

SUMMARY

TEACHER TRAINING

Orientations

Professional Competencies

**Ministère de l'Éducation
Direction de la formation et de la titularisation
du personnel scolaire**

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NOTE

This document is a translation of the summary of a working paper entitled *LA FORMATION À L'ENSEIGNEMENT—Les orientations—Les compétences professionnelles*, which was published by the Ministère de l'Éducation for the purpose of consulting its partners.

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INTRODUCTION

Today's new political, social, demographic, economic and cultural realities have forced Québec society to reflect on the mission and organization of education. The Estates General on Education, a large-scale public consultation launched in the spring of 1995, provided a diagnostic assessment of the state of education in Québec and marked the beginning of a series of wide-ranging reforms based on two key documents, the *Education Act* and an educational policy statement entitled *Québec Schools on Course*.

Although teacher training programs have seen major developments in the last decade, they cannot remain untouched by the changes currently under way in the education system. In fact, some of the lines of action proposed in the reform have significant implications for initial teacher training. It is therefore expedient to bring teacher training programs into line with the changes affecting the system as a whole so that they will be better adapted to the new realities that will shape education in the coming years.

In the working paper *La formation à l'enseignement—Les orientations—Les compétences professionnelles*, which is summarized in these pages, the Ministère de l'Éducation du Québec establishes orientations for teacher training, core competencies student teachers are expected to have acquired by the end of their training, and exit profiles for teacher training programs. The setting of these guidelines is only a first step to be followed by the development of programs by the universities, the accreditation of these programs and adjustments to teacher certification.

The working paper deals with teacher training programs for preschool and elementary education, general secondary education, special education, arts education, physical education and health, and second language education.

The orientations, core professional competencies and exit profiles presented in this paper are based on the guiding principles of the reform and on recent studies, research and pilot projects in the field of teacher training. The analyses and recommendations contained in the many opinions and briefs submitted by Québec associations, institutions and organizations, and the comments made by individuals in both the university community and the school system also proved to be a major source of inspiration and reflection. The Ministère de l'Éducation recognizes that responsibility for determining the content and structure of teacher training programs lies with the universities. Its only goal in submitting this document is to ensure that prospective teachers have the foundation they need to practise their profession. The Ministère thus remains faithful to its primary mission, which is to ensure, together with the partners concerned, quality education for all children in Québec.

1. The Social and Educational Context

A major reform of education was launched in Québec on the eve of the new millennium. This reform was the outcome of the Estates General on Education, a public consultation held in 1995-1996.

At the end of its proceedings, the Commission for the Estates General on Education attempted to clarify the aims of the education system and recommended that the mission of the education system be redefined in terms of three main goals: to instruct, to socialize and to provide qualifications. The Commission also identified a number of areas in which priority actions were required.

Following the publication of the Commission's final report, *Renewing Our Education System: Ten Priority Actions*, the Ministère de l'Éducation announced the broad lines of the reform it was about to launch. All of Québec society, not just the education community, was urged to join in efforts to raise graduation rates at all levels of education. The time had come to make the shift from access to education for the greatest possible number to success for the greatest possible number. Published in 1997, *A New Direction for Success*, the plan of action for the reform of the education system, charted seven lines of action: providing services for young children; teaching the essential subjects; giving more autonomy to schools; supporting Montréal schools; intensifying the reform of vocational and technical education; consolidating and rationalizing postsecondary education; and providing better access to continuing education.

The policy statement *Québec Schools on Course*, which was also published in 1997, described the changes the Ministère de l'Éducation was planning to make in Québec's elementary and secondary schools.

This working paper on teacher training is an outgrowth of the reform process. Tomorrow's teachers will work in a new educational environment, one that requires a different set of professional competencies because certain aspects of the traditional role of teachers will have changed. Teacher training programs must prepare future teachers to work in this new environment.

The proposed adjustments to teacher training programs are not the reflection of a systematic evaluation of reform efforts over the last decade but rather of a desire to ensure that teacher training remains responsive to the changes taking place in Québec schools. Such responsiveness should allow teacher training programs to produce new generations of teachers who will meet the needs of schools.

Before examining the new orientations and professional competencies that are the focus of this paper, let us first take a brief look at the changes affecting Québec society and Québec schools.

1.1 Social Changes

Today's society is characterized by constant, rapid change of all kinds—political, demographic, economic, cultural, social and organizational—and by the advancement of knowledge and research.

