

Curriculum

For the full study programme of Subject: Country/University	History / Cultural Studies Belgium, Flemish Community University: e.g. Vrije Universiteit Brussel University College: e.g. Erasmushogeschool Brussel Centres for adult education: e.g. CVO-Brussel, Crescendo Mechelen
In force since (date)	2005 (professional bachelor) – 2007 (master with teacher education diploma)
Valid until (if known)	
Short description (in key words)	abstract in English, tables of courses in English (Universities, University Colleges, Centres for adult education)

I. Abstract

Belgium is a federal state divided into three Communities (Flemish or Dutch speaking, French speaking, and German speaking). The Flemish educational system is regulated by the Flemish Community.

In 2007 the Flemish Community created new professional profiles that list the basic competencies that beginning teachers need to acquire in the course of their education. These profiles include a description of the knowledge, skills, and attitudes a graduate needs in order to function well as a beginning teacher. The competencies are sorted in a set of categories based on function: the teacher as facilitator of learning and developmental processes; the teacher as educator in the broader sense; the teacher as content expert; the teacher as organizer; the teacher as innovator and the teacher as researcher; the teacher as partner of parents or caretakers; the teacher as member of a school team; the teacher as partner of external individuals; the teacher as member of the educational community; the teacher as cultural participant. A number of professional attitudes predictably apply to all teachers: decision-making skills, social mindedness, critical attitude, eagerness to learn, organizational skills, collaborative disposition, sense of responsibility, and flexibility.

In the Flemish educational system, a distinction can be made between teachers in nursery education, teachers in primary education, teachers in secondary education, Group 1, and teachers in secondary education, Group 2. Teachers in nursery education, in primary education, and in secondary education, Group 1, are trained in university colleges and earn a professional bachelor in education after completing a curriculum of 180 credits. Teachers in secondary education, Group 2, however, are trained in universities or in centres for adult education, which offer a curriculum of 60 credits. These teachers are awarded a master's degree (e.g. in history) that includes a specific teacher education diploma (300 credits all in all). A third and special category consists of teachers in training ('LIO') who combine a day

job as teacher of minimum 75% (i.e. 500 lesson-hours per school year) with an education. They are in training at a university, a centre for adult education, or, in some cases, at a university college (but not for history or cultural studies).

The minimum requirement for admission to the study programme of 'master with a specific teacher education diploma' is enrolment in a master programme at a university; the most common participants are, however, holders of a master's degree in an academic discipline. Centres for adult education, on the contrary, admit only masters to the specific teacher education programme. While these centres do admit professional bachelors of a set of disciplines to their programme, bachelors of history are not admitted. For admission to the professional bachelor in education programme, the minimum requirement is a secondary school degree.

History is not offered in primary education as a separate course. Rather, primary schools offer a course in World Orientation, which includes history, but does not assign a fixed set of lesson-periods to that discipline. In secondary education, history is a mandatory course in the basic curriculum of all students, irrespective of their chosen study trajectory either in general secondary education, technical, or art education (but not in vocational school). Depending on the study trajectory, students receive one or two hours of history instruction a week over a period of six years of secondary education. Professional bachelors in secondary education are eligible to teach history in the first four years of general secondary and technical schools. Masters (in history) with a specific teacher education diploma, however, are qualified to teach history in years three to six of secondary school. These masters may also teach in the first two years of secondary school, but are, in that case, subject to the lower pay grade of professional bachelors in secondary education.

In years three to six of general secondary education, one study trajectory, i.e. Humanities Studies, includes a course in Cultural Studies at a rate of two hours a week over four years. The course includes 7 profile components, i.e. organization, interaction and communication, identity, continuity and change, coherence and correlation, expression, values and norms, and academic research methods. The education course in cultural studies is, however, only on offer in teacher training programmes in university and is available to holders of a master's degree in a variety of subjects, including history.

The above description suggests that, for a comprehensive view of the education of history teachers, three situations and curricula must be considered:

1. The programme for professional bachelors in secondary education for the subject of history at university colleges, which is generally an integrated teacher training programme (consisting of 180 credits, 3 academic years) that includes a course in history teaching didactics.
2. The programme for specific teacher training in universities (60 credits, one academic year), including a course in history teaching didactics (and/or cultural studies teaching didactics).
3. The programme for specific teacher training at centres for adult education (60 credits, usually spread over 2 school years), including a course in general teaching methodology but no specific history teaching methodology.

The programme for teachers in training ('LIO') is similar to the specific teacher training programme, but assigns 30 credits to a practical component which takes place in the teacher's own school, while the remaining 30 credits are awarded for the theoretical component at the institute of higher education that offers the programme. The LIO's teaching practice component concludes with an assessment by the school as well as the institute of higher education (the final responsibility lies with the institute).

