

**Comité d'orientation
de la formation
du personnel enseignant**

Internship Practicums in **School Settings**

New Horizons to **Explore**

Brief to the Minister

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on June 10, 2005.

This brief was prepared in close collaboration
with the members of the Comité d'orientation de la
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INTRODUCTION

The reform of teacher training in 1992 and the 2001 ministerial orientations

The 1992 reform

The 1992 reform emphasized augmenting teacher training in order to give a substantial role to internship practicums in school settings: a minimum of 700 hours throughout the new four-year bachelor of education program and, of course, a practicum of significant duration in the last year of studies. However, this minimum has often been interpreted as a maximum and the content of “internship practicums in school settings” is not understood uniformly.

In a document on practicums, the Ministère de l'Éducation presented the framework for “practical training,”¹ both in university (practical exercises integrated into theoretical courses, observation and laboratory experiments, role-playing, etc.) and in practicums in schools, which would make it possible to “experience the complexity of the act of teaching.”² This concept is fundamental to understanding the teaching profession, because it has to be taken into account in the training of future teachers: the education system is no longer monolithic, if it ever was.

In the above-mentioned document, the Ministère outlines the responsibilities of the partners in teacher training and suggests coordination mechanisms. It defines the role of cooperating teachers in training the next generation of teachers, recognizes their special status and situates them in the context of efforts to promote a greater appreciation for the teaching profession. It reaffirms the role of action research in the professional development of cooperating teachers and in the updating of teacher training programs.

Surveys³ of the graduates of the new programs and their employers show that improvements have been made in the training of new teachers, which was one of the objectives of the reform.

However, the attrition rate in the teaching profession is of concern both to those responsible for the training programs in the universities and to many school board administrators, who are unable to describe or explain the situation: are teachers simply changing employers or are they leaving the profession? It is difficult to obtain reliable statistics on this question.

Internship practicums in school settings: a concern reiterated by the Comité d'orientation de la formation du personnel enseignant

In its *Rapport annuel 1994-1995*,⁴ the Comité d'orientation de la formation du personnel enseignant (COFPE) outlined the conditions that needed to be fulfilled to ensure the success of the reform of teacher training, which was based mainly on the emphasis placed on internship practicums in school settings. The conditions included resolving the questions related to the status

1. The 1994 document uses the term “formation pratique” [“practical training”]. The COFPE considers this to mean practicums in “the classroom” or in a “real-life professional setting.”

2. Ministère de l'Éducation, *La formation à l'enseignement — les stages*, 1994. [Translation]

3. Lise Giroux, *Enquête auprès des premiers diplômés et diplômées du baccalauréat en enseignement secondaire*. May 2000.

Lise Giroux, *Enquête auprès des employeurs des premiers diplômés et diplômées du baccalauréat en enseignement secondaire*. May 2000.

Louise Laforce, *Enquête auprès des premières personnes diplômées du baccalauréat en éducation préscolaire et enseignement primaire (BEPEP), cohorte 1995-1999*. May 2002.

4. Comité d'orientation de la formation du personnel enseignant (COFPE), *Rapport annuel 1994-1995*. Québec, June 1995, p. 14.

and responsibilities of cooperating teachers, their training and the importance of joint action between the education system and the universities. In short, the Rapport reiterated the themes already discussed in the Ministère's document.

In 1997, the COFPE submitted to the then Minister of Education, Pauline Marois, its first brief on internship practicums in school settings. Entitled *La mise en place des stages de formation pratique : sa fragilité et l'importance de sa réussite*,⁵ the brief re-emphasized the importance of practicums in teacher training, recalled the context of the reform and underlined the dissatisfaction with the fact that funds allocated by the Ministère de l'Éducation as a temporary measure were being used by the school boards to permit cooperating teachers to correctly perform their duties pertaining to the orientation, supervision and mentoring of student teachers.

The COFPE focused especially on the recognition of the role of cooperating teachers and discussed questions related to the recruitment, selection and training of cooperating teachers as well as the evaluation of student teachers. It also raised the question of the organization, administration and supervision of practicums in remote regions and reiterated the need for greater cooperation between the partners in the education system and the universities.

The 1997 brief made nine recommendations.⁶ Some of these are repeated and updated in this brief, taking into account the changes that have occurred in the education system and the 2001 ministerial orientations, which led to the review of the teacher training programs and the accreditation of new programs by the Comité d'agrément des programmes de formation à l'enseignement (CAPFE); their implementation began in 2002 or in 2003.⁷

Since the 1997 brief, the education system and the universities have examined the problems resulting from the institution of four practicums as part of the training programs, including the training proposed for cooperating teachers.⁸ In addition, partnerships between the universities and the school boards have been established in order to take into account the reform of the Québec school system.⁹

In its brief *Consolidating, Adjusting and Improving Teacher Training*¹⁰, the COFPE again formulated a few recommendations on internship practicums in school settings and their funding. These dealt with the following matters: support for internship practicums in school settings; the recognition of the role of "maîtres associés"¹¹ according to procedures appropriate to the requirements and complexity of this role; the practicum places to be provided for all students; providing cooperating teachers with sufficient time so that they can correctly assume their

5. COFPE, *La mise en place des stages de formation pratique : sa fragilité et l'importance de sa réussite* — avis à la ministre de l'Éducation, Québec, January 1997.

6. See Appendix 3.

7. It should be noted that students enrolled in the first year of a bachelor of education program in 2001-2002 at the Université de Montréal were enrolled "retroactively" in the new program corresponding to their training program.

8. Among the first studies, we will mention those of the Association québécoise universitaire en formation des maîtres (AQUFOM). Louise Dupuy-Walker et Paul-André Martin, "Initiatives universitaires récentes dans la formation des enseignants associés : diversité et convergences," *Bulletin de l'AQUFOM*, vol. 7, no. 1, May 1997, p. 1-12.

9. Ministère de l'Éducation, *Québec Schools on Course, Educational Policy Statement*, 1997.

10. COFPE, *Consolidating, Adjusting and Improving Teacher Training*, 1999. See in particular sections 2.3 Training in the Classroom (p. 14-16) and 4.8 Funding for Teacher Training (p. 45-47).

11. The 1999 brief uses the term "maître associé." The more common term is "enseignant associé." [Translator's note: both terms are translated as "cooperating teacher" or "associate teacher" in English.] Other terms are used in the universities. See on this topic Colette GERVAIS et Pauline DESROSIERS, *L'école, lieu de formation d'enseignants : questions et repères pour l'accompagnement de stagiaires*, 2005, p. 240. The COFPE has chosen to use the terms "enseignant associé" and "enseignante associée."

responsibilities; and the funding required to provide the material conditions to make it easier for cooperating teachers to perform their duties.

The 2001 ministerial orientations

The COFPE considers that the core professional competencies for the teaching profession, published in 2001,¹² will contribute greatly to improving the quality of internship practicums in school settings and establishing guidelines for the evaluation of practicums. However, the partnership between the universities and the school boards should not be based solely on administrative objectives. The pedagogical expertise of cooperating teachers must also be taken into account, and they should receive relevant training. This is why this document should be given as a matter of course to school administrators working in educational resources and human resources, to all school principals and to teachers so that all these groups can become familiar with it and refer to it when necessary.

Since 2001, the COFPE has carried out consultations¹³ with the regional offices of the Ministère and met with groups of cooperating teachers as well as student teachers to discuss certain aspects of the implementation of internship practicums in school settings. It was apparent that the recommendations made in its brief *La mise en place des stages de formation pratique : sa fragilité et l'importance de sa réussite* are still relevant. However, more details and some updating were required given the 2001 ministerial orientations and the education reform.

The subject of the brief

As suggested by the title of this brief, the COFPE has taken a critical look at certain aspects of internship practicums in school settings, more than a decade after the implementation of the reform of teacher training announced in 1992.

The first section presents the overall framework for internship practicums in school settings. Eight recommendations deal with interuniversity cooperation, the partnership between universities and educational institutions and the existing coordinating bodies.

In the second section, the Comité reviews the responsibilities and the roles of educational institution stakeholders whose work, in one way or another, has an impact on internship practicums in school settings. Ten recommendations are made in this area.

Professional development must be seen as an essential component of the teaching profession, that is, a standard that also applies to teaching staff in vocational training and in adult general education. The third section contains eight recommendations related to the development, content, organization, evaluation and recognition of the training offered to cooperating teachers.

The identity of teacher trainers is also examined: it seems the time has come to recognize, in concrete ways, the diversification and the new complexity of the functions in the teaching profession, specifically the contribution of those who demonstrate an unwavering commitment to teacher training and to raising the profile of the profession. The fourth section presents three recommendations that are invitations to an in-depth examination of this issue.

12. Ministère de l'Éducation, *Teacher Training – Orientations – Professional Competencies*, 2001. The COFPE insisted that this document be widely distributed in the education system. Among other things, it pointed out that it was important for the education system to adopt this document in its brief *Establishing a Common Understanding of the Ethical Dimensions of the Teaching Profession*, published in 2004. See Appendix 4: The Core Professional Competencies for the Teaching Profession.

13. See Appendix 5.

It should be noted that many of the recommendations are intended for more than one stakeholder or organization responsible for internship practicums in school settings.

1. OVERALL FRAMEWORK AND PARTNERSHIPS

1.1 Responsibilities of the Minister of Education, Recreation and Sports

The COFPE points out — as it did in response to the consultation with the Office des professions du Québec on the professional recognition of teachers in 2002 — that the legislative, regulatory and administrative apparatus related to the initial and ongoing training of teaching staff, and to the certification and evaluation of educational institutions and of their personnel, fall under the responsibility of the Minister.¹⁴

This responsibility¹⁵ cannot be delegated to an outside organization, especially since education is at the heart of the identity of a society and questions concerning education should be debated in the National Assembly, if necessary. The Ministère must therefore have the appropriate human resources to carry out this mission.

Given the above, it is up to the Minister to use the coordinating mechanisms he has created or established to advise him, and to do so before any ministerial or government decision is taken.

1.2 Coordinating mechanisms

1.2.1 Table de concertation du ministère de l'Éducation, du Loisir et du Sport et des Universités sur la formation à l'enseignement (Table MELS-Universités)

. The *Table de concertation Éducation-Universités* (TCEU) was formed in December 1992 to make it possible for the Ministère de l'Éducation, which was responsible for managing the reform of teacher training, and the universities to work together in a concrete way, thereby moving from the consultation stage to the collaboration stage.

This first coordinating body provided the Ministère de l'Éducation and the universities with a forum to exchange information and discuss the reform of teacher training, specifically classroom practicums, which had recently begun to be implemented.

The TCEU subsequently became the *Table de concertation du ministère de l'Éducation et des Universités sur la formation à l'enseignement* (TMU), and its responsibilities were expanded. Over the years, as its expertise has developed, its leadership position has been strengthened. Thus the TMU became a forum for the adoption and implementation of ministerial orientations in the area of teacher training, while leaving room for the creativity of the universities, thus respecting their specificity.

The TMU should be commended for fostering interuniversity cooperation, which had produced results that have led to the overall success of the reform of teacher training. The questions examined by the TMU, now called the Table de concertation du ministère de l'Éducation, du Loisir et du Sport et des Universités sur la formation à l'enseignement (Table MELS-Universités), are of concern to the Association des doyens, doyennes et directeurs, directrices pour l'étude et la recherche en éducation au Québec (ADEREQ) and to the Conference of Rectors and Principals of Quebec Universities (CREPUQ). Certain questions dealt with in recent years were related to concerns shared by the Comité d'agrément des programmes de formation à l'enseignement (CAPFE) and the COFPE, in particular mastery of the language of instruction and the training of cooperating teachers.

14. The Ministère de l'Éducation became the Ministère de l'Éducation, du Loisir et du Sport on February 18, 2005.

15. See Appendix 6.

The COFPE takes the view that the Table MELS-Universités should expand its role,¹⁶ in particular with regard to determining the competencies required of cooperating teachers. The Table also needs to build closer links with the faculties and departments responsible for teacher training programs, while at the same time initiating or developing close collaboration with those in charge of other coordinating mechanisms with which it shares common or convergent interests. The COFPE therefore invites the Table MELS-Universités and the other players in teacher training to create more opportunities for joint action.

Recognition of the training of cooperating teachers

Interuniversity coordination is particularly desirable with regard to the training of cooperating teachers.

The training given by any of the universities is recognized by the other universities in order to reduce costs. Each one must, however, ensure that the training offered has actually been updated. In addition, they all need to make available and accessible the supplementary training needed for the supervision of practicums according to specific procedures and to provide information on their training programs, in partnership meetings, or in virtual or other forms.

In order to ensure interuniversity harmonization of training, a set of core professional competencies for the mentoring of student teachers¹⁷ — complementary to the core professional competencies required of all teaching staff according to the 2001 ministerial orientations — should be recognized as the common reference and adopted by the Table MELS-Universités. In this regard, it must be acknowledged that substantial progress has been observed. The examination of the different language tests used by the universities in order to develop a test to correctly assess the language competencies of their students is an example of the kind of action that should continue to be taken.

1.2.2 Regional coordination of internship practicums in school settings

Reaffirming the importance of the regional coordinating body

The Ministère's 1994 document recommended that, in order to ensure the quality of teaching practicums, the university community should “establish and chair a regional or supraregional administrative committee . . . including the partners who have decision-making power in their respective communities”; a representative of the regional office should play a “catalyst role” on this committee and be responsible for “ensuring that the orientations of the Ministère are in keeping with the will of the community.”¹⁸ The document clearly established the responsibilities of the Ministère de l'Éducation, those of the universities and those of the education system.

Various forms of partnership have thus been established and developed in most regions, according to a model similar to a *table régional de concertation* [regional cooperation forum] or a committee on practicums. These coordinating mechanisms have become sites for the exchange of

16. It should be recalled that interuniversity cooperation is not a new concern for the COFPE, which emphasized its importance in the brief *La mise en place des stages de formation pratique : sa fragilité et l'importance de sa réussite*: “The Ministère should invite the universities to demonstrate more concerted action in the organization of practical training, in particular with respect to the administrative and pedagogical guides ensuing from memoranda of understanding, the placement of student teachers, the training given to cooperating teachers and the evaluation criteria for student teachers training to obtain a teaching diploma.” (p. 15) [Translation]

17. This question is discussed in section 3.

18. *La formation à l'enseignement — les stages*, p. 8. [Translation]

information on teacher training, the collection of statistical data and discussion of partnership agreements related to the administration of practicum allocations. The regional office can make use of this forum to inform its partners of the budgetary rules¹⁹ related to the supervision of student teachers and how to interpret them.

This being said, the coordinating mechanisms could do more to energize the partners. In addition, there could be regular follow-up of their work. Special attention could also be paid to the examination of the complexity of internship practicums in school settings, in particular in the greater Montreal region, given the existence of three regional *tables*,²⁰ and the presence of several universities.

In the fall of 2001, the Ministère conducted a survey in order to learn more about the situation with respect to internship practicums in school settings. The evaluation report entitled *Encadrement des stagiaires de la formation à l'enseignement*²¹ showed us that certain regions had no coordinating mechanism or else that the different stakeholders in teacher training were not all represented in such mechanisms.

Actions have been taken since then in order to encourage regional partnerships, but ongoing difficulties have hindered this restructuring. In addition, it should be recalled that such a regional mechanism should bring together all the players in teacher training, those in the universities and educational institutions (public and private),²² as well as representatives from adult general education and vocational training, and the unions.

Finally, the Ministère initiated, in the spring of 2005, a consultation with a view to reviewing and updating its orientations on internship practicums in school settings, in particular in order to take into account the ministerial orientations published in 2001. The document now being prepared by the Ministère should say explicitly that a partnership between the university community and the education system is not only desirable, but essential, and should determine the participants and redefine their roles.

Responsibility of the regional offices of the Ministère

It should be noted that the 1994 document was not properly followed up by all the regional offices of the Ministère and that certain obligations went unfulfilled. This was the case, in several regions, with respect to the training of cooperating teachers and in particular the establishment of a regional coordinating body.

Each regional office should ensure that the regional committee, the *table de concertation* or any other coordinating mechanism that has been established is operating properly, and that it convenes the members to a meeting if circumstances require. It also needs to convince the educational institutions to designate the persons who are familiar with the field and who can follow up on the agreed-upon commitments. It should ensure that the results of its work are disseminated throughout the organizations or associations it represents. The regional office should therefore possess the resources necessary to ensure follow-up of the decisions it takes.

19. Ministère de l'Éducation, *Règles budgétaires pour l'année scolaire 2004-2005 — Commissions scolaires*, p. 39. This is measure 30030. See Appendix 9.

20. The Montreal, Laval-Laurentides-Lanaudière, and Montérégie regional tables.

21. Ministère de l'Éducation, *Encadrement des stagiaires de la formation à l'enseignement — Rapport d'évaluation de programme*, p. 25. Some regions already had coordinating mechanisms, but they had ceased operating.

