

**Comité-conseil  
sur les programmes  
d'études**

**Québec** 

**Brief to the Minister of Education, Recreation and Sports concerning the  
Québec Education Program  
Preschool, Elementary and Secondary Education**

**THE RENEWAL OF  
TEACHING PRACTICES**

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## INTRODUCTION

This brief forms part of the process to implement the education reform in preschool, elementary and secondary education in Québec. It is presented, under the mandate to ensure ongoing program review set out in its reference framework,<sup>1</sup> by the Comité-conseil sur les programmes d'études.<sup>2</sup> Ongoing program review is an innovative approach that allows the curriculum to evolve through constant updating, rather than a major overhaul every ten or fifteen years. It involves constant scrutiny of the curriculum, and of programs in particular, through targeted reviews conducted by the Comité-conseil, whose members are drawn from all areas of education. Ongoing program review by the Comité-conseil focuses mainly on the Québec Education Program (QEP), since this is the official reference document for all school staff, and for teachers in particular.

Once completed, the curriculum reform, the cornerstone for the renewal of the education system that began in Québec ten years ago, will result in an in-depth transformation of the education system. A systemic reform of this extent requires time to produce the desired effects. Since the first competency-based programs were issued by the Ministère de l'Éducation, the Comité-conseil has noted a clear evolution in the way the programs are drafted, and it now wishes to look more closely at various aspects of their implementation. In the view of the Comité-conseil, the QEP should guide teaching practices towards the pedagogical goals set out in the educational policy statement *Québec Schools on Course*, since programs and pedagogy are closely linked. In addition, the new programs will require teachers to play an extended role, not only at the program design and implementation stages, but also in terms of pedagogical innovation.<sup>3</sup>

As part of the education reform in Québec, some school boards and universities, in addition to the work completed by the Ministère de l'Éducation, du Loisir et du Sport, have formed increasingly active partnerships for research and development in the field of teaching practices. However, school staff members, and especially teachers, continue to raise questions about the application of the QEP. Various observations were recently published in the final report of the Table de pilotage du nouveau pédagogique.<sup>4</sup> The Comité-conseil considers that the renewal of teaching practices is one of the key issues of the education reform, and that the questions raised deserve a fair examination. Can the QEP be used as a lever to encourage teachers to continue their collaboration? To answer this question, the Comité-conseil has decided to exercise its powers in the area of ongoing program review to examine the concerns of the schools in order to make a relevant and constructive contribution to the implementation of the QEP.

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1. Comité-conseil sur les programmes d'études, *Cadre de référence pour l'examen et l'adaptation continue du Programme de formation de l'école québécoise*, 2005, retrieved 2007, <<http://www.cpepe.gouv.qc.ca/examen.htm>>: 6-7

2. The Comité-conseil sur les programmes d'études was created on May 18, 2006 following the abolition of the Commission des programmes d'études. It continues the mission of the Commission, which is to advise the Minister of Education, Recreation and Sport concerning the approval and ongoing review of programs of study.

3. Québec, Ministère de l'Éducation, *Reaffirming the Mission of Our Schools*, Report of the Task Force on Curriculum Reform (Québec: Ministère de l'Éducation, 1997), 87-90.

4. Québec, Ministère de l'Éducation, du Loisir et du Sport, *Bilan de l'application du Programme de formation de l'école québécoise – Enseignement primaire* (Québec: Ministère de l'Éducation, du Loisir et du Sport, 2006).

The Comité-conseil has chosen to examine the match between the QEP and its application from the standpoint of the renewal of teaching practices. Why? Because through its mandate to approve programs the Comité-conseil has developed an in-depth understanding of the QEP as it systematically analyzes all the new, competency-based programs. During this process, it has not only acquired expertise, but has also taken note of the educators working in the field, via the comments made by the hundreds of personnel in the world of education who have taken part in the work of numerous committees of experts. The Comité-conseil believes that the new curriculum will lead school staff members to renew their practices and, as a result, that it is essential to guide teachers towards a better understanding of the requirements of the new programs.

In drawing up this brief, the Comité-conseil complied with the guidelines set out in its reference framework to ensure a rigorous, constructive, transparent process firmly rooted in the world of education. In keeping with this principle, the Comité-conseil validated its approach through a consultation process. In addition to the comments gathered during program reviews, a roundtable discussion was organized to bring together resource persons directly involved in schools with the implementation of the education reform. Two discussion groups of teachers were also set up, one for the elementary level and one for the secondary level. The themes dealt with at these meetings included the planning of learning and evaluation situations, the use of pedagogical approaches and the necessary conditions for the application of the QEP.<sup>5</sup> The Comité-conseil would like to thank everyone it consulted for their contribution, and to assure them that their comments and practical experience helped enrich its examination of the issues.

This brief is divided into three chapters. Chapter 1 highlights the gap between some of the views expressed by school staff members and the foundations of the QEP, and then sets boundaries to recentre the discussions concerning the changes in teaching practices required by the application of the new programs. Chapter 2 looks at the pedagogical context of the QEP to promote the renewal of teaching practices, and makes a recommendation concerning the adaptation of the QEP. Last, Chapter 3 examines the necessary conditions for consolidating the implementation of the curriculum reform and renewing teaching practices.

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5. The names of those consulted are listed in Appendix 2.

## **CHAPTER 1 The evolution of teaching practices: identifying the core issues**

### **1.1 Historical background**

Over the years, schools in Québec have undergone several transformations based on widespread social consensus. With the arrival of the education reform, the changes will be even more sweeping given the number of new expectations that exist with respect to schools in the 21st century.

An examination of the two other major reforms that have taken place in recent decades, both, like the current education reform, based on laudable educational principles, shows that neither produced the desired effects. The program outlines (programmes-cadres) that applied from 1969 to 1979 led to rigid subject-based compartmentalization. The objective-based programs that appeared in the early 1980s contained a range of general and specific objectives that led to a segmentation of learning. In turn, an approach to evaluation based on specific objectives led to teaching that focused solely on those objectives, whatever the evaluation method applied. According to Paul Inchauspé, who chaired the Task Force on Curriculum Reform, a “reciprocal cycle of reinforcement” tied the objective-based programs to the main type of evaluation used, the multiple-choice, closed question questionnaire.<sup>6</sup> It was important not only to break this cycle, but also to give teachers their professional freedom back.

In 1997, Québec launched the renewal of its education system and a curriculum reform, which became learning-based and required a renewal of teaching practices. It selected a competency-based approach and a raising of the cultural level. The QEP defined the role of students as key players in their own learning. Similarly, teachers became guides, mentors and cultural mediators, rather than just transmitters of knowledge.

