeed, research feeds into imagination, creativity, flexibility, innovation, divergent thinking, critical observation, sharing and connecting (Education International, 2004). Research is strengthened by open communication of findings, hypotheses and opinion in a framework of academic freedom; collegiality; professional responsibility and public accountability (UNESCO, 1997).

9.3. Teachers of the 21st century: Attitudes, skills and knowledge

Discussions and review of literature for the purposes of this project yielded to the identification of attitudes, skills and knowledge required by the teacher of the 21st century. Three main stake-holding entities were identified, namely students, parents and other teachers. The Pestalozzi Programme (2013) Transversal Attitudes, Skills and Knowledge for Democracy (TASKs) paradigm is being used as a framework for this discussion. It is important to note that some of these are already being practiced by educators (The Pestalozzi Programme, 2012).

In line with TASKs’ core components of human rights and equity; diversity and empathy and cooperation and participation (The Pestalozzi Programme, 2013), when it comes to attitude towards students, the literature points to the need for more:

- Support of all learners to find their place in this world by helping and encouraging them to reach their full potentials (Education International, 2004);
- Acknowledgement of the uniqueness, individuality and specific needs of each student (Education International, 2004);
- Possibility of choice for students (Education International, 2004);
- Encouragement of students to speak up, especially the quiet ones (Education International, 2004);
- Consideration of both verbal and non-verbal communication (Education International, 2004);
- Use of children-oriented approach to teaching and learning (Education International, 2004);
- Understanding of the viewpoint and arguments of the students (Education International, 2004);
- Maintenance of professional relations with students (Education International, 2004).

Specifically in relation to TASKs’ core component of diversity and empathy (The Pestalozzi Programme, 2013), Education International (2004) also calls for the need of increased relation of students’ behaviour to their emotional state. On the other hand, the core component of self and interaction (The Pestalozzi Programme, 2013) is central to the need for more accent on

imagination, creativity, flexibility, innovation, divergent thinking, critical observation, sharing and connecting (The Pestalozzi Programme, 2012; Education International, 2004).

The skills that will enhance the fruits of teachers' work with students in the 21st century and that are aligned to TASKs' core components of human rights and equity; diversity and empathy and cooperation and participation (The Pestalozzi Programme, 2013) include:

- Motivating students to be active participants in their own education (learning by doing) (The Pestalozzi Programme, 2012; Education International, 2004);
- Giving students chance to learn cooperatively, to become more independent in their learning and thus more responsible for their own actions (Education International, 2004);
- Actively searching for a solution together with the students (Education International, 2004);
- Assisting students to develop a set of values consistent with international human rights standards (Education International, 2004);
- Exercising authority with justice and compassion (Education International, 2004).

TASKs core component of self and interaction (The Pestalozzi Programme, 2013) is central to the need for more protection of students from bullying and from physical and psychological abuse (Education International, 2004).

In line with the core component of human rights and equity, the twenty-first century teacher's attitude towards parents recognizes the right of parents to information and consultation, through agreed channels, on the welfare and progress of their child. (Education International, 2004) and respect lawful parental authority, but give advice from a professional point of view that is in the best interest of their child (Education International, 2004). This calls for skills such as:

- Seeking dialog, common vision, understanding, cooperation, consensus and experience exchange (The Pestalozzi Programme, 2012) – a skill common to all five cores components of TASKs (The Pestalozzi Programme, 2013); and
- Encouraging parents to be actively involved in the education of their child and to actively support the learning process by ensuring that children avoid forms of child labour that could affect their education (Education International, 2004).

Finally, in relation to other teachers, the twenty-first century teacher attitude features:

- In relation to TASKs' core component of human rights and equity (The Pestalozzi Programme, 2013), choosing cooperation rather than competition, when possible (The Pestalozzi Programme, 2012); and maintaining confidentiality of information about colleagues (Education International, 2004).
- In relation to TASKs' core component of cooperation and participation (The Pestalozzi Programme, 2013), promoting collegiality among colleagues by respecting their professional standing and opinions (Education International, 2004);

- In relation to TASKs' core component of knowledge construction and epistemology (The Pestalozzi Programme, 2013) clarifying meaning to avoid misunderstandings (The Pestalozzi Programme, 2012);
- In relation to TASKs' core component of self and interaction (The Pestalozzi Programme, 2013) showing happiness for other colleagues' success (The Pestalozzi Programme, 2012; Education International, 2004).

