

Transcript of the podcast within the Erasmus+ project ConnEcTed about the topic:

The transversal competences in the education of language teachers in France – the competence of sharing the value of the Republic

00:00:04 Intro

This podcast series discusses 21st century competencies in foreign language teacher education in seven European universities. The series is funded under the Erasmus Plus program and it is part of the project ConnEcTEd, which stands for Coherence in European teacher education creating transnational communities of practice through virtual scenarios. Each episode in this podcast series focuses on 121st Century competence and local context of one or two of the seven partner universities across Europe.

00:00:48 Cindy de Smet

Hello all of you out there. Thanks for joining this podcast. This podcast will be recorded as part of an intellectual output for the Erasmus Plus project *ConnEcTEd*.

My name is Cindy de Smet and I will be your co-host today together with my colleague Christine Schmider. This podcast was edited by Theresa Dittrich.

We have two other colleagues here with us around the table, and I'm going to ask them to present them first.

First, we have Amanda. Amanda, can you please present yourself?

00:01:40 Amanda Edmonds

Sure. Thank you, Cindy.

So my name is Amanda Edmonds. I am a full professor at the university Côte d'Azur in France. And for the last 15 years I have been working with new teachers, so training new teachers. So the question of teacher education is something I'm very interested in. And my research is on second language acquisition. So I'm interested in how as teenagers or older adults, we learn languages.

00:02:11 Cindy

OK. Thank you very much, Amanda. And welcome to our podcast. We also have Natalie. Natalie, can you please present yourself?

00:02:22 Natalie Cerny

Hello my name is Natalie. I'm a secondary school teacher. I'm teaching German in a secondary school in Nice. I'm teacher since 2000 so I was working in secondary school and primary school and I also have many trainees with me.

00:02:47 Cindy

OK. So, thank you Natalie, and also welcome to this podcast. And last but not least, there is my colleague Christine Schmider. Christine, can you please present yourself?

00:03:05 Christine Schmider

Yes, my name is Christine Schmider. I'm head of the German department at the university Cote d'Azur and responsible for the German teacher education and the Master of Education trainees.

00:03:20 Cindy

OK, thank you, Christine. So both Christine and I are working on this Erasmus project. And Christine, I have a first question for you. Can you tell us a little bit more about which transversal competency uh, we are going to discuss in this podcast.

00:03:45 Christine

Yes. Well, in this podcast we would like to present and analyze one of the transversal competences that characterizes the French teacher education system in a very specific way, and that distinguishes it from other European systems. We're talking about the competence of sharing the value of the Republic, which means knowing how to transmit and share the principles of democratic life and the values of the Republic.

As there are liberty, equality, fraternity and secularism, what the French call laïcité.

The French teacher education and school system understands and defines this laïcité as the principle of freedom, freedom to believe or not to believe. It's one of the foundation of the French Society and school, which must protect students from all ideological, economical and religious proselytism.

00:04:41 Cindy

OK. Thank you. Um, Christine, I'm also going to ask you to give us a small introduction. Could you contextualize this specific French transversal competence within the context of the French teacher education system and what interests us in particular is actually a how this transversal competence, sharing the values of the Republic, relates to other competences and how it is implemented and talked to future teachers.

00:05:26 Christine

Yes, of course. So what is important to know is that the teacher education in many European countries has been undergoing profound structural and conceptual change for years now. Mainly in response to Bologna and Pisa curricula, structures have been reformed and focused on professionalization and competence orientation.

This means that the weight of the individual study elements and the relation between theoretical and practical components are being reconsidered in view of more coherent and balanced vocational training.

In France, the teacher training has undergone an even more fundamental change in recent years than in most countries, I think. Until the reform in 2011-12, the French teacher education system was traditionally characterized by a very low level of professionalization. This means that we had in France a purely subject focused first study phase. We saw some bachelor without practical experience and was followed by second phase in which pedagogical content and pedagogical content knowledge were taught in very isolated way from the previous subjects study.

