REFERENCE FRAMEWORK FOR PROFESSIONAL COMPETENCIES

For Teachers

Québec 🔷🔷

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MESSAGE FROM THE MINISTER

I am excited and, at the same time, very proud to present the second edition of the *Reference Framework for Professional Competencies for Teachers*. Centred around the act of teaching, a fundamental human activity, this document is designed to guide the development of teacher training programs at the university level and to support the continuing professional development of teachers throughout their career.

This reference framework, with its core of generic competencies applicable to the various education sectors, will serve as a foundation and help ensure that future teachers receive high-quality initial and ongoing training.

By providing guidelines for the work of the Comité d'agrément des programmes de formation à l'enseignement (CAPFE), the reference framework will contribute to the further enhancement of the quality of training provided by our faculties of education.

The reference framework has been updated to reflect the educational and social challenges Québec faces, including those related to inclusion, culture and language. Thus, this new version is made up of 13 professional competencies that reaffirm and celebrate the beauty and complexity of the teaching profession. These 13 competencies to be developed and mastered are rooted in the realities experienced by teachers in preschool, elementary, secondary, vocational training and adult education.

This new reference framework is the result of a true collaborative effort by all our university and school partners and I thank them most sincerely in this regard. The result of this collaboration is a more relevant reference framework that is better adapted to the realities of teaching in Québec.

The *Reference Framework for Professional Competencies for Teachers* is more than a document of ministerial orientations; it is the shared foundation on which the teaching profession is built.

Jean-François Roberge
Minister of Education

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TERMINOLOGY

In this document, these concepts have the following meaning.

Indigenous

Includes Inuit and members of First Nations.

Area

A broad area of intervention that teachers engage in with regard to work responsibilities, tasks and situations. This document covers three main areas the teacher-student relationship, relationships with education partners (colleagues, members of the school administration, family members, etc.) and the sense of belonging to a profession. These areas must not be confused with areas of teaching which comprise subjects.

Class

The location where the teacher-student relationship is concretely manifested through educational, teaching and learning activities. The location includes classrooms in the traditional sense as well as the gymnasium, art class, amphitheatre, vocational training workshops, computer workstations, preschool education facilities, virtual space, etc.

Cultural facilitator

Denotes the teacher who assumes their full role as interpreter, critic and facilitator of culture.

Language of instruction

As stipulated in the *Charter of the French Language*, French, the only official language in the province of Québec, is the language of instruction for all elementary and secondary school students attending a public or private institution in Québec, except those eligible to receive instruction in English and those attending a band school, the Naskapi School or a school under the Cree or Kativik Ilisarniliriniq school boards who can receive instruction in the Indigenous language, in English or in French.

School team

Includes the team in an adult education centre.

Student

Any child, adolescent or adult who takes courses at the preschool, elementary school or secondary school level or in adult education or vocational training.

Parent

The person who has the legal guardianship of the child or adolescent, as well as the person responsible for the student's educational path, including the adult taking adult education or vocational training.

Program of study

Refers to the ministerial document that serves as a common reference point for all the education and social stakeholders in a given area of teaching.

Introduction

This document presents the reference framework for core professional competencies for all teachers working in preschool, elementary school, secondary school, vocational training and adult education. It is intended for all individuals involved with teacher education: persons responsible for teacher education programs; teacher educators (professors and lecturers) and university supervisors; teachers who supervise interns in their classrooms; school administrators; those responsible for recruiting teachers for educational institutions; teachers starting their professional career; and experienced teachers who want to keep on developing their professional competencies.

This reference framework is aimed at upgrading, enhancing and enriching teacher education to enable teaching staff to continue to play a critical role in ensuring their students' educational success.

Ultimately, the purpose of this document is to add value to teacher education and the teaching profession. It is designed to serve as a guide for developing and certifying teacher education programs. The Comité d'agrément des programmes de formation à l'enseignement (CAPFE)[1] will ensure that every initial teacher education program satisfactorily responds to ministerial orientations and enables the development of the professional competencies defined therein.

This reference framework is based partly on the synthesis and critical analysis of more than 80 English- and French-language reference frameworks produced by most of the developed countries in the world as well as their states, cantons, provinces, etc. (see the non-exhaustive list in the appendix). It also takes into account the process of revising competency frameworks that is currently under way in a number of member countries of the Organisation for Economic Co-operation and Development (OECD) as well as the productions of internationally recognized organizations: the European Union, the National Board for Professional Teaching Standards in the United States, etc. (appendix). An analysis of this vast corpus revealed the international trends in this area and highlighted the fact that these frameworks bear the strong imprint of the originating country, which is linked to its social and educational traditions and the different conceptions of teaching, the teacher's role and status as well as the different conceptions of teacher competencies and education. To this end, studies on the duties performed by teachers in class, documents on the teaching profession, teacher education programs in Québec universities and several dozen master plans and course plans for these programs were analyzed.

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1   The CAPFE, instituted by the *Education Act* in 1997, examines and certifies teacher education programs covering elementary and secondary school education and recommends them to the Minister with a view to granting the authorization to teach. The list of certified programs and exit profiles offered by Québec universities can be accessed on the organization's website (**capfe.gouv.qc.ca**).

This reference framework is the result of an update of the previous document (Ministère de l'Éducation 2001) and takes into account the changes that have occurred in schools and in Québec society and new information from international documentation on the professional competencies of teachers. It is in light of these changes and international trends that the reference framework from 2001 has been updated. Although it follows on from the previous one, this framework document introduces some important changes, including the following:

- A more succinct presentation of the foundations and principles, which makes them immediately accessible to all stakeholders, future teachers first and foremost, and university instructors and educational institutions

- Greater importance accorded to knowledge related to students' ways of learning, subject-specific knowledge and programs of study as well as didactic and pedagogical strategies

- A definition of teacher that focuses more on the role of a teaching professional whose activities are guided by foundations and principles that underlie their competencies

- The taking of Indigenous realities into account in teaching

- Modelling of the organization of competencies and their dynamic relationships which makes it possible to illustrate their relative importance from the perspective of the work done by teachers and teacher education

- A new competency related to the role that teachers play in supporting students' motivation to learn

- The introduction of levels of competency acquisition that make it possible to ascertain the development of professional competencies throughout a teacher's career

The competencies covered in this reference framework, including their definitions and different dimensions, were the subject of a vast consultation with approximately 750 people involved in teacher education along with numerous educational organizations and faculties or departments of education. This reference framework therefore takes into account the opinions and suggestions that were often expressed or most solidly supported during the broad consultations conducted by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) and completed in spring 2020. It is divided into seven parts.

1 Part 1 describes the main changes that have occurred over the last two decades which have a direct or indirect influence on the work done by teachers.

2 Part 2 outlines the foundations of the reference framework. It defines teachers as cultural facilitators who master the language of instruction and as professionals specialized in teaching and learning. The relational and collaborative dimensions of their work are also stressed.

3 Part 3 sets out three fundamental principles of teaching which guide the professional activities of teachers by basing teaching on the current state of knowledge in order to support students' learning.

4 Part 4 outlines a number of guidelines and details the professional knowledge that underpins a teacher's competencies. These guidelines and details are followed by a statement of the intellectual and normative goals of teacher education.

5 Part 5 deals with the competencies required for teaching. Three types of competencies are described: those directly related to the teacher's various areas of activity, cross-curricular competencies linking these areas, and core competencies on which the others are based.

6 Part 6 describes each of the 13 competencies that make up the reference framework together with the key elements that indicate how they are applied in teachers' work.

7 Part 7 deals with educating teachers in the competencies. It describes the development of teacher competencies as a continuum that begins prior to their initial teacher education and continues throughout their career. From this perspective, levels of acquisition are proposed for the 13 competencies selected.

Part 1

Many significant changes in the past 20 years

Since the previous reference framework was published, society's expectations of schools and the teaching profession have increased and the ecological, social, cultural and economic environment in which new generations are born and grow has become more complex (Fullan 2020). The many changes that have been observed are described below.

1.1. A changing society

While today's world is characterized by generally positive trends, tensions exist. In developing societies and throughout the world, the 20th century has been characterized by a reduction in poverty, increased life expectancy, universal recognition of human rights, including those of Indigenous Peoples, wider access to a fair justice system, greater material well-being and an overall improvement in the quality of life (health, education, etc.). For the past fifty or so years, this evolution, though for the most part positive, has raised complex issues, including pollution and the increasingly rapid deterioration of ecosystems; declining biodiversity; migrations; the impact of technologies and social media on democracy; over-consumption; persistent, even growing, inequities; the aging of the population, especially in the developed worlds, and so forth. Given that schools socialize and prepare students for life in society as enlightened, engaged citizens, it is obvious that they have an important educational mission to carry out with regard to these issues, and that school staff, particularly teachers, have a frontline role to play.

1.2. Integration of Indigenous perspectives into teaching

In Québec, there are 10 First Nations and the Inuit nation, each with their own history and culture, living in various regions across the province. These First Nations and Inuit contribute to Québec society and hold an important place. Because of this, they can legitimately expect to have Indigenous realities considered apart from those of newcomers.

In 2015, the Truth and Reconciliation Commission of Canada (TRC) submitted its report on the harsh realities of "Indian Residential Schools" (IRS) to establish the truth, and to further reconciliation with and healing of Indigenous Peoples. In its report, the TRC issued 94 calls to action, number 62 of which included a call to governments, in collaboration with First Nations, Inuit and educators, to equip universities "to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms." The TRC report noted that teachers play an indispensable role in the process of reconciliation with Indigenous Peoples and encouraged them to prioritize the strengthening of intercultural understanding, empathy and mutual respect.

1.3. Diversification that creates new challenges

Like most Western societies, the population of Québec has continued to become more diversified from the standpoint of culture, language and religion. A similar diversification is observed in information sources, learning paths and the ways knowledge is circulated (new mass media, new forms of interpersonal communication, networking, etc.). Although this diversification creates new challenges with regard to cohesion, integration and inclusion, it is intrinsically linked to the natural rate of development of societies. It also calls into question the role of teaching staff insofar as Québec schools aim to be egalitarian, inclusive and open to all (MEES 2019a). Our schools are like a melting pot where links and a sense of solidarity can be developed through the actions of teaching staff.

1.4. Increasingly diverse family structures

In addition to these sweeping societal changes, a host of other social and cultural changes have also altered teachers' duties over the last few decades. To understand the magnitude of these changes, we need only think about the rapid transformation of family units and the emergence of new forms of parenthood. The nature of the family and the educational role played by parents can also vary from one culture to another. For example, in Indigenous communities, it is customary for many people, including Elders, community members and the extended family, to contribute to a child's education (Turner 2016; Lévesque et al. 2015). This is but one example of what must be taken into account in an inclusive and multicultural school.

This complex evolution makes it necessary to rethink the relationships between families and schools and between teachers and parents, whose identities, cultures and educational roles are diverse. Recent amendments to the *Education Act*[2] reaffirm the role that parents play as their children's first educators. Teachers are now expected to take on new responsibilities and demonstrate new competencies with regard to relationships with parents, whose full participation in their children's schooling is absolutely essential to the latter's well-being and educational success (Larivée et al. 2017).

1.5. Gender identity and expression

Gender stereotypes that define the identities and the social roles that women and men are expected to play are still encountered in society and in the school environment. These stereotypes are a potential source of inequality which can affect schools and teaching staff. In this regard, the educational success of girls and women, still a new phenomenon, must in no way mask the difficulties they face in getting their qualifications recognized in the job market, which continues to heavily favour men (Crespo 2018; Moyser 2017).[3] As for boys, 35.5% of them do not complete their secondary school studies within the normal time span of five years in the French-language public

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2   This is also stated in the *Education Act for Cree, Inuit and Naskapi Native Persons*.

3   In 2016, Crespo found that the median employment income by education level for people aged 25 to 64 working full time year-round was always significantly higher for men than for women with equal schooling. The median gap was a little over $20 000 in favour of men.

school system (MEES 2019b). Teaching staff must take into consideration gender stereotypes that, still too often, lead to painful school experiences for some students (Conseil du statut de la femme 2016; Secrétariat à la condition féminine 2017).

It is important to promote healthy gender development and to take into account the existence of a diversity of individual experiences with regard to gender identity and expression. Teachers are more often confronted with new realities where an individual's gender identity may or may not correspond to the sex assigned on the birth certificate. Gender identity is each person's internal and individual experience of gender. Teachers contribute to students' development by supporting them and including gender diversity in their teaching through self-acceptance and respect for others, thereby promoting a safe, reassuring and inclusive school environment. To do this, teachers ensure that their instructional materials communicate positive and inclusive images with regard to affirmation of gender identity, while calling into question the stereotypes that persist in Québec society.