Without giving an exhaustive account of the changes Québec society has experienced in recent years, the working paper highlights those that are of particular relevance to teachers and to teacher training institutions.

1.2 Changes in the Educational Context

The education reform has significant implications for teachers in that they are being asked to depart from the role they have traditionally played both inside and outside the classroom and to assume a new role that calls for new competencies. By the same token, the reform has an impact on the nature and delivery of teacher training.

The increased autonomy granted to schools and the powers and duties entrusted to the governing boards result in greater reliance on the professional competencies of teachers. The move toward decentralization is, in part, a reflection of the will to recognize teachers' professional autonomy. Teachers are therefore expected to cooperate actively with other members of the school staff and of the education community. The law gives teachers exclusive responsibility in some areas. More specifically, teachers take part in defining the school's educational project, the school's student supervision policy, the approach used to implement the basic school regulation, and guidelines for enriching or adapting programs of study. Teachers are also given a say in decisions about rules of conduct and safety measures, the time allocation for each subject, the programming of educational activities, and the student services to be offered. Teachers make proposals about local programs of study, new instructional approaches, textbooks and instructional materials, standards and procedures for the evaluation of learning, and rules governing the placement of students and their promotion from one cycle of elementary school to the next. The reform has clearly extended teachers' scope of action considerably beyond classroom walls.

The new programs of study are based on a concept of learning that is part of the socio-constructivist school of thought and that places students at the very heart of the learning process. Each student becomes the principal agent of his or her learning. Evaluation must be an integral part of learning situations and provide information on student progress in the development of the targeted competencies. These concepts of learning and evaluation involve fundamental changes in the role of teachers. Traditionally regarded as transmitters of knowledge, teachers are now seen as mediators of knowledge who guide, support and motivate students.

The competency-based approach used in the new programs of study and the attendant redefinition of school organization in terms of multiyear cycles rather than grade levels also change the role played by teachers and entail new professional competencies. In a system based on multiyear cycles, students develop the competencies targeted for a given cycle over more than a single school year. Teachers must therefore adapt their teaching to accommodate different learning styles and rates. To do so, they must master a variety of teaching approaches without losing sight of the fact that these approaches are but means to an end. In this light, their capacity to distance themselves from their own practice in order to look at it with a critical eye takes on its full meaning. Furthermore, the cycle-based model implies that teachers monitor student progress in cooperation with other members of the teaching team and of the school staff. The cycle-based model thus

strongly encourages teachers to pool their expertise, to work in teams, and to consult each other in making decisions related to the evaluation of student learning.

The new *Basic School Regulation for Preschool, Elementary and Secondary Education* provides for the grouping of disciplines into subject areas. This emphasis on integrated learning has a major impact on teacher training and especially on the definition of exit profiles for teacher training programs.

In this new educational environment, special attention is paid to each student and particularly to students with handicaps or difficulties. The ministerial policy on special education focuses on prevention, the adaptation of educational services, and the integration of students with special needs into regular classes. While the latter course of action may not be desirable in certain cases, it is appropriate for most students with difficulties, at least at the elementary level. All teachers will therefore need to develop a competency enabling them to adapt their teaching to the characteristics and needs of these students.

As a final comment on the new educational context, it seems relevant to note that, under the *Education Act*, it is part of teachers' obligations to *collaborate in the training of future teachers and in the mentoring of newly qualified teachers*.

2. General Orientations

The working paper presents a dual approach involving the professionalization of teacher training and greater emphasis on culture. These two broad orientations are consistent with the spirit of the education reform.

2.1 Professionalization

The first orientation reaffirms the need for professional teacher training. The educational and social context in Québec at the dawn of the 21st century accentuates the need to “professionalize” the act of teaching. For one thing, the education reform relies heavily on teachers exercising their professional autonomy. Many components of the reform change the role played by teachers as well as the nature and import of the competencies needed in order to teach. For another, the diversification of student enrollments, the emergence of plurality in all of its forms, changes in the composition of families, increasing social problems, globalization, and information and communications technologies are but some of the factors contributing to the demands involved in teaching.

2.1.1 The Concept of Professionalization

Given the many different ways in which professionalization has been defined, clarification of the concept as it is to be understood in this document is in order. The term “professionalization” refers to the process of developing a professional model, i.e. defining the competencies needed for professional practice. Several of the aspects involved in developing a professional model are concerned with identification of the competencies required for a profession to be considered as such: the application of professional

knowledge, ongoing professional development, the efficiency of practitioners, the effectiveness of their professional practice, the sharing of expertise and the formalization of the knowledge required for professional practice. Professionalization thus also refers to efforts to gain social and legal recognition of professional status.