The focus on the subject specific concours, which we call CAPES in France, certificat d'application professionnelle à l'enseignement secondaire, which is a central selection examination for all teacher candidates with the complete bachelor degree in one subject. While the focus on this concours meant that the teacher education students who obtained the CAPES gained access to their future profession and the civil service status without ever having followed didactic or educational science related courses. In other words, these students completed the subject related course of study - German, English whatever, prepared for the concours after three years, then passed the exam and became teacher with the civil service status, and then only came into contact with pupils for the first time, having to teach them

total responsibility of the class. But following the Bologna reform and under the influence of European guidelines on educational standards teacher training in France became professionalized with much greater consideration of practical experience and subject didactics. In 2011-12 a totally new framework of consecutive study structure consisting of a polyvalent bachelor degree and the profession oriented Master education was acted on the national level and implemented in all French academies which are the regions in France. And institutionally, the reform has fundamentally changed French teacher education. The law, under refoundation of the School of the Republic, created the university Schools of Education, the ESPE which are now INSPE, which have since been responsible for the initial and inservice training of teachers in the master degree program. And these new training centers were conceived as university faculties and intended to enable our future teachers to acquire interdisciplinary professional related competences. And these competences are taught through transversal interdisciplinary modules according to their educational standards set by the ministry within the framework of the so-called *culture commune*, the shared professional teaching culture.

00:09:30 Cindy

OK. Thank you Christine for this first part, this introduction, I immediately have two elements I also would like to discuss with Amanda and with Natalie. So Amanda, I think two elements that I heard that are quite crucial which are that there was a very low level of professionalization in France before the reform. And second, that only after the students passed the exam they came into contact with pupils through the first time. That sounds like horror to me. What is your idea about that?

00:10:22 Amanda

Well, yes, horror is one way to put it. I was trained in American system and so I was quite surprised when I came to France and discovered this. My own experience with future teachers, going back several years, has shown me how important it is in my own experiences as well to have that contact with students before you commit to a career path. And of course Christine mentioned this because not only have they not been in contact with with students, but they were also given the civil servant status, which meant that unfortunately we had teachers who started to teach and realizes ,Oh, this is maybe not what I'd like to do'. But of course have this status that was quite comfortable, right, and there's some difficult to maybe make a decision to leave the teaching profession. So I think, one of the very positive things in my view about the reforms that we've had in the last decade is, that it has brought students in contact with schools, with students, with other teachers and allows them to see first hand, what the teacher profession actually looks like and so I think that's been a very good thing.

00:11:39 Cindy

OK, thank you. Amanda. Natalie, you are working every day in schools. What is your idea, your experience with this?

00:11:55 Natalie

I think the university students need to get in contact with the secondary students before because it can really be rude for them to get in contact the first time with students between 10 years and 17 years. So I think that the reform was really good because now I think they should be more time with us. But it's already good that now they can see how the life in school really happens, how it is they see that, how giving the courses, how to teach young students and also their behaving in the classroom. How the respect classroom rules are important to get along in class.

00:12:51 Cindy

OK. And Natalie, so, you were in schools before and after the reform?

00:12:59 Natalie

Yes, but I, I was grown up in Austria and my university teaching was like in America. We are in school from the first day of studying. So it's really different. And I think I was lucky because I think it's really good when you can grow into the job. It's important because I think, you can't take a class just like that. You need a real good studying to know how I can take your students, how I have to react, how I can solve problems in class. So I think it's good that now in licensing, in the first university year, they already get in contact with our students.

00:13:51 Cindy

So that's very interesting, Natalie. And then, Amanda, before going back to Christine, have you an idea today how it goes in the United States? Is there like one teacher education or is it like in Europe every state another law and way of working?

00:14:11 Amanda

It is definitely a more federal system. So you will find different systems, different licensing criteria from one state to the next and types of training programs as well. But, at the same time, I would say he will not find any teacher or any beginning teacher who has not at least done a very long practicum in school. So the situation that we're having problems before 2011 you won't find that in the United States at this point.

00:14:44 Cindy

OK, thank you for this comparison, because in the end, I think, we can also learn from the others. Sometimes it takes some time before you actually do this. So Christine, to come back to what you were telling us. You were talking about the competence framework. Can you tell a little bit more about its aims and goals, and what are the main competences, and how do they relate to the transversal competence we were talking about?