1.6. Socio-economic inequalities

In 1996, the Estates General on Education demanded that Québec schools get on track with regard to equal opportunity, but 20 years later, this requirement is still far from being fulfilled. In general, we know that socio-economic background has a considerable influence on the educational path and success of young people, right from early childhood. A survey by the Institut de la statistique du Québec (ISQ 2019) of child development in kindergarten found that just over one child in four is vulnerable in at least one of the five areas of development and that children living in a materially deprived neighbourhood are more likely than other children to be vulnerable across all areas of development (Simard, Lavoie and Audet 2018). However, deprivation cannot be considered a systematic cause of higher school dropout rates. Many other factors play a role as well.

Poverty is much more than just an economic situation (Ministère du Travail, de l'Emploi et de la Solidarité sociale 2018; Conseil supérieur de l'éducation 2016; Vinet et al. 2015). Being born and growing up in underprivileged families or neighbourhoods is likely to have consequences for young people in the short, medium and long term: delays and difficulties in language learning, having parents with little schooling and a social network that cannot support their educational success, a wide gap between the family culture and the school culture, neighbourhoods typically offering very few cultural activities, etc. The face of poverty has also changed in recent decades. Precarious employment or jobs with inadequate pay and in some cases a single source of income produce unique situations. These phenomena have an additive effect and operate in synergy, creating a system that contributes to academic failure and student dropouts, and thus to exclusion (Bihr and Pfefferkorn 2008).

In Québec, children from single-parent families, children of newly arrived immigrants and young Indigenous children are especially affected by these phenomena, which have an impact on their entire educational path and even beyond (MEES 2019c). Poverty, inequality and exclusion therefore have a huge intergenerational impact and weigh heavily on the educational paths and aspirations of tens of thousands of students. These challenges call on schools and teaching staff to bolster their ability to provide a truly inclusive and equitable education by using the available intervention levers from a social justice perspective (MEES 2019c).

1.7. Increased use of digital technologies

Another recent and complex phenomenon is the spread of digital culture among young people of school age. The use of digital applications, which often drive new forms of consumption, is very prevalent among young people (OECD 2015). However, we still know very little about the impact of these technologies on young people of school age in terms of their physical, intellectual, emotional and social development; their health; their interactions with their environment and at school; and the learning and basic knowledge that underpins programs of study. In addition, the digital divide between different regions needs to be considered, given that access to high-speed Internet and cellular telephone networks varies in Québec. It may also be difficult for families to access high-speed Internet and devices enabling them to take advantage of it.

One thing seems certain: the use of digital technologies, with all the benefits it has to offer, also creates challenges and has made inroads in the education world, thus confronting teachers with phenomena relating to citizenship in the digital age. Teacher education must take into account the issues raised by digital culture. Digital education—intended as a tool but also as a form of literacy and social practice—is now one of the major responsibilities of the school and teachers, as is described in the *Digital Competency Framework* (MEES 2019d). This responsibility requires teachers to continually develop new competencies and keep them up to date.

1.8. Education policy and research on education and teaching

Over the past two decades, a number of legislative and regulatory changes together with new education programs have profoundly altered the school and class environment. The teaching profession today is very different from what it was 20 years ago: expectations with regard to student success are high; school populations have become a veritable mosaic of differences and specific needs; teachers' tasks have multiplied while their working environment itself has changed as a result of decentralization and new governance; parents have been given a greater role in schools; educational institutions are more open to their surrounding communities, etc.

Furthermore, in order to respond to student needs, school teams have been enlarged through the hiring of professionals and technical staff. Their presence among students and teachers makes collaboration within institutions and the enlarged school teams even more important. As a result, teachers continually need to develop new competencies in the areas of collaboration and teamwork.

The situation has also changed substantially in teacher education and scientific research on teaching and learning. With the rise of the learning sciences, the study of student learning and development now rests on a broader and more solid scientific foundation. The scope of investigation in this area has broadened and it now encompasses the physical, emotional, social and cultural aspects of learning (Collins, Andler and Tallon-Baudry 2018). In addition, recent advances in the neurosciences have shed new light on the complex relationship between learning and the nervous system (Dehaene 2018). Knowledge has also been acquired on the positive effects of regular exercise on mental and physical health and, more recently, on educational success and student retention (Comité scientifique de KinoQuébec 2011).

Research has also shown that children are born with skills in processing visual, physical, linguistic and social information. These are the skills upon which future learning, including learning at school, will build. Research on didactics has also made much progress and now has more advanced theoretical tools to describe what happens in the classroom in terms of knowledge acquisition. Lastly, research comparing the effectiveness of teaching practices has brought to the fore various teaching strategies that are conducive to student learning and success (Bissonnette, Richard and Gauthier 2006; Bissonnette, Gauthier and Castonguay 2016). Education fundamentally depends on what teachers do in class to support their students. Studying a teacher's professional activity in class and understanding how a teacher can really make a difference in the quality of student learning now constitutes a preferred approach in education research. In short, teaching now rests on a solid foundation of knowledge.

These numerous changes have had a tremendous impact on teachers' work and have led to a rethinking of the range of competencies that today's teachers must master and mobilize in order to support the educational success of their students.

Part 2

Foundations of the reference framework

A reference framework for competencies is based on a vision of the teachers to be developed through education. Part 2 details this vision and demonstrates its relevance for teacher education.

Regardless of the field, the goal of any university-level professional education program is, first and foremost, to prepare students to practise a profession. In fact, the ultimate goal is to train professionals who, upon completing their program, are able to properly perform the activities, tasks and responsibilities incumbent upon them.

The professional competencies that are the focus of teacher education should be the same as those that are central to teaching in schools and classes. This reference framework, which is designed from the perspective of professional teaching practice, considers initial preparation, together with ongoing professional development, as essential for mastering the competencies required to fully practise the profession.

2.1. Culture: the basis of education and teaching

Education is a process that enables students—through the agency of the teacher as facilitator—to take ownership of their cultural heritage and to achieve their potential as humans, as members of a community or a society and as individuals (Charlot 1997). This cultural heritage is composed of symbolic languages that have developed over the course of human history and that offer different ways of analyzing and understanding the world. The many different languages that exist, including logical-mathematical and scientific languages, narrative languages (used in literature, history or philosophy) and poetical-lyrical languages (used in the arts), are essential to human learning and the construction of identity. In this regard, culture plays a foundational role and is important to all teachers.

School plays a crucial role by introducing students to the world of symbolic languages over an extended period and in an organized manner. This introduction to culture is an integral part of general education. In this sense, cultural transmission in the classroom is broad-based, involving the acquisition of symbolic language in various spheres of human activity and the associated development of general intellectual abilities. It should be borne in mind that cultural transmission varies depending on the era, the place (country) and national and cultural traditions or political and pedagogical ideologies, and it involves the selection of elements that seem essential to the education of a cultured human being.

At school, this selection of cultural elements takes the form of an education program which includes general and cross-curricular competencies; knowledge, skills and behaviours organized into subjects; and expressions of culture and cultural references. An education program tends to introduce students to a cultural heritage that results from a selection defined by the history of a society and reflected in social relationships. This selection from a culture and the reorganization of cultural contents, that is, their didactic and pedagogical shaping, relate to school culture (Forquin 1989).

It is this school culture that teachers take in charge and agree to convey to their students by acting as facilitators. To this end, the teacher selects cultural elements, provides an informed and nuanced interpretation of the material and the associated didactic and pedagogical transposition, and assigns meaning and value to the elements so that students can in turn give meaning and value to them.

Teachers as cultural facilitators therefore play a front-line role in that they enable students, through artistic, literary, philosophical and scientific works, to find some resonance with their own questions, and sources of open-mindedness, understanding and enrichment—essential levers for developing their human and personal identity and becoming agents capable of understanding the society in which they live and its culture.

2.2. Language: the basis of education and teaching

Much more than an instrument of communication, language is essentially a cultural object and a link to culture. As a key tool for cultural initiation, language is therefore a preferred vehicle for relating to the world, to others and to oneself (Ministère de l'Éducation 2001). In this sense, it is the basis of education and teaching, and naturally constitutes one of the cornerstones of this reference framework.

All teachers, through their exemplary command of the language of instruction, act as focal points and models for their students. This does not mean that they become experts in linguistics or grammar. In order to be able to clarify their own thinking, reasoning and explanations or to give students access to the symbolic dimensions of language, a teacher (regardless of subject matter) must have a good command of both the spoken and written forms of the language. Whether a teacher is trying to explain mathematical reasoning, share their appreciation of a play or describe scientific phenomena, the effectiveness of the teacher's teaching is dependent on the quality of the language used to teach, illustrate or demonstrate concepts and support students.

In addition, to emphasize the richness and the evocative power of language, the teacher points out to the class how journalists, artists, scientists and others use language to convey a message, illustrate their vision of the world, encourage reflection, fuel debate, and inform, entertain or move an audience.

Thus, teachers help their students to perceive language as a key to the acquisition of knowledge as well as an important tool for shaping thought.

2.3. Teachers: building relationships with students

The key objective of initial teacher education is to prepare future teachers to practise their profession and prepare them in the best way possible. Afterwards, ongoing professional development is necessary to enable teachers to practise their profession in keeping with advances in knowledge and societal changes.[4] This objective becomes particularly meaningful in light of the primary obligation that society assigns to teachers working in educational institutions, which is to "contribute to the intellectual and overall personal development of each student entrusted to his care; take part in instilling into each student entrusted to his care a desire to learn" (*Education Act*, s. 22). It is therefore clear that the teacher-student relationship, in all its dimensions (intellectual, emotional, ethical, social, cultural, etc.), is central to the duties performed by teachers. It follows that many teaching competencies have a strong relational aspect. This is why teacher-student relationships— the work done by teachers with and for students—are central to the reference framework for professional teacher competencies and teacher education.

Research on education has clearly established the utmost importance of these relationships given that teachers are the professionals who have the strongest and most direct influence on student success and the quality of student learning (Fortin, Plante and Bradley 2011; Hattie 2009, 2012).

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4   Section 7 of *An Act to amend mainly the Education Act with regard to school organization and governance* stipulates that teachers are to "undergo at least 30 hours of continuing education activities per period of two school years."

2.4. Teachers: professionals specialized in teaching and learning

Teachers' relationships with students develop through activities, tasks and actions both inside and outside the classroom, with the students (direct interactions with them) and without the students (preparation of teaching and learning situations, correction of student work, meetings with parents, etc.).

These relationships are characterized by professionalism. In this sense, the teacher can be defined as a professional specialized in teaching and learning.

Teachers design, plan, carry out, evaluate and adapt what they do based on certain professional principles. These principles work in conjunction with the teacher's skills as a cultural facilitator and mastery of the language of instruction to help define the vision of the professional teacher.

2.5. Teachers: professionals who work collaboratively

Collaborative practices are now fundamental to teaching. More and more professionals and support staff work with students and are called upon to interact with teachers. In addition, the role of parents in the school has been strongly affirmed; indeed, parents are recognized as full stakeholders in education, even though they are involved in spheres of influence that differ from those of teaching professionals (Larivée 2011; Hoover-Dempsey 2012). Finally, given that schools are intended to be living environments and inclusive institutions, they are open to the surrounding community and that encourages collaboration with several other external education stakeholders.

For teachers, collaboration also means developing a collective learning culture in order to define and pursue shared goals related to the students' educational success (Hewson, Hewson and Parsons 2015). This collective learning is nourished by relevant research findings.

Generally speaking, today's academic world shows a strong trend of moving away from ad hoc collaboration toward a form of professionalism that is rooted in real collective intelligence and a learning organization (Guillemette et al. 2018). In this approach, teachers, school administrators and the other members of the school team who work with students strive to increase and share their knowledge, competencies and experiences in an ongoing fashion in order to put into practice what they have learned collectively, in full respect of each person's autonomy.[5] The ultimate and common goal of this collaboration is to find a way to continuously improve learning for all students.

Another major goal of teacher education is to train teachers to work as part of a team and understand that collaborative work is at the heart of teaching. This requires the development of a strong professional identity along with specific competencies.

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5   The professional autonomy of teachers is entrenched in s. 19 of the *Education Act*.

Part 3

Principles that underlie teaching

To act professionally is to act in accordance with certain principles.

3.1. First principle: act to further student learning and education

Professional activity requires the professional to mobilize knowledge and demonstrate good judgment in order to achieve a prescribed outcome, an outcome that is governed by values and meets the needs of the people the professional is serving.

Teaching only exists because of learning, which is an activity engaged in essentially by students. This is why the primary goal of teachers is to support student learning and contribute to their overall development and success in accordance with the goals of the program of study. Teaching is therefore an activity guided by values. This orientation defines the normative framework for teaching, that is, the set of professional values that guide teachers' decisions, attitudes and actions in their relationships with their students, colleagues and other education partners.

The teacher-student relationship is asymmetric. Teachers are adults who have a certain authority over the students they teach. In the classroom, teachers determine what they want the students to learn by creating conditions that are conducive to learning. They are also responsible for evaluating their students' progress and thus influence not only their educational path, but also their personal and professional future. Such an asymmetric relationship demands that teachers always act in the students' best interests and support and enrich their learning to better ensure their success.

