HES-SO TEACHER COMPETENCE STANDARD

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PURPOSE OF THE DOCUMENT AND RECIPIENTS

Preamble: Specialised terms or terms that take on a specific meaning in the context of this document are briefly defined in the final glossary and their first occurrence in the text is followed by an asterisk (*).

This standard* lists the competences* of the HES-SO teacher with regard to his or her teaching mission, regardless of the specificities of the disciplines or the field concerned. Scientific, technical or artistic professional competences relating to the subjects taught and the field in which this teaching takes place are not dealt with here.

This standard describes the teaching profession* in the HES-SO as well as its specific activities. It is intended for any person or body concerned by these themes. It does not constitute specifications and is not a contractual or normative text. It aims to structure the action of teachers and to support their professional development by encouraging reflection on what constitutes their qualification.

The level of development expected or targeted for each competence in the standard is to be modulated according to the function and according to the type of teaching covered. The diversity of tasks and contexts of intervention between temporary workers, lecturers and professors as well as between fields and universities of affiliation is reflected in the different levels of development for each competence. This results in profiles that can be extremely variable. Neither these various levels of development nor the resulting profiles are fixed in this document.

At the HES level, the teacher must combine and develop a double identity:

- as a professional in his or her field, it is a question of basing his or her teaching on a scientific or artistic approach, of directing it towards the most relevant practices of his or her profession and of updating it with the results of the most significant research;

- as a practitioner in higher education, it is a question of deploying one's teaching skills in the service of professional training that is both of high level and based on practice.

This relies on close collaboration with professional circles and research stakeholders.

This standard aims to mark out and support the development of the pedagogical competences required by this particular combination which makes the specificity of HES teaching and the attractiveness of the multiple training courses of the HES-SO.

STRUCTURE

The following statements constitute a brief description of the competences identified. A more detailed and operational description can be found in an additional document which constitutes a second level of reading.

The standard is structured in 4 thematic fields. Each brings together three strongly related competences as well as the statement of the common institutional framework applicable to them. This institutional framework is given by the HES-SO as well as the university to which it belongs.

The articulation of these 4 fields and all the competences that constitute the teaching profession in the HES-SO can be represented by the following diagram:
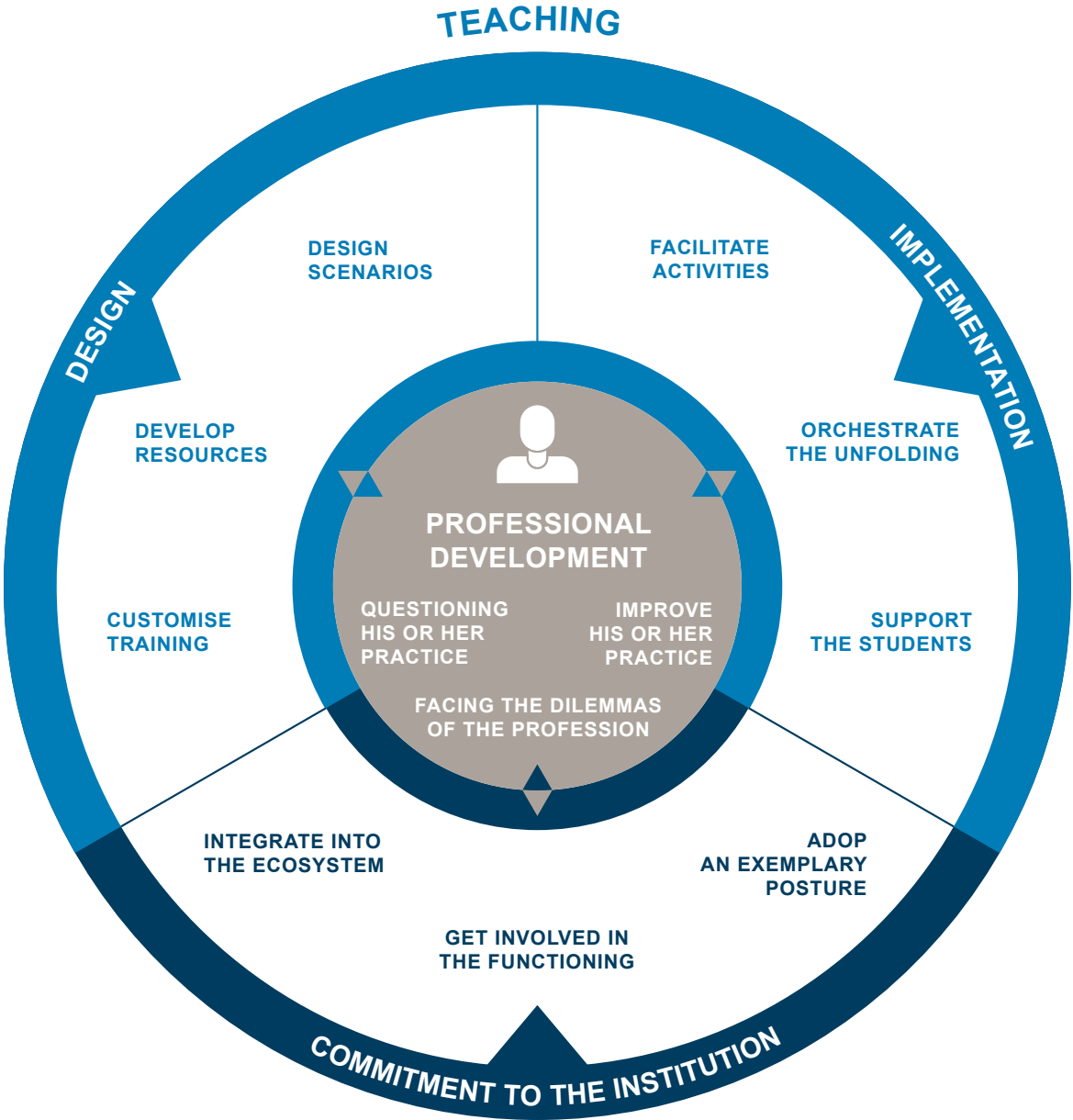
STATEMENT OF COMPETENCIES