00:15:22 Christine

Yes, the framework which describes these professional competence is called référentiel des compétences professionnelles du métier du professorat d'éducation. So, it's a framework for professional competences in teacher education and it was published in the official law texts, the last one in July 25th of 2011. The reference framework of professional compétences defines the objectives and the common culture, which is very important for centralized France, of course, of all teaching and education professionals. These competences are acquired and deepened in a continuous process, starting with the initial training and continuing throughout the career through accumulated professional experience and the contribution of continuum training. So it's initial training in service training and lifelong learning. This reference framework of competences has several objectives. First, to affirm that all staff works towards common objectives and can refer to the common culture of their profession. So it's working towards its professional identity, professional conscience of the French teacher. Second, to recognize the specificity of teaching and education professions in their context of practice. Third, to identify the professional skills expected. And these skills are acquired and developed during initial training and professional experience. This national reference framework is based on the definition of the notion of competence contained in the European Parliament recommendation, which says : « A set of knowledge, skills and attitudes appropriate to the context, so that is the competence, each competence implying from the person who implements it, critical thinking, creativity, initiative, problem solving, risk assessment, decision making and constructive management of feeling. » So it's a very

complex notion we're dealing with. Each competency in the reference framework is accompanied by items which detail its components and specify its scope. The items do not therefore constitute a sum of prescriptions, but different possible implementations of competence in various situations linked to the excesses of profession. So it's not a list with skills, but it's more of a mindset and a frame. Most of the competences cited in framework are competence all European teachers will be required to acquire. The framework divides them in five main groups, first teachers and educational staff at the service of the success of all students, this includes competences as knowing students and learning processes, taking into account the diversity of pupils, accompanying pupils in their educational parkour. The second group of competence relates to teachers and educational staff as actors of the education community and implies competences such as cooperating with team, contributing to the action of the education community, collaborating with parents. The third group reflects on teachers as professionals with knowledge and composure. This means that future teachers have to master disciplinary, subject knowledge and its didactics, as well as master French language. And the fourth group concerns teachers as expert practitioners in learning and includes competences such as constructing, implementing and leading teaching and learning situations that take into account the diversity of the pupils, organizing, ensuring group functioning and favoring the learning and socialization of pupils are evaluations. So that's it. And then, there is the fifth and transversal competence, which is not something specific to all European teachers, but in our mind, a really French specific. All these vocational competences, more general and the fifth competence, which is actually the first in the list, relates to the sharing of the values of the Republic. In the framework it's expressed as follows: « In the capacity of civil servants and agents of the public education service, teachers prepare pupils for full citizenship. They transmit and share the values of the Republic, they promote the spirit of responsibility and search for the common good, excluding all discriminations. This means that as agents of the public education service, they transmit and enforce the values of the Republic, they act within an institutional framework and refer to ethical principles and responsibilities which are the basis of their exemplary nature and authority. The framework describes these competences in detail and says that sharing the values of the Republic, which is rather abstract, means, first, knowing how to transmit and share the principle of democratic lives and the values of the Republic, such as liberty, equality, fraternity, secularism, refuse of discrimination. It implies as well helping pupils to develop their critical thinking, to distinguish knowledge from opinions or beliefs to know to argue and to respect the thoughts of the others. And the second aspect of this transversal competence is to place ones action within the framework of the fundamental principles of the education system and the regulatory framework of the school. So this is the institutional structure and value to know the French educational policy, the mainstage is the Ministry of School, it's issues and challenges and the fundamental principles of the education system and its organization in comparison with other European countries.

00:21:48 Cindy

OK. Thank you, Christine, for this explanation. I think, we arrived also here on an issue that is rather sensitive. I'm trying to look for the right words. I'm coming from the Belgian system, the flamish system and I never had to transmit or share the principles of the democratic life and values. What is your perspective on that Amanda?

00:22:30 Amanda

Well, I think as teachers and speaking both from my experience in France and the United States that there is an expectation that we share the values of the country in which we are working. I didn't find that particularly surprising. However, there's a very strong insistence in France on how perhaps these values are defined whereas I think that this is much more of an implicit assumption on the part of teachers in for example the american context and perhaps

also the Belgium context. And so it's a very explicit way of defining what those values are and I think, this creates a situation where instead of inventing things is more to avoid often, because, there are perhaps of limits. So, that would be my experience with that. But perhaps Natalie has something else?