This normative framework is assimilated by teachers and is evidenced in their attitudes, their dispositions, their behaviours and their ways of interacting with their students. The framework reflects the teachers' desire to help their students and support them in their learning as well as their satisfaction at seeing their students' progress. It also supports the teachers' sense of justice, equity and inclusion, their caring attitude toward their students and their openness to their diversity. Lastly, it translates into high expectations and a commitment to the success of each student.

The values of service to the profession and the community revolve around the teachers' commitment to their profession, which enables them to become better practitioners. The values reflect an adherence to high standards of practice and a willingness to learn in the face of the rapid changes in the education world, in order to respond to the diversity of student needs. Teachers are therefore responsible for identifying and meeting their ongoing needs for professional development (*An Act to amend mainly the Education Act with regard to school organization and governance*, s. 7). In dealing with their colleagues, teachers strive to promote collegiality and respect the professional status and opinions of their colleagues and other education stakeholders. In the same spirit, teachers are willing to offer advice and share their professional practices. Finally, teachers demonstrate respect and equity in their interactions with students, colleagues, parents and other members of the community.

Teacher education must strive to attract candidates who already have the necessary attitudes and dispositions, and who personally ascribe to this normative framework. Teacher education must also offer teachers numerous opportunities to objectify this framework, grasp its full significance and identify its impacts on their professional activity and relationships with students and other education stakeholders. Teacher education must incorporate a large component of reflective analysis aimed at acquiring and understanding the values that guide the profession.

3.2. Second principle: know how to exercise professional autonomy in different situations

Teachers must have solid knowledge and must know how and when to use this knowledge in an autonomous fashion. Given that knowledge is always imperfect and incomplete, professional knowledge is always provisional and incomplete. All professionals must therefore take into account the limits of what they know depending on the context in which they are performing their activities (Tardif 1993).

Professional activity therefore demands the ability to reason, judge and reflect based on the specific context and learning aims. Acting professionally entails the ability to make choices and decisions in an intelligent and autonomous manner by taking into account the situation at hand. To do this, teaching staff must be able to take a critical look at their activities, base their judgment on knowledge and values specific to their field, and determine which actions are appropriate for teaching and learning situations—situations that can change depending on classroom interactions, the composition of the group of students and their varying needs, the subject being taught, the teaching and learning situation process with its time constraints, etc.

This autonomy is recognized and affirmed in the *Education Act*.[6] For the most part, professional autonomy stems from work situations and is exercised within an institutional framework. Work situations are generally characterized by some degree of uncertainty. Not everything can be planned for and controlled, and the solution (or outcome of the activity) cannot be known ahead of time based on a clearly defined procedure that only needs to be followed step by step.

Like other professional activities, teaching requires a certain level of creativity and situational responsiveness. It requires an understanding of the task and the ability to exercise professional judgment in order to interpret, evaluate and coordinate the various aspects of a situation—by definition problematic—in order to get results. The enlightened exercise of professional judgment is therefore an indispensable resource for any competency because, without it, the competency cannot be demonstrated and remains theoretical in nature. Competencies are truly expressed in the intelligent action they enable.

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6   *Education Act*, s. 19: "In accordance with the educational project of the school and subject to the provisions of this Act, the teacher has the right to govern the conduct of each group of students entrusted to his care. The teacher is entitled, in particular, (1) to select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to his care; (2) to select the means of evaluating the progress of students so as to examine and assess continually and periodically the needs and achievement of objectives of every student entrusted to his care."

Teaching appears to be even more complex due to the fact that teachers are professionals who are called upon to work with groups and the individuals who form those groups. Every group of students has its own dynamic because students do not act only in relation to the teacher but also in relation to each other and the group. From this point of view, the teaching and learning process cannot take place unless the teacher and the students coordinate their actions and work together to carry out the activity. Teaching is therefore never the result of a teacher's actions carried out in isolation; rather, teaching is a joint and collective effort of the students and the teacher.

The school functions by constantly calling upon the autonomy, initiative, judgment and expertise of its teachers as well as their dispositions and attitudes which encourage all students to learn.

3.3. Third principle: base one's teaching on current knowledge

Like other professionals, teaching staff strive to base their activities on current knowledge in their field of practice. In fact, teaching is thinking about and knowing what one does, and understanding why one does it, and how one can and should do it. The knowledge specific to a teacher's field of activities (knowledge of students, learning and the subjects to be taught, the competencies and behaviours to be taught, the values and standards to be respected, programs of study, pedagogy, etc.) is not an external pool of resources that can be tapped into from time to time. This knowledge can and must be incorporated into actions to create a positive feedback loop where these actions in turn shape knowledge, put it into words, deploy it, as well as evaluate, adapt and improve it (Le Boterf 2010a, 2010b).

All of this knowledge is one of the raw, intrinsic resources on which teaching is based. Far from being peripheral to the activity, this resource empowers teachers to act and fully exercise their competencies. It follows that professional competencies cannot exist without the knowledge that nourishes them.

Performing tasks always requires the activation of conceptual and functional knowledge of the task. This principle is especially important in teaching because it is based on knowledge and standards, that is, the subjects to be taught and the programs of study as well as their respective values and goals. Knowledge is therefore what enables teachers to act competently, which is their goal.

Teachers use their subject-specific and pedagogical knowledge to help students develop their competencies. They help students acquire knowledge in the broadest sense of the word: self-knowledge; knowledge of others; knowledge of the culture and the language in which they are immersed; and knowledge of the natural and social world in which they live and act. The knowledge possessed by teachers is also aimed at fostering students' natural desire to learn so that learning becomes an important part of their identity and their life. Teaching is the only profession in which knowledge plays such a central and crucial dual role as both the focus of the professional activity and its goal.

In brief, this third principle alludes to the fact that knowledge is an essential resource for any professional competency. Competent teachers master the various types of knowledge that underlie their activity and take its evolution into account. This means that teacher education is, first and foremost, education in the knowledge that underpins teaching.

Part 4

Teacher education based on the knowledge that underlies teaching

Teacher education must meet two challenges: ensuring that teachers draw on a culture with a strong intellectual tradition and a knowledge base informed by research on teaching and learning, and ensuring that this knowledge becomes a resource that supports the competencies. This resource must support teaching practices and increase the teacher's impact on the quality of student learning.

The primary objective of teacher education is to provide a knowledge base that teachers can use to design, analyze and enrich their activities to make them more effective and of higher quality. Knowledge stemming from university research is not enough to train a professional; this knowledge (e.g. scientific, scholarly, theoretical) must be translated into professional knowledge, i.e. become resources that teachers harness to support and orient their activities. Teachers must therefore act as an interface between the knowledge they have acquired and the knowledge they must transmit as a teaching professional. If teachers adopt this approach, what they have learned at university will become professional knowledge, which will play an important role in teacher education.

It is essential to distinguish general knowledge from specialized knowledge. Specialized knowledge is directly tied to the teachers' work with and for the students, whereas general knowledge relates more broadly to the teaching profession's role in the school and society.

Teachers must discover and master various types of knowledge about the education system, school system values and goals, the regulatory framework that governs their profession, society and culture, students' families and living environments, etc. However, for teaching professionals in practice, this general knowledge is relevant only if it can support, nuance, guide and enrich specialized knowledge.

Specialized knowledge is primarily mobilized in interactions between teachers and students. During the teaching and learning process which constitutes the core of their work, teachers rely mainly on three categories of specialized knowledge:

1 knowledge about students and learning in its many dimensions (biological, cognitive, emotional, social, cultural, etc.)

2 subject-related knowledge, which refers to knowledge of both the subject matter and the program of study

3 knowledge related to didactic and pedagogical concepts, processes and strategies that ensure the best possible learning experience for students

4.1. Knowledge about students and learning

Knowledge about how students learn mainly comes from scientific research findings on learning in its broadest sense, including its neurological, psychological, pedagogical, didactic, social, cultural, and institutional aspects. One of the objectives of teacher education is to enable future teachers to use these findings. Teacher education should prioritize the study of knowledge (theories, approaches, concepts, teaching strategies, etc.) based on recognized scientific methods. By the end of their education, future teachers must have learned and mastered the most recent scientific knowledge on learning in order to incorporate it into their pedagogical and educational practices to foster student success. Because this knowledge is constantly evolving, future teachers must also be educated to examine new research data and findings with a critical eye.

Teacher education must be open to contributions from the social sciences. Students are members of a society and a culture, and their educational path and success are in large part shaped by their family and by their social and cultural environment. Issues related to equality, equity, inclusion, gender diversity and sustainable development shape the challenges faced by teaching staff and the school.

For teachers, knowledge about learning is not limited to research findings—it must also include the students concerned. In fact, even the best theory about learning can never predict how a given student will react in a given situation, and it is up to teachers to adapt their teaching accordingly.

All teachers must learn to understand their students as individuals, that is, who they are as people, complete with their differences, expectations, capacities, needs, etc. (Bernstein-Yamashiro 2004; McHugh et al. 2013). This understanding comes from two sources: experience working with students and the teachers' interest in them. Teachers learn while doing; with the passage of time and the repeated and prolonged contact with students and groups of students, they develop experiential knowledge about them. This knowledge mainly stems from the practice of mindful teaching, which starts with practical education at the university.

4.2. Knowledge of the subject matter and the program of study

With the Québec school's mission to instruct comes the primary responsibility to educate every student. The school is therefore called upon to play a unique role in the students' intellectual development and mastery of knowledge. The competencies that students are required to develop rest on the mastery of certain types of knowledge, and teachers bear the primary responsibility for getting students to acquire this knowledge.

Knowledge is organized as teaching content, that is, a subject to be taught, which is in turn integrated into a program of study. Knowledge of the subject matter and the program of study is fundamental because it underlies teaching. This being said, it seems difficult to separate this knowledge from the way teachers design, plan and teach subject-specific lessons (knowledge, competencies, methods, etc.) to make them accessible and transferable. Knowledge of the subject also refers to the ability of teachers to identify key cultural elements and make connections, not only with the program's other subjects and competencies, but also with different aspects of the students' daily lives.

Thus, for teachers in a real-life teaching context, knowing their subject means being able to find ways to represent and formulate content so as to make it intelligible to others (ways of representing ideas, analogies, illustrations, examples, explanations and demonstrations that can be used to communicate concepts to a group of students).

Teacher education involves a two-pronged challenge: ensuring, on one hand, that future teachers have an excellent knowledge of the subject they will be teaching and, on the other, that they know how to organize this knowledge for their students, taking into consideration their level of development, prior learning, etc. In teacher education programs, this calls for greater collaboration and interdisciplinarity among the educators, whether in didactics, pedagogy or special education.

Finally, some school subjects are rooted in the sciences and have their own concepts, methods and processes. Teachers must therefore commit to acquiring and mastering the most recent knowledge and methods specific to these fields. Teacher education must ensure that future students master not only the content to be taught, but also the subject-specific knowledge that underpins this content and the associated intellectual organization and methods.

4.3. Knowledge of didactic and pedagogical strategies

As regards teachers' in-class work with students, the most solid knowledge that has been collected is based mainly on rigorous and systematic analyses of the activities carried out by teachers recognized for their high level of professionalism. These analyses correspond to the experiential knowledge of experienced teachers which is made public after being formulated, validated and generalized in accordance with the standards used in the various fields of education research.

Lastly, teacher education is not limited to knowledge. Just as importantly, it also socializes future teachers in the culture of their future profession and the mindset they should adopt. This mindset, in turn, is anchored in the same scientific culture, broadly speaking, that underlies the entire university tradition, including professional education programs.

Initial teacher education therefore requires future teachers to embark upon the progressive discovery and adoption of a scientific professional culture, which comes with its own standards, dispositions and attitudes: concern for objectivity; search for proof; consideration of information contradictory to their own ideas; challenge of their personal beliefs by research findings; reflective and critical attitude toward their own teaching practices keeping in mind that there is always room for improvement; openness to debates and the sharing of experiences among teachers and researchers; sufficient open-mindedness to accommodate perspectives other than their own; mindfulness of their own biases toward students and learning, etc.

Part 5

A structured vision of the organization of competencies

Part 5 presents a model that illustrates how competencies are organized and how they are interrelated with respect to teachers' work. The model is based on the premise, stated earlier, that teacher education must prepare future teachers to practise their profession, in the best way possible.

First, the concept of competency is defined in order to shed light on its particular significance for teaching. Next, the competencies mobilized by teachers in work activities and situations as well as in their different areas of intervention (the class, the educational institution and the profession) are identified.

5.1. Some clarifications of the concept of competency

The definition selected is found in most of the French-language frameworks and is consistent with the one in the 2001 reference framework.

> *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; is based on the ability to mobilize resources in situations requiring professional action; involves a successful, effective, efficient, recurrent ability to act; ...and is a project, an ongoing pursuit.*
>
> *(Ministère de l'Éducation 2001)*

This general definition can be clarified by examining the four main meanings associated with this concept:

1 From a scientific perspective, a competency is an **explanatory model** that takes into account the ways in which teachers act in performing their duties. It assumes that a teacher's activity reflects the implementation of the competency. A competency is therefore never directly observable; it is inferred from a teacher's activity. It corresponds to the subjective aspect (in the broadest sense of the term) of the activity. A competency relates to the knowledge, decisions, judgments, perceptions, procedures and values mobilized by teachers in performing their duties.

