From 1/9/2007 onwards, two types of pre-service teacher training still exist:

- **the integrated teacher training courses** at university colleges that exclusively train bachelors in education: pre-school, primary or secondary education (the former “secondary teacher training”). The subject matter and pedagogical-didactical components have been integrated into these programmes throughout the entire programme;

- **the specific teacher training courses** at a university college, university or adult education centre in addition to or following subject knowledge initial training and/or vocational experience (former “aggregates” and “GPB” courses).

Both types lead to a single professional title: the teacher’s diploma. The practical component has been considerably expanded in both types of training.

These courses also provide teaching competence in part-time education in the arts and adult education.

Legal basis:

- [Decree on the restructuring of higher education in Flanders, 4 April, 2003](https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=QL:11779:20030513:10022:0001:en:PDF) (In Dutch only)

### Institutions, Level and Models of Training

#### Integrated teacher training

These integrate subject matter and pedagogical-didactical components throughout the programme.

They are **professionally oriented bachelor’s programmes** offered by **university colleges** that lead to a bachelor’s degree in education, respectively in pre-school, primary and secondary education. The university colleges award the degree in question to graduates and award the teacher’s diploma.

The programme comprises 180 credits (one credit represents 25 to 30 hours of study load, a full academic year comprises 60 credits). The practical educational activities component forms part of this and comprises 45 credits. The university colleges organize this practical component as pre-service training in collaboration with the schools, centres or institutions.

For the secondary education programme, the student chooses two subjects.
The specific teacher training courses

The Specific Teacher Training (SLO) can be offered as:

- built-in programme, i.e. as an option package within a subject-specific programme (a maximum of 30 credits within a master programme of 120 credits and 15 within a bachelor’s programme);
- contiguous programme to a programme with subject matter;
- separate training for people who want to take the step to the teaching profession on the basis of professional experience.

Students in a professionally oriented bachelor’s programme (PBA) and master’s programme can take the specific teacher’s programmes either during or after their subject matter training. However, the teacher’s diploma cannot be awarded until the basic diploma has been obtained. Holders of a secondary education diploma can also be admitted to the specific teacher training programmes.

These courses are offered by university colleges, universities and Adult Education Centres. Also, the Evangelical Theological Faculty (Heverlee) may offer specific teacher training.

The training programme provides a credit load of 60 credits, of which 30 are for the practical component. The theoretical and practical programme components alternate and interact in this programme concept.

The practical component can be realized in three ways:

- via a work placement during the training, the so-called pre-service training;
- through a teacher’s job, the so-called in-service training, i.e. the LIO job, teacher-in-training-job;
- by a combination of both.

The pre-service training:

In pre-service training, the trainee completes the practical component of a teacher training programme in a school, institution or centre without having a statutory relationship with it. The pre-service intern is not considered an employee and therefore does not receive an employment contract.

The organization is done in cooperation between the staff member who is responsible for the support in the work placement school, institution or centre and the work placement supervisor of the teacher training on the basis of an agreement on, among other things:

- the division of responsibilities between school, centre and institution, student and teacher training;
- the role of the school, centre and institution in evaluating the student/course participant;
- the period of the school year in which the pre-service training takes place;
- the intern’s tasks.

In-service training, the teacher-in-training job (LIO job):

With in-service training, the trainee fulfils the practical component of a teacher training course as a temporary staff member at a secondary school, a part-time arts education institution, an adult education centre or a nursery and primary education centre. Exceptionally, students who follow the SLO may, after or at the same time as a physical education master’s programme, be employed as LIO physical education teachers in nursery and primary education.

The practical component must amount to at least 500 hours of teaching per year (mainstream...
secondary education and part-time education in the arts), teaching hours (special secondary education), teacher’s hours (secondary adult education) or teaching periods (in nursery and primary education for the physical education master). The LIO job in an adult basic education centre is at least 0.6 FTEs per year. If the LIO fails to perform these 500 hours or 0.6 FTEs, he can fill this shortfall by means of pre-service training. All hours of the appointment count towards the 500 hours or 0.6 FTE.

The university college, university or the Centre for Adult Education and the school, institution or centre conclude a LIO job contract in which is explicitly laid down:

- their commitment to teacher-in-training support;
- the commitments of the training institute with regard to the supervision of the student/course participant/teacher-in-training with regard to the training programme;
- the student’s/LIO’s share in the assessment by the school, institution or centre on the one hand and the training institution on the other.

The teacher-in-training will be appointed as a temporary agent, subject to the statutory rules on legal status and remunerated at the level of a teacher without a certificate of pedagogical competence. In an adult basic education centre, the LIO is appointed as a contractual staff member.

**Admission Requirements**

**Integrated teacher training courses**

The admission requirements for the integrated teacher training programme are the same as for other professionally oriented bachelor’s programmes at university colleges. [see 7.2.1].