2.1.2 A Brief History

A brief history provides an overview of how the role of teachers has evolved over time and how this evolution has led to the professionalization of teaching as the legitimate next step. Prior to the 17th century, individuals improvised as teachers: their knowledge of a subject area was their sole qualification and tutoring was the prevalent model. Then, for close to three centuries, teaching was considered a craft. With more pupils attending schools, one-on-one tutoring became impracticable. This development created an awareness that knowledge of a subject area was no longer sufficient and that teachers needed to master other types of knowledge and skills. In the early 20th century, the criticism levelled at teacher-centred pedagogy, the increasing importance of science in debates about education, and the need to shift to a learner-centred model gave birth to the concept of the teacher as scientist. The underlying intention was clear, viz. to make teaching a science.

In Québec, the turning point came in the late sixties, when faculties of education were established to provide more formal and scientific teacher training which would place greater emphasis on advanced knowledge of teaching subjects. Another motivation for setting up faculties of education was a desire to get away from the ready-made recipes of the normal schools. Some 20 years later, it was found that, because of an overemphasis on teaching subjects, the theory taught in pedagogy and methodology courses was not easily transferable to classroom practice. The assumption that teaching candidates would automatically apply their knowledge of child development in the classroom proved erroneous. The utopic notion of the teacher as scientist was thus dispelled and the proposed professional model, abandoned.

Today, at the beginning of the third millennium, the concept of the teacher as professional best describes the new face of teaching.

2.1.3 A New Model: The Teaching Professional

The proposed professional model is intended to provide guidelines for teacher training with respect to six aspects: the competencies needed to teach in the new educational environment; the complexity of teaching; the importance of field-based, integrated teacher training; the need for versatility; the necessary links between educational research and teacher training; and partnership and concerted action. It should be noted that the professionalization of teacher training raises many issues and that it is a relatively new concept, which explains the relative lack of data on its concrete application.

2.2 Greater Emphasis on Culture

The second orientation promotes greater emphasis on culture in teacher training, i.e. the training of cultured teachers.

2.2.1 The Concept of Culture

The concept of culture is defined from two angles: that of culture as an object and that of culture as a relationship.

Culture, when defined as an object, can be understood in a descriptive sense to mean an object of thought, i.e. a construct, or in a normative sense to mean an object of desire. The concepts of primary and secondary culture as defined by Québec sociologist Fernand Dumont delimit two types of constructs. Primary culture refers to culture in its anthropological sense and includes lifestyles, behaviours, attitudes, beliefs and so on. Secondary culture refers to the accomplishments and productions of humanity as a whole: it enables us to step back and to take a second look at reality. As an object of desire, i.e. in a normative sense, culture refers to the ideal cultured individual as a goal to be attained in a given time and space.

Greater emphasis on culture in teaching involves moving beyond the viewpoint of culture as an object. The hypothesis framed by Charlot, for whom knowledge or, as defined here, culture, is first and foremost a relationship, provides helpful insight. For Charlot (1997), knowledge or culture has meaning or value only in that it allows a person to relate to the world, to self, and to others. This hypothesis has major implications for teachers. While all teachers relate to the world, to themselves and to others, how they do so may be far different from how their students do so, as each student entrusted to them will have his or her own vision of the world, of him or herself and of the teacher. The full version of the working paper discusses each aspect of this triple relationship in greater depth.

2.2.2 The Role of Cultured Teachers

With the diversification of student enrollments and the changes taking place within society, teachers can no longer base themselves on a relatively uniform primary culture, on a single, permanent secondary culture or on a normative culture that is valued by all. How, then, can teachers play their role as agents of culture? According to Zakhartchouk (1999), the role of teachers with respect to culture is that of cultural brokers who guide students into new territory and help them expand their horizons. Thus, teachers become the heirs, critics and interpreters of culture.