00:23:28 Natalie

I always teach the university students that secularism doesn't mean that you can't do any civilization topics, but you have to do it differently. So like I always take the example of *Nikolaus*. In Germany and Austria, we are celebrating *Nikolaus* on December 6th, so I always tell the university students that it's important to show our German students in primary school, in secondary school, what that is. But you will have to switch out the religious context. You can tell them the legend of the Turkish son of a merchant, you can teach the children that it's a person taking care of the poor ones, you're showing how you celebrate this day, the songs we're singing. So secularism doesn't mean that you have to avoid civilization topics. You have to do civilization topics because language courses are based on civilization are based on the daily life of these countries. But you have to do it differently.

00:24:58 Cindy

That's a very interesting point, Natalie. Christian, did you want to add something?

00:25:10 Christine

Well, I think Natalie coming from Australia, me coming from Germany, we've got the same background, which means that we'll be like Amanda said, in our countries those values are much more implicit and well, in the German speaking countries and for example the question of *Laïcité* presents itself totally different insofar as we even have religious teaching in school. Well, it's not catechism of course, but it's teaching about religion, the different religions and obviously this is something coming from a French background that seems very difficult to imagine and is totally of the way for the French teacher education system.

00:25:55 Cindy

Amanda, did you want to reply on this?

00:26:00 Amanda

I'm not sure I could. I could add that the concept of secularism in at least for example, in an American context, it's not actually a term we use very often, but it is quite important for American culture. And this idea of the separation of church and state. But it's interpreted quite differently. The idea of us is that the government protects all religions and all religious practices as a result, the idea of being able to wear a cross or their or any other religious sign in a school or public place is not a problem. It's considered something that is to be protected and so it is. And we also have religious education in schools, although it's optional and so it's, it's a different perspective I would say on the same concepts, the concept of secularism.

00:26:59 Cindy

Okay, very interesting, especially if we can compare with different systems. I think that makes it very interesting. But Christine may be to continue this conversation. How are these transversal competences implemented and taught in France?

00:27:16 Christine

Well, first of all, the competence sharing the values of the Republic figures as an item of evaluation for their teacher education students in their practical phase. In France right now, the Master of Education students have a practical training of twice three weeks in class during

the first master year and when they are in the second master year they are continually alternating between school practice and university studies. They spend around 6 hours a week in class and are evaluated at the end of the second masters year, according to the main competences of the competence framework, independently of the subject. The tutor who accompanies them during the practical training delivers a complete and detailed evaluation, including the following competences: Being an actor in the educational community, be a bearer of knowledge and constructing teaching learning situations, implementing one's teaching, evaluating students, learning and taking into account diversity and reflection and professional development and the 1st item on the list is acting as a civil servant of the Republic and in ethical and responsible manner and make an ethical and responsible commitment. So Natalie who's been tutor for many, many years has to fill in those evaluating competences every year. So do I. And so das Amanda. Yeah, we always do that at the end of the year and all those items have the same importance for the final mark,

00:29:05 Cindy

OK. And I will right away ask Natalie and Amanda how they see it, but how do we prepare our students who are supposed to transmit these competences?

00:29:22 Christine

Well the competence is prepared through transversal teaching at the teacher education faculty - the INSPE, so the teacher education school. Students of all disciplines come together and follow teaching about general pedagogical knowledge and the context in which the profession is practiced. And those courses are taught by, for example, head of schools, by teacher educators by researchers in teaching education. And during those transversal courses, the question of how to learn to share their values of the Republic is taught. Moreover, every discipline so in English and German and Spanish, has a certain number of hours taught by school practitioners, where they also work and reflect about this transversal competence. And this is even more important as sharing the values of the Republic figures in the *conours* in the state exam of all Teacher and students.

00:30:23 Cindy

OK, so I see Amanda nodding. Can you add on this?

00:30:31 Amanda

Well, I think Christine response is very complete. I would just say that for language teachers it is particularly important to have those specific hours that are taught by our colleagues who are actually teachers because as language teachers, we do touch on subjects that bring us close to these issues. And so Natalie gave an example with *Nikolaus*, right. And so our teachers need to be armed with how to think about this and what strategies need to be put into place in order to prospect what is expected out of them.

00:31:06 Cindy

OK, Amanda. Natalie, did you want to say something about this from a practical point of view?