**Specific teacher training courses organized by the university colleges**

The following students may be admitted:

- the holders of a professionally oriented bachelor’s degree (PBA);
- the students of a PBA programme who have already obtained 120 credits;
- for the dance teacher training course: candidates who meet the general conditions for admission to the basic training courses of one cycle, who have passed an artistic entrance examination organized by the university college organizing the basic dance training of one cycle and who can demonstrate five years useful experience as a professional dancer in a recognized company.

**Specific teacher training courses organized by the universities**

The following students may be admitted:

- the holders of a master’s degree;
- the students of a master’s programme of 120 credits in which 30 credits of the teacher’s programme are built as a specialization;
- the holders of an academic bachelor’s degree provided they are enrolled in the master’s programme;
- the holders of a professionally oriented bachelor’s degree (PBA) who enrol in a bridging programme with a view to following a master’s programme.
Specific teacher training courses in the field of religious studies and theology organized by the Evangelical Theological Faculty (Heverlee)

The same rules apply here as for the universities.

Specific teacher training organized by the Adult Education Centres

The holders of a secondary or higher education diploma are admitted here.

Students who wish to undertake specific teacher training but do not hold a secondary education diploma must follow the bridging programme consisting of the modules “language proficiency step: theory” and “general training step: theory” or pass an admission test. The entrance exam verifies whether the student has the skills required to follow the specific teacher training.

Recognition of skills acquired elsewhere and qualifications acquired earlier

When lateral entrants (from another profession) start a teacher training course, their skills acquired elsewhere (EVC) and previously acquired qualifications (EVK) will be taken into account.

Curriculum, Level of Specialisation and Learning Outcomes

The training programmes of all teacher training courses lead to the established basic skills. [see 9.1.5]. The basic skills consist of 10 functional entities:

1. The teacher as a supervisor of learning and development processes
2. The teacher as educator
3. The teacher as a content expert
4. The teacher organizer
5. The teacher as innovator – the teacher as researcher
6. The teacher as a partner of parents or caregivers
7. The teacher as a member of the teaching team
8. The teacher as a partner of external parties
9. The teacher as a member of the educational community
10. The teacher as a cultural participant.

These 10 functional entities are further translated into skills. Elements such as diversity, pupils with specific educational needs and school administration are taken into account here.

Teacher training courses are free in the development of the curricula as long as they enable each student to reach the basic skills.

The integrated teacher training programmes at the university colleges provide training for nursery, pre-school, primary and secondary education respectively. Teachers are trained as class teachers for pre-school and primary education. They teach all subjects in pre-school and primary education.

For the secondary level programme, the student must choose two subjects. The student has the choice of the following possibilities: geography, movement recreation, bioaesthetics, biology, biotechnology, construction, chemistry, German, economics, electricity, English, French, physics, history, hairdressing, trade-burotics, wood, burotics or informatics, [Islamic religion, Catholic religion, Latin, physical education, mechanics, fashion, musical education, [natural sciences, Dutch, Dutch sign language, Dutch interpreter for the deaf, non-confessional ethics, plastic education, project general subjects, project art subjects, [Protestant evangelical religion, engineering, nutritional care and
mathematics.

The specific teacher training courses are limited to the teacher training component. The trade union authority of the graduate teacher is determined by his or her underlying bachelor’s or master’s degree or by his or her professional experience.

**Teacher educators**

There are no specific additional training courses and qualifications for teacher trainers, in addition to those required for teaching staff at Adult Education Centres, university colleges and universities.

**Qualifications, Evaluation and Certificates**

In order to be able to function fully as a starting teacher, each graduate must have the relevant basic skills (description of knowledge, skills and attitudes). These basic skills enable the teacher to progress towards the professional profile (description of the teacher’s knowledge, skills and attitudes in the course of his or her professional activities). It is the teacher training programmes themselves that are responsible for testing these basic skills and for choosing the most appropriate methodology.

Both types of teacher training lead to a single professional title: the teacher’s diploma. The diploma is supplemented by a diploma supplement (see 11.2.1).

**Integrated teacher training courses**

The integrated teacher programmes offered by university colleges are professionally oriented bachelor programmes and lead to the degree of bachelor in education, respectively in pre-school, primary and secondary education. The university colleges award the degree in question to graduates and award the teacher’s degree. All diplomas now confer the professional title “teacher’s diploma”. The diploma is supplemented by a diploma supplement [see 11.2.1]. For the integrated bachelor’s programmes in education, secondary education, the chosen subjects are mentioned.

**Specific teacher training**

The specific teacher training diploma was not classified in the EQF.

**Alternative Training Pathways**

The LIO job can be considered as an alternative training route. [see 9.1.1].

In addition, more and more institutions are offering training through distance learning, evening/weekend education.

The PPP higher education training for social advancement also called D-course was aimed at persons who already had a basic diploma or relevant professional experience and led to a certificate of pedagogical competence. This training has been integrated into the renewed framework for teacher training as specific teacher training since 2007.

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