2.2.3 The Training of Cultured Teachers

Discussion of the need for greater emphasis on culture in teaching leads to consideration of the direction to be given to teacher training in order to achieve the goal of training cultured teachers. While training cultured teachers consists in ensuring that they acquire various forms of knowledge or culture related to a subject area, to pedagogy or to teaching methodology, the acquisition of such knowledge or culture is not sufficient in itself. Future teachers must come to see their teaching subject as would a professional

preparing to teach it. The development of a professional culture must therefore also be an integral part of teacher training. Although knowledge of the subject to be taught is an essential part of any teacher's training, future teachers must become professionals at teaching the subject to groups of students rather than specialists in the subject. This conception of the role to be played by teachers calls for a revision of their relationships with disciplinary knowledge, i.e. with both the epistemology of the disciplines and the disciplinary content of teacher training programs. Moreover, forming relationships with others is an intrinsic part of teaching. Regardless of the teaching context or the field of teaching, teachers must be able to help and guide students as they construct their own learning. The development of a teaching culture, i.e. of a culture directly related to the work of teaching, must also be considered an essential ingredient in the training of future teachers.

3. Professional Competencies

The aim of teacher training is defined in terms of competencies and, more specifically, of professional competencies, for the sake of consistency with the first orientation, which calls for the professionalization of teacher training.

3.1 The Concept of Professional Competencies

Much has been written on the topic of professional competencies in the last few years. Recent research has served as a basis for establishing guidelines not only for professional training in general but for professional training in the field of teaching. As there are a wide range of views on the topic, it was deemed necessary to highlight certain key points. It should be noted that the concept of professional competencies as defined here is based on work in various fields. Research and partnerships will be required to further specify how it applies to teacher training. Thus, a professional competency is applied in a real-life professional setting; follows a progression from simple to complex; is based on a set of resources (in the case of teaching, on knowledge of a disciplinary, pedagogical and methodological nature); is based on the ability to marshal resources in situations requiring professional action; is demonstrated as a successful, effective, efficient, recurrent performance; is part of intentional practice; and is a project, an ongoing pursuit.

3.2 Core Professional Competencies

The following are specified for each core professional competency: a statement of the competency; expectations related to the competency; the key features of the competency; and an indication of the level of mastery student teachers are expected to have attained by the end of their initial teacher training.

The competency statements are worded so as to apply to all bachelor of education programs. The context may be adapted to the group of student teachers concerned, to each field of teaching or to the targeted contexts or goals.

The expectations and key features outlined for each competency amplify the competency statement. In other words, they describe the professional performance that is specific to

the work of teachers, not the various types of knowledge (e.g. knowledge of the teaching subject, of pedagogy, of teaching methodology) underlying the competency, no matter how essential this knowledge is. The expectations and key features should not be seen as a rigid framework but rather as guidelines intended to help the universities make decisions when designing their teacher training programs. In the same vein, the features of the competency should be applied in an interactive rather than a linear manner. The features are not steps to be carried out in the order in which they appear, but rather interdependent actions that require adjustments as the factors they involve are taken into account.

While the features of a competency apply to new and experienced teachers alike, the level of mastery specified is an attempt to determine what can reasonably be expected from someone who is just starting out.

The working paper does not specify the resources to be drawn on, i.e. the type of knowledge or the means to be used in developing a competency. The Ministère de l'Éducation leaves this matter up to the universities as such decisions are a necessary part of the process involved in designing teacher training programs.

The working paper does not assign a relative weighting to each of the professional competencies or to each of the different types of bachelor of education programs. Such parameters could possibly be set by the committee in charge of accrediting teacher training programs, the Comité d'agrément des programmes de formation à l'enseignement, if it sees fit.

The core professional competencies have their limitations as regards the level of mastery required for entry into the teaching profession. Current literature on research conducted mainly in professional development settings or in the field most often deals with the work of teachers who have considerable or extensive experience. Moreover, the competency standards set by different working groups or commissions have not yet been validated through in-field observation or substantiated assessments of beginning teachers. In short, further research is needed to define what can realistically be expected of teachers fresh out of university.

The core professional competencies are presented in Appendix 1.

4. Exit Profiles

In the new curriculum being phased into Québec schools, disciplines are grouped together into subject areas in order to promote integrated learning. This key aspect of the new curriculum and the prevalent situation in the school system with respect to the organization of teachers' workloads has led the Ministère de l'Éducation to define exit profiles for future teachers along new lines.

It was decided that the subject areas would serve as the basis for the exit profiles. These profiles specify the professional competencies student teachers must have acquired by the end of their initial teacher training, the context in which they must be qualified to teach, and the disciplines they must master (the term "discipline" is used here with reference to

the subjects prescribed in the *Basic School Regulation for Preschool, Elementary and Secondary Education*).