This broadening of the professional role of teachers to match the new vision of the programs of study proposed by the QEP had a direct impact on teaching practices. Major changes were required to renew teaching practices, but they met with resistance from some teachers. In this chapter, the Comité-conseil will examine the reasons behind this resistance, in order to isolate the fault lines that can hinder the understanding and application of the QEP. Next, it will make comments that refer to the foundations of the QEP, to ensure that the QEP will not founder as previous reforms did after moving away from their initial justification.

### **1.2 Views held by teachers regarding the Québec Education Program**

The consultation process gave the Comité-conseil an opportunity to identify some commonly-held views among teachers that hinder the application of the QEP. Some of these views concern the origin of and need for change, while others centre on the conception of learning promoted by the QEP, or on the act of teaching.

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6. Paul Inchauspé, *L'expérience québécoise de la réforme du curriculum d'études*, speech made during a symposium on competencies and knowledge, Algiers, 2001, 9. (free translation)

### *Concerning the origin of and need for change*

The implementation of a reform may lead some people to question the need for change. For example, the fact that previous reforms did not provide a valid solution proves, in the eyes of some, that no effort should be invested in the current reform, which is just “more of the same.” Others consider that the educational system in which they were educated themselves has proved its worth, and use this to justify their reliance on current teaching practices. Another widely-held belief is that the education reform was drawn up in ministerial offices without any input from stakeholders in the field.

### *Concerning the conception of learning promoted by the Québec Education Program*

Since the QEP is centred on student learning, some teachers believe that the transformation of their role will result in a loss of professional standing: they will no longer have to “teach,” because all the emphasis will be on the paradigm of “learning.” Another concern focuses on the competency-based approach: knowledge is made subservient to competency, leading to a decrease in the academic knowledge acquired by students.

With respect to students with difficulties, the expectations of the QEP are, in the view of some teachers, unrealistic: the level is too placed too high, and students with difficulties are no longer taken into account by the QEP. Others mention that the expectations represent an ideal, and that in an actual classroom they will have to be lowered. The consequence of this “dumbing down” will be a loss of motivation among the brightest students. In this regard, many teachers see the ministerial objective of “success for all students” as the real reason behind competency-based, rather than knowledge-based, evaluation.

### *Concerning the act of teaching*

Some views concerning teaching practices call into question the pedagogical changes required by the new programs. According to some teachers, the learning paradigm reduces the act of teaching to the use of specific pedagogical approaches; or again, exclusively formal teaching and traditional rote learning activities, key elements in the transmission of knowledge process, provide a better response to the “success for all” goal if defined as the same success for all students. To meet this objective, teachers should transmit the same information to all students at the same time, in a formal classroom setting, to ensure that all have received the same content.

Some teachers believe that students, if they are to be responsible for their own learning, should learn on their own, without help from a teacher. Project-based learning would become the only approach used, with no formal teaching. This would lead to a loss of institutionalized knowledge and learning structure. Other teachers suggest that project-based learning disqualifies students with difficulties because the tasks are more complex, and not broken down.

Differentiated teaching is often seen as the equivalent to individualized teaching. As a result, several teachers comment that the large number of students per class makes differentiated teaching impossible. The difficulty is even greater for subject specialists at

the elementary level, who have to teach a large number of classes, and for secondary school teachers who are almost all specialized by subject.

### **1.3 Comments by the Comité-conseil regarding the views held by teachers**

In this section, the Comité-conseil believes that it is useful to return to some of the elements of the curriculum to comment on some of the views outlined above. First, the Comité-conseil will review some of the historical elements that have marked the implementation of the reform in Québec, in order to understand the origin of and need for the change. Second, it will attempt to briefly explain the conception of learning in the QEP, to address the concerns raised. Last, it will specify how the act of teaching relates to the learning paradigm. The Comité-conseil bears in mind that, in keeping with the QEP which states this explicitly, the role assigned to teachers is part of the mission of the school.

#### *Concerning the origin of and need for change*

To understand the context that led to the reform of the education system, the Comité-conseil feels it is important to outline how it emerged from new social, economic and cultural realities, and the disappointing results achieved in terms of academic failure and dropouts. These results, observed in several countries, led to an in-depth examination of the education system, supported by a wide range of research projects, analyses and public consultations. At the end of this process, a consensus was reached concerning the actions needed to correct the situation.

Forty years ago, the Parent Report stressed the importance of giving all children access to school. Later, the work of the Commission for the Estates General on Education revealed that students who dropped out of or were excluded from school were one of the key concerns of several education systems, given that qualifications had become essential for entering the labour market. New objectives, including success for all students and the use of schools to strengthen social cohesion, emerged from many different studies. Other reports stressed the importance of helping students “learn how to learn,” enabling them to develop competencies, including an ability to cooperate, and to face various situations throughout their lives.<sup>7</sup>

To establish the basis for a education reform that would give schools a triple mission to provide instruction, socialization and qualifications, Québec relied on various studies. In addition, a brief submitted by the Conseil supérieur de l'éducation highlighted the fact that current teaching practices focused mainly on the transmission of knowledge, and encouraged schools to help students integrate their knowledge, develop their intellect and adapt to various changes within society.<sup>8</sup>

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7. The Delors report, for example, noted the absence of teamwork as a teaching method (Jacques Delors, *Learning: the Treasure Within, Report to UNESCO of the International Commission on Education for the Twenty-first Century* (UNESCO, 1996), 20-21.)

8. Conseil supérieur de l'éducation, *Rénover le curriculum du primaire et du secondaire*, avis au ministre de l'Éducation (Québec, 1994), 31.

## The origin of the school mission

### *Instruct in a new way*

A broadly-based consultation by the Commission for the Estates General on Education highlighted the dissatisfaction felt by various stakeholders, including teachers, and a need to recentre the educational mission of schools to reflect various changes within society.<sup>9</sup> Following the submission of the report by the Task Force on Curriculum Reform, in 1997 the Ministère de l'Éducation published an educational policy statement, *Québec Schools on Course*. This led to reorientation of the school mission towards instructing students in a way that placed more importance on intellectual activities and the mastery of knowledge. Schools had to ensure that students were able to transfer their learning after acquiring essential knowledge and skills in order to understand and transform the world in an open-minded way.

