

ANNEX

ANNEX TO THE 5 OCTOBER 2007 FLEMISH GOVERNMENT DECREE ON THE TEACHER CAREER PROFILE

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Teacher Career Profile

Job specification 1:

THE TEACHER AS GUIDE IN LEARNING AND DEVELOPMENT PROCESSES

THE TEACHER CAN:

- 1.1 find out the starting situation of the learners and the group;
- 1.2 choose and formulate objectives;
- 1.3 select curriculum contents or learning experiences;
- 1.4 structure curriculum contents or learning experiences and translate them into a coherent educational provision;
- 1.5 determine an adjusted methodical approach and grouping arrangement;
- 1.6 select, adjust and develop teaching materials in a team;
- 1.7 create an appropriate learning environment which pays attention to the heterogeneity within the group of learners;
- 1.8 prepare observations or evaluations;
- 1.9 observe or evaluate the process and product;
- 1.10 carry out special needs initiatives in consultation with the team and have them link up with the school's overall approach;
- 1.11 guide the learning and development process in Standard Dutch;
- 1.12 handle the diversity of the group.

Job specification 2:

THE TEACHER AS EDUCATOR

THE TEACHER CAN:

- 2.1 together with the team, create a positive social climate for learners in a classroom context and at school;
- 2.2 stimulate the emancipation of learners;
- 2.3 prepare learners for individual development and social participation through attitude formation;
- 2.4 use current social developments in a teaching context;
- 2.5 deal appropriately with learners in socio-emotional problem situations and with learners experiencing behavioural difficulties;
- 2.6 promote the physical and mental health of learners;
- 2.7 communicate with learners from different backgrounds in diverse linguistic situations.

Job specification 3:

THE TEACHER AS SUBJECT MATTER EXPERT

THE TEACHER CAN:

- 3.1 broaden and deepen the basic knowledge of the curriculum contents, including at least the developmental objectives and attainment targets;
- 3.2 follow, analyse and process recent developments regarding contents and skills from the areas of learning or subject areas;
- 3.3 use the acquired knowledge and skills with regard to areas of learning and subject areas;
- 3.4 situate his or her own training provision in the overall educational provision, especially the related levels and special education, with the aim of providing guidance and orientation to learners, and the teacher is acquainted with the existing forms of integration between mainstream and special education.

Job specification 4:

THE TEACHER AS ORGANISER

THE TEACHER CAN:

- 4.1 promote a structured working atmosphere;
- 4.2 ensure that the lesson or day proceeds smoothly and efficiently, in accordance with a short and long-term planning;
- 4.3 duly carry out administrative tasks;
- 4.4 create a stimulating and workable classroom, taking account of the learners' safety.

Job specification 5:

THE TEACHER AS INNOVATOR – THE TEACHER AS RESEARCHER

THE TEACHER CAN:

- 5.1 acquaint him or herself with educational research results;
- 5.2 introduce innovative elements by questioning his or her own school culture and training concepts in a constructive manner, and by reflecting on new social developments and educational research results;
- 5.3 innovate his or her own classroom practice on the basis of in-service training, and his or her own experience and creativity;
- 5.3 question and adjust his or her own functioning.

Job specification 6:

THE TEACHER AS PARTNER OF PARENTS OR CARERS

THE TEACHER CAN:

- 6.1 acquaint him or herself with information about the learner and handle it discreetly;
- 6.2 following consultation with colleagues, give parents or carers information and advice about their child at school;
- 6.3 in consultation with the team, inform parents or carers about what goes in the classroom and at school and involve them in it, whilst taking account of the diversity among the parents;
- 6.4 talk with parents or carers about education and upbringing;
- 6.5 communicate with parents from different language backgrounds in diverse linguistic situations.

Job specification 7:

THE TEACHER AS MEMBER OF A SCHOOL STAFFTEAM

THE TEACHER CAN:

- 7.1 participate in the elaboration of the school development plan;
- 7.2 participate in cooperative structures;
- 7.3 deliberate on a division of tasks within the team and respect it;
- 7.4 bring his or her own teaching and educational duty and approach up for discussion within the team;
- 7.5 gather information about his or her own legal security and that of the learner.

Job specification 8:

THE TEACHER AS PARTNER OF EXTERNAL PARTIES

THE TEACHER CAN:

- 8.1 make contacts, communicate and collaborate with external bodies that provide education-related initiatives.

Job specification 9:

THE TEACHER AS MEMBER OF THE EDUCATION COMMUNITY

THE TEACHER CAN:

- 9.1 take part in the social debate on educational themes;
- 9.2 reflect on the teaching profession and his or her place in society.

Job specification 10:

THE TEACHER AS CULTURE PARTICIPANT

THE TEACHER CAN:

- 10.1 distinguish topical themes and developments and adopt a critical attitude towards the following domains:
- 10.1.1 the socio-political domain
 - 10.1.2 the socio-economic domain
 - 10.1.3 the philosophical domain
 - 10.1.4 the cultural-aesthetic domain
 - 10.1.5 the cultural-scientific domain.

PROFESSIONAL ATTITUDES

The following professional attitudes apply to all job specifications

- > B1 Decisiveness
- > B2 Relational orientation
- > B3 Critical reflection
- > B4 Eagerness to learn
- > B5 Organisational skills
- > B6 Sense of collaboration
- > B7 Sense of responsibility
- > B8 Flexibility