II. Tables of courses

1. Universities (e.g. Vrije Universiteit Brussel)

Specific Teacher Education in Cultural and Social Studies (History, 2010 – 2011)

Reflection on Education

<u>Didactic Frame of Reference</u>	compulsory	1st semester	3 credits
<u>Organization of Education from a Historical Perspective</u>	compulsory	1st semester	3 credits
<u>Technology in Education</u>	compulsory	1st semester	3 credits
<u>Learning Processes</u>	compulsory	1st semester	3 credits
<u>Introduction to Practical Training</u>	compulsory	1st semester	3 credits

Reflection on Practical Training

<u>Teaching Methodology in Cultural Studies</u>	compulsory	1st semester	3 credits
<u>Museum Education including an Action Research in a Museological Environment</u>	compulsory	annual course unit	6 credits
<u>Course-Specific Practical Training in Cultural and Social Studies</u>	compulsory	1 st semester	3 credits
<u>Teaching Methods in History</u>	optional	1 st semester	3 credits

Practical Training A

<u>Guided Practical Training in History</u>	optional	2nd semester	6 credits
<u>Autonomous Practical Training in History</u>	optional	2nd semester	6 credits
<u>Digital Learning Portfolio</u>	optional	2nd semester	6 credits
<u>Action Research</u>	optional	2nd semester	3 credits

Or Practical Training B

<u>Guided Practical Training in History</u>	optional	1st semester	6 credits
<u>Autonomous Practical Training in History</u>	optional	1st semester	6 credits

<u>Digital Learning Portfolio</u>	optional	1st semester	6 credits
<u>Action Research</u>	optional	1st semester	3 credits

Problem-Solving in Education

<u>Communication Skills for Teachers</u>	compulsory	2nd semester	3 credits
<u>Issues in Pedagogy</u>	compulsory	2nd semester	3 credits
<u>Advanced Training Assignments</u>	optional	2nd semester	3 credits
<u>Advanced Training Assignments</u>	optional	1st semester	3 credits

For 'LIO'-Students

<u>Practical Training in a Professional Educational Context for Teachers in Training</u>	optional	annual course unit	30 credits
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2. University Colleges (e.g. Erasmushogeschool Brussel)

Year 1 (of 3): Course units	Credits
General Teaching Competencies: broad observation	4
General Teaching Competencies: congenial learning and social climate	4
Extramural Activities:	4
• <i>Interdisciplinary project</i>	
• <i>Integrated project</i>	
Support and Communication:	5
• <i>Language skills</i>	
• <i>Teaching technology</i>	
• <i>Communication and expression</i>	
Becoming a Teacher 1	5
Profession-Specific Skills and Attitudes	4
Subject 1	12
Subject 2	12
Teaching Methodology Practice Course 1	5
Teaching Methodology Practice Course 2	5
Total	60

The composition of this lesson plan is repeated in the second and third years of training.

The professional bachelor selects two subjects (e.g. history and geography) in the course of his training. For the subject of history, the student receives in the first year a general introduction in history, Prehistory and the Near East, Classical antiquity, and The middle ages (each 4 credits); in year two, The modern age until WWI, as well as a Survey of art history (each 3 credits). In the second and third years, the professional bachelor chooses among World Conflicts (20th – 21st centuries), Teaching methodology in international perspective, or Current problems and international institutions (each 3 credits). Other university colleges may offer different options. The course in 'Profession-specific skills' includes general teaching methodology, while the course in 'Becoming a teacher' focuses on learning and developmental psychology.

3. Centres for adult education (e.g. CVO-Brussel; Crescendo Mechelen)

COMPONENT	Name	CREDITS				
		Credits	Theoretical contribution	Practical contribution	EP (Educational practice)	PP (Pre-service practice)
Education and society			3			
Teacher and responsibilities			3			
Communication and deliberation			6			
Advising			3			
Group management			3			
Psycho-methodological competence			6			
Teaching methodology competence – general			6			
Teaching methodology competence – practical initiation				9	(9)	
Teaching methodology competence – practice lessons				6	(6)	
Teaching methodology competence – teaching practice 1				3		(3)
Teaching methodology competence – teaching practice 2				6		(6)
Teaching methodology competence – teaching practice 3				6		(6)
		60	30	30	(15)	(15)

This programme assigns 30 credits to the theoretical component and 30 to the practical component. The specific teacher training programmes at centres for adult education offer only a general course in teaching methodology, and so do not develop methodological competence specific to the discipline of history. Fifteen credits of the practical component are assigned to 'Educational practice', i.e. practicing micro-teaching and peer-teaching at the institute (EP). The remaining 15 credits are awarded for doing teaching practice, i.e. teaching and setting up interdisciplinary projects in the training school itself (PP).