An exit profile is defined for each of the bachelor of education programs currently offered in Québec universities:

- ✦ the bachelor of education program in preschool and elementary education
- ✦ the bachelor of education program in general secondary education
- ✦ the bachelor of education program in arts education
- ✦ the bachelor of education program in physical education and health
- ✦ the bachelor of education programs in second language instruction, French as a second language and English as a second language
- ✦ the bachelor of education program in special education

4.1 Exit Profiles Based on the Subject Areas

The new curriculum for Québec schools is divided into five subject areas:

- ❖ languages:
English or French language arts; French or English as a second language; a third language
- ❖ mathematics, science and technology:
mathematics; science and technology
- ❖ arts education:
visual arts, music, drama and dance
- ❖ social sciences;
history, geography and citizenship education; history and citizenship education; geography; understanding of the contemporary world
- ❖ personal development:
physical education and health; ethics and religious culture; moral education; Catholic moral and religious instruction; Protestant moral and religious education

The exit profiles for teacher training programs are based on these five subject areas. Each subject area includes a number of disciplines, and in many cases, these disciplines are integrated (e.g. “science and technology,” “history and citizenship education”). The content to be covered is in itself sufficient to justify the duration of the teacher training programs. Having teacher training programs concentrate on a single subject area should promote the consolidation and integration of the different disciplines as their content is closely related. Exit profiles based on the subject areas should help the universities to structure their teacher training programs, offer courses designed specifically for future teachers, and organize student teaching placements.

The exit profiles for all bachelor of education programs are presented in Appendix 2.

5. Implications for the Development of Teacher Training Programs

In order to better support the people in charge of developing and implementing the teacher training programs, certain guidelines are provided in connection with professionalization, the need for greater emphasis on culture, the competency-based approach and the structure of teacher training programs.

APPENDIX 1

Core Professional Competencies

SUMMARY

The Teaching Profession Core Professional Competencies

COMPETENCY 1

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

FEATURES	LEVEL OF MASTERY
<ul style="list-style-type: none"> ☛ Selects and interprets disciplinary knowledge in terms of the aims, competencies and subject content specified in the programs of study ☛ Plans teaching sequences taking into account the logic of the content to be taught and the development of learning ☛ Takes into account prerequisites, conceptions, interests and social differences (i.e. gender, ethnic, socioeconomic and cultural differences) when developing teaching/learning situations ☛ Selects diverse instructional approaches that are suited to the development of the competencies targeted in the programs of study ☛ Anticipates obstacles to learning posed by the content to be taught ☛ Plans learning situations that provide opportunities to apply competencies in different situations 	<p>By the end of his or her initial training, the student teacher should be able to:</p> <ul style="list-style-type: none"> ✓ master the programs of study and develop appropriate and varied teaching/learning situations that enable students to progress in their learning and that engage them as active participants in the development of competencies involving a reasonable level of complexity

COMPETENCY 2

To present 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

FEATURES	LEVEL OF MASTERY
<ul style="list-style-type: none"> ☛ Engages students in meaningful problem situations, tasks or projects ☛ Provides students with the resources they need to take part in the learning situations ☛ Guides students in selecting, interpreting and understanding the information provided in the various resources and in understanding the elements of a problem situation or the requirements of a task or project ☛ Supports student learning by asking questions and providing frequent feedback to promote the integration and transfer of learning ☛ Encourages teamwork 	<p>By the end of his or her initial training, with respect to the program of study concerned, the student teacher should be able to:</p> <ul style="list-style-type: none"> ✓ guide students, in a satisfactory, autonomous manner, in carrying out learning tasks ✓ detect teaching/learning problems that arise and use the appropriate resources to remedy them

COMPETENCY 3

To evaluate student progress in learning the subject content and mastering the related competencies	
FEATURES	LEVEL OF MASTERY
<ul style="list-style-type: none"> ☛ Gathers information as students are engaged in a learning situation in order to identify problems and adapt his or her teaching accordingly to help them progress ☛ Takes stock of the learning acquired by students in order to assess their mastery of the related competencies ☛ Designs tools to evaluate student progress and mastery of competencies ☛ Communicates expected outcomes to students and parents and provides feedback on student progress and mastery of competencies using clear, simple language ☛ Works with the teaching team to determine the desired stages and rate of progression within the cycle concerned 	<p>By the end of his or her initial training, with respect to the program of study concerned, the student teacher should be able to:</p> <ul style="list-style-type: none"> ✓ detect learning difficulties ✓ identify some of the adjustments required in his or her teaching on his or her own ✓ in cooperation with colleagues, design evaluation materials, interpret the work of students in terms of their mastery of the competencies, and develop tools for communicating with parents