22. In the regions where private education is available.

Expand and redefine the mandate of the "regional or supraregional administrative committee" called for in the Ministère's 1994 document

The role of the regional coordinating body and its responsibilities should be reaffirmed and new ones should be added. For example, sub-committees could be formed to study the aspects of teacher training that could benefit from having their regional or supraregional dimensions examined, if need be (e.g. promotion of practicums, capacity to accept student teachers, examination of the application of the local arrangement, etc.).

This could also be the case for the professional development of the teachers responsible for the supervision of student teachers or the mentoring of colleagues during induction into the profession,²³ the planning, organization and holding of professional development activities, when they fall under the responsibility of a partnership between one or more universities and educational institutions. This exercise could also be an opportunity to examine action research or development projects carried out by the universities, in partnership with the education system, on questions of interest to the different stakeholders, including initial training, induction into the profession and professional development, as well as the support provided for the implementation of these projects.

It is, of course, necessary to ensure an ongoing mechanism for the adoption and further discussion of the 2001 ministerial orientations on the reform of teacher training. Moreover, this site for the exchange and dialogue that are necessary for cooperation on the different aspects of internship practicums in school settings and adapted to specific characteristics and needs of the different settings should also become a site for decision-making on important aspects of internship practicums in school settings, aspects that affect all the stakeholders in a single region. That is why its responsibilities should be not only increased but made more specific.

In the 2002 evaluation report, an eighth action was proposed that has not yet been implemented everywhere, namely, "regional coordinating mechanisms to be established or improved and a mandate to be redefined."²⁴ In this regard, the members of these *tables* should be accountable for the responsibilities assumed by their respective organizations. This assumes that an annual work plan has been adopted and that follow-up was done, in particular in order to identify future orientations.

Given the above, the COFPE recommends that the Minister:

- **expand and redefine the mandate of the regional coordinating body on internship practicums in school settings**
- **ensure that the partners in teacher training establish or consolidate, as the case may be, a regional coordinating body (*table*, committee, etc.) taking into account their responsibilities and their specific contexts**
- **give the regional offices responsibility for ensuring that this coordination is effective and covers all aspects of teacher training and development of the teaching profession (induction into the profession, professional development of cooperating teachers, etc.), and do so on the basis of the needs observed in their respective regions**

1.2.3 Comité d'agrément des programmes de formation à l'enseignement (CAPFE)

The 1992 reform of teacher training was an opportunity to review the overall framework of the teaching profession, in particular the teacher training programs. The reform resulted in changes to

23. These include, in certain settings, related issues of interest to the same teachers.

24. *Encadrement des stagiaires de la formation à l'enseignement*, p. 56. [Translation]

the process for accrediting training programs. This mission, which thus fell under the responsibility of the Minister of Education, was entrusted to an advisory committee, the Comité d'agrément des programmes de formation à l'enseignement (CAPFE), which was made up, on a parity basis, of representatives from the education system and the university community, appointed by the Minister. The responsibilities of this committee were officially recognized by their inclusion in the *Education Act* in 1997.

The mission of the committee is to advise the Minister on any matter relating to the accreditation of teacher training programs for the elementary and secondary levels.

The committee shall, in the pursuit of its mission,

- 1 examine and approve teacher training programs for the preschool, elementary and secondary levels
- 2 make recommendations to the Minister concerning teacher training programs required for the issue of teaching licences
- 3 advise the Minister on the determination of the qualifications required of teachers at the elementary and secondary levels²⁵

Teacher Training – Orientations – Professional Competencies published in 2001, called for the review of all programs accredited less than a decade earlier. It also recommended that the universities review their programs to ensure that they comply with the new ministerial orientations.

The mission of the CAPFE must be fulfilled, with close attention being paid to the follow-up of training programs in order to ensure the quality of initial teacher training, an essential condition of quality teaching that will facilitate educational and academic success.

1.2.4 Comité d'Orientation de la Formation du Personnel Enseignant (COFPE)

The creation of an advisory committee on all aspects of policy on teacher training was already provided for in the *Regulation respecting teaching permits and teaching diplomas*.²⁶

The Minister of Education's reasons for setting up the committee are still current concerns: issues surrounding the initial and ongoing training of teaching staff, the diversity of players and partners, and the need for cooperation among them. In addition, there are the social trends that have repercussions on the life of institutions, the adoption of new MELS policies that affect the practice of teaching, the internationalization of issues in the world of education and its consequences for the guidance and supervision of the teaching profession, etc.

Created in 1993, the COFPE was officially established through an amendment to the *Education Act* in 1997.

The mission of the committee is to advise the Minister on any matter relating to the teacher training policy for the elementary and secondary levels.

At the Minister's request or on its own initiative, the committee may propose guidelines and make recommendations to the Minister concerning:

25. Québec, *Education Act*, R.S.Q., chapter I-13.3, art. 477.15.

26 Québec, *Regulation respecting teaching permits and teaching diplomas* (R.R.Q., c. C-60, r. 7), 1981.

- 1 the identification of teacher training priorities
- 2 draft regulations relating to teacher training
- 3 teacher training and professional development
- 4 any aspect of the teaching profession having a connection with teacher training²⁷

It goes without saying that the mission of the COFPE extends to the adult general education and vocational training sectors.

The Committee has always encouraged the participation of partners and cooperation with them to define the issues related to teacher training and to formulate realistic briefs, taking into account the situations examined and the obligations of the Ministère. It is a site for reflection, follow-up and forecasting in the field of teacher training, including initial training, induction into the teaching profession and professional development of teachers.

The COFPE plays a key role among the coordinating bodies on the teaching profession. Because it is representative of the different communities and teaching sectors,²⁸ it is able to provide an accurate portrait of the teaching environment, and therefore to fulfill its mission responsibly by writing relevant briefs.

The COFPE considers that it is appropriate to combine the efforts of all the coordinating bodies to meet common, priority goals. Meetings, discussions and forums to share experiences should also have a place in the annual work plan in order to avoid the pitfall of dispersed efforts, and to identify coherent orientations that reconcile consultation and effectiveness.

1.3 Partnership between the universities and the educational institutions

The 2001 ministerial orientations reemphasized the importance of updating training in the mentoring of student teachers for cooperating teachers who are familiar with that function, and the importance, for new cooperating teachers, of taking appropriate training.

Because of organizational or budgetary constraints, it is not possible for everyone to enroll at the same time. In fact, registration needs to be planned by the educational institutions and training should be adjusted so it can meet the most urgent needs. It should be noted that the partnership between the universities and the educational institutions should also make it possible to prepare a sufficient number of cooperating teacher trainers, whether they are attached to universities or belong to the education system, in order to ensure the availability of training.

The education system is evolving and the realities of today's schools have various facets that the players in the field should be capable of presenting and explaining to their university partners (practicum coordinators, supervisors²⁹ and other university partners) in order to be familiarized with the environment to which student teachers will have to adapt. Planning the information aspect should therefore be done cooperatively, which would increase the relevance of the training proposed by the universities and encourage representatives of the education system to attend the "partnership" and cooperation events they would be invited to.

27. *Education Act*, art. 477.18.

28. Universities, teachers and school administrators, Ministère de l'Éducation, du Loisir et du Sport.

29. Other terms are used in the university network. See *L'école, lieu de formation d'enseignants : questions et repères pour l'accompagnement de stagiaires*, p. 240. The COFPE has opted for "university supervisor".

We cannot stress enough the importance of meetings during which the university supervisors exchange views with the teachers who receive student teachers, for which they are jointly responsible. This practice is conducive to a better understanding of the roles and work contexts of each of the partners, as well as to a climate of mutual respect.

The universities could also take the initiative of convening, according to mechanisms suited to their community,³⁰ an annual meeting of principals from the institutions that receive student teachers for the purpose of making them aware of the importance of internship practicums in school settings, but also to discuss their common concerns in order to enhance the quality of teaching and improve the image of the teaching profession.

1.3.1 Responsibility for the implementation of training for cooperating teachers

The universities should collaborate with the educational institutions to make available to cooperating teachers training that is regularly updated and appropriate in terms of content and frequency. From this perspective, the renewal of teaching staff, and increased awareness by the educational institutions of their responsibilities in the area of support for induction into the teaching profession require considerable effort on the part of universities in order to develop, in collaboration with the education system, training programs for cooperating teachers³¹ and for teachers acting as mentors for new teachers. There could be some overlap in the content of these programs.

Thus, there would perhaps be greater interest in training for cooperating teachers and teachers acting as mentors if the educational institutions were more actively involved in it. Since the reform of teacher training in 1992,

the universities have been responsible (...) for developing and implementing, in collaboration with their partners, specific training for cooperating teachers assigned to supervise student teachers (...), for aiding the development of a stronger professional culture in the area of teacher training through openness to action research with the collaboration of the education system.³²

Moreover, the *Education Act* obliges the principals of institutions to accommodate the professional development needs of their staff (E.A., art. 96.20) and organize training activities. They must, however, observe the provisions of the applicable collective agreements or regulations and, where applicable, the agreements between the school board and university-level institutions concerning the training of future teachers or the mentoring of newly qualified teachers. (E.A., art. 96.21)

The educational institutions therefore have a responsibility to accommodate the training needs of their staff, in particular those of cooperating teachers, who should be able to enroll in a training process that prepares them adequately to supervise the student teachers they receive. They should transmit these needs to the universities and define, in partnership with them, appropriate training content.

Consequently, both partners share a responsibility to provide for the supervision of training activities cooperating teachers take part in and for the evaluation of the process of supervising

30. Partnerships should be established even though, until now, the initiatives in this area have not always resulted in the desired levels of participation.

31. It often occurs that the same teacher sometimes assumes the responsibilities of cooperating teacher with a student teacher, sometimes those of teacher acting as mentors with a beginning teacher.

32. *La formation à l'enseignement : les stages*, p. 6. [Translation]

student teachers. Given the administrative and pedagogical complexities that this responsibility entails, which, moreover, does not seem to have been assumed fully by all these institutions until now, it is necessary to allow for an implementation period for the introduction of the new training activities. It goes without saying that the educational institutions should be regularly informed about new training activities developed by the universities.

The COFPE recommends that the school boards:

- **ensure that the determination of the training needs of cooperating teachers be carried out in accordance with the obligations in the *Education Act*,³³ which stipulates that the principal of the school must inform the school board annually of the professional development needs of his or her staff (E.A., art. 96.20) in accordance, where applicable, with the various agreements made with the union and university partners (E.A., art. 96.21), and, consequently, to facilitate access to appropriate training for all their cooperating teachers.**

The COFPE recommends that the universities:³⁴

- **update the training they offer cooperating teachers, taking into account the needs expressed by the educational institutions.**

The COFPE recommends that cooperating teachers:

- **engage in a professional development process appropriate to their specific functions of supervising student teachers, in accordance with section 22.6 of the *Education Act*.**

The COFPE recommends that the universities, in cooperation with the educational institutions:

- **ensure that the cooperating teachers they appoint are engaged in a professional development process.**

1.3.2 Memorandum of understanding

A memorandum of understanding between the university and the educational institution should clearly state the responsibilities and functions of the parties in the area of administration of practicums in a spirit of true partnership, in order to provide proper medium- and long-term planning of the supervision of practicums. Since an educational institution can receive student teachers enrolled in different universities, it is imperative, in order to avoid an excessive administrative load for the education system, that the universities harmonize their requirements.

33. "After consulting with the school staff, the principal shall inform the school board [...] of the professional development needs of the staff." (E.A., art. 96.20)

"The principal is responsible for the management of the staff of the school and shall determine the duties and responsibilities of each staff member in accordance with the provisions of the applicable collective agreements or regulations of the Minister and, where applicable, with the agreements between the school board and university-level institutions concerning the training of future teachers or the mentoring of newly qualified teachers.

"The principal shall see to the organization of such professional development activities for the school staff as agreed with the staff, in accordance with the provisions of the applicable collective agreements." (E.A., art. 96.21)

These two sections, except for the second paragraph of section 96.21, also applied to the principal of a vocational training centre or adult education centre, adapted as required, and in accordance with section 110.13.

34. In this area, the universities can also make interuniversity agreements with a view to optimizing the use of resources and facilitating access to training.

The university and the educational institution (school board or private institution) should conclude a framework protocol that clearly states their respective obligations and responsibilities. This protocol should cover, among other things: shared obligations in the area of the administration of internship practicums in school settings; the training activities proposed for cooperating teachers as well as how the training they receive will be supervised; information to be disseminated to the school administrations as well as what interpretation should be given to the "status" of student teacher, in particular with respect to tasks or activities that are not part of the plan for internship practicums in school settings, for example, supply teaching.

It goes without saying that existing memoranda of understanding should be revised to take into account, if need be, the 2001 ministerial orientations and the new frameworks, which could be determined by the Minister, as well as the supervision methods that could help to better prepare future teachers to meet the needs of the education system.

1.3.3 Methods for placing student teachers

Because of the shortage of experienced cooperating teachers in many institutions, the partners will need to expand their recruitment pools and design practicums that require other types or methods of supervision or other teaching practices,³⁵ since there is no question of requiring a teacher to act as a cooperating teacher without proper preparation.

Because the pool of cooperating teachers has dwindled, some universities have been obliged, in order to find enough practicum places for all student teachers, to resign themselves to lowering their requirements (training, experience, etc.), requirements that are usually those established under the 1992 reform.³⁶ As a means of dealing with this lack of places,³⁷ some have used different supervision methods, for example practicums in pairs.

Greater awareness of the responsibility of teachers³⁸ with regard to their participation in the training of future teachers and more involvement by educational institutions, especially those that recruit the new teachers, would certainly contribute to increasing the number of cooperating teachers. Moreover, as we will see below,³⁹ the education system benefits from the dynamism resulting from the receiving of student teachers because this experience motivates teachers to question their own practices and share views on pedagogical and educational issues.

In order to favour the application of section 22.6.1 of the *Education Act*, and in keeping with the spirit of the educational reform in elementary and secondary school, different methods of supervision of one or more student teachers by a team of teachers should be encouraged. In other words, practicums could take various forms according to their level in the programs and according to the training profile. It should be noted that the methods chosen, which can follow various promising avenues, must, first and foremost, meet pedagogical goals and not solely administrative considerations.

Especially in regions where the teacher training program in special education is not offered, practicums in preschool and elementary education (BEPEP) and in general secondary education (BES) could be carried out with professionals who work directly with students with learning or adjustment difficulties, or students with handicaps. This type of practicum could be a useful

35. This is especially the case for practicums in vocational training.

36. See *La formation à l'enseignement : les stages*, p. 12-13.

37. For example, an information document issued by the universities or regional coordinating mechanisms intended for the school system that is experiencing a shortage of cooperating teachers could promote internship practicums in school settings.

38. In accordance with section 22.6.1 of the *Education Act*.

39. See section 2.1.3.

approach, not only because it would make it possible to increase the number of cooperating teachers, but also because it would prepare student teachers to practise functions and take on responsibilities that are representative of those carried out by an increasing number of practising teachers.

The possibility of doing practicums according to two different methods should also be examined. For example, part of the practicum could consist of taking charge of a class and another part, albeit a smaller portion, could consist of involving student teachers in other types of educational activities in order to make them more aware of the very real complexity of the act of teaching and assigning them other tasks for which teachers are responsible.

Other methods, combined with specific conditions, could be examined according to the training and experience of the student teachers: second-language monitorships, long-term supply teaching with appropriate supervision,⁴⁰ practicums outside Quebec, teaching practicums outside the regular education system (youth centres, hospitals), etc.

Finally, remunerated practicums would meet the expectations of many fourth-year students, in particular because it could encourage them to become more involved in their training while permitting them to have the availability⁴¹ expected of them. Perhaps a reorganization of certain courses and an additional term or year of study (internship) would be required, but the potential advantages and usefulness of this (the procedures would have to meet strict criteria established in consultation) would merit study by the Ministère, the universities, the unions and the education system.

All these ways of adapting practicums to the many realities of the schools will stimulate teachers and teams of teachers to become more strongly committed to the mentoring of student teachers.

Practicums in vocational teacher training

The structure of vocational teacher training programs, and therefore of practicums, differ from university to university. In addition, the vocational training centres that accept student teachers have various characteristics, shaped both by their school organization and the programs they offer. Adaptive practicums would require appropriate means of collaboration between the universities and the educational institutions, as well as an evaluation process that would take into account the specific characteristics of these programs.

For full-time education students, the current model, with practicums distributed over four years, appears to be valid in general, if the necessary adaptations are made. Moreover, it is necessary to consider the "professional status" of students enrolled part-time, who are sometimes practising teachers, sometimes individuals practising another occupation in the labour market and whose professional training and experience on the labour market have been recognized as experiential learning and recognized as competencies on the basis of an assessment of competencies described in the 2001 set of core professional competencies.⁴²

Practicums obviously do not have the same importance for practising teachers, women and men in other occupations on the labour market, and for students with no professional experience.

40. The question of supply teaching will have to be thoroughly examined by all the partners (Ministère, universities, educational institutions and unions).