### *Socialize students to prepare them for life in society*

The Organisation for Economic Cooperation and Development (OECD), in particular, raised new concerns about the inequality present within the school system. For example, the link between academic failure and social background highlighted the social exclusion of certain groups, mainly from disadvantaged communities. Schools therefore had to target success for all students. The social cohesion needed to ensure a harmonious society was also one of the new concerns that emerged in Western nations, and as a result students had to be equipped to live successfully in a pluralist society.<sup>10</sup>

### *Provide a range of qualifications*

In response to the requests for curriculum reform, in particular those heard during the Estates General hearing, the Task Force on Curriculum Reform, in its report *Reaffirming the Mission of Our Schools*, suggested ways to refocus the education system not only on general education, but also on vocational training. Schools had to ensure that all students were able to begin and successfully complete an educational path, without ending up in a dead end. They had to offer differentiated paths, adapted to the abilities and interests of all students.<sup>11</sup>

In keeping with the learning paradigm, Québec opted to implement competency-based programs. The decision was based on various aims, including the need for students to adjust to the requirements of a constantly-evolving society that, because of its complexity, increasingly required citizens to be able to respond to the challenges of the 21st century.

This choice of curriculum was neither arbitrary nor technocratic: it reflected a new conception of learning.<sup>12</sup> The subject-specific and cross-curricular competencies it introduced echoed the expectations expressed within society for an enhanced education that would teach students to “learn how to learn”<sup>13</sup> and take more responsibility for their own learning. It is important to note that teachers participated widely in each stage of the development of the QEP.

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9. Québec, Ministère de l'Éducation, *The Estates General on Education 1995-1996. Renewing Our Education System: Ten Priority Actions*, Final Report of the Commission for the Estates General on Education, 2001, retrieved 2006: <<http://www.mels.gouv.qc.ca/etat-gen/finalrep/tmat.htm>>.

10. Centre for Educational Research and Innovation, *What Schools for the Future?* (Paris: Organization for Economic Cooperation and Development (OECD), 2001), 91 (Schooling for Tomorrow).

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

12. Québec, Ministère de l'Éducation, *Québec Education Program. Secondary Cycle One* (Québec: Ministère de l'Éducation, 2003), 9.

13. François Lasnier, *Réussir la formation par compétences* (Montréal: Guérin, 2000), 42. (free translation)

### *Concerning the conception of learning promoted by the QEP*

The conception of learning at the heart of the QEP is intended to make students more autonomous and more responsible for their own learning. This does not reduce the role of the teacher, but in fact enriches it by adding the learning paradigm. Teaching practices are now open to pedagogical innovation because of the increased professionalization of teaching.

The Comité-conseil highlights the major repercussions, on teaching practices, of the competency-based approach to the curriculum chosen by the MELS. The QEP defines a competency as “a set of behaviours based on the effective mobilization and use of a range of resources.”<sup>14</sup> Students, guided by their teachers, use a set of internal and external resources and take appropriate actions to process situations adequately in a given context.<sup>15</sup> In the QEP, each subject-specific or cross-curricular competency is defined and supported by key features and evaluation criteria. The subject-specific competencies are associated with rich program content, since knowledge remains at the heart of learning in a competency-based program:<sup>16</sup> how can a person be competent in a given subject if no knowledge has been acquired? It is important to understand all the dimensions of the notion of competency in order to promote competency development.

The Comité-conseil believes that the QEP must provide a tangible, explicit description of the approach to learning and evaluation, in which students build their own knowledge and develop their own competencies, given the fundamental renewal it entails to the status and roles of both students and teachers.

### *Concerning the act of teaching*

The Comité-conseil notes that the differentiated teaching and pedagogical innovation promoted in the QEP are highly complex notions and is therefore not surprised to see that they appear to have been misunderstood by teachers.

Some teachers consider that differentiated teaching means individualized teaching, and applies only to students with learning difficulties. The Comité-conseil feels the need to stress that to differentiate pedagogy means, in addition to respecting the learning pace and style of each student, helping students with difficulties and responding to the needs of students who progress more rapidly.<sup>17</sup> It considers that the more teachers use a variety of pedagogical approaches adapted to the needs of students, the more their professional practices will match an open, active type of pedagogy that respects the learning profile of each student.<sup>18</sup> Teachers who believe that differences between students can be defined

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14. Québec, Ministère de l'Éducation, *Québec Education Program. Preschool Education, Elementary Education* (Québec, Ministère de l'Éducation, 2001), 4.

15. Philippe Jonnaert, Johanne Barrette, Domenico Masciotra and Mane Yaya, *La compétence comme organisateur des programmes de formation revisitée, ou la nécessité de passer de ce concept à celui de « l'agir compétent »* (Montréal: Observatoire des réformes en éducation, 2006), 16.

16. Québec, Ministère de l'Éducation, du Loisir et du Sport, *Synthèse des écrits du Conseil supérieur de l'éducation sur les éléments majeurs du renouveau pédagogique*, working document (Québec: Ministère de l'Éducation, du Loisir et du Sport, Direction de la recherche, des statistiques et des indicateurs, 2006), 6.

17. Ibid, 21.

18. Philippe Perrenoud, *Des pistes prometteuses. Propos de leaders pédagogiques*, chapter 4, eds. Luce Brossard and Arthur Marsolais (Québec: MultiMondes, 1999), 54 (Vie pédagogique).

only in sociocultural or psychoaffective terms will tend not to vary their pedagogical approaches as much as teachers who also recognize cognitive differences. The latter group will adopt a more open stance that will promote the use of a range of pedagogical methods to take into account differences between, and the actual needs of, their students.

The Comité-conseil notes that the notion of pedagogical approach may be poorly understood, given that several expressions are used to describe the same reality: pedagogical formula, teaching strategy or teaching method, which leads to a degree of confusion among teachers and sometimes decreases their interest in pedagogical innovation.

The Comité-conseil wishes to point out that the approach to learning defined by the QEP grants teachers latitude to choose from a wide range of pedagogical approaches and teaching strategies, depending on the diversity of their student group. In addition, under this approach, the need to give meaning to learning requires the contextualization and integration of knowledge. However, the QEP should give a clearer definition of differentiated teaching and promote the use of a standardized vocabulary in the area of pedagogical innovation.

## **CHAPTER 2 Ensuring a closer match between teaching practices and the Québec Education Program**

Among the changes made necessary by the application of the new curriculum, one of the most important is the adjustment of teaching practices. Besides the time needed to make such major changes, the Comité-conseil believes that it is essential to pay attention to the relevance and clarity of the programs of study. Based on the consultations carried out prior to drafting this brief, the Comité-conseil notes that the conception teachers have of learning will strongly influence their teaching practices. To ensure a degree of convergence in the way the role of the teacher is perceived, it is essential for the QEP, which acts as the basic handbook for teaching staff, to define learning clearly in terms of the theoretical foundations on which it is based: constructivism, socioconstructivism and cognitivism.