From this perspective, the competency of interns in a teacher education program cannot be evaluated by simply describing and commenting on their behaviours. It is necessary to consider their overall performance, the way in which they interpret their work situation, the specifics of that situation, and its particular constraints and resources. The behaviours of interns in a teacher education program are therefore only signs, or manifestations, of the competency.

2 Competency is also a **practical concept**: it is the demonstration of a teacher's functional ability to act in a specific work situation while mobilizing different resources to obtain the intended result. Competency thus refers to the overall ability of teachers to combine means to achieve the goal they set for themselves while coping with unforeseen circumstances, uncertainty and potential and anticipated constraints (that never fail to arise), etc.

3 Competency refers to a **developmental reality**: acting with competence presupposes an ability to learn from one's own activities in order to be able to perform more complex, new or unexpected tasks progressively and on an ongoing basis. All competencies therefore stem from a professional learning process: a competency is learned progressively, and that takes time. Professional learning is therefore a fundamental resource for every competency: learning one's duties and becoming competent are two sides of the same coin.

This developmental aspect of a competency means that evaluating it must take into consideration the passage of time, i.e. the process of gradual maturation. The duration of this process can vary from one teacher, or future teacher, to another, mainly because of individual differences or work contexts. In brief, the evaluation of competencies requires that the teacher's development be taken into account. The same goes for teacher education: the evaluation of students' competencies should be based on monitoring and assessing their development throughout the program in close association with practical education.

Lastly, the development of competencies is a career-long process because it is marked by steps corresponding to essential learning and the integration of new learning that leads to the next stage of development. While an objective can be achieved, a competency is never fully acquired; rather, it is developed throughout a teacher's career. From this perspective, one can define competencies as the vectors of a teacher's ongoing professional development. They serve to give meaning and direction to learning and the progressive mastery of duties, while being the vehicle that allows teachers to demonstrate this learning and mastery with competence (Conseil supérieur de l'éducation 2014).

4 Competency is an **evaluative and comparative** concept: to say that a teacher is competent is to pronounce a judgment on their work. Professional activity is usually evaluated based on criteria or standards defined by a community of practitioners: in a given situation, a competent teacher must act in more or less the same way, overall, that other teachers at the same level of development would act in the same or comparable situation. This evaluative and comparative aspect must take into account the specific situations in which teachers act. Competency is a concept, and the acquisition and development of competencies are likely to vary from one individual to another depending on the work context. In addition, competency is always dependent on the relationship between a person, their activity and a work situation. In brief, it is not appropriate to evaluate teachers' competencies separately from the work activities and situations in which they are demonstrated.

Lastly, it should be remembered that to be accurately assessed, professional competencies, much like the exercise of professional autonomy, also need the right organizational environment and culture of support at work.

5.2. Competencies based on the duties performed by teachers

Competencies take root and are demonstrated within the context of the activities and situations teachers face (Altet 2002). Furthermore, the work of teachers does not consist of fragmented, isolated or one-time tasks and acts—it involves families of activities and situations. These activities and situations form families because they have common characteristics (organization, features, dynamics, etc.) that all teachers encounter in performing their duties and that they are obliged to recognize and master. In short, teachers perform their duties and demonstrate competence during relatively typical activities and situations: managing groups of students; preparing and evaluating teaching and learning situations; resolving conflicts among students; supporting students in accordance with their specific needs; meeting with parents; collaborating with the school team; marking homework and assignments; etc. (Maubant 2007; Clanet and Talbot 2012). All these activities and situations, in some way, form the fabric of a teacher's daily professional life.

These activities and situations have their own characteristics. No two classes are ever exactly the same and all students are different. Nevertheless, the existence of such families of activities and situations makes it possible for professional competencies to be developed and put into practice. A competency, therefore, does not relate to a unique situation or isolated activity, but to a family of activities or situations.

If the activities and situations teachers encounter in their daily work can be grouped into families, these families can, in turn, be grouped into three broad areas of intervention.

An area of intervention groups together various families of activities and work situations that share common characteristics, are governed by the same goals and call upon specific competencies.

AREA 1

Area of intervention 1 groups together all the families of activities and situations that comprise teachers' work for their students, both inside and outside the classroom, both with the students present and not. Teachers devote most of their time to their students, whether through actual teaching activities, activities (planning, evaluation, supplementary teaching for groups with specific needs, etc.) related to student learning, and other activities with students (visits to museums, nature classes, etc.). In short, Area of intervention 1 consists of the core duties of teachers. It therefore appears to be essential that initial teacher education properly prepare future teachers to assume the tasks and responsibilities specific to this area.

AREA 2

Area of intervention 2 groups together all the families of activities and work situations where teachers are called upon, in certain contexts and as part of certain tasks, to interact and collaborate with other education stakeholders, in the best interests of students. Here, the first goal of a teacher is not just to help students learn by interacting with them, but to collaborate with other education stakeholders, both internal and external to the school, in order to support and improve student learning through a variety of collective means (Portelance, Borges and Pharand 2011; Centre de transfert pour la réussite éducative du Québec 2018). Area of intervention 2 takes up a significant amount of a teacher's work time, and, at the same time, requires that teachers practise a collaborative form of professionalism where they have to exercise specific competencies.

AREA 3

Area of intervention 3 includes all the families of activities and situations that relate to a teacher's professionalism and membership in the teaching profession. It highlights the importance for teachers to keep their competencies and knowledge up to date through continuing education, professional development, an ongoing concern for the supervision of student teachers and participation in group activities, and so forth. Area of intervention 3 also emphasizes teachers' responsibility to contribute to their profession.

Furthermore, when they carry out work activities and deal with situations that fall within one or more areas of intervention, teachers use their professional competencies in a synergistic manner. For example, in planning and implementing teaching and learning situations, teachers also identify suitable evaluation methods for those situations. Likewise, when communicating with parents or the school team, teachers build on past conversations to help them nurture positive relationships with their students and support their love of learning.

In addition to the competencies specific to these three areas, teaching also rests on two fundamental competencies: culture and mastery of the language of instruction. These competencies are called fundamental because, without them, neither the school, nor teaching, nor all the other competencies that derive from them, would exist.

Teaching also requires cross-curricular competencies. These competencies relate to digital technologies and professional ethics. They are called cross-curricular because they transcend their particular boundaries and, while being required to different extents, are deployed across the three areas of intervention and work situations (Ministère de l'Éducation 2009).

To summarize, teachers' competencies, far from all being on the same footing, must be understood in relation to these three areas of intervention, the families of activities and situations that they group together, and the two other types of competencies (fundamental and cross-curricular). A reference framework for competencies must cover not only the range of competencies required for teaching, but also the way in which these competencies are anchored in the work of teachers.

Table 1 presents the 13 core professional competencies selected for this reference framework. Diagram 1 illustrates the way in which these competencies are organized in relation to the work of teachers in the classroom, the school and the profession. Although the table shows the competencies as being distinct from one another, in actual fact, they complement each other and are developed in relation to one another.

Table 1: Summary table of the 13 core professional competencies of teachers

TWO FUNDAMENTAL COMPETENCIES	
Competency 1	Act as a cultural facilitator when carrying out duties
Competency 2	Master the language of instruction

AREA 1: Six specialized competencies central to working with and for students	
Competency 3	Plan teaching and learning situations
Competency 4	Implement teaching and learning situations
Competency 5	Evaluate learning
Competency 6	Manage how the class operates
Competency 7	Take into account student diversity
Competency 8	Support students' love of learning

AREA 2: Two competencies underlying collaborative professionalism	
Competency 9	Be actively involved as a member of the school team
Competency 10	Co-operate with the family and education partners in the community

AREA 3: One competency inherent in teachers' professionalism	
Competency 11	Commit to own professional development and to the profession

TWO CROSS-CURRICULAR COMPETENCIES	
Competency 12	Mobilize digital technologies
Competency 13	Act in accordance with the ethical principles of the profession

Diagram 1

Organization of the competencies based on the duties performed by teachers

AREA 1

C3 C4 C5 C6 C7 C8

Student learning, education and success

AREA 2

C9 C10

AREA 3

C11

Cross-curricular competencies

C12 C13

Fundamental competencies

C1 C2
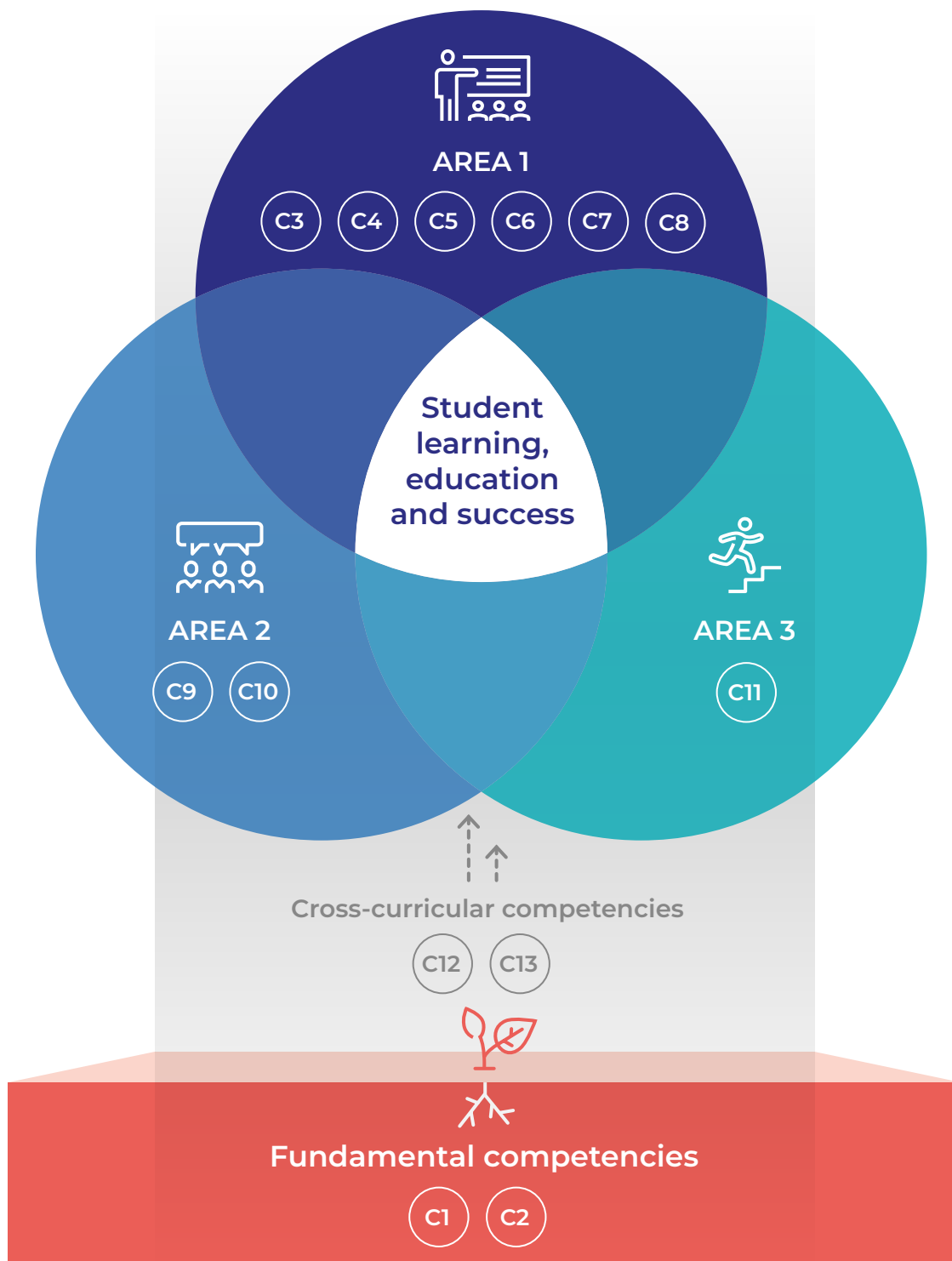
Part 6

Competencies expected of teachers

Part 6 defines and formulates the professional competencies expected of all teachers. Each competency is defined in terms of several features that specify how the competency is given concrete expression in teachers' work.

These features were established based on the activities of teachers and thus help to explain the exercise of professional judgment in relation to the task, i.e. mobilizing and deploying competencies through choices, actions, commitments, ways of doing things, etc. Given that competencies are demonstrated in the efficient action that they make possible, it is essential that these features be described in order to see how professional competencies are deployed in teaching practices.

These features must be taken for what they are: descriptions and indicators of the activities of teachers who are considered to be accomplished professionals. Every teacher must interpret and appropriate the features in accordance with the specifics of their context, their students' needs, their level of development, the subject(s) they teach, etc.