41. The financial difficulties of student teachers have been widely cited, both by those in charge of the training programs and by the students themselves, in order to explain lack of involvement in studies and the lack of availability before or after teaching activities, for example, for feedback meetings with their cooperating teachers.

42. Ministère de l'Éducation, *Teacher training – Orientations – Professional competencies*, 2001, 235 p.

Internship practicums in school settings should therefore adapt approaches appropriate to the characteristics and needs of individuals.

Induction into the profession of already practising teachers can take the place of a practicum, according to the education and administrative apparatus of each university. It is important to avoid any possible confusion between formative evaluation (within the training program) and evaluation of teaching staff by the administration in the vocational training centre.

Practicums suited to needs will therefore take place in the vocational training centres and will require appropriate methods of collaboration between the universities and the educational institutions, as well as an evaluation process that takes into account the specific characteristics of these programs.

Specific procedures for bachelor degree programs in specific disciplines

A process for recognizing prior learning, experiential learning and learning in disciplines, and an appropriate way to adapt internship practicums in school settings should also be agreed upon so that it is possible to equitably process candidates in specific disciplines enrolled in bachelor of education programs leading to a teaching diploma, since these students have been authorized to teach after they have obtained, through an educational institution, a special teaching permit.⁴³

Practicums in adult general education

Since a teacher hired by the lesson or by the hour is not required to "hold a teaching licence determined by regulation of the Minister of Education, Recreation and Sports" and issued by the Minister,⁴⁴ and since many teachers in adult general education have precarious status, it therefore follows that many of these teachers do not hold teaching licences. These individuals have often accumulated many years of experience, but cannot, according to the current rules, receive student teachers since they do not hold teaching diplomas, and because a number of them have not achieved permanent status.

However, the bachelor of education program in secondary education can offer the possibility to students enrolled in the "language of instruction" and "mathematics" profiles to do a practicum in adult general education, especially given that this sector is often chosen for induction into the teaching profession and that a shortage of personnel is foreseen there.⁴⁵

Practicums should therefore be encouraged in this sector. Those in charge of teacher training programs should ensure that future teachers enrolled in these two profiles will be correctly prepared to meet requirements related to the adaptation of teaching to differentiated classrooms or to communities or groups with special needs, doing so in accordance with the ministerial orientations.⁴⁶

43. "In exceptional circumstances, the Minister may authorize a school board, on the conditions and for the period he determines, to engage as preschool education providers or elementary or secondary-level teachers persons who do not hold a teaching licence." (E.A., section 25)
Section 50 of the Act Respecting Private Education deals with the same dispensation.

44. *Education Act*, art. 23.1.

45. Table des responsables de l'éducation des adultes et de la formation professionnelle des commissions scolaires du Québec (TRÉAQFP), *La formation des maîtres en formation générale des adultes — avis de la TRÉAQFP*, November 3, 2004, 20 p.

46. *Teacher Training – Orientations – Professional Competencies*, p. 160 and 165.

The adult general education sector receives various categories of students (returners, young mothers, Native people, immigrants, incarcerated persons,⁴⁷ etc.) and meets educational needs that are just as varied. All these groups of students require specific forms of mentoring and supervising their practicums could strengthen the practice of teachers.

The adult sector had not perhaps attracted the attention of the universities and the education system in general before the publication of the 2001 ministerial orientations, which explains, in part, that it does not have a long, well-established tradition of receiving student teachers. Given this situation, the university community has an important responsibility in the implementation of such practicums.

Moreover, this new situation calls into question the relevance of section 23.1 of the *Education Act*. It is important, in fact, that dispensation⁴⁸ from the teaching licence requirement for teachers hired by the lesson or by the hour, who form the majority of teaching staff in adult general education, be re-examined.

Given these observations,

the COFPE recommends that the universities:

- **develop and offer as an option, in their teacher training programs, courses on adult general education that prepare students for a third year in this teaching sector**

the COFPE recommends that the universities and the stakeholders in internship practicums in school settings:

- **harmonize their practicum procedures and explore together new ways of increasing the number and variety of these practicums in order to better take into account the various realities of the education system, and in this way better prepare future teachers for the diversity and complexity of the act of teaching, and to subject these practicum procedures to a process of ongoing evaluation**

the COFPE recommends that the educational institutions:

- **ensure that all teachers feel involved with respect to their contribution to the training of new teachers, in particular with regard to the exploration of new methods of supervising student teachers to take into account the reform of the Québec school system**

47. Some practicums, with appropriate supervision could, at least in part, take place in prison; few teachers feel qualified to teach in this environment. However, many adult general education services are provided there.

48. In fact, this situation needs to be corrected: it cannot be justified that teachers perform their functions for years without receiving pedagogical and instructional training or without holding teaching licences, because they do not have a full-time contract and because they are in precarious situations. This is a question of equity with regard to other teachers, but also towards the students.

2 RESPECTIVE RESPONSIBILITIES AND ROLES OF THE PARTNERS IN THE EDUCATIONAL INSTITUTION

2.1 Responsibility of the educational institution

A well-supervised student teacher who benefits from the professionalism and involvement of the cooperating teacher and who takes advantage of the practicum period to become familiar with the school environment should be considered an asset for both the school team, and the educational institution. In fact, receiving student teachers is something that should be encouraged by an educational institution, school board or private institution, since it can attract new teachers and ensure the quality of the next generation of teachers.

The hiring environment in which certain educational institutions find themselves has prompted principals to take more interest in the quality of the supervision of student teachers. In fact, the success of a third- or fourth-year practicum and the involvement of a student teacher in all school activities are factors that are taken into account in the recruitment of staff.

The educational institution is responsible for providing an environment conducive to the creation of a community of learning that will favour the success of practicums. Given this, it should offer all cooperating teachers an appropriate training apparatus. Cooperating teachers in the vocational training and adult general education sectors should be provided with training programs supplemented with components that are specific to them.

2.1.1 Recognizing the value of receiving student teachers

The COFPE feels that the value of receiving student teachers should be appreciated more. Consequently the educational institution should recognize the importance of this issue by assigning it to one person whose authority is respected, both by the union and by administration. This person should be able to promote internship practicums in school settings with a view to meeting the objectives of the school board or the private institution with respect to its responsibility in the area of the training of new teachers, and the objectives of the universities, which are the guarantors of the quality of training provided through internship practicums in school settings.

Precisely because of the importance and the relevance of the issue, the person or team responsible for it should also be mandated to do follow-up of the supervision of practicums, in collaboration with the school principals involved. Finally, while the organizational structure⁴⁹ chosen is not very important, the education system should find the model appropriate for its specific context in order to ensure the success of its mission of collaboration in the training of new teachers.

Moreover, the placement of student teachers in vocational training requires specific arrangements that are difficult to reconcile with the model usually used for general education in the youth sector.

49. Most of the French-language school boards have adopted the "single window" formula in which the school board designates one person responsible for communications with the university with respect to the administration of practicums. The English-language school boards have opted for another formula.

Responsibility for the administration of practicums

The MELS survey⁵⁰ mentioned previously identified ten "tasks" that are the responsibility of the person or team in charge of administering practicums in the school boards: recruitment of cooperating teachers; pairing or twinning of student teachers; releasing cooperating teachers; administration of allocations; applications for allocations; comprehensive report on allocations; secretarial services; supervision of trainers; evaluation of training activities and other tasks. It should be noted that the person in charge should have a status that will give him or her the necessary credibility required in the community, that will permit him or her to represent the organization and to make relevant decisions at the *table régionale de concertation* or any other coordinating mechanism established in the area of internship practicums in school settings.

Connections between the supervision of student teachers and the mentoring for newly qualified teachers

The supervision of student teachers and the mentoring of newly qualified teachers can be carried out by the same teachers, who are sometimes called on to fulfill the functions of cooperating teachers, or teachers acting as coaches, tutors or mentors.

Teacher training in vocational training requires special attention. The responsibility of vocational training centres increases when they supervise student teachers. The school boards should therefore provide them with the appropriate means for taking charge of this area, in which collaboration between the universities and the vocational training centres is recent.

The COFPE recommends that the educational institutions:

- **ensure that the school principals, educational services and human resource departments have available appropriate means to recognize the value of receiving of student teachers in their community, taking into account the responsibilities established in the local arrangement.**⁵¹

Therefore, the COFPE recommends that the educational institutions:

- **ensure the consistency of procedures with respect to the coordination of practicums, induction into the teaching profession and professional development of cooperating teachers or mentors by entrusting them to a single person or a single team, or by establishing effective communication between the individuals responsible for these areas, and providing them with the necessary resources for performing these functions.**

The vocational training centres should also have the pedagogical and budgetary resources necessary to be able to manage the practicums autonomously, given their specific characteristics.

2.1.2 Constraints and requirements: the capacity to receive student teachers in an educational institution

The supervision of student teachers is sometimes considered to be a supplementary task by the school principals and teaching staff. Miscellaneous material (rooms, equipment, computer resources), organizational or other reasons explain why a large number of practicums are done in certain institutions that show more openness to receiving student teachers or which are more accessible, in particular because of their proximity or transportation facilities.

50. *Encadrement des stagiaires de la formation à l'enseignement – rapport d'évaluation de programme*, p. 21. We will return to this later on.

51. Most of the school boards have concluded local arrangements with the teacher unions in the form of a parity committee, in accordance with Appendix XLIII of the national agreement (2000-2002).

Nor should we minimize the impact of the decrease in the number of teachers who meet the selection criteria to fulfill the role of cooperating teachers, because of significant numbers of retirements that have occurred in the education system and that have effects on the numbers of practicum places. At the same time as we are seeing an injection of new blood into the teaching profession, the number of individuals capable of supervising student teachers or mentoring newly qualified teachers has decreased. Excessive workloads are perhaps responsible for experienced teachers choosing to give priority to other activities that are more immediately related to their daily practice.

But the capacity to receive student teachers depends mostly on the specific characteristics of the educational institution, and certain limits should therefore be maintained in order to take into account the specific situation of the institution, in particular to ensure success of students. Given the multiplicity of contexts and settings, diversifying the procedures for practicums is all the more relevant and necessary.

2.1.3 Receiving student teachers: an enriching experience for the institution and the teaching profession⁵²

It should be recognized that receiving student teachers requires time, energy and intensive collaborative work, both on the part of school principals and cooperating teachers. In return, the student teachers contribute to the educational mission of the school through the dynamism they stimulate and the challenges they help to raise.

An enrichment and a resource for the education system

The education system generally recognizes that the presence of student teachers helps to increase motivation among cooperating teachers, to call into question established practices, to enrich academic life in the institution and, sometimes, the educational project. At the same time, the connections between the education system and the universities is strengthened, stimulating interest in professional development for the whole teaching team.

Accepting student teachers also focuses attention on the challenges created by the educational reform. Interaction between the cooperating teachers and the student teachers stimulates reflection on the practice of teaching and encourages experimentation, diversification and innovation in teaching.

An opportunity for professional development

The supervision of a student teacher constitutes an opportunity for the cooperating teacher to update his or her pedagogical, subject-related and educational competencies since this function requires: the examination of the training program and the objectives of the student teacher; the observation of students in the classroom and critical distance in relationship to the content of one's own teaching; supplementary reading and the pedagogical dialogue that gradually develops with the student teacher. The supervision of a student teacher also leads to discussions with colleagues, the administration of the institution and the university supervisor. The practicum particularly favours professional development when a single institution receives several student teachers and, by working in collegiality, the cooperating teachers develop a collective process of enriching or examining teaching practices.

52. See *L'école, lieu de formation d'enseignants : questions et repères pour l'accompagnement de stagiaires*, p. 189-212.

Involvement in the teaching profession

Mentoring a student teacher stimulates the cooperating teacher with respect to his or her own practice, and increases contacts with colleagues when several of them are taking part in training the next generation. It thus stimulates a collegial approach to teaching in keeping with the ethics of the profession, ensures the development of competencies and contributes to enriching knowledge both as a teacher in the general sense of the term and as a trainer of future teachers.

Through his or her involvement in these two ways, the cooperating teacher contributes to the development of the teaching profession itself. In personal terms, this involvement enhances self-esteem and satisfaction in feeling competent and being able to contribute, in a concrete way, to training the next generation of teachers through close collaboration with the university.

2.1.4 Supervision of student teachers according to the 2000-2002 national agreement

Appendix XLIII of the national agreement,⁵³ entitled *Encadrement des stagiaires*, provides for the adoption of a "local arrangement" for the application of section 22.6.1 of the *Education Act*. The Act stipulates that the teacher should "collaborate in the training of future teachers and in the mentoring of newly qualified teachers."

The local arrangement must be strictly in keeping with the intention and spirit of Appendix XLIII of the national agreement with respect to the functions and responsibilities of cooperating teachers, the compensation paid to them and the allocation received by the educational institution for the supervision of student teachers.

The local arrangement is based on measure 30030 "Supervision of student teachers," which specifies, every year, the purposes for which the practicum allocation is intended. The objective of this measure is "to support the training of cooperating teachers, to recognize their contribution to the training of the next generation of teachers and to encourage the supervision of student teachers in the school and in the classroom."⁵⁴ It is therefore advisable that financial reporting be done on the parity committee responsible for the administration of the practicum allocation.⁵⁵ In fact, it is necessary to explain why certain methods were chosen and why they meet, appropriately and equitably, the needs of the educational community.

If the educational institution drew up a report⁵⁶ on the distribution of the practicum allocation (training, compensation, meetings with partners, etc.), with a note in its annual report, this would demonstrate that it is interested in receiving student teachers as part of its administrative and pedagogical responsibility in the training of future teachers.

53. See Appendix 8.

54. *Règles budgétaires pour l'année scolaire 2004-2005 – Commissions scolaires*, p. 39. [Translation] See Appendix 9. There is a similar measure for practicums in the private sector.

55. The authors of the report of the Ministère observed that, "according to the unions, 20% of school boards provided them with information related to the receiving of student teachers and 48% with information concerning the allocation received and how it was used." [Translation] (MEQ, 2002: 20) Nor does reporting seem to be a common practice, since approximately half of the unions receive no information on the use of the practicum allocation in their school boards.

Given these observations, the Ministère recommends in its report "freer circulation of information on agreements concluded between the universities and the school boards and greater transparency on the use of the funds received for the supervision of student teachers." (MEQ, 2002: 54) [Translation]

56. The report should be forwarded to the regional office, which verifies that the budgetary rules related to the supervision of student teachers were correctly interpreted.

2.1.5 Administration of the practicum allocation

The Ministère's survey on the supervision of student teachers

As mentioned above, the Ministère de l'Éducation carried out, in the fall of 2001, an extensive survey in order to examine the application of the local arrangement. The results of the survey are contained in the report entitled *Encadrement des stagiaires de la formation à l'enseignement – Rapport d'évaluation de programme*. The survey was done with all teachers who received student teachers in 2000-2001,⁵⁷ with the teachers' unions, the school boards and the regional offices.

Recommendations⁵⁸ in the evaluation report

The evaluation report contains ten recommendations or "actions to be undertaken" related to: the training of cooperating teachers; the distribution of the practicum allocation; appropriate compensation in recognition of the supervision function; the local arrangement; information on the agreements concluded between the universities and the school boards; better recognizing the role of cooperating teachers and the development of a collective vision of the supervision of student teachers; the regional coordinating mechanisms; the interpretation of the budgetary rules related to the supervision of student teachers; the process of distributing the allocations to school boards.

The interpretation of the budgetary rules related to the supervision of student teachers

Having noted a certain number of weaknesses, and taken action to remedy them, the Ministère observed, in the Evaluation Report, that measure 30030 has not always been understood as it was intended, although it recognizes that the regional offices interpreted it correctly.⁵⁹

On the one hand, it is important to point out that problems with the mechanisms for the application of Appendix XLIII were still being ironed out when the merger of school boards took place. In some cases, the local arrangement had to be renegotiated in order to produce a new agreement in a spirit of cooperation. Problems sometimes occurred with this operation since cultures and practices varied in the old school boards. On the other hand, some universities took too long before developing and offering training and support activities for cooperating teachers.

The compensation provided for in Appendix XLIII was interpreted in some institutions as being exclusively the sum of money paid to cooperating teachers. Measure 30030 specifies that the allocation⁶⁰ granted to the school board should be used among other things for the administration of practicums and to remunerate supply teachers when cooperating teachers take part in training or support activities.

Moreover, it should be emphasized that the compensation can take other forms such as leave applicable in days off, participation in a conference, etc.

57. The rate of response of the cooperating teachers was 46.7% of the 11,683 teachers who received student teachers in 2000-2001, with a total of 5460 teachers answering the survey questionnaire.

58. *Encadrement des stagiaires de la formation à l'enseignement*. See the report recommendations in Appendix 7.