I/ COMPETENCES IN THE DESIGN FIELD

1. Design pedagogical scenarios

Design coherent pedagogical scenarios* inspired by pedagogical advances, adapted to the singularity and heterogeneity of students, integrating current and emerging professional practices, in the service of learning, professionalisation and employability.

2. Develop pedagogical resources

Select, prioritise, prepare or co-construct with students diversified pedagogical content, tools and materials in line with the designed scenarios, and combine them into devices that support learning and that are the basis of valid and reliable assessments.

3. Customise training

Promote the personalisation and flexibility* of training – depending on institutional constraints – through the involvement of students in the development of their course and in the activities that constitute it.

Institutional framework

The teacher:

- *produces or contributes to the development of descriptions of modules that concern his or her lessons, using the models made available by the institution and complying with the requirements of the Regulations on basic training (Bachelor and Master) at the HES-SO, or the Regulations on Continuing Education of the HES-SO.*

- *integrates into the design of his or her lessons the relevant elements determined by the training programmes, the framework curricula, the competence profiles and the applicable sector regulations.*

II/ COMPETENCES IN THE IMPLEMENTATION FIELD

4. Facilitate pedagogical activities

Propose and facilitate learning and evaluation activities in accordance with established pedagogical scenarios, mastering multiple modes of interaction and communication with students (face-to-face or remotely, synchronous or asynchronous).

5. Orchestrate the unfolding of scenarios

Pilot and regulate, alone or in collaboration with the various players, the unfolding of the pedagogical scenarios by adapting them to the diversity of the students and the circumstances of the moment, in various configurations of classes and groups, face-to-face and remotely.

6. Support the students

Accompany and support students according to their needs in their learning and their integration into professional life through various methods and means of feedback*, by promoting a climate conducive to learning and by promoting the success of the vast majority.

Institutional framework

The teacher:

- *implements his or her lessons in accordance with the module descriptions that concern them.*

- *conducts and adapts its teaching and assessment activities in accordance with the training programmes, framework curricula and applicable sector regulations.*

III/ COMPETENCES IN THE PROFESSIONAL DEVELOPMENT FIELD

7. Questioning his or her pedagogical practice

Questioning her pedagogical practice as well as his or her knowledge, know-how and interpersonal skills as a teacher by explaining and developing his or her conceptions of teaching and learning through training and monitoring to develop his or her reflective thinking*.

8. Improve his or her pedagogical practice

Develop and improve his or her pedagogical practices by integrating students and peers into a co-creation process based on experimentation and innovation, particularly in a context of digital transformation.

9. Facing the dilemmas of the teaching profession

Positioning oneself in the face of the duties and ethical dilemmas of the teaching profession by identifying and discussing the needs and demands that emerge from the players in his or her pedagogical and professional practice, from his or her institution and from the employer circles.

Institutional framework:

The teacher:

- *acquires the certified didactic qualifications that are required by his or her position, in accordance with the requirements of the Common rules for teaching and research staff – Typology of functions as well as according to the Regulations on the didactic qualifications of teaching staff of the HES-SO.*

- *uses the teaching evaluation system set up by the institution and takes into account the HES-SO framework policy on the evaluation of teaching by students.*

- *makes use of training offers and pedagogical and didactic support to develop his or her skills.*

IV/ COMPETENCES IN THE COMMITMENT FIELD

10. Integrate into the training ecosystem

Collaborate within the framework of different communities* to contribute to the development of collective intelligence in the service of the quality* of training and orientation towards professional practices.