6.1. Two fundamental competencies

As set out in the foundations of the reference framework, teaching rests on two fundamental competencies: *Act as a cultured professional who is at once an interpreter, facilitator and critic of culture when carrying out duties* and *Communicate appropriately in the language of instruction, both orally and in writing, in all contexts associated with the performance of duties*. Once again, these competencies are said to be fundamental because, without them, neither the school, nor teaching, nor all the other competencies that derive from them would exist.

Teachers must be cultured professionals if they are to fulfil their role in transmitting culture. From this standpoint, unlike all other professions, teaching cannot be dissociated from culture. As interpreters, facilitators and critics of culture, teachers help students acquire a cultural heritage and make sense of and assign value to this heritage. Teachers' cultural competency resides in their ability to do this. This competency is demonstrated through the implementation of a cultural approach to teaching that is based on a definition of culture as both object and relationship (Falardeau and Simard 2007). As object, culture consists of all the cultural objects defined by an education program. As relationship, culture means that students come to school with very different levels of preparation and that they have socially diverse relationships with culture which are largely determined by the family and community to which they belong. Teachers' work as cultural facilitators consists in introducing young people to a cultural heritage, namely to culture as object, and in taking into account their culture and their evolving relationship with it in order to enrich, develop and transform them through a variety of cultural experiences and works.

These cultural experiences and works are always conveyed through language, which constitutes the symbolic and semantic world that embodies the school culture, and is also the medium through which teachers interact with their students. Teaching is therefore closely associated with the quality of the language used to help students learn. Mastery of both the oral and written language is essential, be it to explain mathematical reasoning, review a play or describe a scientific phenomenon. Teachers also help students perceive language as a learning tool and a tool for organizing their thoughts. Linguistic competency is fundamental to the study of all school subjects and, ultimately, to the educational success of students.

Fundamental competencies

C1   C2
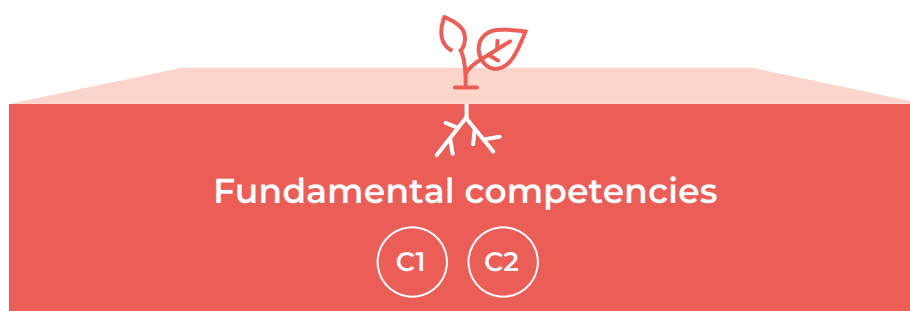
Competency 1

Act as a cultural facilitator when carrying out duties

Act as a cultured professional who is at once an interpreter, facilitator and critic of culture when carrying out duties.

AIM

By integrating rich and meaningful cultural references into teaching and learning situations and taking a cultural approach to instruction, teachers enable students to discover or better understand the different aspects of culture, especially those that pertain to the subject taught, namely knowledge and skills, practices, tools and techniques, methods and procedures, the history of the subject, as well as the issues, accomplishments, key figures, schools of thought and debates that have marked its development. Likewise, teachers contribute to building the meaning and value that students place on culture and encourage students to cast a critical eye on it. Thus, teachers enable students to structure their identity and understand others as well as the culture and society in which they live.

DESCRIPTION

Teachers' work as cultured professionals, interpreters, facilitators and critics of culture consists in introducing students to a variety of cultural references that are part of the world heritage of humanity; in making the meaning of cultural objects explicit and pertinent; in making connections between these objects, the educational content and youth culture; and in encouraging students to take a critical and reflective stance toward culture.

More specifically, teachers must decode and interpret, disseminate and distribute, select, describe, translate, explain, critique, contextualize and clarify cultural objects as well as bring them to life and make them accessible so as to provide students with teaching and learning situations that will help them build a relationship with culture (Simard and Mellouki 2005).

C1

KEY ELEMENTS

- Demonstrates an in-depth understanding of the content of the Québec Education Program, especially that associated with the discipline of teaching (theories, concepts, methods, tools, practices, history, etc.) and its intellectual organization, in order to identify the basic benchmarks and points of understanding with a view to facilitating meaningful, in-depth learning by students.

- Gives meaning to students' learning by making connections between everything they learn in the classroom, between the subject taught and other subjects, between the subject and the works, narratives and accomplishments that are part of the cultural heritage of people and societies as well as social, scientific, ethical and political issues and everyday situations.

- Encourages students to develop critical thinking, perspective and reflexivity with respect to their immediate environment, the media and the digital world, social, scientific, artistic, ethical and political phenomena as well as cultural works of the past and present.

- Turns the classroom into an inclusive cultural space that is stimulating for everyone.

- Encourages students to articulate and justify their representations, tastes, references and practices with respect to culture.

- Encourages open and critical dialogue between the culture of the students and that conveyed by the school.

- Casts a critical look at own origins and cultural practices, recognizes their potential and limitations, and finds ways to enrich and diversify them.

- Collaborates with the community and local cultural organizations and is familiar with the resources and programs that support teachers in their role as cultural facilitators.

Competency 2

Master the language of instruction

Communicate appropriately in the language of instruction, both orally and in writing, in all contexts associated with the performance of duties.

AIM

Like culture, mastery of the language of instruction is much more than a technical competency. This is because this language not only makes educational communication between teachers and students possible, it is also a symbolic world in which this same communication takes place. Consequently, teachers are responsible for the quality of their spoken and written language when communicating not only with their students, but with everyone else (parents, colleagues, other professionals).

DESCRIPTION

All cultures are conveyed by a language. This is why complete mastery of the language of instruction is a fundamental competency. In fact, the school essentially exists through a culture and a language that is living and constantly evolving. Teachers convey this language to students in a variety of ways, be it through discussions, speeches, theatre, books, songs, workbooks, words and sentences, numbers, images or symbols. With their students, teachers do more than speak or write a language: they present and represent it in front of and with them. In short, teachers model the language, which is why they must set a good example by expressing themselves well orally and in writing.

KEY ELEMENTS

- Masters the rules and usage of spoken and written language so as to be understood by all members of the community.
- Demonstrates an ability to present ideas coherently, intelligibly, critically and respectfully in both oral and written communications.
- Uses an appropriate level of language in communicating with students, parents and peers.
- Incorporates into lesson plans tools that promote the language of instruction as a cultural object.
- Uses different modes of language expression (visual, spatial, aural and gestural) to support the development of the students' language competencies.
- Draws on and values the students' mother tongue to foster acquisition of the language of instruction.
- Checks the quality of students' language, provides frequent feedback and helps them to correct themselves and demonstrate their ability to integrate the rules and usages of language, both spoken and written.
- Communicates in a clear, concise and constructive way the learning acquired and any other information that can help students learn.
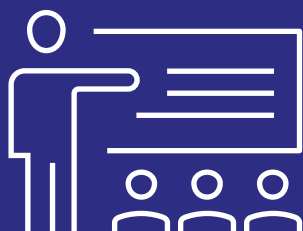
AREA 1

Working with and for students

C3 C4 C5 C6 C7 C8

6.2. Area 1: Six specialized competencies central to working with and for students

Practising a profession requires mastery of specialized competencies and any professional's credibility is based on the effective deployment of these competencies. It is the same for the teaching profession.

The main objective of teacher education should be the mastery of these specialized competencies because they define the minimum that teachers should be able to accomplish at the beginning of their career: to optimize student learning and to contribute to the students' education, development and success.

Teachers are characterized by their ability to mobilize and adapt these specialized competencies in their daily work with students, in accordance with varied teaching and learning situations, subjects, the diversified characteristics and needs of students and groups of students, their stages of development, the knowledge to be conveyed, the competencies to be mastered and the requirements of the program of study.

In teaching students, these six specialized competencies, like the knowledge they mobilize, act in synergy and reinforce each other. Complex professional activities require more than one competency. Classroom management cannot be separated from planning, which necessarily includes evaluation which, in turn, demands differentiated teaching approaches to promote inclusion. All these competencies are interrelated, reinforce one another and have the same goal: to support student learning, education and success.

The situation is different for learning how to teach, particularly in university-level teacher education programs. It is therefore useful for teachers to be able to distinguish and describe educational situations specific to each competency in order to learn how to combine them in the context of internships, for example, and when starting their professional career.

Competency 3

Plan teaching and learning situations

Design and plan teaching and learning activities and situations that are appropriate for the students, the learning content and the education objectives.

AIM

Designing and planning teaching and learning activities and situations is a key pedagogical moment in which teachers identify what must be implemented during the situation so as to foster learning and ensure its progress.

DESCRIPTION

Planning consists of devising and organizing teaching and learning sequences that highlight elements of the programs of study. Given the diversity of students in schools, planning also involves anticipating the use of differentiated teaching strategies. This planning confronts teachers with many choices with regard to managing learning and behaviours. They organize the teaching and learning situations, select the methods, write instructions, prepare their material, and determine when feedback and evaluation will take place. Even when teachers are well prepared, teaching and learning situations regularly take unexpected turns. Analyzing these changes of direction helps teachers plan subsequent teaching and learning activities and situations.

C3

KEY ELEMENTS

- Develops teaching and learning sequences and situations that take into account the organizational logic of the curriculum content and students' prior knowledge and preconceptions in order to plan learning in the short, medium and long term.

- Identifies, in the programs of study, the key concepts, strategies, cultural references and knowledge around which the teaching and learning situations will be organized and adapts them to their students.

- Ensures coherence between the educational aims, the teaching and learning situations, and the planned evaluation methods.

- Takes into account student diversity when choosing the materials and preparing the teaching and learning situations (diversity related to gender, ethnicity, socio-economics, culture, religion, language or a disability; students' conceptions, needs and areas of interest).

- Plans activities for students so they can prepare, integrate, transfer and reinvest their learning in order optimize competency development.

- Bases the choice of intervention strategies on research findings in didactics and pedagogy.

- Plans ways of presenting the content in a structured manner so that students can grasp the relevant points and understand their contingent nature.

- Ensures that the spatial and physical organization of the classroom, or what serves as a classroom, provides all students with safe and optimal learning conditions.

- Determines the time needed for each stage in the teaching and learning situation.

- When planning lessons, takes into account activities that can be carried out at the same time as classroom instruction (language support, remedial education).

Competency 4

**Implement teaching
and learning situations**

Implement and supervise teaching
and learning situations appropriate
to the students and the educational aims.

AIM

The implementation and supervision of teaching and learning situations coincides with another important educational moment: interactions with the group. Implementation and supervision therefore concern the actual interventions of teachers with their students that are aimed at helping them learn the content of the program of study.

DESCRIPTION

When implementing and supervising teaching and learning situations, teachers compare their plan with the interests, needs, representations and perspectives of the students. Thus, the first challenge teachers face is to make sure that all students, individually and collectively, become engaged in the planned learning from the moment the activity starts. To keep students engaged, teachers watch, throughout their classroom interaction, for signs that students are not paying attention or do not understand. Teachers ask students questions, encourage them and actively support them. Teachers, as autonomous professionals, are free to "select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to his care" (*Education Act*, s. 19). Implementing and supervising a teaching and learning situation is therefore demanding, particularly since teachers must always be ready for any unexpected situations that can arise during classroom interactions, and fully mobilize their ability to adapt to the situation.

C4

KEY ELEMENTS

- Informs students of the educational aim of the teaching and learning situations, the competencies targeted, the instructions, the expectations, the process, and the situations' relationship to their prior and future learning.

- Uncovers the students' preconceptions and reactivates the prior knowledge needed for the teaching and learning situations.

- Uses diverse approaches and strategies and provides a variety of stimulating tasks to trigger and maintain active student engagement in the task and to foster their autonomy.

- Uses feedback to continually check students' understanding of concepts, knowledge, strategies or rules.

- Adjusts their work methods to take into account the nature of the competencies to be developed, the complexity of the task, the time available and the level of student success.

- Provides opportunities for feedback so as to foster the students' ability to synthesize their learning.

Competency 5

Evaluate learning

Develop, choose and use different methods for evaluating knowledge acquisition and competency development.

AIM

Evaluation has two main functions, namely, to support learning and to recognize competencies (Ministère de l'Éducation 2003). These two functions are complementary and the aim of each one is to facilitate learning.

In practice, evaluation as support encourages the regulation of learning and the implementation of differentiated evaluation methods in order to respond to the varied needs of the students. The purpose of evaluation to recognize competencies is to check whether the expected level of competency development has been achieved. In addition, this recognition forms the basis for decision-making related to the certification of studies, a responsibility that is shared between teachers and the authorities responsible for issuing diplomas.