59. All the regional offices adopt substantial control measures during the distribution of allocations to the school boards, in particular verifying that there is a memorandum of understanding between the school board and the university, and that the data produced by the universities and the school boards is in keeping with the practicum code. (MEQ, 2002: 57)

60. The allocation to support internship practicums in school settings was \$660 in 2004-2005.

The COFPE recommends that the school boards:

- **add to their annual reports a statement on the supervision of student teachers, in particular data related to receiving student teachers, agreements with the universities, the allocation received for the supervision of student teachers and how it was used.**

The COFPE recommends that the Minister:

- **ensure with the regional offices that the administration of the local arrangement, in particular the interpretation of the budgetary rules, is in keeping with the spirit of the current measure 30030 or any updated version of that measure.**

2.1.6 Review of national guidelines: Measure 30030 and Appendix XLIII of the national agreement

Given the problems in interpreting and applying measure 30030, it is the view of the COFPE that a review of the national guidelines for the use of the practicum allocation is necessary, in particular because this allocation is not very substantial and is clearly insufficient if we consider the goals stated in the budgetary rules:

(...) support the training of cooperating teachers, (...) recognize their contribution to the training of future teachers and (...) encourage the supervision of student teachers in schools and in the classroom. It is also aimed at encouraging the participation of educational institutions in the process of recognition of prior learning for students enrolled in the new teacher training programs in vocational training.⁶¹

It should nevertheless be recognized that Appendix XLIII gives no explicit details on how the practicum allocation should be spent. It does not mention the training of cooperating teachers.

Review of how the practicum allocation is used

The observations of the Ministère in the evaluation report suggest that a review is required of the funding formula for the supervision of practicums in order to make it more effective and as equitable as possible. It should be understood that while cooperating teachers are released during their time in the classroom in order to receive information on the practicum or the training itself, they receive almost nothing in compensation (either in money or in leave), since the allocation is then used almost totally to pay for supply teaching.

It would therefore be useful to examine the possibility of giving training at times when supply teaching would not be required as well as different ways of transmitting information to cooperating teachers and of delivering the training programs themselves. This question is important in the institutions where there has been a significant turnover in cooperating teachers or when these teachers, for various reasons, have never had opportunities to receive relevant training.⁶²

Moreover, paying the allocation to cooperating teachers without obliging them to participate in training should be considered contrary to the spirit of measure 30030 on the supervision of student teachers. Because of the divergent interests expressed in certain local arrangements, and especially failure to respect the intention of that measure, the COFPE considers that the use of the allocation should be explained more specifically in the national agreement. Stricter criteria for the conclusion of local arrangements should be established and the provisions they contain should be

61. *Règles budgétaires pour l'année scolaire 2004-2005 — Commissions scolaires*, p. 39. [Translation]

62 The question of the training of cooperating teachers is discussed in section 3.

applied equitably⁶³ for all cooperating teachers. Finally, the criteria related to the training and the availability of cooperating teachers should be respected.

Availability and quality of training

In order to respect the aims of measure 30030, the national instruments should state explicitly that the educational institution has an obligation to provide appropriate training and that, for their part, the cooperating teachers have a right to received relevant training and an obligation to enroll in it.

Given these observations and considering the importance of the quality of the supervision of student teachers during internship practicums in school settings and the problems interpreting and applying the budgetary rules on the supervision of student teachers (measure 30030) and the local arrangement ensuing from Appendix XLIII,

the COFPE recommends that the Minister, the Management Negotiating Committees for the school boards, the Centrale des syndicats du Québec and the Association des enseignantes et enseignants du Québec:

- **review Appendix XLIII of the national agreement, and include the contents in the appropriate chapter of the national agreement**

the COFPE recommends that the Minister:

- **establish more specific budgetary rules for the supervision of student teachers, in particular emphasizing the training of cooperating teachers, making that training mandatory and indispensable, and ensure, through its regional offices, that the priorities established in them are observed, in keeping with the spirit of the budgetary rules, doing so equitably.**

2.2 Responsibilities of school principals

It is important to recognize the value of the participation of school principals in the receiving, supervision and evaluation of student teachers. The different models for participation of principals should be examined in order to identify proposals to be publicized to various institutions. In several places, there have been complaints that principals did not fully assume their roles and responsibilities in the supervision of student teachers. It should also be pointed out that relevant information was not circulated much, if it was available at all. The document now being developed by the Ministère should clarify the obligations and responsibilities of school principals.

The participation of school principals should therefore be a key element in the coordination between the universities and the education system. Given the collaboration that needs to be established among the partners in teacher training, it is hard to understand why, in certain practicum guides, there is no mention of the participation of principals in the process of receiving and supervising student teachers. The practicum guide should encourage the principal of the institution and the supervisor to meet.

63. Monetary compensation, if need be, should be the same for all cooperating teachers responsible for a practicum at the same level; a teacher should in no way be disadvantaged financially for becoming involved in training when others have not done so, whatever the reason.

Pedagogical leadership and supervision

As pedagogical leaders, principals should recognize their responsibility in planning procedures that will facilitate the quality of the supervision of student teachers.⁶⁴ For many school principals, the receiving of these individuals is part of a process of renewal of personnel, hence special attention is paid to professional competencies and the personal qualities of the student teachers, in addition to those of the cooperating teachers they recruit among their staff or that they recommend to the universities.

School principals should play an active role in the supervision and evaluation of student teachers. While observation visits in the classroom are not absolutely necessary to fulfill this role, we should commend the devotion and commitment of those who make such visits, create many opportunities for meetings, or participate in activities organized by the student teachers.

It is essential here to consider the fact that many professional competencies are acquired, at least in part, outside of the classroom and that school principals, institutions and the colleagues of cooperating teachers can also contribute to the training of student teachers. Evaluation by principals can deal with, among other things, the involvement of student teachers in the school team, including their responsible and ethical behaviour and their relationships with parents and the other school staff. Principals are especially sensitive to these issues, sometimes more than cooperating teachers. Finally, it should be noted that principals cannot, from an ethical point of view, sign an evaluation form without being directly involved in the supervision of the student teachers.

Responsibility with respect to the quality of teaching

Under the *Education Act*, the school principal must "ensure that educational services provided at the school meet the proper standards of quality."⁶⁵ Principals should ensure that they have provided the means to guarantee the quality of the teaching of student teachers and that the cooperating teachers have received appropriate training in order to competently fulfill their functions of supervision of student teachers. They retain this responsibility even when a student teacher takes charge of the class. They should in no way delegate their responsibility with respect to the pedagogical supervision of all teaching given in their institutions, either by practising teachers or by student teachers.

Moreover, the means used to ensure the quality of teaching (methods of instruction, choice of means of evaluation, etc.) are the responsibility of the teaching staff.⁶⁶

64. In a context of large turnovers in school principals, the training given to them should, if this is not already the case, provide them with an opportunity to increase their awareness of the importance of the function of the cooperating teacher, and of the role of school principals and of the school team in mentoring student teachers, for example, how the institution receives them so that feedback can be given to the cooperating teacher.

65. *Education Act*, art. 96.12. The same obligation applies to the principal of an adult education centre or a vocational training centre: "The principal, under the authority of the director general of the school board, shall ensure that educational services provided at the centre meet the proper standards of quality." (E.A., art. 110.9)

66. "In accordance with the educational project of the school and subject to the provisions of this Act, the teacher has the right to govern the conduct of each group of students entrusted to his care. The teacher is entitled, in particular: 1 to select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to his care; 2 to select the means of evaluating the progress of students... entrusted to his care." (E.A., section 19)

Responsibility for the selection and appointment of cooperating teachers

The COFPE considers that the supervision of student teachers requires specific pedagogical competencies that are not inevitably those required for a teacher. As mentioned above, school principals should therefore take the necessary measures to ensure that the teachers that they recommend to the university possess the professional competencies and personal qualities appropriate for this particular function. School principals therefore play a key role in the selection of cooperating teachers, which is a prerequisite to the acceptance and appointment of these teachers by the university.

Principals need to be able to rely on the pedagogical competencies of cooperating teachers and on their competencies in the management of interpersonal relations with a student teacher in a training situation, which implies neither an equal relationship (which would be the case with a mentor teacher and a beginning teacher) nor a relationship of authority (which is the case of the teacher with respect to his or her students).

Principals should ensure, before recommending them, that cooperating teachers have received appropriate training or that they are willing to commit to a training process. Cooperating teachers must also agree to make themselves available, in particular for feedback meetings with the student teacher and for maintaining an ongoing relationship with the university supervisor.

Preparation for the receiving of student teachers in the institution

In the school boards where they exist, the management tables for elementary and secondary school could offer opportunities for exchange of information on the supervision of student teachers or a training activity for principals who receive student teachers in their institutions. The purpose therefore would be to assist them in appropriately carrying out their responsibilities in the receiving, supervision and evaluation of student teachers as well as in support for their cooperating teachers.

School administrations have a pedagogical role that is complementary to that of the cooperating teacher, but one that is no less essential and that deserves to be acknowledged. They are aware of the importance, for a school team, of preparing the next generation, as well as the positive effects of this contribution for the recognition of the expertise of the members of that team. This is especially the case for a cooperating school.

The COFPE recommends that the Minister:

- **define more explicitly, in official documents, the role of school principals in internship practicums in school settings and acknowledge its importance, given their responsibility with respect to ensuring that "educational services provided at the school meet the proper standards of quality" (E.A., art. 96.12), including when student teachers take full charge of the task of teaching.**

The teachers in adult education or vocational training centres have a responsibility defined in other terms, but the objective is the same: "The principal is also responsible for approving, on the proposal of the teachers, 1) the criteria for the introduction of new instructional methods; 2) in keeping with the budget of the centre, the textbooks and instructional material required...; 3) the standards and procedures for the evaluation of student achievement (...). If the principal does not approve a proposal of the teachers, the principal shall give reasons for the decision." (E.A., art. 110.12)

The COFPE recommends that the school boards:

- **support school administrations, in particular with information and training focusing on the receiving of student teachers, the selection, appointment and evaluation of cooperating teachers as well as the evaluation of student teachers.**

The COFPE recommends that the universities:

- **include in the training of school principals aspects related to their responsibilities in the area of the receiving, supervision and evaluation of student teachers and the induction of newly qualified teachers into the profession.**

2.3 The supervision of student teachers: a responsibility shared by the teaching team

Teachers have a duty to collaborate in the training of future teachers (E.A., art. 22.6.1). However, cooperating teachers are required to have certain professional competencies, sufficient experience in teaching and specific personal qualities.

As previously mentioned, the number of teachers who meet the requirements for this function is more and more limited,⁶⁷ particularly given that the profession is getting younger. The supply of places is therefore insufficient to meet the demand in certain programs. Efforts have been made to plan internship practicums in school settings, remedy the constraints that have been observed and better integrate it with the priorities of the education system.

Although the supervision of practicums is the responsibility of the teaching staff, it has been observed that, for administrative, budgetary and geographical reasons, the practicums identified by the universities and the supply provided by the education system involve, for the most part, cooperating teachers concentrated in a relatively limited number of educational institutions. It is understandable that those who have been willingly involved since the implementation of the reform in 1992 may be running out of steam, especially where the value of the function has not been recognized. In certain institutions, a saturation point is being reached in the number of student teachers in relation to the capacity of the institutions to receive them.

The COFPE takes the view, therefore, in agreement with the authors of the evaluation report,⁶⁸ that the role of the cooperating teacher should be recognized more within the educational institutions so that a collective vision of the supervision of student teachers can be developed in them.

The model of a single cooperating teacher supervising a student teacher should be reviewed given the new contextual factors related to approaches to carrying out practicums. In addition, more reflection is required with regard to the supervision of those with bachelor degrees in specific disciplines for which the employer has obtained a teaching permit to compensate for a shortage of personnel, and with regard to the specific situation of practicums and the induction of beginning teachers into the vocational training sector. It is necessary therefore to provide for, in the near future, a multiplicity of methods of supervising⁶⁹ practicums in order to respond to widely varied situations, methods with which the teaching team could be called upon to collaborate.

67. The COFPE considers that the shortage may be temporary and the problem could be solved when reformed training is available in all institutions and when new teachers have acquired the relevant experience. Their preparation can begin before they have met all the requirements of the function, especially if the teaching team is heavily involved in the supervision of student teachers.

68. *Encadrement des stagiaires de la formation à l'enseignement*, p. 55 "Recognize more the value to the role of the cooperating teacher in the school and encouraging the development of a collective vision of the supervision of student teachers." [Translation]

69. See also section 1.3.3.

2.4 Role and functions of cooperating teachers

It is up to the universities, which sit on the regional coordinating body on teacher training, to highlight the complementarity of the roles and functions assumed by cooperating teachers, in partnership with the university supervisor and the school principal. It is important that cooperating teachers explain to student teachers the responsibilities they retain, the scope and extent of their role and the orientation they intend to give to their collaboration with supervisors and school principals.

Cooperating teachers remain responsible for their classes during the practicum and must be present in the institution. They must be available to students and for the mentoring of the student teacher. This function requires that time be reserved, when convenient, for follow-up of the planning and evaluation of the learning activities provided to students by the student teacher and feedback on the interventions of the student teacher in class, for the examination of the student teacher's logbook and professional portfolio, etc. Student teachers should never be left on their own.

The Ministère's 2002 report on the evaluation of the supervision of student teachers summarizes the responsibilities of cooperating teachers as follows and establishes the essential connections with appropriate training for the function:

(...) Their role is to mentor student teachers as they learn the profession and take part in their evaluation. They should, among other things, welcome them to their classrooms, advise them, support them, engage them in a process of reflective analysis, mentor them as they discover various aspects of school life and professional life and take part in their evaluation.

For the program evaluation committee, it seems important to pay close attention to the training of cooperating teachers. Competency in the area of professional supervision does not inevitably come with teaching experience. While training appears to be very desirable for all cooperating teachers, it is crucial for new cooperating teachers and for those who receive fourth-year student teachers; in order to correct the current weaknesses in this area, priority should be given to these two groups.

This training should also be appropriate to the performance of the role. In this sense, the members of the evaluation committee express a desire that the universities work together to determine the expected competencies for cooperating teachers and to harmonize training models.⁷⁰

The function of cooperating teacher requires not only establishing ongoing professional relationships, in one form or another, with the university supervisor, but also consolidating pedagogical relationships between the university and the education system. The connections to be established or consolidated between the two training settings are especially important in a context of change that is affecting both the teacher training programs and the educational reform in elementary and secondary schools.

In teacher training, where the tradition of supervision of student teachers is still quite new, everything still needs to be defined and implemented. The cooperating teacher⁷¹ is frequently the colleague of a "student teacher," himself or herself a teacher, and who is learning the profession

70. *Encadrement des stagiaires de la formation à l'enseignement*, p. 51-52. [Translation]

71. It can happen that the student teacher has more schooling than the cooperating teacher, a delicate situation requiring special training.

by practising it. The dynamics of supervision also differ according to the university; it is possible to adapt it to take into account the individual characteristics of teachers enrolled in the program and their actual teaching context.

2.4.1 Requirements imposed on the cooperating teacher and selection criteria

The university should clarify its expectations with respect to cooperating teachers and the involvement of student teachers. According to many observers, and this has been confirmed by the COFPE consultations, communication between the supervisor and the cooperating teacher should be more frequent.

Moreover, cooperating teachers should have developed a practice of reflective analysis that will permit them to carry out systematic follow-up of their student teachers and to provide them with effective feedback so that the student teachers gradually become familiar with reflective analysis and become capable of discussing their problems and the corrective measures they intend to apply to remedy them. The exchanges should be reciprocal, and cooperating teachers should make themselves available, among other things to discuss the application by the student teachers of the learning they acquired in university and to encourage them to call into question, on the basis of their daily practice, the theoretical foundations of teaching, since the practicum constitutes true training in the workplace.

It is important to note that the 2001 set of core competencies forms the basis for the evaluation of the different practicums. Consequently, it is essential for cooperating teachers to achieve a high level of competence and that this can be attested by the administration of the institutions. It should also be noted that requirements may differ, among other things according to level of education (elementary or secondary) and the teaching sector (adult general education, vocational training).

It is not a question here of drawing up a list of tasks⁷² that cooperating teachers should carry out. The description of the function should make explicit what is expected of the cooperating teacher: aptitudes, attitudes, behaviours and competencies, availability to students and student teachers, involvement in the education program and adoption of the ministerial orientations on teacher training.

This function should assist cooperating teachers in clarifying their own professional development, in becoming open to diverse pedagogical practices and in being capable of self-evaluation. Of course, the contribution required of the cooperating teacher differs according to the level of the practicum. Feedback will always be important to quickly identify, for each practicum, the weaknesses in the training or teaching aptitudes the student teacher needs to consolidate, to suggest corrective measures to be taken with respect to practice and to begin reflection on a career plan, if need be.

With respect to the requirements for the selection of cooperating teachers, teaching experience and the desired profile (aptitudes, attitudes, etc.) are certainly important. However, it is also essential to consider experience in the practice of reflective analysis, involvement in the renewal

72. For a list of tasks or functions carried out by cooperating teachers, one can consult the following documents:

UQAM, Bureau de la Formation Pratique, *Tâches de l'enseignant associé*, 2002, 2 p.