These theories were used together to create the original reference model centred on student learning. Their common point is recognition for the determining role played by the students in constructing their own knowledge, thereby enabling them to develop their competencies. Knowledge is “constructed” when the information processing method integrates the role played by social relationships, including relationships with teachers and fellow students. Various tools, such as reference books and information and communication technologies, also contribute to the construction of learning by students. The new role played by students requires, in return, that changes be made to the role of teachers. Some teachers have already adopted their new roles, in particular because their own conception of learning made this inevitable.

Based on the points of divergence highlighted in the previous chapter, the Comité-conseil will first present the conditions that are necessary to allow the QEP to promote competency development and a renewal of teaching roles. Next, it suggests that the theoretical foundations of the reference framework be made more concrete, by the use of six key markers that will allow teachers to assimilate the QEP and equip themselves with teaching practices that promote meaningful learning.

### **2.1 Competency development**

Competency development is an evolutionary process that corresponds to organized, strategic learning, highlighting the importance of global planning to cover the entire cycle of learning. Detailed, structured planning of learning and evaluation situations is also necessary to ensure competency development. The task, a pretext for learning, solicits a competency which, in turn, requires essential knowledge applied to the selected elements according to need. The whole learning process is facilitated by the use of cognitive and metacognitive strategies. From one teaching period to the next, the teacher encourages the students to get involved in the task and become aware of their own process, learning pace and way of thinking. Students are able to transfer their learning after coming into contact with various types of knowledge in meaningful learning and evaluation situations anchored in a specific context. Through these situations, they learn not only to cooperate, but also to coordinate tasks. In short, to be able to develop a competency, students must be asked to complete tasks of variable complexity, to structure their learning by making it functional, and to make links not only with other subjects, but also with their own

experience. In addition, they become more responsible by addressing, at a level they are comfortable with, actual problems in the present day world,<sup>19</sup> in particular when links are established with the broad areas of learning. In this rich, meaningful context, students find meaning in school.

## **2.2 Renewal of teaching roles**

The Comité-conseil stressed the pivotal role played by teachers in the implementation of the QEP. It is not enough to be aware of the various constituting elements of the QEP to assimilate it; it is also necessary to understand its foundations and motivation. According to the Comité-conseil, this assimilation may be facilitated through a palpable pedagogical context. The extended professional latitude for teachers recommended in the educational policy statement *Québec Schools on Course* should be made perceptible in the QEP.

Given that students are recognized as playing an active, reflexive role in their own learning, the role of teachers has changed as they become a guide, coach and cultural mediator, leading students to the heart of learning. This clear shift in the role of teachers must be reflected in their everyday actions. For example, they must work together to design learning and evaluation situations founded in the realities of young people, while ensuring that they develop the prescribed competencies and construct the prescribed knowledge. Teachers must choose, from among a range of pedagogical approaches consistent with the spirit of the QEP, those that are the most suitable to the tasks of a given learning and evaluation situation. They must differentiate their teaching to take into account the learning pace and style of each student, along with their needs and interests. They must involve the students in the regulation of their learning and evaluate the development of their competencies. They must apply a reflexive approach to make themselves more aware of their actions, and guide their students towards enriched experiences. To do this, they must work with colleagues and members of complementary education services to establish a learning community in which they can enrich their professional competencies.<sup>20</sup> Teachers become mediators,<sup>21</sup> the bearers of culture and knowledge.

## **2.3 Six key markers**

In the view of the Comité-conseil, some of the problems in the application of the QEP can be ascribed to the difficulty of knowing how to put its general chapters into practice. Although the foundations of the QEP have been known for several years, they need a conduit in order to be transferred to the classroom.<sup>22</sup> In addition, given the novelty and scope of the new direction indicated by the QEP, it should contain markers for the pedagogical context to help teachers commit to the renewal of their role. To meet this need, the Comité-conseil has identified six key markers that can be transferred to each

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19. Philippe Perrenoud, *Construire des compétences à l'école* (Paris: ESF, 1995), 90-92.

20. Québec, Ministère de l'Éducation, *Teacher Training: Orientations, Professional Competencies* (Québec: Ministère de l'Éducation, 2001), 4.

21. Gilles Noiseux, *Traité de formation à l'enseignement par médiation. Les compétences du médiateur pour réactualiser sa pratique professionnelle* (Sainte-Foy: MST Éditeur, 1997), 215.

22. The research in this educational field is several decades old. The development of these theoretical currents can be associated with many different researchers, including Piaget beginning in 1947, Vygotsky in 1934, Bruner in 1966 and, in Québec, Tardif, Gagné, Lemaire, Jonnaert, etc., in the 1980s and 1990s.

subject and used as reference points by teachers to help them better adapt their practices to the learning paradigm. Each marker is outlined below, and a few illustrations<sup>23</sup> of teaching practices are provided. Since the six key markers are all interrelated, the order in which they are presented is not hierarchical. The Comité-conseil believes that the key markers should be featured in the QEP to ensure that they are taken into account by teachers.

### *Make learning more meaningful*

Learning is more likely to occur when the knowledge presented is meaningful and motivating for the students. Several elements must be considered in applying this marker. In particular, one must ensure that students understand the reasons why they are carrying out a particular task. The activities presented, in addition to being stimulating and meaningful, must reflect each student's intellectual maturity, way of learning and environment. They must represent an interesting and realistic challenge, and lead students to ask questions rather than seek an immediate answer. Making learning more meaningful also involves taking the broad areas of learning into account, since they include the major contemporary problems that students will eventually have to face. Cultural markers, that reflect the student's cultural universe, and contact with the community, are other elements that can be used to make learning more meaningful. A guidance-oriented approach is also useful, since it increases student interest and motivation.

#### **Illustrations**

In a school run by the Commission scolaire des Laurentides, a learning and evaluation situation for Secondary IV and V students involved partners from within and outside the school. A regional exhibition centre contacted the school and asked it to hold an exhibition of student productions at the end of the year. The students were required to question why teenagers spent so little time in museums. The students became involved, on a volunteer basis, in a truly creative process that focused on the approach rather than the product, thereby acquiring three visual arts competencies.

In a school run by the English Montreal School Board where students come from over twenty different ethnic backgrounds, a Secondary V teacher organized an international buffet as part of the *English* and *Home Economics* programs. The students were asked to introduce their respective cultures by choosing a typical dish and interviewing a member of their family to find out more about its origin. A recipe book was produced and sold, with the proceeds going to a community organization. Last, after the recipes had been tried out in class, a buffet was organized for all the students in the school and their parents.