These attitudes call for skills that are congruent to TASKs' core components of:

- Human rights and equity (The Pestalozzi Programme, 2013), such as assisting and protecting colleagues from bullying and from physical, psychological or sexual abuse (Education International, 2004). In turn this needs to be based on knowledge of human rights and equity (The Pestalozzi Programme, 2013) to base advice given in these situations (Education International, 2004).
Challenging stereotypical views, prejudice, and encourage positive attitudes towards the contribution to society of variety of people (The Pestalozzi Programme, 2012) is also a skill congruent to the core component of human rights and equity (The Pestalozzi Programme, 2012).
- Cooperation and participation (The Pestalozzi Programme, 2013) such as being able to work in different environments to build new knowledge (Education International, 2004).
- Knowledge construction and epistemology (The Pestalozzi Programme, 2013) such as finding together immense new ways of teaching and promoting active learning and organizing cooperation in actions and projects (The Pestalozzi Programme, 2012).

9.4. Teachers of the 21st century: Image and Commitment

It is also very important that the image of the twenty-first century teacher, including his/her self-image features a strong element of commitment. In this context, the required commitment is multi-faceted as it implies commitment to the profession, to other teachers and to broader society. For the twenty-first century teacher this entails:

- Ensuring that professional knowledge is regularly updated and improved (Education International, 2004). In this regard and as previously argued, research is central to the twenty-first century teacher's profession and in the context of the discussion about image and commitment herein it translates to teacher's commitment to high and professional standards in scholarship and research (UNESCO, 1998), to publish and disseminate – provided that intellectual property rights are well enforced (ibid.);
- Ensuring that the nature, format and timing of lifelong learning essentially expresses professionalism (Education International, 2004);
- Supporting all efforts to promote democracy and human rights in and through education (ibid.);

- Striving, through active participation in unions, to achieve conditions of work that attract highly qualified persons to the profession (ibid.). Engagement in active citizenship should also target "...the observance in society of the cultural, economic, social, civil and political rights of all people" (UNESCO, 1997). Hence, the twenty-first century teacher seeks "close co-operation between the competent authorities, organizations of teachers, of employers and workers, and of parents as well as cultural organizations and institutions of learning and research, for the purpose of defining educational policy and its precise objectives" (ILO & UNESCO, 1966, p.4). In commitment to community and society, teachers and other stakeholders should engage in dialogue with educational authorities, other teachers and teacher associations (ibid.).

Last but not least, dignity and security are prerequisites to the implementation of any change in education. Thus, we can argue for:

- Tenure and security of employment, whereby teachers' salaries should reflect the importance of these stakeholders in society "as well as the responsibilities of all kinds which fall upon them from the time of their entry into service" (ILO/UNESCO, 1966).
- Working conditions that "best promote effective teaching, scholarship, research and extension work" (UNESCO, 1997) - particularly for teachers in higher-education - irrespective of the nature of the institution in which they work, whether state, private or other.

In addition to previously discussed issues, the above complement the twenty-first century teacher's image - including his/her self-image - and support motivation to exercise commitment towards other teachers and broader society.

9.5. The Way Forward

The tendencies and drivers explained in the background to this document call for a synthesis between the teacher and his / her environment. Thus, learning spaces ought to provide "...a stimulating and rejuvenating milieu for academics and students" (Hattie and Marsh, 1996, p. 511). Thus, when it comes to teachers' exercise of authority, the teacher of the twenty-first century engages in this exercise with justice and compassion (Education International, 2004). Moreover, Hattie and Marsh (1996) recommend the implementation of a divergent rewards model whereby "different expectations and obligations that are motivated by differing reward systems" (ibid., p.519).

This discussion clearly testifies that both internal factors which are related to the social, emotional and creative sides of the profession (Council of Europe, 2003) as well as external factors identified as key constituents for high or low status, such as conditions of employment, external perceptions of educators and factors connected to professional development (ibid.) are prime areas for future development.

The forthcoming conference *The Professional image and ethos of teachers* (April 2014, Strasbourg) will explore potential future actions to support the change of mind-sets, policies and practices in cooperation and partnership with stakeholders discussed in this document (Council of Europe, 2013). The conference will expose participants to the *Manifesto for Teachers of the 21st century* as a concept and a practice that question how education systems

can be/should be designed to encourage the development of transversal attitudes, skills and knowledge necessary for the future of our democratic society (ibid.).

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