DESCRIPTION

The evaluation of learning is based on the professional judgement of teachers who, in gathering a sufficient amount of different yet relevant information, will be able to analyze and interpret this information to assess their students' learning. Whether evaluation is carried out formally or informally, in accordance with the conditions specific to each subject, it must be aligned with the educational aims of the policies on the evaluation of learning.

DESCRIPTION (CONT.)

Teachers continuously evaluate learning using instruments or methods that enable them to gather meaningful information on student learning and that often call upon their ability to be autonomous and assume responsibility. Evaluation also has an emotional aspect that teachers must understand, especially with regard to its impact on student motivation and engagement in learning, and when communicating results to students and their parents.

For all these reasons, evaluation of learning cannot be spontaneous; it is learned and perfected through practice and continuing education. Evaluation must also be included in the planning of teaching and learning situations in order to ensure coherence between what the teacher intends to evaluate and what the student must learn.

KEY ELEMENTS

- Designs or chooses evaluation instruments or methods that are based on the programs of study and make it possible to check student learning.
- Uses evaluation methods that are appropriate to what is being evaluated.
- Designs or chooses evaluation instruments that are meaningful to students.
- Identifies students' strengths and challenges and plans appropriate interventions that foster their learning.
- Uses information gathered via different evaluation methods to get an overall picture of the group and plan instruction accordingly.
- Provides students with frequent and constructive feedback that allows them to track their learning and supports their progress.
- Plans to use a variety of evaluation methods to provide all students with the opportunity to demonstrate the learning they have acquired.
- Knows the ministerial guidelines for evaluating students.
- Knows and meets the expectations of the education authorities with regard to sharing and assuming responsibilities for evaluation and the communication of evaluation results.

Competency 6

Manage how the class operates

Organize and manage a class in such a way as to maximize student development, learning and socialization.

AIM

Managing a class involves the same action as managing learning: interaction with the group. In this sense, it is a social or joint activity that enables teachers to socialize their students and provide instruction to them.

Class management enables teachers to maximize the time spent on learning—one of the key factors of student success (Bissonnette, Gauthier and Castonguay 2016). Teachers teach their students to identify and respect the rules for living in community, helping them to develop the social skills that underlie *knowing how to live together*: having respect for others with the attentive listening and empathy it presupposes, knowing the boundaries that are not to be crossed and the rules that are to be respected, managing one's emotions, etc.

DESCRIPTION

Managing a class involves managing time, space and relationships with and between the students.

To organize and manage their classes, teachers establish, in collaboration with their students, a general operational framework that is flexible and open. Specifically, teachers structure their environment, implement a certain number of rules based on explicit values, anticipate and manage lapses in behaviour, etc. In so doing, they direct and guide classroom activities and the appropriate behaviours needed to live in a community. They also deal with their students' emotions (anxiety, anger, frustration, joy, sadness, shyness, etc.).

C6

DESCRIPTION (CONT.)

In providing instruction, teachers must also deal with time, space and their respective realities (classroom, gym, laboratory, length of teaching periods, etc.). They must make the most of the available materials (desks, chairs, tables, interactive whiteboards, etc.) and effectively manage students' movements and transitions in order to optimize the time spent on learning. Teaching time in the classroom must be coordinated with other activities occurring simultaneously outside the classroom.

Therefore, the composition of the student group and the context in which it exists have an impact on the way teachers manage their class. To manage a class, teachers must make numerous adjustments during the activity and reflect on it afterwards.

KEY ELEMENTS

- Builds and maintains positive relationships with students in order to elicit their commitment and contribution to how the class is run.
- Instills, in collaboration with the students, a respectful and reassuring classroom climate that is conducive to learning, and periodically reviews with the students the behaviours that are expected of them.
- Helps students to recognize and appropriately manage their behaviours and emotions.
- Chooses and implements activities that enable students to develop their social and relational skills.
- Identifies signs of low motivation or miscomprehension in students and implements the measures needed to remedy the situation.
- Ensures that the time devoted to teaching and learning is effectively managed.
- Manages the spatial and physical organization of the classroom in order to provide students with safe and optimal learning conditions.
- Reminds the students of the established safety measures and ensures compliance with them, especially for activities that take place in the gym, laboratory or workshop, or during school field trips.
- Records the facts regarding inappropriate student behaviours and follows up on them.

Competency 7

Take into account student diversity

Implement, as part of an inclusive teaching approach, strategies for differentiating teaching practices so as to support the full participation and success of all students.

AIM

In its broadest sense, taking into account student diversity means that teachers must implement a set of measures that enable them to adapt to all the different types of students they encounter, keeping in mind the contexts in which they are working. It enables teachers to offer a diversity of content, structures, tasks and processes adapted to students' needs, no matter what their differences, so as to foster their success and support their development in the best way possible. In addition, teachers must balance personalized interventions with those meant for the entire class, so that individual students feel recognized for who they are and involved in a common activity that brings everyone together.

DESCRIPTION

Responding to student diversity means taking into account all the issues related to inclusive education. Not all differences between students present the same educational challenges because they are not all of the same type and do not require the same kinds of interventions. However, it would be useful to focus here on the aspects that make differentiation an indispensable part of teaching. Taking student diversity into account implies respect for diversity and paves the way to better socialization and, ultimately, to academic success.

C7

DESCRIPTION (CONT.)

Given this growing diversity, the use of differentiated teaching practices becomes a key competency for teachers. Differentiated teaching must also be carried out in collaboration with complementary educational services (remedial education, speech therapy, psychology, etc.), which some students need in order to succeed. In this context, the collective sharing of responsibilities is particularly appropriate. Thus, in line with their respective roles and responsibilities, the different education stakeholders can act in collaboration to foster the success of all students.

KEY ELEMENTS

• Adapts teaching and learning situations and support offered to students based on their needs, challenges and capabilities.

• Uses available resources to meet needs or overcome specific obstacles to learning.

• Groups students in a way that takes into account the educational aims and students' differentiated learning needs.

• Uses pedagogical flexibility, adaptation and modification measures to address the specific needs of students in accordance with pre-established objectives.

• Promotes mutual help strategies within the class that capitalize on student diversity and that are beneficial to all.

• Consults resource persons, parents or relevant documents to obtain information with respect to the needs and educational paths of students and takes that information into account in their teaching.

• Uses the appropriate procedures to request services for students with social maladjustments or learning difficulties or students who show signs of impairments or disabilities.

• Implements individualized education or learning support plans together with the school team and follows up on them.

Competency 8

Support students' love of learning

Cultivate the students' natural desire to learn,
their sense of discovery and their curiosity
by bringing together the conditions required
to help them all thrive.

AIM

Supporting students' love of learning by providing stimulating and meaningful teaching
and learning situations contributes to their overall development. By making learning
meaningful, teachers foster students' desire to learn, the cornerstone of educational success.

DESCRIPTION

Through their practices, attitudes and the quality of their relationships with students, teachers
are able to support students' curiosity and desire to explore (Bembenutty and White 2013;
Bressoux 2012). To nourish students' love of learning and curiosity, teachers connect the
learning students are expected to acquire with their experiences and cultural references.
Another way to make learning meaningful is to let students reflect on the satisfaction
that successful learning will give them in terms of their academic and career aspirations
(Develay 1994).

Furthermore, it is up to all those who are responsible for students (parents, school principals,
complementary educational services staff) to help them develop a sense of belonging
and to encourage them to value learning.

KEY ELEMENTS

- Builds and maintains positive relationships with students in order to spark their motivation to learn.
- Helps students develop self-confidence in their learning ability by introducing them to a variety of experiences.
- Helps students persevere in their learning by supporting their efforts and progress.
- Encourages students to use learning strategies that promote and foster their autonomy.
- Ensures that teaching and learning situations include elements of everyday life and cultural references with which the students are familiar.
- Sparks students' interest in and curiosity about the subject, the knowledge and skills, practices, tools and techniques, methods and procedures involved, as well as with the history of the subject and the issues, accomplishments, key figures, schools of thought and debates that have marked its development.
- Plans teaching and learning situations that spark students' enthusiasm for learning activities and are likely to relate to their areas of interest.
- Fosters collaborative work, discussions, participation and mutual help among the students.
- Helps students to develop a sense of belonging by involving them in class and school activities.
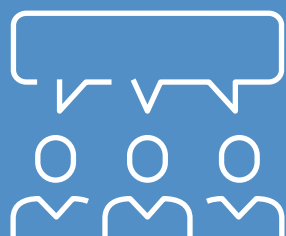
Area 2

Collaborative professionalism

C9   C10

6.3. Area 2: Two competencies underlying collaborative professionalism

These competencies are said to be relational and social because they refer to the teachers' required participation in the collective aspects of the contemporary Québec school—an obligation inherent in the practice of the teaching profession. These competencies underlie collaborative professionalism, while taking into account each person's autonomy and role. They refer to all the activities of teachers that require them to share, mobilize and develop networks of education stakeholders around situations, problems and issues concerning the quality of teaching. These activities require communication and social skills. The demonstration and mobilization of relational and social competencies requires a true culture of collaboration and mutual help. There are two competencies in this area of intervention, and teachers must mobilize them when dealing with all of the main education stakeholders, inside and outside of the school, with whom they interact.

Competency 9

Be actively involved as a member of the school team

Situate own activities in a collective framework, at the service of the complementarity and continuity of teaching activities as educational acts.

AIM

Teaching goes beyond the classroom and the teacher-student relationship. Teachers are part of a team whose members are called upon to work together in order to make consistent decisions and coordinate their actions to serve the students' best interests.

DESCRIPTION

To make sure their students succeed, teachers must work with other education stakeholders. In the classroom or within the school, they co-operate not only with their peers, but also with complementary educational services staff and with the principal,[7] either to decide on actions that concern all students or to find solutions to the problems experienced by some students.

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7   The school administration plays a crucial role in creating a constructive dynamic within the school. According to section 96.21 of the *Education Act*, "The principal is responsible for the management of the staff of the school and shall determine the duties and responsibilities of each staff member in accordance with the provisions of the applicable collective agreements or regulations of the Minister and, where applicable, with the agreements between the school board and university-level institutions concerning the education of future teachers or the mentoring of newly qualified teachers."

C9

DESCRIPTION (CONT.)

Although conditions vary widely from one organization to the next, the highly collaborative nature of education requires that teachers affirm and fully assume their status as professionals specialized in education and learning, and that they take into account the expertise of other education professionals in their interventions with students.

In order to maintain constructive and harmonious professional relationships with their colleagues, teachers must adopt an open attitude and utilize their relational and communication skills.

KEY ELEMENTS

- Collaborates with members of the school team in defining and adhering to the educational orientations and standards that make the school a healthy, safe and equitable environment.
- Helps to develop, implement and evaluate the policies, practices and regulations that govern how the school functions.
- Collaborates with the members of the school team in developing and implementing the school's educational project.
- Assumes the responsibilities set out in the collective agreement.
- Works with the members of the school team to foster, at all times, positive, healthy and safe attitudes and behaviours at school.
- When required, collaborates with other members of the teaching staff in designing and evaluating teaching and learning situations in accordance with the evaluation standards and methods in force in the school.
- When required, participates in developing measures to address the needs of groups that are marginalized or are having difficulty at school.
- Participates in developing, implementing, monitoring and reviewing individualized education or learning support plans.

Competency 10

Co-operate with the family and education partners in the community

Promote and encourage parental involvement
in their children's learning and school life,
and contribute to sustainable partnerships
between the school and its community.

AIM

Establishing constructive relationships with the family and different community partners is in line with the spirit of co-operation where each person's contribution is aimed at consolidating and enriching student learning.

DESCRIPTION

Educational success depends in part on the physical and emotional well-being of students as well as on their family environment. This means that teachers must deal with the family situation of each of their students. In certain situations, this requires that teachers know them as both students and members of a family and a community. Having this knowledge, teachers can understand more clearly how they can work with these families to better meet the needs of their students (Epstein 2001).

In the case of underage children, teachers must also communicate with parents to inform them of their children's achievements and challenges, answer their questions and listen to their concerns, thus helping to create a relationship of trust and a place for dialogue. In addition, teachers encourage parents by acknowledging their role as their child's educators, familiarizing them with the programs of study or involving them in various school activities.

C10

DESCRIPTION (CONT.)

The school is also open to the community. It welcomes the influences of various artistic, cultural, sports, scientific, media or professional communities.[8] All these communities are invaluable education partners who complement and enrich student learning, self-knowledge and openness to the world (Sanders 2002). This openness, which is particularly important in Indigenous communities, encourages teachers to remain on the lookout for possibilities to collaborate with partners outside the school and to develop a broader understanding of learning.

KEY ELEMENTS

- Establishes constructive relationships with the student's family and partners in the community.
- Maintains good communication with the family regarding the students' success and well-being.
- Communicates to the family their expectations with respect to the results, attitudes and behaviours expected of students in class.
- Provides the family with the appropriate means to participate in their children's learning as well as in school and extracurricular activities.
- Seizes opportunities to co-operate with partners who will enrich student learning and education.
- Ensures that the educational aims of the activities proposed by these partners are in line with the Québec Education Program, the educational project, and the interests and needs of students, teachers and the school.
- Seizes opportunities to reinvest the content of partnership activities in teaching and learning situations.