COMPETENCY 4

To adapt his or her teaching to the needs and characteristics of students with handicaps or learning or adjustment difficulties

FEATURES	LEVEL OF MASTERY
<ul style="list-style-type: none"> ☛ Facilitates the educational and social integration of students with handicaps or learning or adjustment difficulties ☛ Consults resource persons and parents to obtain background information on students with difficulties (needs, progress and so forth) ☛ Proposes learning tasks, challenges and roles within the class that help students to progress ☛ Participates in developing and implementing individualized education plans 	<p>By the end of his or her initial training, with respect to the program of study concerned, the student teacher should be able to:</p> <ul style="list-style-type: none"> ✓ develop and implement, in cooperation with resource persons and parents, individualized education plans designed for students under his or her supervision

COMPETENCY 5

To manage a class in such a way as to promote students' learning and social development

FEATURES	LEVEL OF MASTERY
<ul style="list-style-type: none"> ☛ Develops and implements an efficient system for running regular classroom activities ☛ Communicates clear requirements regarding appropriate school and social behaviour and makes sure that students behave accordingly ☛ Involves students on an individual or a group basis in setting standards for the smooth running of the class ☛ Develops strategies for dealing effectively with problem behaviour ☛ Maintains a classroom climate that is conducive to learning 	<p>By the end of his or her initial training, the student teacher should be able to:</p> <ul style="list-style-type: none"> ✓ introduce and maintain routines that ensure the smooth running of regular classroom activities ✓ identify and correct most organizational problems that hinder the smooth running of the class, and know when to call on other resource persons ✓ anticipate some of the organizational problems that hinder the smooth running of the class ✓ negotiate contracts with students exhibiting problem behaviour and ensure their fulfillment

COMPETENCY 6

To communicate clearly, both orally and in writing, using correct grammar, in various contexts related to teaching	
FEATURES	LEVEL OF MASTERY
<ul style="list-style-type: none"> ☛ Uses appropriate language when speaking to students, parents and peers ☛ Observes rules of grammar and stylistics when writing texts intended for students, parents or peers ☛ Communicates ideas concisely using precise vocabulary and correct syntax ☛ Corrects the mistakes students make when speaking and writing ☛ Constantly strives to improve his or her own oral and written language skills 	<p>By the end of his or her initial training, the student teacher should be able to:</p> <ul style="list-style-type: none"> ✓ master the rules of oral and written expression so as to be understood by most of the linguistic community concerned ✓ express himself or herself with the clarity and precision appropriate to a teaching professional

COMPETENCY 7

To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes	
FEATURES	LEVEL OF MASTERY
<ul style="list-style-type: none"> ☛ Exercises critical judgment regarding the real benefits and limitations of ICT as teaching and learning resources, and regarding the social issues they raise ☛ Assesses the instructional potential of computer applications and networking technology in relationship to the development of the competencies targeted in the programs of study ☛ Communicates using various multimedia resources ☛ Uses ICT effectively to search for, interpret and communicate information and to solve problems ☛ Uses ICT effectively to find and join networks that facilitate information-sharing and professional development with respect to his or her own field of teaching or teaching practice ☛ Helps students to familiarize themselves with ICT, to use ICT to carry out learning activities, to assess their own use of ICT, and to exercise critical judgment regarding the information they find on the Internet 	<p>By the end of his or her initial training, the student teacher should be able to:</p> <ul style="list-style-type: none"> ✓ demonstrate critical judgment regarding the real benefits and limitations of ICT as teaching and learning resources, particularly in light of research relating to cognitive science and strategic teaching ✓ demonstrate a general understanding of the possibilities offered by ICT (and the Internet in particular) for teaching and learning, and know how to integrate ICT in a functional manner into teaching/learning activities, when appropriate ✓ use ICT effectively in different aspects of his or her intellectual and professional life: communication, research, information processing, evaluation, interaction with colleagues or experts ✓ use the possibilities offered by on-line networks effectively for information-sharing and collaborative projects ✓ effectively transmit his or her ability to use ICT to students in order to support the collective construction of learning in a well-structured, critical manner ✓ participate in activities put on by organizations to monitor the integration