### *Focus on differentiated teaching*

It is also important to focus on differentiated teaching practices “to allow each student to be constantly, or at least frequently, brought into contact with the learning situations that are most fertile for that student.”<sup>24</sup> Based on the principle that all students can be educated, the Comité-conseil considers that varied teaching practices make it possible to

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23. The illustrations in text boxes were provided by some of the teachers consulted during the discussion groups organized during the preparation of this brief. They are not intended as models, but as examples of the application of each key marker.

24. Philippe Perrenoud, *La pédagogie à l'école des différences : fragments d'une sociologie de l'échec* (Paris: ESF, 1996), 29. (free translation)

offer all students a chance of successfully building knowledge and developing competencies. By taking into account the various learning paces and styles of students, they can be helped to progress effectively, without disturbing or delaying the other students to any great degree.<sup>25</sup> Differentiated teaching can be applied to content, processes, structures and productions. Besides the notions of effort and rigour, learning can also be associated with enjoyment, which is a good way of promoting it.

#### **Illustrations**

During their “Olympic emblems” project, Elementary Cycle Three students at a school run by the English Montreal School Board were asked to take part in a contest connected with the upcoming 2010 Winter Olympics in Vancouver. The project involved creating, as a team, an emblem for the flag used during the games. This learning and evaluation situation called on several abilities: analytical ability to find documentation on the subject, creativity to design the symbolic figure chosen by the team, writing ability to explain the choice of emblem, and oral language skills to persuade the class to vote for their team’s project. In creating the final product, all students had an essential role to play, respecting each other’s differences.

At the Commission scolaire des Navigateurs, Elementary Cycle One and Two students worked on fractions using cardboard pizzas. In the integration phase of the learning and evaluation situation, a manual task workshop was organized for students who had difficulty understanding fractions. At the same time, the students who had already understood fractions kept themselves busy with other tasks.

#### *Reactivate students’ previous experience and knowledge*

Students’ previous life experience and knowledge are the anchors for the acquisition of new knowledge. In general, it is easier to retain a new concept when it is associated with something that is already known. The more the associations made are appropriate and meaningful for the students, the more easily they will integrate the new knowledge which, in turn, becomes a resource available for a situation of comparable or different complexity. Instead of relying on an accumulation of concepts, learning requires the transformation and reorganization of a large number of items that students must retain and, sometimes, “a major effort of deconstruction must be undertaken at the same time as (re)construction.”<sup>26</sup> The presentation of concepts in the form of a network, for example, is a way to facilitate reorganization and help students mentally position the newly acquired knowledge.

#### **Illustrations**

To reactivate previous knowledge about Aboriginal peoples, students at an elementary school run by the Commission scolaire de Saint-Hyacinthe were asked to answer questions written on an index card. Using their existing knowledge, the students had to answer the question in front of them in a relatively short period of time, and then pass the card on to the next students. The students could approve the answer of their team-mate by writing their initials, or add some extra information. The activity continued until the students had answered all the questions.

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25. Commission des programmes d’études, *Pour des élèves différents, des programmes motivants. Avis au ministre de l’Éducation sur les programmes différenciés et les programmes à option au cycle de diversification du secondaire* (Québec, 2003), 4.

26. André Giordan, “Pour un environnement didactique complexe,” *Cahiers pédagogiques, La culture scientifique* 61, no. 443 (Paris: May 2006), 42. (free translation)

“Does Nature attack the poorest people?” was the title of a learning and evaluation situation used with Secondary I groups of a school run by the Commission scolaire des Découvreurs. First, the students had to express their reactions to natural disasters. Then, they had to record what they knew about certain catastrophes by adding relevant images to a table. Last, they had to complete a map showing where the catastrophes had occurred, using the same table.

### *Make students active in and responsible for their learning*

If learning is to be effective and lasting, students must play an active cognitive role in its acquisition. Active students are confronted with a problem situation that they must explore alone or in a group, recalling previous knowledge, asking questions and comparing their ideas with the ideas of fellow students and an adult, and also with other sources of information. They must consciously and methodically use relevant strategies and resources. Students must also play a role in their own evaluation through “the use of flexible instruments adapted to the student’s age.”<sup>27</sup> Teachers, in turn, must take into account the various learning styles of the students, and help them acquire work methods.

### **Illustrations**

In a school run by the Commission scolaire du Pays-des-Bleuets, Secondary III students had to individually choose a topic and present supporting arguments in writing. To develop the competency *Writes various texts*, they gathered information on their topic. Once they had completed their texts, the teacher corrected them and handed them back. Next, the students located three mistakes and explained them, stating the rule that leads to the right answer and giving an example of its correct application. Last, they came up with a trick to help them remember the rule and improve.

Secondary Cycle One students at a school run by the Commission scolaire Marguerite-Bourgeoys were asked to organize a family party on the beach. They had to calculate the amount of fruit juice needed for all the guests, and the length of rope required to cordon off the play areas. Next, they had to plan a meal suitable for all the guests, and set up a security perimeter around the campfire for the evening. Throughout the process, the students had to think how to achieve the best possible result and make sure that nothing had been forgotten. In short, every step required them to apply the key features (decodes, represents, works out, validates and shares) of the competency *Solves a situational problem*.

### *Promote feedback*

Supporting students in their learning also means helping them to get involved in a feedback and self-evaluation process. By asking reflexive questions at the right moment, students gradually become aware of the mental processes that allow them to gather and process knowledge. They must also be able to explain their approach and validate the effectiveness of their strategies. The more opportunities they have to apply reflexive thinking, the easier they will find it to access the essential knowledge they have acquired and transfer it to different meaningful contexts.<sup>28</sup> In addition, feedback sessions add extra data for teachers about the progress students are making in their learning, and about the

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27. Québec, Ministère de l’Éducation, *Policy on the Evaluation of Learning* (Québec: Ministère de l’Éducation, 2003), 16.

28. Robert Martineau, “La pensée historique...une alternative réflexive précieuse pour l’éducation du citoyen,” *Pour une pensée réflexive en éducation*, eds. Richard Pallascio and Louise Lafortune (Sainte-Foy: Presses de l’Université du Québec), 304-305.

judgment they will have to make during the evaluation. They become a pedagogical tool that teachers can use to help students in their learning and a way for the students to learn how to learn, which they will find useful in many different situations.<sup>29</sup>

#### **Illustrations**

At the Commission scolaire des Premières-Seigneuries, a learning and evaluation situation implemented in Elementary Cycle One as part of a physical education and health program required the students to complete a cognitive task before taking an action. In a tag game called “Aquaterre, les îles de la survie,” the students had to perform a range of movements depending on whether they were on a continent, an island, a bridge or a boat. They first had to analyze the situation and use strategies to avoid being tagged quickly and becoming pirate ghosts. At the end of the first game, the students evaluated their experience and the results achieved, allowing them to alter their strategy before starting a new game.