Ministère de l'Éducation, *La formation à l'enseignement : les stages*, 1994, p. 11-12.

Commission Scolaire Lester-B.-Pearson, *Student teacher funds*, 2004. 4 p.

Colette Gervais et Pauline Desrosiers, *L'école, lieu de formation d'enseignants : questions et repères pour l'accompagnement de stagiaires*, Chapter 3.

of the teaching profession and concern for ethics,⁷³ in particular because the student teachers often act by imitating, or reproducing, in the absence of a practised critical mind, certain less appropriate aspects of the pedagogical practice they have observed in their teachers during their studies, even in their cooperating teacher. The teaching knowledge of student teachers is built through interactions with cooperating teachers and the other members of the school team as well as through feedback they receive.

The evaluation of student teachers becomes more complex and demanding as they progress in their training. Cooperating teachers are therefore encouraged to reflect on the level or type of practicum that is most appropriate for their own level of professional development, the characteristics of their classes and the specific characteristics of their institutions. They should also take into account the collaboration they can obtain from the teaching team and the administration of the institution to support them in case of problems, but also to ensure that the other facets of the work of teaching will be taken into account in the course of the practicum. The importance of pedagogical responsibility during practicums in the educational institution thus takes on its full meaning.

It is by taking into account the requirements of the function, the responsibilities to be assumed and the many changes that have occurred in the education system that the selection criteria of candidates for the supervision of student teachers, which are outlined in the Ministère's 1994 document, should be reviewed, clarified and enriched.

The criteria are as follows:

- to have chosen to be a cooperating teacher
- to possess a teaching diploma and at least five years experience
- to possess competencies recognized by his or her institution, in pedagogy, in the teaching content and in the instructional skills related to that content
- to be willing to receive, through the university, special training or possess knowledge considered sufficient in the area of professional supervision
- to be capable of observation, analysis and critical reflection with respect to pedagogical practices and have an open mind that permits innovation and creativity
- to have demonstrated team spirit and a clear understanding of school life⁷⁴

The COFPE recommends that the Minister:

- **review and augment the criteria outlined in 1994 for the selection of cooperating teachers and ensure that they are applied in the education system and the universities in order to take into account the educational reform, the 2001 ministerial orientations on teacher training and the changes that have occurred in the education system over the past decade, in order to improve the quality of internship practicums in school settings.**

Moreover, increased requirements should be counterbalanced with the professional recognition that is expressed through real improvements in conditions for exercising the function and the responsibilities of cooperating teachers.

73. The brief entitled *Establishing a Common Understanding of the Ethical Dimensions of the Teaching Profession*, published in 2004, presents the COFPE's views on the importance of reflecting on the ethics of teacher training, whether in university or in the education system, and on the ethics of the teaching profession.

74. *La formation à l'enseignement : les stages*, p. 12. [Translation]

3 THE TRAINING OF COOPERATING TEACHERS

3.1 A training project to be continued

The 1992 reform of teacher training convinced the education system of the need to give cooperating teachers special training to prepare to receive, supervise and evaluate student teachers appropriately:

Accepting the role of cooperating teacher means agreeing to take part actively in the whole process of improving the image of and renewing the profession. This is why the person who takes on this responsibility needs to acquire skills in professional supervision, of which the main aspects are: intervention with student teachers, reflective analysis on pedagogical practices and evaluation of the professional competency of student teachers.

Totalling 30 to 60 hours over the entire period of supervision of student teachers, this introductory program on professional supervision, developed and implemented by the universities, could adopt different models that would take into account the needs of cooperating teachers.⁷⁵

From 1994 to 1996, the Association québécoise universitaire en formation des maîtres (AQUFOM) developed a framework — contents, abilities, competencies, formats, resources⁷⁶ — for the training of cooperating teachers.

The training content has been gradually developed by the universities, following consultations with the education system, and often in cooperation with them, in order to take into account their specific characteristics, their constraints and the resources available to them.

The model of cooperating school chosen by Université Laval facilitates partnership between the universities and the education system and includes training, thus making it mandatory for all teachers who take part in the project.

In the Montréal region, organization was more difficult and took more time. The Université du Québec à Trois-Rivières and the Université de Montréal have entrusted the training of cooperating teachers to trainers from the education system called "resource persons." Since regional contexts are very different, the partnership agreements to determine the distribution of practicum allocations have been delayed in certain places.

Since it has not always been agreed that the allocation would be used mostly for training, a certain number of formulas were chosen, for example professional development units, "credits," micro-programs, etc. In addition, there is considerable diversity in the types of trainers: university professors, lecturers, education consultants

75. *La formation à l'enseignement – les stages*, p. 13. [Translation]

76. See "Initiatives universitaires récentes dans la formation des enseignants associés," *Bulletin de l'AQUFOM*, 1997, vol. 7, no. 1, p. 1-12.

and teachers from school boards, university professors and teachers who act as co-facilitators, etc.

Moreover, certain sources mentioned that, for various reasons, the cooperating teachers have not always received the appropriate training and that the training was not always offered or accessible.

According to the Ministère's survey on the *Encadrement des stagiaires de la formation à l'enseignement*, only 58.6 % of respondents received prior training in the supervision of student teachers, and the content and duration of this training varied considerably:

For the individuals who did receive training, the average duration was 14.8 hours. In fact, 81.5% of respondents received fewer than 30 hours of training. Moreover, only 17.8% of individuals were given the number of hours called for initially in the orientations of the Ministère de l'Éducation, i.e. between 30 and 60 hours. No significant difference was observed between elementary and secondary school.⁷⁷

A study commissioned by the Table de concertation du ministère de l'Éducation et des Universités sur la formation à l'enseignement (TMU) on the training offered by the universities and the education system to cooperating teachers found two approaches to training:

The first one proposes training content focusing primarily on the development of specific competencies for the mentoring of student teachers, i.e.:

The receiving of student teachers, including the definition of roles and the establishment of a professional relationship

Observation

Feedback

Evaluation

Help with educational planning.

In addition to this content, which is found in most programs, some universities have developed other content, for example, ethics, relationship to power, working in teams of three, group and paired mentoring, follow-up of student teachers in difficulty, and mentoring fourth-year student teachers.

In the second approach, the training programs offer activities more oriented towards understanding and adopting practicum programs and the general framework of student teacher training. These training activities allow participants to discuss their reality of mentoring a student teacher of a particular level and a particular program.⁷⁸

The study indicates that in 2003, most of the universities had not yet reviewed the training offered to cooperating teachers. This review was intended to examine the

77. *Encadrement des stagiaires de la formation à l'enseignement*, p. 30. [Translation]

78. Francine LACROIX-ROY, Michel LESSARD et Céline GARANT, *Étude sur les programmes de formation à l'accompagnement des stagiaires*, 2003, p. 7-8. [Translation]
See also the recommendations from the study in Appendix 10.

integration and adoption of the twelve core professional competencies, in order to better supervise student teachers and carry out an evaluation of the practicum that attests the degree of mastery expected for each of the competencies at the end of each of the practicums, if need be.

Since then, several have been implemented and the Table MELS-Universités has made this aspect one of its priorities. The universities should ensure that all the cooperating teachers, as well as the university supervisors, understand the aims of the teacher training program.

When it re-examines its training program for cooperating teachers, the university should take into account that needs differ according to the institutions and training programs. It should review, in cooperation with the education system, the role of cooperating teachers, the requirements of the function and the selection criteria for these individuals.

3.2 Training in the mentoring of student teachers: connections to be established with the requirements of the function

The function of cooperating teacher differs from that of classroom teachers with their groups of students and should be prepared for with university training. A bachelor of education program cannot be considered sufficient preparation. Other conditions should be fulfilled by teachers who volunteer to perform this function.

Cooperating teachers should, among other things, evaluate the level of development of the twelve professional competencies of student teachers. They should therefore have received training that prepares them to make judgments on these competencies, taking into account the thresholds described in the practicum guides developed by the universities.

It is up to the universities to develop training instruments and to have them validated, in with the education system, so that cooperating teachers will be capable of judging, for a given competency, whether the student teacher is making satisfactory progress. They should be able to argue and justify their point of view. The universities should be encouraged, among other things, through subsidies, to conduct research on the evaluation of competencies demonstrated during practicums, and they should revise the training they offer to cooperating teachers in light of the results of such research.

It is essential to require these competencies of cooperating teachers, since the judgements they make on the student teachers affect whether or not they stay in a training program. With respect to the fourth-year practicum, this judgment is decisive for obtaining the bachelor of education degree awarded by the university and for the issuing of the teaching diploma by the minister.

The conditions should be met so that the teachers who train cooperating teachers who are attached to the school system are also appropriately trained to fulfill that function with their colleagues. They should, in particular, be released to receive the training and be given the time necessary to prepare their activities. In this regard, provisions should be included in the memorandum of understanding between the university and the educational institution, or in the local arrangement that applies Appendix XLIII of the national agreement.

It goes without saying that the Table MELS-Universités is the place to form a consensus on the specific training that should be offered to cooperating teachers, training that should be part of a process of professional development. For many of them, who have already taken such training, all that is required is a refresher that takes into account the ministerial orientations and the training profiles redefined in 2001. For others, adopting the core competencies is a necessity, while it is essential to have training for the mentoring of student teachers, which satisfies a specific and complementary set of competencies that remains to be developed.

Complementarity of two aspects of teacher training

Cooperating teachers should possess a good knowledge of the training program in which their student teachers are enrolled and be capable of creating a climate of trust, since they will together take stock of the development of the student teachers' competencies: consolidated learning and specific mentoring needs to fill the gaps observed in previous practicums.

It is important to understand the complementarity of two aspects of initial training, i.e. training given in the university and the training acquired in the classroom. These two aspects should not be considered separate or distinct. It is therefore not a question of merely applying, in the education system, in the manner that one would follow a recipe, the elements that are erroneously considered to be exclusively theoretical.

The student teachers are called upon to reflect on their practice and mobilize their resources to better manage and understand their practice in the school setting. The cooperating teachers should help the student teachers make connections with what was learned in university (foundations of education, instructional methods, etc.). The university supervisors should support the cooperating teachers and make them aware of the importance of the expectations defined in the practicum plans. They should also ensure that the student teachers have opportunities to embrace all components of work in the education system (working as a team, regulations, governing board, educational project, etc.).

A set of core competencies for the mentoring of student teachers

The Minister should develop and publish a competency profile, which would complement the one published in 2001, on the competencies expected of all cooperating teachers and the development of specific competencies for the mentoring of student teachers according to the levels of teaching (elementary and secondary) and the teaching sectors (adult general education, vocational training).

The adoption of this set of core competencies is a prerequisite to the gradual implementation of evaluation for cooperating teachers done on the basis of criteria determined by the university, in partnership with the education system and within a reasonable timeframe. Such an evaluation will strengthen the role of the co-trainers of cooperating teachers and the involvement of school administrations.

The TMU has already acknowledged⁷⁹ that it is necessary to aim for common training content, taking into account the room to manoeuvre available to the universities to adapt training to the specific characteristics of their programs and to the needs of cooperating teachers, given the competencies of these teachers and the characteristics of the educational institutions (rural, urban, cosmopolitan, etc.) they belong to.

It is to the advantage of the universities to assume this responsibility, in cooperation with the education system and taking into account the competencies already developed for receiving student teachers. In addition to the design of basic training for new cooperating teachers, updates are necessary for meeting the requirements of the new teacher training programs.

The universities should recognize the previous training and professional expertise developed by the cooperating teachers, because beyond an obligation to take training, an obligation of competency needs to be considered, and it should be possible to demonstrate that competency. Therefore, evaluation, in one form or another, of previous training and experiential learning should be provided for.

The COFPE recommends that the Table MELS-Universités:

— **develop, after consultation with the regional coordinating mechanisms on teacher training and those in charge of practicums in the universities, a common set of core competencies, complementary to the Ministère's 2001 document, and aimed at the professional development of cooperating teachers and mentors.**

It goes without saying that the universities will allow room for the creativity necessary to ensure that the training content takes into account the needs and specific characteristics of the various educational settings.

3.3 Training content

As mentioned above, and in spite of the proposal of 30 to 60 hours training in the Ministère's 1994 document, most cooperating teachers have not received training longer than the minimum duration set. However, this does not mean they have not acquired appropriate training in the mentoring of student teachers under another training mechanism. Moreover, personal reading, participation in action research, and even informal discussions on topics related to the supervision of student teachers are all activities that should be integral to the teaching profession.

79. *Étude sur les programmes de formation à l'accompagnement des stagiaires*, p. 29: "Ask the universities to harmonize programs for the mentoring of student teachers while preserving the originality and specificity of each community. In order to fulfill this second mandate, the universities should:

- develop a common profile of expected competencies for the exercise of the role of cooperating teacher
- initiate joint reflection with their partners on:
 - the mandatory or optional nature of these programs
 - the number of hours necessary to achieved the expected competencies
 - the activities considered fundamental and supplementary
- identify orientations that take into account the new realities, program reforms, the new roles that could be played by the partners, in line with the development of the profession." [Translation]

In addition, recognized qualifying training should be provided for in a professional development plan, one that could subsequently be taken into account in a Master's-level program of studies. However, several steps will need to be taken before the training programs in the mentoring of student teachers are evaluated and updated.

The Ministère's 2002 report on the evaluation recommended "enhancing the training of teachers who choose to take on the role of cooperating teacher, making it relevant in relation to the competencies expected to exercise this role, sufficient with respect to the numbers of hours devoted to it, accessible and firmly based on the reality of the education system."⁸⁰

Moreover, the report written for the Table de concertation du ministère de l'Éducation et des Universités sur la formation à l'enseignement, in 2003, mentioned that certain types of training are presented "in sequence," hence the concept of levels of priority in the competencies to be acquired or developed, since some are essential to the supervision of a student teacher (perhaps for the first two practicums). Other sequences are reserved for the supplementary aspects of training, for the enrichments of concepts or else for specific needs.

Other training, which could be supplemented with specific elements, includes "basic activities"⁸¹ usually related to at least three components, i.e. observation, feedback and evaluation of student teachers. The supplementary training would be particularly concerned with developing competencies for mentoring student teachers at a particular level of teaching (preschool, elementary and secondary) or in a teaching sector (adult general education, vocational training) or with certain categories of students (special education, etc.).

Among elements of supplementary training, one could also suggest training activities for cooperating teachers who wish to equip themselves to supervise student teachers using other methods (inclusion of one or more student teachers in a subject team or in a cycle team, involvement in an educational project and a success plan, etc.).

Finally, a better understanding of the intergenerational transfer of knowledge would be useful to ensure fruitful professional relationships between the cooperating teachers and their student teachers. These elements should be taken into account in the training because the supervision of a practicum is not limited to the teaching load and classroom management.

Differentiated training

One could also consider that the differentiation related to the type of mentoring according to the level of the practicum (first, second, third, or fourth year) could be the subject of a supplementary training activity. In fact, it would be a good idea to pay special attention to the third-year practicum in order to better embrace its objectives. Might there not be reason to think that certain failures in the final practicum could have

80. *Encadrement des stagiaires en formation à l'enseignement*, p. 51. [Translation]

81. Training could include a mandatory common core for all cooperating teachers. In addition to adoption of the set of core competencies, this basic training would include receiving and supervision of student teachers as well as observation, planning, empowerment, evaluation of the student teacher, feedback methods, reflective analysis, the specificity of roles, etc.

been avoided if the supervision given in the third practicum had been more rigorous or if the presence in the classroom of the cooperating teacher had been more constant? Although the student teachers may be impatient to take complete charge of the classroom, they usually do not have either the experience or the maturity necessary to realize and assess their problems and the areas in their teaching practices that need improvement.

One new orientation is given to the "mother tongue" and "mathematics" profiles, i.e. prepare future teachers "to meet requirements related to the adaptation of teaching to differentiated classrooms or to communities or groups with special needs,"⁸² for example adults, immersion classes, multiethnic communities, returning students, etc. However, until now, these settings have welcomed relatively few student teachers, while this practicum will require strict supervision by teachers who are not very familiar with this responsibility. It will be necessary to recruit cooperating teachers and provide them with training in very short order if we want practicums in different contexts to actually be offered.

Because the fourth-year practicum leads to a teaching diploma, provision would be made to link it with induction into the profession. In this regard, supplementary training of cooperating teachers should take into account awareness of the importance of professional development as soon as new teachers enter the profession. It is therefore necessary to have exacting standards with regard to student teachers learning to do an end-of-cycle report using, for example, a portfolio or an individualized project for induction into the profession. In the short term, because of the implementation of the educational reform, it would be a good idea to ensure that cooperating teachers have received appropriate training, have embraced it and have attained a high level of autonomy and professional competency.

Training that takes into account the needs of the different settings should be offered to cooperating teachers. The activities carried out should prepare them to mentor the student teachers in the learning of content appropriate to the specific characteristics of the groups of students that will be entrusted to them, whether this is a case of adaptation of teaching or differentiated classrooms. The universities and the education system should share the same concern about the training of cooperating teachers in adult general education and vocational training.