	<p>of ICT into the Québec school system and to further his or her professional development in this respect</p>
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COMPETENCY 8

To cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school

FEATURES	LEVEL OF MASTERY
<ul style="list-style-type: none"> ☛ Collaborates with other members of the school staff in defining orientations, and developing and implementing projects related to educational services in areas falling under the responsibility of the school ☛ Informs parents and encourages them to get actively involved ☛ Coordinates his or her actions with those of the school's various partners ☛ Supports students involved in the administrative structures of the school or in school activities or projects 	<p>By the end of his or her initial training, the student teacher should be able to:</p> <ul style="list-style-type: none"> ✓ situate his or her role in relation to that played by other internal or external resource persons ✓ adjust his or her actions to the educational objectives of the school and contribute to the attainment of these objectives by making suggestions for improvement in some instances ✓ start building a trusting relationship with parents

COMPETENCY 9

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

FEATURES	LEVEL OF MASTERY
<ul style="list-style-type: none"> ☛ Recognizes instances where cooperation with other members of the teaching team is required in order to design or adapt teaching/learning situations, to evaluate student learning or to promote the mastery of competencies by the end of the cycle ☛ Develops and organizes a project appropriate to the objectives to be attained by the teaching team for the cycle concerned ☛ Cooperates in an active, ongoing manner with other teachers working with the same students ☛ Helps build consensus, when required, among members of the teaching team for the cycle concerned 	<p>By the end of his or her initial training, the student teacher should be able to:</p> <ul style="list-style-type: none"> ✓ contribute to the work of the teaching team in an effective manner ✓ provide constructive criticism and make innovative suggestions with respect to the team's work

COMPETENCY 10

To engage in professional development individually and with others	
FEATURES	LEVEL OF MASTERY
<ul style="list-style-type: none"> ☛ Takes stock of his or her competencies and takes steps to develop them using available resources ☛ Discusses the relevance of his or her pedagogical choices with his or her colleagues ☛ Reflects on his or her practice (reflective analysis) and makes the appropriate adjustments ☛ Spearheads projects to solve teaching problems ☛ Involves peers in research related to the mastery of the competencies targeted in the programs of study and to the educational objectives of the school 	<p>By the end of his or her initial training, the student teacher should be able to:</p> <ul style="list-style-type: none"> ✓ identify, understand and use available resources (research reports and professional literature) related to teaching ✓ undertake research projects related to specific aspects of his or her own teaching

COMPETENCY 11

To demonstrate responsible professional behaviour in the performance of his or her duties	
FEATURES	LEVEL OF MASTERY
<ul style="list-style-type: none"> ☛ Justifies his or her decisions concerning the learning and education of students to the parties concerned ☛ Manages his or her class in a democratic manner ☛ Understands the values underlying his or her pedagogical decisions ☛ Demonstrates sound judgment in using the legal and regulatory framework governing the teaching profession ☛ Respects the confidential nature of certain aspects of his or her work ☛ Avoids any form of discrimination toward students, parents or colleagues ☛ Situates the moral conflicts arising in class with reference to the major schools of thought ☛ Provides students with appropriate support 	<p>By the end of his or her initial training, the student teacher should be able to:</p> <ul style="list-style-type: none"> ✓ demonstrate sufficient responsibility in dealings with students that one can recommend with no reservations that a class be entrusted to his or her care ✓ answer to others for his or her actions by providing well-founded reasons

APPENDIX 2

Exit Profiles

2.1 Bachelor of Education in Preschool and Elementary Education

For the bachelor of education degree in preschool and elementary education, the universities are called upon to offer a program enabling future teachers to acquire the professional competencies described herein as core competencies, to offer preschool educational services, and to teach all the elementary school subjects listed in the basic school regulation, with the exception of the specialties.

2.2 Bachelor of Education in General Secondary Education

Four exit profiles have been defined for bachelor of education programs in general secondary education.

✓ Language of instruction profile and mathematics profile

For the bachelor of education degree in general secondary education, language of instruction profile, and the bachelor of education degree in general secondary education, mathematics profile, the universities are called upon to offer a program enabling future teachers to acquire the professional competencies described herein as core competencies, and to teach either the language of instruction or mathematics as provided for in the basic school regulation, in both cycles of secondary school.

Moreover, the program should prepare future teachers to meet requirements related to the adaptation of teaching to differentiated classrooms or to communities or groups with special needs.