At the Commission scolaire de la Capitale, for an interdisciplinary (science and technology/French) learning and evaluation situation in Secondary Cycle One, the students formed teams and had to plan and build a boat, and then test its floatability in a pool during their science and technology class. All the teams had the same basic materials. During a race to test their boats, several teams ran into difficulties. Next, each team prepared an oral presentation during French class to highlight the strong points of their boat, the problems they encountered and the points that could be improved. Last, the students stated how they would go about the task if they had to do it again.

#### *Stimulate the transfer of knowledge<sup>30</sup>*

The transfer of knowledge through the development of competencies occurs in various contexts. It is essential that students be offered a range of activities to allow them to reflect on the processes they have applied and assess their effectiveness. The acquisition of new knowledge occurs when links are established with the subject concerned or the broad areas of learning. As the Comité-conseil mentioned in a previous brief, these constitute “ways to transfer, contextualize and integrate learning leading to the development of the cognitive, social and personal dimensions of the student.”<sup>31</sup> In this area, interdisciplinary work allows students to contextualize their learning and therefore promotes the transfer of knowledge.

#### **Illustrations**

With help from a parent, a professional dietician, Elementary Cycle Two students at the Commission scolaire de la Capitale drew up a grocery list for a grandmother about to be discharged from the hospital. First, they made sure they had taken her tastes into account, and also created balanced meals based on *Canada’s Food Guide*. To gather information on the subject, locate appropriate recipes and use advertising flyers to stay on budget, the students had to transfer knowledge from other subjects, in particular French,

29. Marc Romainville, “Savoir comment apprendre suffit-il à mieux apprendre? Métacognition et amélioration des performances”, *Pour une pensée réflexive en éducation*, eds. Richard Pallascio and Louise Lafortune (Sainte-Foy: Presses de l’Université du Québec, 2000), 80, 82-83.

30. Jacques Tardif and Philippe Meirieu, “Stratégie pour favoriser le transfert des connaissances,” *Pour des pratiques pédagogiques revitalisées*, eds. Luce Brossard (Québec: MultiMondes, 1999), 19-33 (Collection Vie pédagogique).

31. Commission des programmes d’études, *Vers un élève citoyen. Avis au ministre de l’Éducation sur les domaines généraux de formation dans le Programme de formation de l’école québécoise, éducation préscolaire, enseignement primaire et enseignement secondaire* (Québec: Ministère de l’Éducation, 2005), 26. (free translation)

mathematics and physical education, via the health feature aspect.

At the Commission scolaire de la Capitale, in a Secondary Cycle One science and technology class, a simulation involved the United Nations asking specialist firms to prepare a plan for the construction of a survival shelter in two different settings (ocean, mountain). Each firm had to focus on energy, food supplies, the environment and waste disposal. The whole learning and evaluation situation was based on the relationship with the planet, while maintaining a critical distance from consumerism and exploitation of the environment. Last, the students completed a simple outline plan of their proposed shelter.

In the view of the Comité-conseil, the key markers reflect the constructivist, socioconstructivist and cognitivist foundations of the QEP. Without claiming that the list is exhaustive, the Comité-conseil believes that if teachers refer to it in their teaching they will find tools to promote effective learning by their students, guide them towards autonomy and thereby realize the spirit of the QEP. Taking these markers into account will, according to the Comité-conseil, support the idea that “knowledge does not result from discoveries, but a process of intellectual construction, an effort to objectivize.”<sup>32</sup> The conclusion of the Comité-conseil is that these key markers should be considered in the QEP in order to clarify its theoretical foundation and promote the renewal of teaching practices.

#### **2.4 Adapting the Québec Education Program to schools in Québec: a recommendation**

After analyzing the problems raised by teachers concerning the QEP, the Comité-conseil is in a position to suggest various ways to improve it and contribute to its implementation. The aim of its suggestions is to support the renewal of teaching practices and their professionalization via the QEP.

First, by giving priority in this brief to the signals received from the teaching community, the Comité-conseil hopes to demonstrate the ability of the curriculum to take teaching practices into account. Second, it wants to highlight the professional responsibility of teachers, by considering them as an agent for change and not simply as the people responsible for applying the QEP. In this spirit, the Task Force on Curriculum Reform, after seeing the need to consult the teaching community on the feasibility of the new curriculum, stated that:

This ongoing consultation process can be used to measure the divergence between specialists and practitioners in the field. The proposed content will thus be the subject of dialogue rather than something that is imposed. At the end of the process, corrections can be made.<sup>33</sup>

The Comité-conseil wants to promote a better understanding of the Québec Education Program, ensuring the renewal of teaching practices to match the learning paradigm. At this point in the implementation of the education reform, it considers that certain adjustments must be made to the Québec Education Program.

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32. Marie-Françoise Legendre, “Approches constructivistes et nouvelles orientations curriculaires. D’un curriculum fondé sur l’approche par objectifs à un curriculum axé sur le développement de compétences”, *Constructivisme, choix contemporains. Hommage à Ernst von Glaserfeld*, eds. Philippe Jonnaert and Domenico Masciotra (Québec: Presses de l’Université du Québec, 2004), 71. (free translation)

33. *Reaffirming the Mission of Our Schools*, 87-88.

**Considering** the importance of recognizing the Québec Education Program as a shared reference for all school staff;

**considering** the generic nature of the elements found under the context for learning heading in each subject, especially at the secondary level;

**considering** the difficulties faced by teachers in linking their teaching practices to the foundations of the Québec Education Program;

**considering** the importance of introducing a shared vocabulary for all teachers under the Québec Education Program, whatever the subject or educational level;

**considering** the need to build a bridge, by introducing the key markers described in this chapter, to allow teachers to ensure that their teaching is consistent with the foundations of the Québec Education Program, at the preschool, elementary and secondary levels;

**considering** the clear links between meaningful learning and the broad areas of learning;

**considering** the versatile nature of cross-curricular competencies;

**considering** the close ties between texts in the broad areas of learning and in related subjects,

**the Comité-conseil sur les programmes d'études recommends that the Minister of Education, Recreation and Sports make changes to the Québec Education Program at the preschool, elementary and secondary levels, to give concrete expression to the renewal of teaching practices.**

More specifically, the Comité-conseil suggests that the following changes be made to the Québec Education Program:

- A general chapter should be introduced before the subject-specific programs to set out the pedagogical context for the application of the QEP. The chapter should provide a clear description of how the roles of students and teachers have been redefined, and include pedagogical markers to allow teachers to implement the orientations of the QEP in each subject.
- The roles of students and teachers should be clearly defined.
- The subject-specific programs at the secondary level should be revised to remove the generic aspects under the “Role of the student” and “Role of the teacher” headings. However, where applicable, the new presentation should not prevent the addition of specific information on those roles within a subject-specific program.
- The first chapter should be refocused on the key orientations of the education reform and on the structure of the programs of study.
- The chapter on the broad areas of learning and cross-curricular competencies should be maintained.
- The texts presenting the subject areas at the secondary level should be placed in an introductory section for each subject, instead of together in a general chapter.