00:31:16 Cindy

Yes, so you have secularism, but also actually we are working about social equality and gender equality is very important actually in secondary school. So all these subjects which are expressing also the values of the Republic constantly also in our in our language courses. So we are for example in 9th grade, we are working about the heroines. So for example, in English we are talking about Rosa Parks. In German we are talking about Sophie Scholl to

show the pupils that are not only masculine heroes, they are also women, which have done many things for human life.

00:32:08 Cindy

Is that also something that gets into your courses, Amanda?

00:32:14 Amanda

I would say yes, all of these questions. The classes that I do, for example, with our future teachers where we work on different sets of documents, there is almost always a, as you said earlier Natalie, a civilization element or some sort of current issue, right? And these current issues often require careful thinking about how do we present this, how do we discuss these issues with students once they are not offended, right? They are coming from different backgrounds. How do we accompany them to develop their critical thinking skills all the while representing the values of the Republic and it can be quite challenging and would say.

00:32:56 Christine

It can be challenging but at the same time, well, it touches on controversial issues or let's say issues that you can proceed from different perspectives. It's also what makes teaching rich, because if we only ever talked about our consensual subjects, I mean, it wouldn't stimulate them. And it is so important for the pupils that they learn to confront ideas without aggression, with respect and understand that you can have very different ideas about those controversial issues, but still respect each other and share values. And it's extremely delicate and of course we have been talking a lot in France about the dramatic side effects of sharing the public values that goes wrong with aggressions of teachers. But, we probably don't talk enough about when it goes well and when it allows our students, our pupils to exchange, to discuss, to confront ideas. I think Natalie is best place to know how important it is and how rich it can be for the students if it works well.

00:34:09 Natalie

Yes, you can really have interesting discussions, even with young students. So first you have to teach them how to discuss, how to listen to each other and to respect every opinion. Then this discussion combined can really be rich.

00:34:29 Cindy

OK, the three of you are language teachers. Would you say that there is more room for these kind of subjects in languages then, for example in mathematics or physics?

00:34:50 Natalie

I think, what is the advantage of language course is : when they are really young, the first subject is always talk about your family, then talk about your pet and so, with this little steps they are really open up so German I'm guiding my students for four years, I'm their teacher from the 6th grade to the 9th grade and so I know everything about them. They know everything about me after four years. So they are really opening up and you can discuss about many subjects with them because they are also facing things they they know, I will listen to them, they will listen to me and the only thing I ask them is that we are respecting every opinion in the classroom. And so yes, it's it's always, it's also the program in German, in English I like three kinds are there. They are so bright. You can really pick up things with in which you are interested, but also the students.

00:36:05 Christine

Yeah, I think of course this language teachers we make our students talk. It's obvious, so

express their ideas, it's the basis of our language activities or expression or expression and interaction and so on. But I think, that matter for discussion also presents itself in other subjects in science when it comes to believe in science or non scientific believes I'm thinking about for example corona or the computist theory that can be circulating and I think in science also there is quite a lot of material for those discussions, but of course they're teaching is not in the main focus on exchanging ideas as we tend to be in our classes.

00:36:54 Amanda

And I agree with my colleagues. I could totally agree with Christine that we can find these issues elsewhere. But I always say to my students that we have an amazing opportunity as language teachers. We have so much flexibility, so much freedom. And as Natalie said we can give pretty much. We have just a huge choice, right? And so that's an amazing thing. That's all language teachers should take advantage of, I think.

00:37:24 Cindy

OK, thank you. But, I think about all the things we said so we are training future teachers to transfer these competences. Christine maybe can you explain how the jury of the *concours* evaluates this competence ?