11. Get involved in the functioning of the institution

Engage in the functioning of the institution through contributions that promote the development and pooling of resources and pedagogical practices, and that support the integration of graduates into professional circles.

12. Adopt an exemplary posture

Adopt a posture of professional exemplarity* (teaching and disciplinary) in his or her actions and conduct, in the service of an identity that is doubly anchored in professional and academic realities.

Institutional frame

The teacher:

- *complies with the directives, rules and any charters applicable to his or her position in the institution.*

- *takes into account the relevant elements of the HES-SO Global Development Strategy, the HES-SO Digital Strategy, the HES-SO Sustainability Strategy, the HES-SO Framework Policy with regard to diversity, the HES-SO Framework Policy for the prevention and management of sexual and gender-based harassment against students, as well as the specific texts issued in the university to which they belong.*

GLOSSARY

This glossary defines or clarifies certain terms used in this document, either because they are specific and uncommon, or because they are important and underpin a certain perspective. The explanation given is limited to the meaning in which the term in question is used here. The HES-SO Teaching Glossary provides broader definitions and many additional entries relating to training and teaching.

Communities linked to the training system: close colleagues, students, institutional bodies, other higher education institutions, universities, alumni, employers, etc.

Competence: The notion of competence underlying this document is inspired by the definition developed by J. Tardif (a complex know-how based on the effective mobilisation and combination of a variety of internal and external resources within a family of situations[1]), which has also been included in the HES-SO[2] Teaching Glossary.

Exemplarity: Exemplarity makes the HES-SO teacher both a model person with regard to his or her attitude and the institutional values that he or she embodies, and a professional reference to which the student can try to identify and towards which he or she can try to strive. This professional reference may relate both to his or her teaching activity and to the professional practice which is the subject of his or her teaching.

Flexibility (of training): Design and implementation that remains accessible to various influences, that is able to adapt, that is susceptible to fluctuations and modifications according to circumstances. This may concern the training course, the modules and teaching units that make it up as well as the educational scenarios that take place there, for example when the student can choose between various activities or between different modalities, carry out tasks at his or her own pace, modulate their workload to reconcile his or her training with other commitments, etc.

Profession (teaching): Professions designate a particular subset of trades, differentiated from the others by characteristics such as the existence of a technically and scientifically based competence, long and high-level professional training in specialised establishments, specific professional knowledge, technical and ethical control of activities exercised by all colleagues and the existence of a professional organisation protecting the diploma and providing training as well as the exclusion of members. From this perspective, teaching at the HES-SO therefore constitutes a trade rather than a profession. In the HES-SO, professionals from specific fields work as teachers.

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[1] Tardif, Jacques (2006), *L'évaluation des compétences – Documenter le parcours de formation.* (Competence assessment–Documenting the training path). Chenelière Education.

[2] HES-SO University of Applied Sciences and Arts Western Switzerland (2017), *Glossaire Enseignement HES-SO* (HES-SO Teaching Glossary). Publication of the Teaching Department. Revised version of 12 December 2017.

Quality of training: According to the approach favoured by the HES-SO, quality is part of a logic of "Fitness for purpose". It is a relational concept that puts the actions of an organisation in tension with its objectives and its means, the aim being to objectify the degree of adequacy of an observed reality with an expected reality. This approach is as much a reflective process, typical of continuous improvement, as it is a process of verifying conformity, typical of quality assurance. Generally speaking, quality is a posture whose purpose is to explain "why we do what we do and if it is the best way given the context, the strategy target and given resources".[3]

Competence standard: Systematic and organised inventory of the competences required for the exercise of a trade or profession. The teacher reference document establishes the framework repertoire of competences expected of teachers and can guide their development. A competence standard is the result of an explanation process carried out jointly by the various players concerned.

Reflexivity, reflective thinking: Reflexivity implies taking a critical and analytical look *in* and *on* one's professional action, in order to improve one's practice. Various tools and techniques can be used to support and guide teachers' reflexivity: evaluation of teaching by students, portfolio, peer observation, counselling interview, etc. The resulting decentring should allow the teacher to question the unquestioned aspects of his or her practice and to become aware of his or her unthought convictions.

Feedback: Information provided back to students about the completion of learning tasks, performance, how far they still have to go to achieve targeted learning, suggestions, etc. The feedback must allow students to situate themselves in relation to the objectives set and to adapt their efforts and their learning strategies. It also allows teachers to better understand the difficulties encountered and to direct their interventions accordingly.

Pedagogical scenario: The pedagogical scenario details the course of a learning sequence. It generally takes the form of a grid in which the objectives, content, teaching strategies and evaluation methods are described. It ensures consistency between these elements and makes it possible to reflect on the role of the student and the teacher.

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[3] HES-SO Western Switzerland University of Applied Sciences (2020), Reference framework for the practice of evaluation at the HES-SO. Publication of the Steering Assistance Service, Quality Department. Version of July 7, 2020.