### CHAPTER 3 Conditions conducive to a renewal of teaching practices

In this brief, the Comité-conseil suggests a template for the insertion, into the QEP, of an introductory chapter covering all subjects to promote the renewal of teaching practices. However, to ensure that the chapter has an impact on teaching practices, the Comité-conseil believes that it should be distributed compulsorily to all teachers. Besides the adjustments outlined in the previous chapter, the Comité-conseil considers that other conditions must be set in place to promote the implementation of the QEP and pedagogical innovation.

These conditions include basic teacher training, which ensures quality, and ongoing training, which enriches teaching practices, in particular by promoting professionalization based on the twelve professional competencies.<sup>34</sup> Support and guidance is also a central point that ensures that teachers are monitored. In addition, in a context of change, schools must adapt to become learning communities focused on the social issues of today and tomorrow. To achieve this, they should open up to the community, because “...the teaching profession must open up more to allow other people to play secondary but important roles.”<sup>35</sup> School organization must also be made more flexible, especially in terms of allocating the time needed by teachers to take ownership of and apply the QEP. Last, teachers must have access to more resources, and in particular to pedagogical tools consistent with the QEP.

#### *Basic and ongoing teacher training*

In a context of implementation, the Comité-conseil considers that basic and ongoing teacher training should be a priority to ensure that school staff in general, and teachers in particular, are able to take ownership of the QEP, understand its orientations and underlying principles, and become accustomed to a collegial approach as part of a learning community. In addition, the Comité-conseil stresses the importance of ensuring that basic training for future teachers allows them to take ownership of the twelve professional competencies they must develop over their careers. Future teachers must also have thorough basic training in differentiated teaching and competency evaluation. In its brief *Internship Practicums in School Settings*, the Comité d'orientation de la formation du personnel enseignant states that teachers who supervise practicums must also receive regular university training. In other words, both current and future teachers must receive training to ensure that the understanding and application of the QEP is consistent throughout all schools.

With regard to ongoing training, the Comité-conseil believes that current teachers whose basic training did not cover the professional competencies they are expected to develop should be able to take ownership of them. Second, the results from the Table de pilotage du renouveau pédagogique show that over half of all elementary level teachers would like to receive training on the content and structure of the QEP, differentiated teaching, the design and choice of learning and evaluation situations, competency development, competency evaluation, cross-curricular competencies, communication tools, broad areas

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34. *Teacher Training: Orientations, Professional Competencies*, 59.

35. *What Schools for the Future?*, 238. (free translation)

of learning and pedagogical approaches. The Comité-conseil urges all teachers to seek training in order to enrich their teaching practices.

### *Support and guidance*

The Comité-conseil believes that teachers themselves require support and guidance if they are to support and guide students in their learning. To take ownership of the QEP and ensure its application, teachers must be able to rely on support in the education reform. In this regard, a document that contains a synthesis of all the publications of the Conseil supérieur de l'éducation states an urgent need to create an effective support and guidance mechanism in schools. To date, several universities have already been working with school staff members, among others, in action research designed to provide reciprocal input with regard to the application of the QEP. The Comité-conseil is in complete agreement with this collegial approach, which ensures the enrichment of teaching practices, and it urges school communities to collaborate. Support and guidance can also be provided by peers or education consultants. In addition, the results released by the Table de pilotage confirm that this is the type of support most appreciated by teachers. In the view of the Comité-conseil, successful support and guidance is based, above all, on questioning and reflexive practices.

### *The learning community*

The Comité-conseil believes that school staff members should support and guide students in an environment conducive to learning and competency development. To achieve this, the school team is expected to mobilize around a single target: student success. If this vision is shared by all, the class or the school becomes a learning community in which individuals share their experiences and unite their efforts with those of the teachers, concentrating on student learning. The role played by the community is in keeping, at all levels, with the theoretical foundations of the QEP by making students active, making their learning meaningful and encouraging them to activate their prior knowledge, while taking differences into account, promoting feedback and offering opportunities to transfer knowledge. In a brief concerning the first phase of Secondary Cycle Two, the Commission des programmes d'études stated that, to achieve this, it "hopes to see the active commitment of and increased synergy between various groups of school staff, including support services, under the pedagogical leadership of the school principal."<sup>36</sup> This pedagogical leadership must ensure that the needs of teachers for support and guidance and ongoing training are met, in order to ensure the implementation of the education reform. The Comité-conseil believes that with this type of support students will be more stimulated and that the acquisition of subject-specific or cross-curricular competencies will be assisted.

### *Openness to the community at large*

The QEP stipulates that schools "must act as agents of social cohesion by helping students learn how to live together and by fostering a feeling of belonging to the

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36. Commission des programmes d'études, *Avis au ministre de l'Éducation, du Loisir et du Sport sur l'approbation du Programme de formation de l'école québécoise. Enseignement secondaire, deuxième cycle (phase 1)* (Québec: Ministère de l'Éducation, du Loisir et du Sport, 2006), 39. (free translation)

community.”<sup>37</sup> The Comité-conseil also feels that students must be able to learn in an environment that is open to the community at large in order to structure their identity, exercise their power to act and construct a world-view in a familiar environment. By opening up to the community at large, in particular during certain extracurricular activities, schools can help students to open up to the world. Since schools must be focused on student learning and anchored in the community, it is important for them to be managed in a way that is community-oriented. The Comité-conseil would like to encourage schools that have already embarked on this path to continue. Teachers, in turn, can guide students who wish to become involved in the community, for example by spending time in a community organization, while keeping in mind the notion of mutual assistance that will make them fully-fledged citizen-students. In addition, teachers must continue to instruct students by giving them access to resources outside the school itself, including artists and performers, to push their learning beyond traditional subject boundaries. Whenever involvement in the community is at issue, the broad areas of learning can be used to create close ties with the students’ immediate environment as they face the problems of the contemporary world.