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8 Sanders (2019) proposes a range of community partners: businesses; universities and other educational institutions; government agencies; health and social services organizations and childcare services; volunteer organizations; seniors' groups; recreational and cultural associations; other community organizations; members of the community.

AREA 3

Teachers' professionalism

C11

6.4. Area 3: One competency inherent in teachers' professionalism

The Area 3 competency refers to professional responsibilities, such as continuing education, mutual support and promoting the teaching profession. It is a pillar of professionalism.

Competency 11

Commit to own professional development and to the profession

Continuously analyze, evaluate and develop all facets of one's professional practice and promote the status and recognition of the teaching profession by fostering a shared professional culture based on mutual support and co-operation.

AIM

Schools and society rely on teachers to ensure the quality of education and the success of young people. Accordingly, it is up to teachers to invest in their professional development throughout their careers, in order to update, enrich and expand their knowledge, competencies and professional experiences to ensure the educational success of students. A profession like teaching cannot exist without the strong commitment of all teachers to professionalism and education. It is this participation in professional life that gives the profession a true public and collective life.

DESCRIPTION

The need for continuing education and professional development for teachers stems directly from the evolution of teaching and society: "... the world is changing, and schools and teachers need to adapt constantly. Initial teacher education cannot prepare teachers for all the situations they will face in their professional life, which is why they will need to engage in professional development throughout their careers" (Conseil supérieur de l'éducation 2014, [*Translation*]). This view of teacher education and development acknowledges that teaching is a dynamic, changing activity that can be improved. It also assumes that some competencies can only be developed through the teaching experience gained over the course of a career.

DESCRIPTION (CONT.)

The professional development of teachers is bolstered by the opportunity for continuing education that meets the highest quality standards consistent with the objectives of the school's educational project. School administrations, educational bodies, unions, universities and the Ministère are also responsible for the continuing education of teachers, by creating the necessary conditions for teachers to participate.

Teachers show that they are active in professional life[9] by participating in the various collective activities related to teaching and in various forms of debates and research. In order to contribute to the improvement and validation of education research in schools, teachers must be able to participate in contemporary research on teaching and learning in accordance with their needs, perspectives and experiences.[10] Contributing to the profession is a commitment that evolves in accordance with the teacher's work and career. This commitment is seen in action whenever teachers help one another to improve the quality of their educational practices and when experienced teachers provide support to novice teachers (Gauthier et al. 2005; Martineau and Bergevin 2007).

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9   Teachers' associations, unions, committees, councils, various teachers' groups, professional learning communities, congresses, symposia, newspapers, journals, media and educational websites, etc.

10 The Ministère de l'Éducation contributes to the advancement of scientific knowledge by funding and conducting numerous research studies in partnership with the Fonds de recherche du Québec – Société et culture.

C11

KEY ELEMENTS

- Adopts a reflective stance with respect to own teaching practice in order to continually improve own practices.

- Using the appropriate resources, implements the means needed to develop and update own professional competencies.

- Depending on the students' needs as well as their own, participates in continuing education activities such as those defined in section 7 of *An Act to amend mainly the Education Act with regard to school organization and governance*.

- Reads, analyzes and evaluates specialized publications with a critical eye and discusses them in order to identify elements that can be incorporated into own practices.

- Analyzes educational issues and professional dilemmas in order to enrich own practice and bolster own status as a teacher.

- Encourages research and education activities at own school.

- Develops a collaborative culture with peers and the education community in order to promote the status and recognition of the teaching profession.

- Participates in promoting and publicizing projects and experiences that demonstrate the achievement and commitment of teachers and their students.

- Supports and encourages peers in their professional development, especially those who are preparing to enter the profession (interns) and those who have recently entered the profession (novice teachers).

6.5. Two cross-curricular competencies

The complex nature of teaching in an educational institution has been stressed several times. For example, the relational aspect of teaching has been made evident. These relationships are multidimensional, involving values, representations, emotions, attitudes, words and communications.

The complexity of the practice of teaching also stems from the mission of the Québec school, to which teachers contribute, namely, to provide instruction, to socialize and to provide qualifications. Technoscientific changes have also increased the complexity of the practice of teaching, and the new forms of digital intelligence are gradually being introduced in schools. This means that new generations of teachers must develop new competencies to help them take a critical stance with regard to these technological, social and cultural developments. Furthermore, teachers are responsible for educating school populations that are diverse in every sense of the term. To teach is therefore to take a positive approach to diversity in order to provide an inclusive education, regardless of the many differences and identities of their students, their students' families, cultures and living environments. In light of this complexity, teaching requires what are called cross-curricular competencies, because each of the three areas of intervention features them in different ways.

Cross-curricular competencies

C12   C13
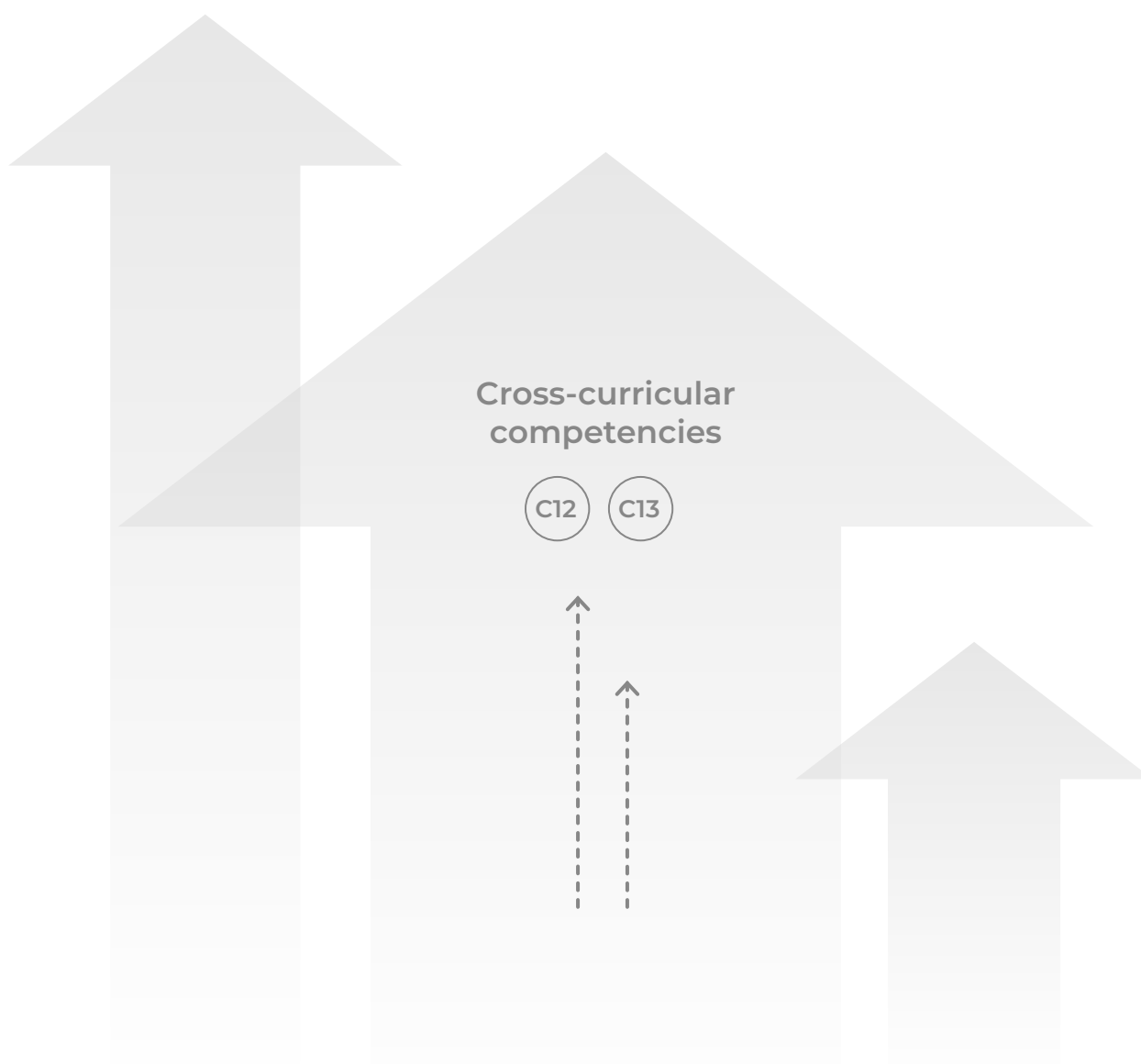
Competency 12

Mobilize digital technologies

Use digital technologies in order to benefit students
and all education stakeholders.

AIM

The transformation of schools, which stems, in part, from the massive technological change taking place in society, requires teachers to take a critical and informed stance with respect to the use of digital tools in the classroom. This will help them choose the tools that are suitable for expanding and enriching learning. Teachers must encourage their students to use technological tools in a creative and appropriate manner. They must also make their students aware of the importance of acknowledging one's sources, the notions of confidentiality and consent, and the repercussions of the use of these tools on social relationships and psychological and physical well-being.

DESCRIPTION

The scope of this competency goes beyond the technical skills needed to use digital tools for pedagogical purposes in the classroom. Teachers must be aware of the impact of these changes on the nature and value of learning, taking into account not only the digital tools that support them, but also the cultural context in which they are shared.

In this sense, the use of digital technologies is woven into all of our cultural practices and productions. It integrates other forms of intelligence into a network and, by extension, other models of knowledge, other models for accessing knowledge and other models of education that will increasingly influence student learning and student relationships with knowledge.

KEY ELEMENTS[11]

- Exercises ethical citizenship in the digital age.
- Develops and mobilizes technological skills.
- Harnesses the potential of digital resources for learning.
- Develops and mobilizes information literacy.
- Collaborates via digital technology.
- Communicates via digital technology.
- Produces content via digital technology.
- Uses digital tools to foster inclusion and address diverse needs.
- Mobilizes digital technology for personal and professional empowerment.
- Solves diverse problems via digital technology.
- Develops critical thinking with regard to the use of digital technology.
- Adopts an innovative and creative approach to the use of digital technology.

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11   The key elements are from the *Digital Competency Framework* (Ministère de l'Éducation et de l'Enseignement supérieur 2019).

Competency 13

Act in accordance with the ethical principles of the profession

Adopt and promote ethical and responsible behaviours in order to create respectful and trusting relationships with students, members of the school team and the wider education community.

AIM

Adopting and promoting ethical and responsible behaviours lays the foundation for the relationship of trust that teachers must establish and maintain with society. This relationship is rooted in the connections that teachers build every day with their students, peers and other members of the community, and through which they help to foster a climate and environment that are conducive to educational success.

DESCRIPTION

For teachers, acting ethically is to demonstrate professionalism and judgment in accordance with the regulatory framework of their profession and school (Fullan, Quinn and McEachen 2019). It also involves understanding and carrying out their professional responsibilities. Accordingly, as experts specializing in instruction and learning, teachers must assume responsibility for the methods they use to educate and socialize students.

C13

DESCRIPTION (CONT.)

Acting ethically also requires teachers to espouse attitudes or values that influence the way they perform their duties, especially through the relationships they create with students and those they maintain with the public at large. More generally, with respect to interpersonal relationships, acting ethically means adopting an attitude of respect, inclusiveness and openness toward students, colleagues, parents and community partners. Inclusion[12] must be seen as an act of individual and collective equity that provides a tangible response to the cultural and other realities that exist in the school and society at large (Rousseau 2010; Rousseau et al. 2015).

Acting ethically also means that teachers must be able to justify their decisions and demonstrate the relevance of their interventions in light of the teaching context and the diverse nature of their class. Teachers adopt equitable, transparent and inclusive behaviours that influence the way in which they do their work. Thus, in the relationships they build with their students, teachers must adopt a supportive attitude while remaining convinced all students can achieve educational success. Teachers also create educational conditions in which students are valued, respected and understood. They foster opportunities for learning how to live together by creating a climate that encourages respectful and enriching social and intercultural relationships.

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12 Inclusive practices are those in which there is no "distinction, exclusion or preference based on race, colour, sex, gender identity or expression, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap" (section 10 of the Québec *Charter of Human Rights and Freedoms*).

C13

KEY ELEMENTS

- Acts and behaves in a respectful manner toward the school and what it represents.

- Encourages and celebrates actions and behaviours that reflect the values of the Québec school and Québec society.

- Is aware of the ethical issues related to the practice of teaching in order to perform one's duties with integrity.

- Takes into account the applicable legal framework when exercising their professional rights and responsibilities.

- Acts vigilantly and diligently to protect the confidentiality of information that relates to the private lives of students and other education stakeholders.

- Respects the roles and responsibilities of people involved in the education community.

- Denounces and tears down the knowledge, practices, attitudes and processes that produce or reproduce situations of exclusion and discrimination in education settings.

- Avoids all forms of discrimination by adopting equitable, transparent and inclusive practices and attitudes with regard to students, colleagues and the community.