✓ Science and technology profile

For the bachelor of education degree in general secondary education, science and technology profile, the universities are called upon to offer a program enabling future teachers to acquire the professional competencies described herein as core competencies, and to teach science and technology as provided for in the basic school regulation, in both cycles of secondary school.

It is up to the universities to design the program so as to include elective or compulsory courses preparing future teachers to teach the related optional subjects.

✓ Social sciences profile

For the bachelor of education degree in general secondary education, social sciences profile, the universities are called upon to offer a program enabling future teachers to acquire the professional competencies described herein as core competencies, and to teach history and citizenship education as provided for in the basic school regulation, in both cycles of secondary school. The program should also prepare future teachers to teach either:

- geography and understanding of the contemporary world OR
- ethics and religious culture and moral education

Optional courses preparing future teachers to teach Catholic moral and religious instruction or Protestant moral and religious education may also be offered as a part of this profile.

It is up to the universities to design the program so as to include elective or compulsory courses preparing future teachers to teach the related optional subjects.

2.3 Bachelor of Education in Arts Education

For the bachelor of education degree in arts education, the universities are called upon to offer a program enabling future teachers to acquire the professional competencies described herein as core competencies, and to teach one of the arts disciplines provided for in the basic school regulation, in preschool, elementary school and secondary school.

It is the responsibility of the universities to verify the credentials of candidates as part of the admission process.

2.4 Bachelor of Education in Physical Education and Health

For the bachelor of education degree in physical education and health, the universities are called upon to offer a program enabling future teachers to acquire the professional competencies described herein as core competencies, and to teach physical education and health as provided for in the basic school regulation, in preschool, elementary school and secondary school.

It is the responsibility of the universities to verify the aptitudes and credentials of candidates as part of the admission process.

2.5 Bachelor of Education in French as a Second Language and English as a Second Language

For all programs preparing future teachers to provide second-language instruction, it is the responsibility of the universities to verify the credentials of candidates as part of the admission process.

- ✓ English as a second language, profile for the elementary and secondary levels, youth sector

For the bachelor of education degree in English as a second language, profile for the elementary and secondary levels, youth sector, the universities are called upon to offer a program enabling future teachers to acquire the professional competencies described herein as core competencies, and to teach English as a second language as provided for in the basic school regulation, at the elementary and secondary levels.

The program should also prepare future teachers to either:

- work in intensive English as a second language programs in elementary school OR
- teach advanced courses in secondary school

- ✓ English as a second language, profile for the secondary level, youth and adult sectors

For the bachelor of education degree in English as a second language, profile for the secondary level, youth and adult sectors, the universities are called upon to offer a program enabling future teachers to acquire the professional competencies described herein as core competencies, and to teach English as a second language as provided for in the basic school regulation, at the secondary level in both the youth and adult sectors.

The program should also prepare future teachers to either:

- teach English as a second language as part of the various services offered to allophones in the youth and adult sectors OR
- teach a third language in the youth sector

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- ✓ French as a second language, profile for the elementary and secondary levels, youth sector

For the bachelor of education degree in French as a second language, profile for the elementary and secondary levels, youth sector, the universities are called upon to offer a program enabling future teachers to acquire the professional competencies described herein as core competencies, and to teach French as a second language as provided for in the basic school regulation, at the elementary and secondary levels.

The program should also prepare future teachers to:

- teach in an immersion class at the elementary level OR
- teach a secondary school subject in French to students for whom French is a second language OR
- teach French as a second language as part of the various services offered to allophones in the youth and adult sectors

- ✓ French as a second language, profile for the secondary level, youth and adult sectors

For the bachelor of education degree in French as a second language, profile for the secondary level, youth and adult sectors, the universities are called upon to offer a program enabling future teachers to acquire the professional competencies described herein as core competencies, and to teach French as a second language as provided for in the basic school regulation, at the secondary level in both the youth and adult sectors.

The program should also prepare future teachers to either:

- teach French as a second language as part of the various services offered to allophones in the youth and adult sectors OR
- teach a third language in the youth sector

2.6 Bachelor of Education in Special Education

For the bachelor of education degree in special education, the universities are called upon to offer a program enabling future teachers to acquire the professional competencies described herein as core competencies, and to take responsibility for a class of students with handicaps or difficulties in the last cycle of elementary school and the first cycle of secondary school, and teach them mainly the language of instruction and mathematics. The program should also prepare future teachers to take responsibility for a group of adults in basic education.