The COFPE recommends that the universities, in cooperation with the educational institutions:

- **develop and update the supplementary training necessary to ensure the preparation of cooperating teachers in elementary school, secondary school, adult general education and vocational training, as well as training that permits them to develop competencies suited to the specific characteristics of educational institutions.**

82. *Teacher Training – Orientations – Professional Competencies*, p. 161 and 165.

3.4 Obligation to take training and obligation of competency

Mandatory training that is part of a professional development process

It is not advisable to set a precise number of hours of training, especially for experienced cooperating teachers who are regularly attending the training already given by the universities and who are taking part in workshops and annual seminars. It is rather a question of promoting professional development, which is the mark of the professionalization of teaching, and the best means of enhancing the image of teachers in society.

Cooperating teachers have a responsibility to demonstrate their competencies and should, accordingly, agree to pedagogical supervision appropriate to their particular responsibility by their administrations. Rather than an obligation to take training strictly speaking, we should think in terms of an obligation to possess competency.⁸³ For this purpose, a mechanism for the recognition of prior learning, based on the one used in teacher training, should be established.

Relevant and accessible training

Appropriate training should first of all be available, and cooperating teachers should be obliged to enroll in it. In addition to embracing the core professional competencies, cooperating teachers also need to test their understanding of the new orientations for teacher training with their peers, the supervisors and the university trainers.

Given the above, training activities, determined by the university to guarantee the quality of internship practicums in school settings and developed in cooperation with the education system, should be promptly made available to all cooperating teachers. These activities could take various forms, including distance or virtual training for certain components when specific situations require this (training in remote regions or for small groups of cooperating teachers, constraints related to school organization, etc.).

In certain settings, some constraints could be removed through the integration of training sessions with professional development days; their duration could also be counted as part of the attendance time required in the institution. In short, a training method that would be unacceptable in certain settings could be a solution that is quite appropriate in others.

As mentioned above, training is not always available; it has not necessarily been reviewed either to take into account the educational reform and the 2001 ministerial orientations on teacher training. Therefore, in the short term,⁸⁴ there should be no obligation on all teachers who offer their services to receive student teachers to have taken previous training or to have completed it. However, it is urgent that an agreement

83. Cooperating teachers who do not call into question their practice and who do not take part in a professional development process are dubious "model teachers."

84. It is nevertheless urgent to take action in this area. The delays observed in the implementation of relevant and accessible training for all cooperating teachers could affect the quality of internship practicums in school settings, and be detrimental to recognition of the function.

be reached regarding a schedule for the implementation of updated training, in order to ensure improved guidance and supervision of student teachers and equitable evaluation.

Given this situation, the 2002 evaluation report does not recommend that training be made mandatory in the short term, in spite of the requirements already outlined in the Ministère's 1994 document. However, its authors recognize that:

Competency in the area of professional supervision does not necessarily come with experience in teaching and while training appears very desirable for all cooperating teachers, it is crucial for new cooperating teachers and for those who receive fourth-year student teachers; that priority be given to these two groups, in order to correct the current weaknesses in this area.⁸⁵

The conditions listed need to be met in order to make training indispensable, and this should be accomplished through the process of selection and appointment of cooperating teachers, along with a review of the training given by the universities, training that should be accessible to all cooperating teachers, and which should be evaluated.

It bears repeating that all fourth-year student teachers should be supervised by cooperating teachers who have received training on, among other things, the reflective practice of teaching, the evaluation of a practicum, and the core professional competencies. This is a crucial responsibility. Obtaining a bachelor of education degree and a teaching diploma depend on the evaluation of the last practicum. This is why the Minister needs to establish selection criteria for cooperating teachers and ensure that they are respected.

These criteria can be summed up as an obligation to possess competency, which can only be guaranteed by a bachelor of education degree. The components of this competency should be evaluated using instruments that have been tested and validated.

The COFPE recommends that the Minister:

- **create a schedule for the implementation of mandatory training for all cooperating teachers, training that should be combined with a process of recognition of prior training and experiential learning, and provide it with appropriate funding.**

3.4.1 Methods of organizing training

Because cooperating teachers embark on a process of professional development that changes the course of their careers, the universities should, in cooperation with the educational institutions, ensure that they support them by offering training that is suited to their needs and aspirations.

Given the above, the universities should, in partnership with the school boards, offer training every year, including basic training, supplementary training, and the improvement and updating of existing training, in addition to specialized seminars for experienced cooperating teachers. The conditions should be established to facilitate

85. *Encadrement des stagiaires de la formation à l'enseignement*, p. 52. [Translation]

exchanges among cooperating teachers. This is the responsibility of the principals and the educational institutions.

While training is essential, it should be available and accessible, but the ideal conditions are not always in place and cannot be required in all settings. It is up to the universities, in partnership with the educational institutions, to find suitable solutions for cooperating teachers in their respective regions, taking into account constraints related to the number of teachers and their geographical distribution.

Certain distinctions also need to be made: "basic general education" can be given to a heterogeneous group of teachers when various constraints do not permit assembling a large enough number of teachers responsible for student teachers in a single program. Any teacher who receives a student teacher for the first time should enroll in basic training. It would be advisable that training on the adoption of the core professional competencies be taken before the first supervision experience.

Training that is supplementary or focused on the specific characteristics of the educational institution could be given only to cooperating teachers with certain training profiles, even for a specific practicum (first-, second-, third- or fourth-year). It would be beneficial to integrate certain information activities, sometimes called "partnership meetings" or "cooperation meetings," into the training activities. General information for all the teachers could be disseminated by other means (regular mail, e-mail, etc.).

These meetings could also be excellent opportunities for establishing professional relationships among cooperating teachers and university supervisors, with a view to creating co-training activities for both parties.

For cooperating teachers who have already received either differentiated or specific basic training and supplementary training, the universities could also offer upgrading on various training topics (annual seminar, training follow-up, virtual forum or other options) in different forms.

Finally, the quality of the training of cooperating teachers needs to be emphasized, because not all training is necessarily useful⁸⁶ and "qualifying." Training needs to be evaluated in order to be recognized officially.⁸⁷ The requirements to obtain such recognition should therefore be raised: it cannot be limited to participation in training or support activities, as is often the case.

Moreover, given the problem of releasing teachers from classroom time when there is a shortage of supply teachers, and for the sake of efficiency and effectiveness, the universities and educational institutions need to be creative in order to find other means of ensuring the availability and accessibility of training.

86. The Ministère's 2002 evaluation report takes into account dissatisfaction with the training received or absence of training, but also observes that training is an important factor in improving the image of the function of the cooperating teacher. See *Encadrement des stagiaires de la formation à l'enseignement*, p. 51-52.

87. Some types of training should be recognized in a possible master's-level program in education science for the cooperating teachers who are interested, satisfying the usual requirements for graduate studies.

The COFPE recommends that the universities, in cooperation with the educational institutions:

- **review the methods of organizing training and support activities offered to cooperating teachers, make all aspects available, in various forms, do follow-up of these training activities, evaluate them and continuously update them.**

A multiplicity of training means to be explored

Among the avenues to be explored, we could mention participating in instructional courses and laboratories in university (in which the student teachers they receive are enrolled) or even leading workshops jointly with university professors. University supervisors could also attend. Similar initiatives should be encouraged, not only so that the experiences can be shared and recognized, but also in order to promote increased reflective and critical analysis on the practice of teaching in order to increase awareness among cooperating teachers of the approaches favoured by the universities and orient the type of supervision provided.

For this purpose, seminars could be held for experienced cooperating teachers to enrich these aspects of their professional practice, since the function of training future teachers requires a high level of competency in this area. Even though the COFPE considers that this is a competency that all the teachers should demonstrate in the exercise of their functions, it also knows that this competency needs to be strengthened in many cooperating teachers. This is therefore a priority area of the training of cooperating teachers.

In addition to participation in conferences and collaboration in research, individually or in teams, it is necessary to think of other formulas, for example the organization of workshops and the training of project teams mentored by university professors.

Groups⁸⁸ or associations of teacher trainers have an important role to play in the educational institutions, in particular in the area of peer training. Such groups should be established or supported where they have difficulties sustaining themselves due to lack of resources. In addition, their training activities should be evaluated.

Moreover, so that the cooperating teachers feel they are full members of the team of teacher trainers, the universities should encourage cooperative meetings, which could be combined with information meetings. They should also show creativity in order to forge ties between all the partners or players in teacher training.

It is only in this way that the two aspects of training will be integrated, rather than kept separate. The first aspect focuses more on training in the foundations of education, theory and further training in one or more subjects. This aspect is dealt with by the university. The second aspect, i.e. training in an actual professional setting, should help the student teacher look critically at their practice and initiate a pedagogical dialogue with the cooperating teacher, the university supervisor and, ideally, the teaching team and the school principal.

88. For example, the Assemblée des formateurs associés (AFA) at the Université de Montréal or the Centre des enseignantes et des enseignants (CEE) at the Commission scolaire de Montréal.

Given the above, research activities conducted in partnership by the education system and the universities are indispensable. They should be encouraged by making appropriate resources available to researchers in these two communities.

3.5 The impact of training in the mentoring of student teachers on mentoring practices: the need for research

The impact of the training received by cooperating teachers on their methods of supervising student teachers has not been the subject of well documented studies. Consequently, it is difficult, in the absence of extensive comparative analyses, to measure the actual impact of this training.⁸⁹

However, we know that there are problems with the evaluation of practicums, especially fourth-year practicums. The cooperating teachers who were not trained to carry out this responsibility "definitely have more problems structuring an evaluation report,"⁹⁰ and, in particular, pointing out the weaknesses observed in a student teacher. Consequently, the judgment made could lack objectivity, and even be unfair.

In addition to the need to review the content and duration of the training of cooperating teachers, the COFPE feels that a certain number of questions should be subject to reflection and research, something in which cooperating teachers should take part, for example:

- What are the conditions to be met in order to ensure the quality of training of cooperating teachers?
- The university considers that the training given to cooperating teachers contributes to modifying their practices in the area of mentoring student teachers; however, research is required to confirm this hypothesis. There has been little feedback in this area until now. How has knowledge on the mentoring of student teachers developed?
- Does transfer of the training received in preparation for the mentoring of student teachers occur?
- How do those who have received training see the sharing of roles and joint training of cooperating teachers and university supervisors?
- Are there negative effects, for example, refusal to accept certain student teachers?

The COFPE considers that reflection is required, first of all in seminars that bring together teachers who are very experienced in the supervision of student teachers. This exercise would be part of the process of professional development and university research, in partnership with the education system. Seminars and other combined activities would also stimulate interest in the function of cooperating teachers who, in certain settings, are not supported by either the school teams or school principals.

89. Even though many observers have speculated about this.

90. *L'école, lieu de formation d'enseignants : questions et repères pour l'accompagnement de stagiaires*, p. 107. [Translation]

The COFPE recommends that the partners in the coordinating mechanisms established in each region:

- **set up a committee to organize regularly, on a regional or Quebec-wide basis, thematic seminars on internship practicums in school settings, activities that should also examine the impact of the mentoring of student teachers on the perception that cooperating teachers have of their occupation and their specific functions.**

The COFPE recommends that the Minister:

- **support initiatives aimed at increasing opportunities for the exchange of ideas and discussion on questions of common interest raised by the universities or the education system, and to facilitate the organization of meetings, conferences and seminars that bring together both the university supervisors and the cooperating teachers themselves.**

Studies could also examine the long-term impact on the daily practice of the professional development resulting from the training received and research, from discussions with colleagues and even from reflections that teachers have carried out as part of their function of supervising student teachers.

Through various measures (subsidies for research projects in partnership, graduate fellowships, etc.), the universities could be encouraged to conduct research in partnership with the education system on the quality of the supervision of student teachers, and the transfer of competencies acquired during the supervision of student teachers to their own teaching. This data could be transmitted to those in charge of the teacher training program, with a view to continuously updating initial training.

The COFPE recommends that the Minister:

- **encourage, through various budgetary measures, research on the impact of the training of cooperating teachers on initial teacher training in order to contribute to its continuous updating and thus ensure that the training programs are in keeping with the professional competencies required for quality teaching.**

3.6 Official recognition of training

In order for training to be valued and recognized, it needs to be "quantified." One could think in terms of Continuing Education Units (CEUs), of other "credits," of the recognition of prior learning for a master's-level program, etc. Whatever method is chosen, the criteria to obtain this recognition should be the same for all the universities and be strictly applied.

Since the fall of 2004, a financial contribution from the Ministère de l'Éducation, du Loisir et du Sport has made it possible to provide training for trainers of cooperating teachers as part of the funding of six units that can be recognized in a master's-level program in education science. The COFPE feels the program should also be offered to cooperating teachers as well as to school principals enrolled in a master's-level program, and be adapted to their specific training needs.

It considers, in fact, that integration into a training process leading to an official diploma, for the cooperating teachers who desire it, would be a motivating factor and a

way of recognizing and validating their role and their responsibilities among their colleagues and in the education system.

This is all the more important, given that the cooperating teachers are trainers of the next generation of teachers, that internship practicums in school settings cannot be reduced to practical aspects, but that they are a place for the integration of theory and practice, since practicums take place in a real-life teaching context.

It should be noted that cooperating teachers share the same responsibilities as the trainers in university departments and faculties, i.e.: they contribute to the development of the competencies of their student teachers and evaluate them as part of a bachelor's program leading to a teaching diploma. In such a context, raising the requirements of their training would also contribute to better recognition of experiential knowledge by the universities.

The COFPE recommends that the Table MELS-Universités:

- **recognize the training of cooperating teachers who pursue a professional development path, to make it qualifying training that leads to an official diploma if they wish and if they meet the conditions.**

4 BEING A COOPERATING TEACHER: A CHANGE IN STATUS TO BE MANAGED AND VALIDATED

4.1 The question of the identity of cooperating teachers

The question of the identity⁹¹ of the trainer of future teachers, who is associated with the professionalization and enhanced image of teaching, should be studied. In fact, the work or function of trainer results in, for the cooperating teacher, a change in position and the adoption of a new status. Cooperating teachers are, with others, the trainers of future teachers. It is possible, even likely, that this changes their relationship to knowledge, and they should be conscious of this.

In Quebec, reflection on the change in the identity of the cooperating teacher is in its infancy. Until now, what has been favoured is a pragmatic approach that emphasizes the need for appropriate training, without calling into question certain aspects (psychosocial, professional, etc.) of change of function and practice.

In this regard, the COFPE considers that cooperating teachers should first of all recognize that they are changing their identity and that they are performing functions that enrich their careers. They have to learn to accept and recognize themselves in a new role parallel to the one they play in their usual functions. That is the challenge: to influence the image teachers have of their profession. They learn to work on the collective project of training future teachers, in collaboration with other teacher trainers, including university trainers. This change in status provides an opportunity for cooperating teachers to become aware of the importance of their role and, in certain cases, to find in this a source of motivation.

This change in identity is not due only to the fact that these teachers have agreed to perform the function of cooperating teacher. It is also part of an in-depth reflection, one that may seem arduous because it can cause cognitive dissonance between the convictions of these teachers, their concepts of teaching and those that are advocated and promoted by the training program in which the student teachers they are supervising are enrolled. The universities should, in particular in the course of the training that they offer to cooperating teachers, help these teachers become aware of the critical distance they need to maintain in relationship to their own practice of teaching.

Cooperating teachers cannot therefore avoid the issue of their double professional identity, nor avoid reflection on the subject when they mentor student teachers. The training given to them should take this into account and help them situate themselves in the two roles they take on at the same time. The training received and the exchanges they make possible or stimulate may lead them to raise questions about their professional careers and to consider another status, for example that of education consultant, principal, instructional designer or collaborator in university research. They could eventually return to teaching or negotiate a division of their activities between the practice of teaching per se and a function focusing on reflection and critical distance with respect to their primary vocation.

91. See on this topic: Simone Bailloquès (ed.), *L'identité chez les formateurs d'enseignants. échanges franco-québécois*, L'Harmattan, 2002; Colette Gervais and Pauline Desrosiers, *L'école, lieu de formation d'enseignants : questions et repères pour l'accompagnement de stagiaires*, Chapter 7.

It would be interesting to examine this change in identity. The pragmatic approach suggests using caution in approaching this question. There needs to be a foundation in practice and not just simply in theory, which could, at first glance, not be sufficiently interesting for cooperating teachers. A theoretical approach would not necessarily spark enthusiasm for this issue.

This being said, it is nevertheless important that research activities should also examine the perceptions cooperating teachers have of their role and responsibilities, perceptions that can result in forms of differentiated identity.

4.2 Recognition of the function of cooperating teacher

Recognition in the education system

The function of cooperating teacher also needs to be validated by the education system. Large numbers of educational institutions should promote the development of a culture that values involvement in order to better ensure solidarity around common projects to foster, among other things, collective involvement in the future of the teaching profession.