00:37:44 Christine

Yes, this is quite interesting, because of the vast reform really stresses the question of our transversal competence sharing the value of the Republic. So as we said before, the *concours* the state exam centralized, taking place at the same moment, same day all over France. It consists of written exams and oral exams, and the 2nd oral exam is the one that focuses on our transversal competence. It consists of an interview with the jury. In the jury are school inspectors, university teachers, teacher educators, school practitioners. And this oral exam enables the jury through two professional situations, one teaching and the second one related to school life, to assess their candidates ability to appropriate the values of the Republic and the requirements of public education and to make these values and requirements known and shared. Which means that in this exam, the candidates are presented with two situations, real life situations and maybe Natalie can tell us whether this imagined situations are really realistic and they have to express their judgment and analyze the situation based on quite a number of resources which are made known to them during their Masters years, there are platforms, there're vademecums, there're links and these situational exercises call on the candidates experience and also on his or her ability to judge professional situation that is considered delicate and sufficiently complex. The candidate is invited to mobilize the thinking and knowledge in order to formulate a proposal for action in response to the problem he has identified. Just to give an example, the jury will maybe begin the interview with a sentence specifying the context, such as you are a teacher of such and such subject in such such school of certain level. And then for each situation there's an interview structured around 2 main questions. And these situations are proposed by the jury because they simplify, but they also take into account the real situation and the theme is directly linked to the rights and obligations of civil servants, including neutrality and the requirements of Public education service. In particular, they need to teach all pupils to respect for the equal dignity of human beings, freedom, freedom of conscious and secularism, and, of course, to encourage the cooperation between the pupils. And these situations also allow the candidates to show that they are aware of the different functions and resources present in school and that he or she can mobilize them to help.

00:40:53 Cindy

Yeah so thank you, Christine. Natalie, this sounds very, I would say, theoretical to me. Can you explain this little bit how this works concretely ?

00:41:07 Natalie

I think, the jury wants to know how you are reacting in situations which can be problematic. So, for example when we are doing our student exchanges with the Italian colleagues, they are visiting churches in Germany. Also I went to a church. So how to treat the subject, for example when there is one student who want to go into the church and who can't understand that now, it's not a religious thing they're doing now. We are just doing an historical visit. So in this *concours* there are sometimes questions like that, how to react as a teacher when there's coming up a situation, which isn't really easy, and how to react when you are showing the Republican values. And you have also to show the students secularism, but it is respected. But this is the history. I think that there are questions like that.

00:42:27 Cindy

So, it seems there is also a lot of class management linked to it.

00:42:32 Natalie

Yes, that is so. But I think the class management is, it shows also that because when you're a young teacher, the students are also interested how to react. So sometimes they're putting you in some situations which are not very nice, just to look how the teacher is reacting and I think the jury of the *concours* also wants to see if the students are putting you in a situation like this, how you would react. Because otherwise once in class, you don't have any time to think about it, you have to react instantly. So for example, when there's somebody in my class insulting somebody else, you have to react instantly. You have to stop it instantly because otherwise they're pushing them up. You lost control of your class.

00:43:32 Cindy

And this is a question to all three of you. Are you training your future teachers this kind of scenarios ?

00:43:40 Natalie

So always one of the first things which I teach to the university students is when you're writing on the board, you're never turning the back to all the students. You're always at 80 degrees, you are always ; you look at the black board on the White Board, but you see also always your class, even if they don't know that you see them.

00:44:06 Cindy

Any other reactions?

00:44:08 Amanda

I can just say quickly that in English and for the future English teachers this type of training about these questions is done by our colleagues from secondary schools. And so they are the ones who who do this. And perhaps there is also some of this in the in the *tronc commun*, in the in the classes they have with all the different majors together. But I don't know, perhaps Christine knows that.

00:44:56 Christine

Most of the hours are taught by school practioners because they know the situations. And

often these are school practitioners that have permissions of the *rectorat* with the inspection because they are familiar with all the questions and they prepare the students for teaching, but they also prepare them for the exam, because this oral exam we're talking about, it's quite explicit with its situations, just to give some examples: in the oral exam which means that the students have to be prepared for it, there could be following examples of critical situations where the students of the candidates have to act according to the values of the Republic. For example questioning of pupils about teaching content that might be in histories, pupils that are contesting a genocide in history, or for example, in physics and chemistry and students that refuse the physics and chemistry lessons explaining the principle of nuclear energy production. So the jury might, for example, ask the candidates: You are a teacher of literature in *Première*. You're dealing with the theme of the literature of ideas from the 16th to the 18th century, with Voltaire's *l'Ingénu* as the subject of the study. And the student might announce that he will refuse to study this author because he attacks religion. He states he will not attend the class as long as Voltaire's work is being discussed. So there might be a situation that the teacher student has to analyze and to answer to in the oral exam. For example in the *rapport* which was published by the jury, there was an example as follows. You are a physical education teacher designate two students, a girl and the boy to be judges during a sports activity and some pupils call out to you saying „I don't want to be judged by a girl.“ How do you react? What might also include questioning the parents, for example, of our teaching contents or proposed activities. For example, letter from parents refusing to allow their children to attend lessons on a particular subject, and so on and so on.