### *School organization*

The changes described above require a degree of flexibility in school organization, defined as “a key way for the school to accomplish its mission to instruct, socialize and provide qualifications.”<sup>38</sup> This flexibility must be present at all levels of school organization, including the subject-time allocation, the timetable and the teacher’s schedule. Times and places must be set aside for team work by teachers and students. Staff members and students will gain an advantage from these discussion opportunities, whether during their academic tasks, support and guidance or school life. To reorganize a school, the administrators, with the assistance of the school team, must discuss the possible ways to allocate time and make proposals that are consistent with the learning model targeted in the QEP.<sup>39</sup> The school boards, in turn, must support and guide school administrators by allocating resources, offering ongoing training activities and creating discussion forums to ensure conditions conducive to the implementation of the QEP. The Ministère de l’Éducation, du Loisir et du Sport must work in partnership with the school boards and continue to support pilot projects to improve student learning conditions. The Comité-conseil considers that convergent actions such as these will allow teachers and all other stakeholders to find an effective way to free up the time needed for concerted action.

### *Resources*

The Comité-conseil believes that the involvement of all stakeholders is an indispensable condition for the application of the QEP. Other resources are also necessary. The report by the Table de pilotage states that teachers wish to have access to more material, financial and human resources. Teachers already have the QEP, which is an indispensable

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37. *Québec Education Program. Secondary Cycle One*, 5.

38. Groupe de recherche et d’intervention cognitive et sociale, *Rapport de l’expérimentation, Donner forme à la réforme (GRICS)* (Société GRICS, 2003), 2. (free translation)

39. Groupe de recherche et d’intervention cognitive et sociale, *Rapport de l’expérimentation, Donner forme à la réforme (GRICS)* (Société GRICS, 2003), 10.

reference tool. “[They] are invited to promote the foundations of the Program by considering it as a tool to help them make appropriate decisions for the education of young people.”<sup>40</sup> In addition, to encourage students to develop their competencies and guide them adequately in their learning, teachers must have access to a range of material resources: teaching materials, a well-stocked library and computers. They must also be able to rely on other stakeholders: administrators, fellow teachers, non-teaching staff members, professionals, parents, artists, lecturers, consultants, etc. In this way they will be able to offer students a variety of human and material resources.

The Comité-conseil considers that these conditions, taken together, will facilitate the implementation of the QEP and that teachers will have access to valuable tools to meet their needs and renew their teaching practices.

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40. *Québec Education Program. Secondary Cycle One*, p. 13.

## CONCLUSION

This brief on the renewal of teaching practices is an initiative of the Comité-conseil sur les programmes d'études, which strives to improve the curriculum under its mandate for ongoing program renewal. The Comité-conseil considers it necessary to hold a debate on changes to teaching practices, including implementation conditions, given the difficulties created by the complexity and novelty of the new programs. It has analyzed views present in the school system and put forward explanations based on the new professional role of teachers. Using a transparent approach rooted in the schools, the Comité-conseil has made a recommendation to the Minister of Education, Recreation and Sports and presents the conditions that will promote the implementation of the QEP and the renewal of teaching practices.

In its recommendations, the Comité-conseil requests the creation, within the QEP, of a general chapter setting out pedagogical markers to help teachers adapt their teaching to the QEP. It believes that the more explicit information the QEP provides concerning student and teacher roles, the more leverage it will give to the renewal of teaching practices. In addition, it will become a useful tool not only for teachers, but also for everyone working with students. The Comité-conseil feels that ambiguous attitudes to the act of teaching will thereby become less common. Given the use of the QEP as a reference, the Comité-conseil considers that all teachers should have easy access to a chapter discussing changes to teacher roles in concrete terms.

The Comité-conseil ends its brief by highlighting the importance of creating various implementation conditions since teachers, the primary service providers, must be able to rely on resources to renew their teaching practices. In the view of the Comité-conseil, the ongoing adaptation of the QEP, which involves suggesting improvements to the Minister, guarantees its evolution. It is guided by the realization that the QEP must be adjusted to the requirements of a constantly evolving society.

## APPENDIX 1

### Members of the discussion groups

#### ELEMENTARY SCHOOL COMMITTEE

##### Members of the Comité-conseil sur les programmes d'études

Brigitte Fecteau      Co-chair  
Édith Roussel      Co-chair

##### Elementary school teachers

Isabelle Dubois  
    CS des Navigateurs  
Jacynthe Fortin  
    CS du Lac-Saint-Jean  
Kim Gromko  
    Lester-B.-Pearson School Board  
Paule Savard  
    CS de Portneuf  
Dominic Soucy  
    CS des Premières-Seigneuries  
Hélène Toupin  
    CS de la Capitale

##### Secondary school teacher

Mélanie Rhains  
    CS de la Capitale

#### SECONDARY SCHOOL COMMITTEE

##### Members of the Comité-conseil sur les programmes d'études

Julie Filion      Co-chair  
Richard Harris      Co-chair

##### Secondary school teachers

Stéphanie Adams  
    CS du Pays-des-Bleuets  
Daniel Charest  
    CS des Laurentides  
Mario Forgues  
    CS des Grandes-Seigneuries  
Pierre-Yves Grenier  
    CS des Découvreurs  
Stacy Kaufman\*  
    English Montréal School Board  
Annie Labbé  
    CS de la Capitale  
Philippe Labrosse  
    CS Marguerite-Bourgeoys

##### Elementary school teachers

Annie Leblanc  
    CS de Saint-Hyacinthe  
Despina Michakis  
    English Montréal School Board

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\* This person did not participate in the discussion group.

## **APPENDIX 2**

### **Roundtable resource persons**

Denise Baillargeon, consultant

Suzanne Jacob, consultant

Nicole Tardif, professor, Université de Sherbrooke

## APPENDIX 3

### Members and personnel of the Comité-conseil sur les programmes d'études

#### PRESIDENT

**Pierre-Yves Béland**, associate executive director  
Commission scolaire De La Jonquière

#### MEMBERS

**Anne Beaulieu**, parent  
Commission scolaire de la Capitale

**François Bibeau**, assistant to the academic director  
Cégep Limoilou

**Jean Bissonnette**, secondary school social sciences teacher  
Commission scolaire des Navigateurs

**Brigitte Fecteau**, presecondary teacher  
Commission scolaire de Portneuf

**Julie Filion**, secondary school languages teacher  
Commission scolaire du Val-des-Cerfs

**Richard Harris**, physics professor  
McGill University

**Linda Leclerc**, education consultant  
Commission scolaire de la Seigneurie-des-Mille-Îles

**Philippe R. Richard**, mathematics didactics professor  
Université de Montréal

**Édith Roussel**, elementary school teacher  
Commission scolaire René-Lévesque

**Liliane Yiptong**, elementary school teacher  
English Montreal School Board

#### PERSONNEL

**Francine Bélanger**, coordinator

**Agathe Fiset**, education specialist

**Marcelle Maheux**, secretary

**Isabelle Tremblay**, education specialist

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