Moreover, recognition of this special contribution in the education system should be official. This recognition of the role and function of cooperating teachers should first of all be expressed in a policy statement from the Ministère, which would then be translated into concrete action.

Practicum allocation

As mentioned above, the allocations for practicums are modest. Because of the priority given to basic training, to supplementary or differentiated training (to take into account the school context) and upgrading in various forms, an important part of this allocation is devoted to supply teaching and other expenses related to training. The "residual" would be negligible if the training needs were actually satisfied.

We know that the allocation is granted to the educational institution rather than to the cooperating teacher. The local arrangement should therefore respect the spirit of measure 30030 and not financially favour cooperating teachers who do not receive training, whatever the reason, to the detriment of others whose allocations are used mostly to pay supply teachers.

Compensation according to the local arrangement

The COFPE considers that compensation, in one form or another, should be increased as soon as a rigorous analysis of the function of cooperating teacher has been carried by the interested parties. It takes the view that the Table MELS-Universités sur la formation à l'enseignement and the representatives of the regional coordinating mechanisms on internship practicums in school settings should examine equitable methods of compensation and then propose them to the Minister. This analysis should be part of an examination of the distribution of the practicum allocation that is open to the different partners.

In the short term, it is necessary to implement the recommendation in the 2002 evaluation report, which is to "ensure there is appropriate compensation for all cooperating teachers, doing so in recognition of their functions related to the supervision of student teachers."⁹² This compensation is a minimum, because cooperating teachers are entitled to recognition that is more than "moral."

According to the level of the practicum and the training program, the same report notes various modes of compensation, but also a total absence of compensation in several school boards. In others, cooperating teachers have a choice between monetary compensation and an allocation for the purchase of teaching material.⁹³

It should be noted that the allocation granted to the school board should be re-examined in order to offer appropriate training to cooperating teachers who have not received it, to new cooperating teachers and to those who collaborate in the supervision of student teachers. Priority should be given to training, since the methods for the supervision of practicums need to be reviewed to take into account the requirements of the teacher training programs accredited since 2001 and the educational reform.

In vocational training, the possibilities for using supply teaching remain limited. Other arrangements should therefore be made. Until now, few practicums have been done in the adult general education sector. In these two sectors, for which there is little useful data, a substantial number of teachers are not legally qualified to teach and do not have permanent status, often after many years in precarious situations.

Because it requires an affirmation of the competencies required of cooperating teachers, participating in the training of the next generation of teachers contributes to enhancing the image of the teaching profession. Because of the involvement and availability it requires, supervision of student teachers should reasonably and rightfully be considered one of the components of the workload of cooperating teachers and should be recognized equitably. The supervision of student teachers enriches the task of cooperating teachers and can thus increase their professional commitment and their dynamism.

The COFPE recommends that the Minister:

- **recognize the contribution of cooperating teachers to the training of the next generation of teachers and provide appropriate compensation for it, applying a provision in chapter 4 of the national agreement.**

Given the above,

the COFPE recommends that the Minister, the Management Negotiating Committees for the school boards, the Centrale des syndicats du Québec and the Association des enseignantes et enseignants du Québec:

- **define explicitly, in the national agreement, the supervision of student teachers as a component of the educational workload of the teacher, in order to strengthen the connections between section 22.6.1 of the *Education Act* and the national agreement.**

92. *Encadrement des stagiaires de la formation à l'enseignement*, p. 53. [Translation]

93. *Encadrement des stagiaires de la formation à l'enseignement*, p. 23-24.

Enhancing the image of the profession through training

Even though the authors of the evaluation report on the supervision of student teachers found various cases of dissatisfaction with respect to the training received (duration, model favoured, relevance, accessibility, etc.), they observed that "training constitutes a decisive factor for the cooperating teachers with respect to satisfaction with their role."⁹⁴

In the current context, cooperating teachers feel validated by the view of training and by the creation of learning communities formed by teachers interested in supervision of student teachers, even though some have not yet fully taken on this responsibility. Through the various proposals that it is making in this brief, the COFPE endorses this recommendation in the report:

"Enhance the training of teachers who choose to take on the role of cooperating teacher, making it relevant in relation to the competencies expected to exercise this role, sufficient with respect to the numbers of hours devoted to it, accessible and firmly based on the reality of the education system."⁹⁵

4.3 Recognizing and valuing teaching expertise

The function of cooperating teacher should be part of a process of professional development in close relationship with the universities. It should be distinct from teaching in the general sense of the term, i.e. teaching as pedagogical practice in an elementary school or secondary school classroom, in the adult general education or vocational training sector.

It is possible to excel in teaching a discipline or in an area of learning without necessarily possessing the qualifications or meeting the conditions necessary (expertise, attitudes, skills, etc.) to mentor, supervise, and evaluate student teachers. By clearly defining the relevant training, it will be possible to make it part of an ongoing training process. The complexity of the task to be performed has not been sufficiently analyzed until now and some think, erroneously, that lengthy teaching experience can be enough to ensure the quality of supervision of student teachers as well as their evaluation.

The COFPE is of the opinion that the definition of specific functions or tasks in teaching (cooperating teacher, trainer of cooperating teachers, collaborator in university research, etc.) should be clarified. The educational institution should ensure that the teacher trainers⁹⁶ meet the requirements established by the university to fulfill their functions with all the competency required.

The Ministère cannot avoid the examination of the components of training that should be given to cooperating teachers and teacher trainers.⁹⁷ This is because the

94. *Encadrement des stagiaires de la formation à l'enseignement*, p. 52. [Translation]

95. *Encadrement des stagiaires de la formation à l'enseignement*, p. 51. [Translation]

96. The teachers who train cooperating teachers should have received appropriate training in leading training sessions and support activities for cooperating teachers or those who aspire to become cooperating teachers.

97. In general, the trainers of cooperating teachers who belong to the education system are also cooperating teachers or have already been.

competencies expected at the end of training should attain the same level required to ensure application of the Québec Education Program, and therefore, the success of students. Consequently it should ensure that the trainers of the next generation of teachers meet the requirements of their function.

It is therefore advisable to examine the status of these trainers, taking into account the complexity of the task. The percentage of the workload represented by the supervision of a student teacher should be remunerated according to a specific schedule.⁹⁸ The *status quo* does not do justice to those involved in teacher training. Since it does not properly recognize the value of their contribution to university teaching, the *status quo* devalues the function of the trainer of future teachers and the special training that should be provided for them.

The practice of teaching: diversification and complexity

The complexity and diversity of the tasks of a certain number of teachers who take on specific functions should be recognized in the *Education Act* and in the national agreement. These tasks should be distinguished from tasks related to teaching students in a classroom. Teaching staff who perform them maintain their status, while adding to a specific aspect that requires extensive reflection.

Teaching: a career plan

Until now, there has been a certain reluctance to see careers in teaching other than as the performance of the tasks involved in teaching a group of students in a classroom. Promotions are thought of in terms of education consultant, school administrator or principal. However, in most professions, quality of work and contribution to a professional community is recognized in ways other than access to management functions. Expertise and professional know-how are recognized and valued more than they are in teaching.

The member countries of the Organization for Economic Cooperation and Development (OECD) classify teaching functions according to various levels. Access by certain teachers to a higher or more complex level does not devalue the work of colleagues. On the contrary, the possibility of promotion demonstrates that challenges are possible at all stages in a professional career and that management is not the ultimate outcome of a teaching career.

In this regard, we should carefully examine the criteria or conditions that will permit access to these functions: experience, supplementary training, contribution to the teaching profession, research on teacher training and on the profession, involvement in the educational community, etc.

Such advances cannot occur all at once. The aim should be recognition in stages, within a career plan. In the short term, specific provisions could be added to the national agreement, following studies, extensive reflection and appropriate consultations.

98. The same should be done for the practising teachers attached to research projects that fall under an agreement between the education system and the university.

The COFPE has initiated a reflection on enhancing the image of the teaching profession at the same time as it has been writing its recent briefs. In *Inheriting a Teaching Tradition*, its brief on induction into the teaching profession, it expressed the view that:

ways to make teaching careers more diversified need to be examined, in order to provide official recognition for heavy, complex and recurrent workloads, such as the workloads of teachers coaching beginning students. (...) a commitment leading to a qualitative renewal of the teaching profession would also be taken into account in a promotion mechanism reserved for teachers who display outstanding motivation, commitment and leadership.⁹⁹

The feasibility or relevance of this type of recognition may seem uncertain in some settings. For its part, the Conseil supérieur de l'éducation has also seriously examined the question in *Un nouveau souffle pour la profession enseignante*.¹⁰⁰ A similar discussion is perhaps taking place in several educational settings. To be convinced of the need for this, one only needs to consider the degree of disenchantment that occurred following the implementation of a single salary scale for teachers, a measure that does not enjoy the support of all teachers nor even of all the union activists.

Cooperating teacher: an expertise that deserves to be recognized

The function of cooperating teacher has already received specific recognition, although there is some question about the level of compensation attached to it. It deserves to be recognized in the process of differentiation and diversification of the teaching profession.

The reports that different countries have submitted to the Organization for Economic Cooperation and Development, as part of the international survey carried out on the teaching profession, and in which the Ministère took part, described various methods of recognizing the multiple forms that teaching takes beyond the usual tasks in a classroom of students. Many education systems have established procedures for advancement in teaching careers that are not limited to seniority.

In Quebec, different proposals have been put forward to enhance the image of the teaching profession and get particularly gifted young people interested in entering this profession. In particular, it has been proposed to establish "a pay scale based on task complexity, thus multiplying the possibilities of a career advancement."¹⁰¹

The COFPE reiterates the relevance, indeed the necessity, of examining the scope of Appendix XLIII of the national agreement, but also of all facets of the issue of recognizing the diversity and complexity of the functions of teachers, as the Conseil supérieur de l'éducation asks us to do when it recommends:

(...) diversify the types of positions occupied by teachers, i.e.:

99. COFPE, *Inheriting a Teaching Tradition*, 2002, p. 52.

100. Conseil Supérieur de l'Éducation, *Un nouveau souffle pour la profession enseignante*, 2004, 124 p.

101. Ministère de l'Éducation, *Attracting, Developing, and Retaining Effective Teachers in Québec*, report by the Ministère de l'Éducation du Québec (MEQ) to the Organization for Economic Cooperation and Development (OECD), 2003, p. 84.

- establish skills profiles for the exercise of the profession that include all the functions assumed by teaching staff, based on work situation analyses and relevant research on teaching practices (...)
- recognize officially the diversity of the functions assumed by teachers (...)
- create specific positions, accessible through competitions, when the functions to be performed are significantly more complex, i.e. when they require greater diversity with respect to professional competencies or a level of superior skill and offer remuneration accordingly (...)¹⁰²

Enhancing the image of the teaching profession: the need for discussion

The COFPE is of the opinion that the recognition of expertise in teaching requires a far-reaching discussion that cannot be avoided if we wish to enhance the image of the teaching profession in our society. The world of education can no longer delay engaging in a serious examination of advancement in teaching careers. Exercising specific functions cannot be required of all teachers. Their functions are first and foremost related to the primary mission of the school, which is to impart knowledge to students, foster their social development and give them qualifications; all the teachers are expected to contribute to it.

Other functions, in particular those related to the supervision of practicums for initial training and the mentoring of colleagues being inducted into the profession belong to the secondary mission of the school. It must be recognized that these functions require abilities, aptitudes and competencies that are diversified and more complex. Ideally, they should be entrusted to experienced teachers.

Taking into account the differentiation of functions attached to the teaching profession would also have beneficial effects for all teachers. To cite just one example, entering the profession could then be recognized as a time when it would be mandatory for teachers to be mentored by experienced colleagues who are trained for this purpose. Beginning teachers¹⁰³ could no longer be assigned tasks that they could not reasonably carry out correctly, in particular because of their lack of experience.

The COFPE maintains that the Table MELS-Universités should examine the usefulness of developing master's-level training that would qualify teachers who meet certain criteria to perform specific, more complex functions. It is up to the Minister to study, with all his partners, the various avenues to be explored to enhance the image of the teaching profession and retain quality teachers.¹⁰⁴

COFPE recommends that the Minister, the Management Negotiating Committees for the school boards, the Centrale des syndicats du Québec and the Association des enseignantes et enseignants du Québec:

102. *Un nouveau souffle pour la profession enseignante*, p. 77. [Translation]

103. The COFPE has examined this question in its brief *Inheriting a Teaching Tradition*, p. 36-37.

104. For more on this topic, see: *Attracting, Developing, and Retaining Effective Teachers in Québec*.

- **examine the possibility of recognizing various specific functions of the teaching profession that are of a higher level and more complex;**
- **explicitly include responsibility for the supervision of student teachers, the mentoring of newly qualified teachers, as well as ongoing collaboration with research and development projects resulting from agreements concluded between educational institutions and universities.**

Such recognition assumes increased requirements for the "holders" of these functions and these responsibilities, in particular training that attests a high level of attainment of professional competencies, which are part of a set of competencies distinct from the threshold competencies required for the teaching profession.

CONCLUSION

The COFPE hopes, through this brief, to renew its commitment to the teaching profession by highlighting the need to delegate more responsibility to the different partners in teacher training: the Minister and those in charge of questions related to teacher training in the Ministère, the universities, the bodies in the education system, the educational institutions, the teachers' unions and the entire teaching staff. It has attempted in this way to raise new awareness and motivate the stakeholders themselves who, in their daily practise, carry out various responsibilities in teacher training.

The COFPE feels that all the recommendations that have been formulated, reiterated or endorsed — in the case of previous proposals or proposals made by other organizations — will contribute to the professionalization of teaching and enhancing the image of the teaching profession, with a view to full realization of the mission of Québec schools.

Moreover, the COFPE is aware that it is impossible to implement certain recommendations contained in this document in the short term. However, a process of consciousness-raising should begin immediately among decision-makers, other stakeholders in teacher training, and the entire education system, and truly cooperative initiatives should be undertaken.

All this will, naturally, take time. The COFPE therefore invites all the stakeholders to combine their efforts towards rethinking current practices in order to better accomplish the mission of the school, which is to impart knowledge to students, foster their social development and give them qualifications.

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APPENDIX 1

Summary of Recommendations

Recommendations to the Minister

- Expand and redefine the mandate of the regional coordinating body on internship practicums in school settings;
ensure that the partners in teacher training establish or consolidate, as the case may be, a regional coordinating body (*table*, committee, etc.) taking into account their responsibilities and their specific contexts;
give the regional offices responsibility for ensuring that this consultation is effective and covers all aspects of teacher training and development of the teaching profession (induction into the profession, professional development of cooperating teachers, etc.), and do so on the basis of the needs observed in their respective regions. (1.2.2)
- Ensure with the regional offices that the administration of the local arrangement, in particular the interpretation of the budgetary rules, is in keeping with the spirit of the current measure 30030 or any updated version of that measure. (2.1.5)
- Establish more specific budgetary rules for the supervision of student teachers, in particular emphasizing the training of cooperating teachers, making that training mandatory and indispensable, and ensure, through its regional offices, that the priorities established in them are observed, in keeping with the spirit of the budgetary rules, doing so equitably. (2.1.6)
- Define more explicitly, in official documents, the role of school principals in internship practicums in school settings and acknowledge its importance, given their responsibility with respect to ensuring that "educational services provided at the school meet the proper standards of quality" (E.A., art. 96.12), including when student teachers take full charge of the task of teaching. (2.2)
- Review and augment the criteria outlined in 1994 for the selection of cooperating teachers and ensure that they are applied in the education system and the universities in order to take into account the educational reform, the 2001 ministerial orientations on teacher training and the changes that have occurred in the education system over the past decade, in order to improve the quality of internship practicums in school settings. (2.4.1)
- Create a schedule for the implementation of mandatory training for all cooperating teachers, training that should be combined with a process of recognition of prior training and experiential learning, and provide it with appropriate funding. (3.4.)
- Support initiatives aimed at increasing opportunities for the exchange of ideas and discussion on questions of common interest raised by the universities or the education system, and to facilitate the organization of meetings, conferences and seminars that bring together both the university supervisors and the cooperating teachers themselves. (3.5)
- Encourage, through various budgetary measures, research on the impact of the training of cooperating teachers on initial teacher training in order to contribute to its continuous updating and thus ensure that the training programs are in keeping with the professional competencies required for quality teaching. (3.5)

- Recognize the contribution of cooperating teachers to the training of the next generation of teachers and provide appropriate compensation for it, applying a provision in chapter 4 of the national agreement. (4.2)

Recommendations to the educational institutions (school boards or private institutions)