00:46:58 Cindy

OK, sounds like a heavy competence that Christine chose to discuss with the three of us. Christine, did you want to ask something to Natalie and Amanda?

00:47:14 Christine

I think that this sharing values of the Republic is extremely important as a competence and it's also a very interesting one, because it's to me also for historical reasons so fundamentally French. This is really the French idea of some sort of national identity through political acceptance of some ideas, civil rights and everything. And I think since the French Revolution that those ideas influence the French education system. Since the *Code Napoléon* for hundreds of years, there is the idea that the French school forms French citizens, and I think this is much more important in France than it is in other countries for those political reasons, jacobinism of the French system. And it is something we really have to teach our language teacher education students, which often are not French. I don't know how it is in English, but the German department and the Spanish department has many many European students coming from Spain, from Germany, from Austria, and it is very important, we will have the obligation to sensibilize them towards this competence.

00:48:29 Cindy

Can you confirm, Amanda?

00:48:31 Amanda

Yes, I would say that in English we have the same duty and we also have international students who are confronted with this for the first time and it's quite a responsibility on our parts I would say.

00:48:44 Natalie

I think so too, because I have many university students which are coming from Germany or

from Austria, so sometimes they are even shocked by my reaction in class because I have to explain to them then the subjects in a language course, where we are really discussing about everything. But there are some topics where you can't discuss about it and then there are not any discussion allowed because of the Republican values. So you have to know how far you can go, at which point you can discuss with your with your students. And when they have to listen and they have, they have to respect what you're doing in your lesson. Sometimes, for German and Austrian students, it's a bit difficult because they are coming from systems where even discretions are discussed in school. And we we are not allowed to discuss this.

00:49:48 Christine

Of course, in other countries where the teachers are civil servants, they represent the national education system or their regional education system. But as I said before, the centralized French system has a more explicit way of representing the nation or the educational system, and that you have to know it. I don't feel that it's necessarily authoritarian. It's just important to know it and to be very sensitive about it. And obviously it's also something that is due to the fact that we've got, especially in the *college*, a very tremendously heterogeneous public. School systems that don't maintain all students together till 11 or 12 years don't have the problem I think. And countries with less pupils from kind of migration also have less problems. The more heterogeneous the country is, the more complex those issues become and the more sensitive you have to be.

00:50:49 Cindy

Does anyone want to add something on this story? A personal view and a final talk maybe.

00:50:59 Natalie

In my school we have about 650 students and this is 650 students are coming from 56 countries. So we are really are giving the Republican values because for many of our students partents, school is to getting in touch with these values and they want to become French citizens. They also have to learn them.

00:51:32 Cindy

Yes, that that's interesting. So, parents also learn by their children?

00:51:38 Natalie

Yes, We also have what we call parents school. We're also proposing lessons for our student parents, where they can learn French. They are teached in French, but they're also teaching them the French system, the administry and also we are talking with them about all these questions about the Republican values. We also try to explain them, what we are attending from them.

00:52:11 Christine

That is interesting. Is that because you're such a mixed school or is it something that exists in all the *colleges*?

00:52:18 Natalie

It's not in all the *colleges*, it's really in our college because we are really mixed and since some years we think if we want that our students can succeed, can go to the *lycée* and everything, we also have to teach the parents who don't know the French system, who don't know how to do administrative things, how to to ask for help. It also impacts the students. So we try to our students but also their parents to integrate in the systems.

00:52:59 Cindy

Ok. So Christine, did you want to have the closure word?

00:53:06 Christine

Well, I think Natalie's statement about educating the parents is a very good closure word. That's something I didn't know about. But I think it's a great idea that everybody shares the values of the Republic. The pupils, the teachers are also parents. And we know that a lot of problems and conflicts also involve parents that may not be as cultured to those values as we want to. And I think it's a great idea. But the school goes beyond the contact with the pupils and also takes into account the role of the parents. Because the Republican values, they concern the families, they concern the families of all citizens. And it's very interesting that this idea that the children teach their parents also.

00:53:52 Cindy

So, we came at the end of this podcast. I would like to thank Amanda, Natalie, Christine and myself for this great podcast and I think we can applause to ourselves.

00:54:08 Christine

Yay. Thank you so much.