- Ensure that the determination of the training needs of cooperating teachers be carried out in accordance with the obligations in the *Education Act*, which stipulates that the principal of the school must inform the school board annually of the professional development needs of his or her staff (E.A., art. 96.20) in accordance, where applicable, with the various agreements made with the union and university partners (E.A., art. 96.21), and, consequently, to facilitate, access to appropriate training for all their cooperating teachers. (1.3.1)
- Ensure that all teachers feel concerned with respect to their contribution to the training of new teachers, in particular with regard to the exploration of new methods of supervising student teachers to take into account the reform of the Québec school system. (1.3.3)
- Ensure that the school principals, educational services and human resource departments have available appropriate means to recognize the value of receiving of student teachers in their community, taking into account the responsibilities established in the local arrangement. (2.1.1)
- Ensure the consistency of procedures with respect to the coordination of practicums, induction into the teaching profession and professional development of cooperating teachers or mentors by entrusting them to a single person or a single team, or by establishing effective communication between the individuals responsible for these areas, and providing them with the resources necessary to perform these functions. (2.1.1)
- Add to their annual reports a statement on the supervision of student teachers, in particular data related to receiving student teachers, agreements with the universities, the allocation received for the supervision of student teachers and how it was used. (2.1.5)
- Support school administrations, in particular with information and training focusing on the receiving of student teachers, the selection, appointment and evaluation of cooperating teachers as well as the evaluation of student teachers. (2.2)

Recommendations to the Minister, the Management Negotiating Committees for the school boards, the Centrale des syndicats du Québec and the Association des enseignantes et enseignants du Québec:

- Review Appendix XLIII of the national agreement, and include the contents in the appropriate chapter of the national agreement (2.1.6)
- Define explicitly, in the national agreement, the supervision of student teachers as a component of the educational workload of the teacher, in order to strengthen the connections between section 22.6.1 of the *Education Act* and the national agreement. (4.2)
- Examine the possibility of recognizing various specific functions of the teaching profession that are of a higher level and more complex;
- Include explicitly responsibility for the supervision of student teachers, the mentoring of newly qualified teachers as well as ongoing collaboration with research and development

projects resulting from agreements concluded between educational institutions and universities. (4.3)

Recommendations to the universities

- Update the training they offer cooperating teachers, taking into account the needs expressed by the educational institutions. (1.3.1)
- Develop and offer as an option, in their teacher training programs, courses on adult general education that prepare students for a third year in this teaching sector. (1.3.3)
- Include in the training of school principals aspects related to their responsibilities in the area of the receiving, supervision and evaluation of student teachers and the induction of newly qualified teachers into the profession. (2.2)

Recommendation to the Table MELS-Universités

- Develop, after consultation with the regional coordinating mechanisms on teacher training and those in charge of practicums in the universities, a common set of core competencies, complementary to the Ministère's 2001 document, and aimed at the professional development of cooperating teachers and mentor. (3.2)
- Recognize the training of cooperating teachers who pursue a professional development process, to make it qualifying training that leads to an official diploma if they wish and if they meet the conditions. (3.6)

Recommendations to the universities, in cooperation with the educational institutions:

- Ensure that the cooperating teachers they appoint are engaged in a professional development process. (1.3.1)
- Develop and update the supplementary training necessary to ensure the preparation of cooperating teachers in elementary school, secondary school, adult general education and vocational training, as well as training that permits them to develop competencies suited to the specific characteristics of educational institutions. (3.3)
- Review the methods of organizing training and support activities offered to cooperating teachers, make all aspects available, in various forms, do follow-up of these training activities, evaluate them and continuously update them. (3.4.1)

The COFPE recommends that the partners in the coordinating mechanisms established in each region:

- Set up a committee to organize regularly, on a regional or Quebec-wide basis, thematic seminars on internship practicums in school settings, activities that should also examine the impact of the mentoring of student teachers on the perception that cooperating teachers have of their occupation and their specific functions. (3.5)

The COFPE recommends that the universities and the stakeholders in internship practicums in school settings:

- Harmonize their practicum procedures and explore together new ways of increasing the number and variety of these practicums in order to better take into account the various

realities of the education system, and in this way better prepare future teachers for the diversity and complexity of the act of teaching, and to subject these practicum procedures to a process of ongoing evaluation. (1.3.3)

Recommendation to cooperating teachers

- Engage in a professional development process appropriate to their specific functions of supervising student teachers, in accordance with section 22.6 of the *Education Act*. (1.3.1)

APPENDIX 2

Members of the COFPE on June 30, 2005

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Secretary-Coordinator
Joce-Lyne Biron

1. Marie-Andrée Beaulieu of the Commission scolaire du Lac-Saint-Jean and Martine Boivin of the Commission scolaire de Laval took part in writing this brief until the end of their respective mandates, i.e. October 6, 2004 and November 23, 2004 respectively, and were consulted before the brief was adopted.
2. Denyse Moreau and Marie-Josée Larocque were successively appointed to take part in the COFPE workshops, replacing Sylvie Turcotte, director of the Direction de la formation et de la titularisation du personnel scolaire.

APPENDIX 3

The implementation of internship practicums in school settings: their fragility and the importance of their success

Recommendations

1. The Ministère should invite the universities to demonstrate more concerted action in the organization of practical training, in particular with respect to the administrative and pedagogical guides ensuing from the memoranda of understanding, the placement of student teachers, the training given to cooperating teachers and the evaluation criteria for student teachers training to obtain a teaching diploma.]
2. The Ministère should ensure the presence of teachers and their participation in the decision-making at all levels and in all aspects of practical training.
3. The Ministère should reopen negotiations among the different parties so that the time devoted to the training of cooperating teachers and the supervision of student teachers is integrated into the educational workload of teachers.
4. The Ministère should maintain the allocations paid to school boards as long as they are not transferred to the funding of the workload of teachers.
5. The Ministère should require that the administration, by the school boards, of allocations designated for internship practicums in school settings be submitted to a parity committee (teachers, employers, universities), with an obligation to report, and that the universities submit to this committee the statement of expenditures for practical training.
6. The Ministère should invite the universities to recognize the training given for the supervision of student teachers as part of their mandate.
7. The Ministère should recognize the training given by the universities with respect to the supervision of student teachers as an element in the professional development of teachers.
8. The Ministère should take the measures necessary to deal with the specific problems that arise during the organization of internship practicums in school settings for the Montréal region.
9. The Ministère should make possible the organization of long-term practicums in schools located in remote regions by making accessible a form of living allowance for student teachers who need it.¹

1. COFPE, *La mise en place des stages de formation pratique : sa fragilité et l'importance de sa réussite*, 1997.

APPENDIX 4

Core professional competencies for the teaching profession

PROFESSIONAL COMPETENCIES

Foundations

1. To act as professional inheritor, critic and interpreter of knowledge or culture when teaching students.
2. To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

Teaching act

3. To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.
4. To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.
5. To evaluate student progress in learning the subject content and mastering the related competencies.
6. To plan, organize and supervise a class in such a way as to promote students' learning and social development.

Social and educational context

7. To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.
8. To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.
9. To cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school.
10. To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned.

Professional identity

11. To engage in professional development individually and with others.
12. To demonstrate ethical and responsible professional behaviour in the performance of his or her duties.

APPENDIX 5

CONSULTATIONS

The COFPE took advantage of meetings and conferences it organized or in which it took part. These were all valuable sources of information on the questions studied in this brief.

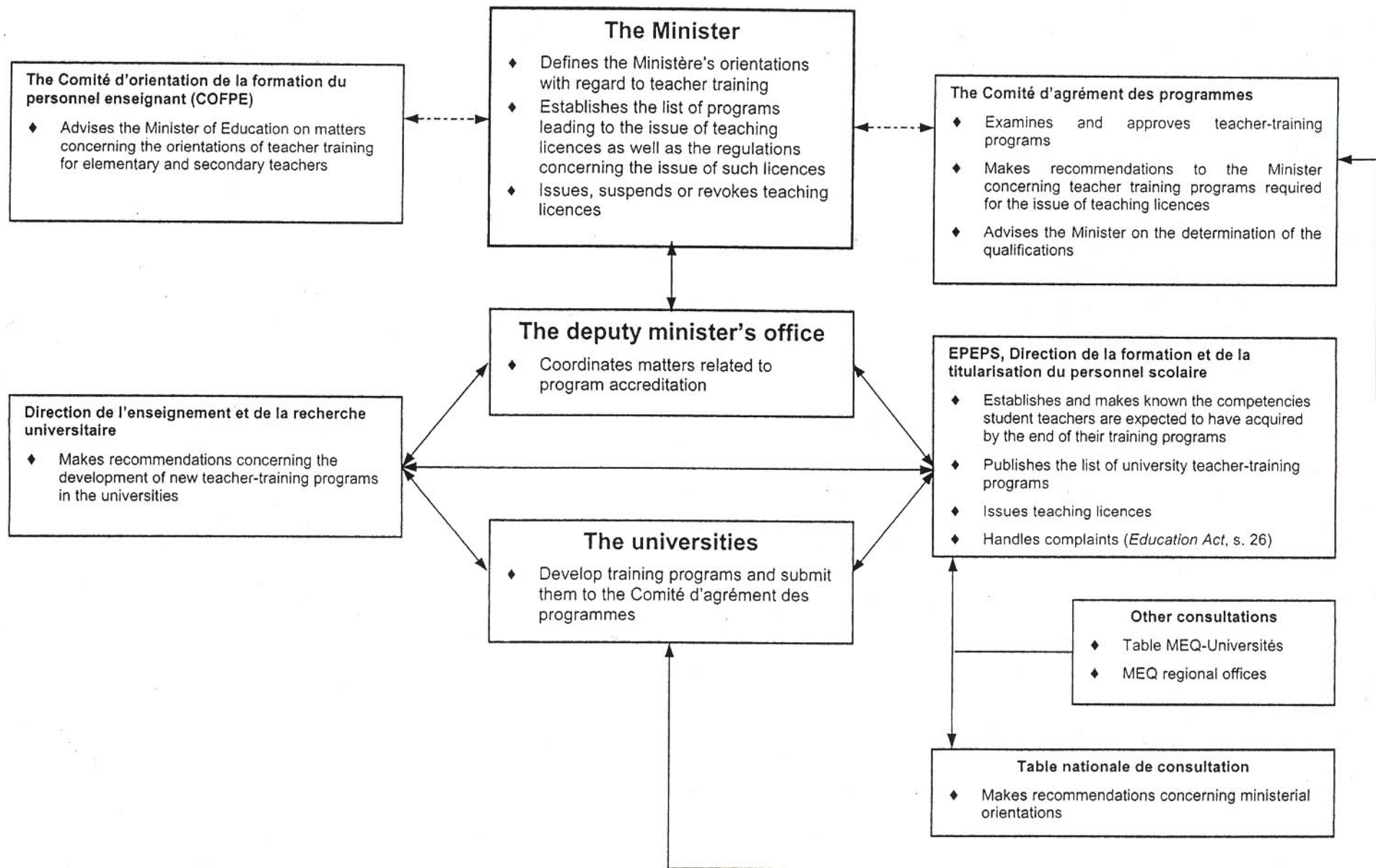
We should also mention the workshops that permitted it to examine certain specific aspects with the following groups:

- Comité régional sur la formation pratique (Direction régionale du Saguenay — Lac-Saint-Jean)
- Cooperating teachers (Direction régionale de l'Estrie)
- Cooperating teachers and teachers acting as mentors (Commission scolaire des Bois-Francis).
- Students teachers (Université de Montréal, Université de Sherbrooke, UQAM, Université Laval, McGill, Bishop's)
- CREFPE — Direction régionale de la Capitale-Nationale et de la Chaudière-Appalaches
- Table régionale de concertation de Montréal
- Table régionale de concertation de Laval, Laurentides, Lanaudière
- Table régionale de concertation de la Montérégie
- Table régionale de concertation sur la formation pratique (Estrie)

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- Thérèse Nault, UQAM

RESPONSIBILITIES OF THE MINISTER OF EDUCATION: INITIAL TRAINING AND CERTIFICATION



APPENDIX 7

Supervision of student teachers: actions to be taken.

1. Enhance the training of teachers who choose to take on the role of cooperating teacher, making it relevant in relation to the competencies expected to exercise this role, sufficient with respect to the numbers of hours devoted to it, accessible and firmly based on the reality of the education system.
2. Rethink the distribution of the allocation received under the Encadrement des stagiaires program in order to provide special training for teachers who choose to take the role of cooperating teacher.
3. Ensure that there is appropriate compensation for all cooperating teachers, doing so in recognition of their functions related to the supervision of student teachers.
4. Make efforts to conclude local arrangements on the supervision of student teachers in all the institutions that receive student teachers.
5. Freer circulation of information on agreements concluded between the universities and the school boards and greater transparency on the use of the funds received for the supervision of student teachers.
6. Involve cooperating teachers in decisions related to the allocations received for the supervision of student teachers.
7. Give greater recognition to the role of cooperating teachers within the school and promote the development of a collective vision of the supervision of student teachers.
8. Establish or improve regional coordinating mechanisms and redefine their mandates.
9. Regional offices should provide more information on the interpretation of the budgetary rules related to the supervision of student teachers.
10. Reduce the timeframe in the regions where the gaps are too great compared to the average timeframe for confirming the amount of allocations for school boards.¹

1. Ministère de l'Éducation, *Encadrement des stagiaires de la formation à l'enseignement : Rapport d'évaluation de programme*, 2002, p. 51-58. [translation]

APPENDIX 8

APPENDIX XXIX SUPPORT AND SUPERVISION OF STUDENT TEACHERS¹⁰⁵

I- GENERAL PRINCIPLES

A teacher who accepts the responsibility of providing support and supervision to a student teacher contributes to the training of the future members of the teaching profession. Acceptance of this responsibility is recognized as an individual contribution on behalf of all the teachers with regard to those entering the profession.

In recognition of such an important contribution on the part of teachers and in order to provide the necessary support to student teachers in the school and class, the parties agree as follows:

- 1- the participation of teachers in this program shall be on a voluntary basis;
- 2- the recognition of the time and effort devoted to the training of future teachers requires appropriate compensation;
- 3- the fact that a school board or school hosts a student teacher must not have the effect of reducing the number of teachers or increasing the workload of those teachers not involved in the program. Moreover, a student teacher may not be called upon to work as a substitute teacher.

II- LOCAL ARRANGEMENT

In light of this context and in keeping with the orientations of the Ministère de l'Éducation, the board and the union agree on the provisions relating to the support and supervision provided to student teachers, particularly with regard to:

- the duties and responsibilities inherent to the cooperating teacher's role;
- the compensation received by cooperating teachers;
- the amounts allocated for the support and supervision provided to student teachers.

III- INFORMATION TO BE PROVIDED TO UNION

The board shall provide the union with pertinent information relating to the hosting of student teachers, particularly with regard to the agreements reached with the universities.

Moreover, the board shall also inform the union, on a yearly basis, of the amounts allocated and the use thereof for the purposes of providing support and supervision to student teachers.

105. *Agreement between The Management Negotiating Committee for English-language School Boards (CPNCA) and The Quebec Provincial Association of Teachers (QPAT) on behalf of the teachers' unions which it represents, Québec, 2002.*

APPENDIX 9

Supervision of student teachers (measure 30030)

Description

This measure supports the implementation of the ministerial orientations related to the supervision of student teachers in teacher training activities for the new training programs. The objective of this measure is to support the training of cooperating teachers, to recognize their contribution to the training of future teachers and to encourage the supervision of student teachers in schools and in the classroom. It is also aimed at encouraging the participation of educational institutions in the process of recognition of prior learning for students enrolled in the new teacher training programs in vocational training.

Allocation standards

The Ministère's financial contribution is intended for the school boards that have taken part in the supervision of one or more student teachers, in collaboration with the university. In keeping with the provisions of the collective agreement with the teachers, the school board and the union should agree to provisions related to the supervision of student teachers.

A lump sum will be allocated to the school board. This sum is determined according to the financial resources available and the number of student teachers set by the Ministère for the public and private education networks. A student cannot generate, within a single program, more than four allocations for practicums for the full length of his or her training. However, a student in vocational training can generate an additional allocation during his or her undergraduate studies for the recognition of prior learning.¹

1. Ministère de l'Éducation, *Règles budgétaires pour l'année scolaire 2004-2005 — commissions scolaires*, p. 39. [translation]

APPENDIX 10

Study on the training programs in the mentoring of student teachers

1. Ask the MELS to review the funding rules in order to encourage further the training of cooperating teachers (in keeping with recommendation #2 of the 2002 study, p. 53).

In order to carry out this first mandate, a preliminary stage is required: collect a certain amount of systematic information in order to ensure that the allocation is used well for the purposes for which it was granted.

2. Ask the universities to harmonize programs for the mentoring of student teachers while preserving the originality and specificity of each community.
3. Ask the MELS to establish initiatives (joint research fund) to evaluate, for example, the effects of these programs on the role of the teacher, the role of the cooperating teacher and on the professional development of these teachers or for any other partnership research in the specific area of the mentoring of future teachers.¹

1. Francine Lacroix-Roy, Michel Lessard and Céline Garant, 2003, p. 29. *Étude sur les programmes de formation à l'accompagnement des stagiaires*, Table MEQ-Universités, 2003, p. 29. [Translation]