Part 7

Educating future teachers in the competencies

This seventh and last part takes the view that initial teacher education is but one step in the process of the ongoing professional development of teachers. It follows that teacher education cannot cover all the competencies to the same extent. It is useful, therefore, to indicate which of these competencies must be the focus of initial teacher education.

7.1. The development and mastery of professional competencies: current trends

For 30 or so years, the overall evolution of university-level teacher education has been characterized by two trends.

The first trend has been to consider university education as the first step toward the gradual mastery of professional competencies. This means that a significant portion of professional learning is henceforth viewed from the perspective of continuing education and ongoing professional development. This is why continuing education, in which initial education is but the first milestone, is an absolute essential.

The second trend is based on the key role played by the professional act in learning and developing competencies. Working, therefore, is not only doing something, it is also learning what one is doing by doing it, and learning about oneself by discovering what one can really do. This trend means that carrying out a professional act corresponds to a process of competency development. This same trend has led, in recent decades, to reducing the importance of qualifications in favour of competencies, given that the latter are largely acquired through in-service learning and experience.

Both of these trends have shaped changes in teacher education. This first is very clearly stated by the Conseil supérieur de l'éducation: the end of initial teacher education does not signify the end of education, but rather the first stage in learning the profession which lays the foundation for continuous professional development (CSE 2014, 7).

The second trend, based on the key role of professional learning on the job, is evidenced by the considerable extension of practical education, the dissemination of the "reflective practitioner" model and the development of a wide range of forms of professional learning coupled with teaching practices (community of practice, community of professional learning, collaborative research, mentoring at the beginning of a career, etc.).

This trend has also boosted analyses of teaching practices for education purposes. The analyses strive to take into account the teachers' perspectives on their own activities. Digital media has also led to the emergence of discussion groups or networks for teachers to discuss, question and share the origins of their practices. All of this demonstrates that the activities of teachers have become an essential resource for professional learning and competency development.

These two trends address initial teacher education and, more particularly, its specific contribution to teachers' learning and competency development. As stated by Bourgeois and Durand (2012, 10), "education in and of itself cannot and will never be enough: a goodly number of competencies, by their nature, cannot effectively be acquired except in and by the exercise of the work task and not before and/or in the periphery of these tasks; furthermore, certain competencies acquired in a education program need to be put into practice sustainably in order to be truly mastered." [*Translation*] Initial teacher education must be taken for what it really is, i.e. a step toward long-term professional development and preparation for exercising the profession. Professional competencies are only truly mastered with professional practice.

7.2. The contributions of initial teacher education to the development of professional competencies

This vision of initial teacher education means that it cannot be expected to cover all 13 competencies in this reference framework to the same extent, and assumes that some of them will be primarily developed and mastered at other moments or stages in one's teaching career and in other contexts.

Table 2 illustrates this vision and distinguishes different levels in the acquisition of these competencies, while stressing the specific contributions of initial teacher education. The development of competencies is neither linear nor uniform; because the different levels can vary from one individual and from one educational path to another, they are provided for information purposes only.

This table shows that initial teacher education will always be, by definition, an unfinished project. To have its full, intended impact on competency development, it must be followed by continuing education and professional development. The objective of initial teacher education is to train novice teachers so that, once they enter the profession, they can gradually grow into experienced teachers and, finally, in the longer term, accomplished professionals. From this point of view, all the competencies in the reference framework help steer professional development; in other words, competencies can only be truly and fully developed over the course of one's career, while alternating between practice and ongoing education.

Table 2: Level of competency acquisition through ongoing professional development

The 13 competencies	INITIAL TEACHER EDUCATION AT UNIVERSITY		ONGOING EDUCATION	
	Before initial teacher education	By the end of initial teacher education	Upon entry into the profession	Over the course of a teaching career
FUNDAMENTAL COMPETENCIES				
C1	○	●	●	■
C2	◉	●	●	■
AREA 1: Competencies central to working with and for students				
C3		●	●	■
C4		●	●	■
C5		●	●	■
C6		●	●	■
C7	○	◉	●	■
C8		◉	●	■
AREA 2: Competencies underlying collaborative professionalism				
C9		◉	●	■
C10		○	●	■
AREA 3: Competency inherent in teachers' professionalism				
C11		○	●	■
CROSS-CURRICULAR COMPETENCIES				
C12	◉	●	●	■
C13	○	◉	●	■

Legend

○ Beginning of competency acquisition

◉ Competency partially mastered

● Competency mostly mastered

■ Competency fully mastered

The following sections provide a detailed description of the levels of competency acquisition in terms of the different stages of ongoing professional development, as presented in Table 2.

7.3. Competencies partially acquired before enrolling in teacher education

People who enrol in teacher education programs bring with them a variety of knowledge on school subjects, a certain general culture, digital skills and a certain mastery of the language of instruction.

All of them are also former students who have spent thousands of hours in a classroom. There are certain continuities between being a student and being a teacher. These former students are already familiar with academic practices and teachers, and have not only sets of beliefs and representations, but also emerging competencies with regard to the practice of teaching.

These competencies have been developed by people who have never experienced first-hand the realities of teaching and the responsibilities incumbent on the profession. These people rely on previously acquired resources (knowledge, standards and ways of doing things) to partially mobilize certain competencies that they can build on to plan and commit to their professional development.

These competencies are not professional by nature; they stem from each person's own history, schooling and life journey. They are the point of departure for initial teacher education. In fact, one of the major contributions of initial teacher education is to compare this previously acquired personal knowledge with, on one hand, research findings in education and, on the other, the practical realities of teaching through education in a practice setting. From this point of view, initial teacher education enables students to engage in a process of critical review, reflection and transformation of their previously acquired knowledge in order to prepare themselves to assume their future professional role.

Some of the competencies in this reference framework, and more specifically the knowledge and standards that underpin them, are already being developed before initial teacher education begins. As such, when students start their initial teacher education, they have already laid the foundations for the fundamental competencies, the cross-curricular competencies and the competency related to working with heterogeneous student groups. Initial teacher education must build on these emergent competencies to ensure progress. It is therefore preferable that universities make sure, at the very least, that people who want to enrol in teaching studies have a solid grounding in culture, good language skills, and knowledge and values likely to support and guide the development of the cross-curricular competencies.

The quality of an education program depends on several factors, and one of the most important factors is the quality of students admitted to teacher education programs. After initial teacher education, this quality will exercise a lasting influence on teaching practices and the entire profession.

7.4. Competencies that should be partially developed by the end of initial teacher education

The overall aim of initial teacher education is to graduate competent novice teachers, not to produce expert teachers who have mastered all the competencies in this reference framework even if such a level of proficiency were possible. By basing itself on the students' previous journeys and acquired knowledge, initial teacher education primarily aims to:

1 educate novice teachers who are in the process of acquiring the competencies to be mastered

2 ensure that novice teachers partially master certain competencies by the time they complete their education program

3 ensure that graduates will commit themselves to a process of professional development

Education in the two fundamental competencies

Competency 1, *Act as a cultural facilitator when carrying out duties*, is partially acquired prior to initial teacher education and professionals should strive to continue enriching it throughout their careers. However, it seems crucial that, at the end of their initial teacher education, graduates know and essentially master the culture of their profession, which is simultaneously scientific, subject-related, didactic, pedagogical and ethical. This culture must enable them to better understand the Québec school, its evolution, its goals, its modus operandi and its tensions. It should also enable them to have a broader vision of pedagogy and education, the main currents of thought (philosophical, sociological, ethical, psychological, etc.) and the debates that fuel them.

Competency 2, *Master the language of instruction*, the written and oral language of instruction should have been for the most part acquired prior to starting the teacher education program and largely mastered by the end of the program.

Education in Area 1 competencies

Training teachers well is the major objective of teacher education. This is why teacher education should focus on developing the competencies teachers will need from the moment they start their careers, i.e. the six Area 1 competencies. These competencies lie at the core of the work teachers do with their students— work which itself is at the core of their profession and the mission of the school.

But, in addition to their importance, two other arguments justify prioritizing these six competencies in teacher education.

The first argument is professional and ethical. Novice teachers must partly master the competencies and specialized knowledge they need to support student learning. Area 1 competencies have both professional and ethical impacts on teaching education. It is essential that graduates of teacher education programs be able to support students right from the start, even if this support is not yet perfect and will be further developed with professional learning in the workplace and continuing education.

The second argument is empirical. It is rooted in research findings on novice teachers and the professional integration of novice teachers in Québec and elsewhere (Karsenti, Collin and Dumouchel 2013; Karsenti et al. 2015). These research findings show that some novice teachers experience difficulties when it comes to organizing their work or dealing with issues related to socio-professional integration. Some may also encounter difficulties when working with students. This last type of difficulty concerns the efficient mobilization of Area 1 competencies: using differentiated teaching approaches, managing a class, evaluating students, managing misbehaviours, planning the teaching in accordance with program requirements, taking into account the needs and interests of students, etc.

The first objective of teacher education is to train novice teachers to negotiate, with success and confidence, their entry into the profession, particularly in terms of the areas targeted by the Area 1 competencies, which are critical to novice teachers' sense of personal efficacy in meeting the challenges they may encounter with their students.

Education in the competencies of Areas 2 and 3

The three competencies of Areas 2 and 3—*Be actively involved as a member of the school team, Co-operate with the family and education partners in the community, Commit to own professional development and to the profession*—should be taught. Teacher education must make students aware that they must be responsible for and fully develop these competencies once they become teachers. However, awareness does not translate directly to competency development; again, teachers must come face to face with real-life teaching situations to develop these competencies.

Parents, school teams and community partners do not generally play a role in teacher education programs, except during internships in schools (fourth year) where future teachers carry full responsibility and can be called on to interact with some of these people. That being said, even these immersive internships do not provide anything more than a quick glimpse into the complexity of teaching[13] and these students in education are not expected to master all the competencies of Areas 2 and 3. Likewise, one cannot ask them to become involved immediately in their profession, nor to assume all their professional responsibilities, for the simple reason that they are still not practising teachers.

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13 At university, the internships in the program count for 700 hours of practice, with the final internship consisting of approximately 280 hours. A practising teacher who works for 30 years accumulates approximately 45 000 hours of practical experience. The final internship therefore corresponds to 0.6% of experience gathered in a teaching career.

Education in the two cross-curricular competencies

The cross-curricular competencies *Mobilize digital technologies* and *Act in accordance with the ethical principles of the profession* certainly resonate strongly with the evolution of society and the school in Québec.

Competency 12 should have been partially acquired before initial teacher education begins. Students must have developed certain digital skills and reached a level of critical thinking with respect to the use of digital technologies. Competency 13 should also have been partially acquired before initial teacher education through the development, in a variety of contexts (work experiences, schooling, involvement in the community, etc.), of certain behaviours and attitudes consistent with the ethical principles of the profession. Using these acquired skills and abilities as the starting point, the goal of teacher education is to put them up against the concrete realities of teaching, especially through internships.

Competency 13 should occupy an important place in initial teacher education. Teaching is an activity guided by values. These values are embodied in the person of the teacher and the teacher's ethical relationships with students and other education stakeholders. Upon entry into and throughout their initial teacher education, and more particularly during internships where future teachers interact with students, colleagues and parents, it is necessary to evaluate their stances, ethical attitudes and dispositions as well as their reflective skills in this field which is, by definition, complex. This competency cannot be the object of purely theoretical training. Acquiring and developing it requires training in ethical thinking, a moral conscience able to reflect on ethical cases, morally complex situations, moral dilemmas, aspects of inclusion, etc. In short, this competency requires the exercise of professional judgment based on values, the ability to distinguish between different values, and the strength to make morally correct and equitable choices, not only in connection with students, but also in connection with other education stakeholders.

University education can also serve to present students with moral problems and ethical dilemmas to better develop their judgment and make them take stock of their values. In short, while initial teacher education must support the acquisition of these cross-curricular competencies, it is important to remember that these competencies can only fully be developed while in practice.

7.5. Competencies as drivers of ongoing professional development

In conclusion, the 13 competencies in this reference framework should be taught and evaluated during initial teacher education. However, it should not be expected that all of these competencies will be developed to the same extent by the end of initial education. The level of acquisition of certain competencies (i.e. that of the fundamental and cross-curricular competencies) could be evaluated at the start of teacher education and be re-evaluated throughout the program. Furthermore, most of the competencies of Area 1 must be acquired in a more systematic way at the end of teacher education. Lastly, the competencies of Areas 2 and 3 must be addressed and acquired in initial teacher education, and therefore evaluated, but they cannot be truly and fully developed until the students begins working as a teacher.

This being said, it is up to each university to clearly define and describe the stages and evaluation methods for competencies. This reference framework is meant to be more general in nature. Because it covers teacher education for all levels of education (preschool, elementary and secondary) and all sectors of education (general education in the youth sector, adult education and vocational training), it is clear that it cannot determine in detail the process for acquiring professional competencies in the different initial education programs because that depends on the nature of each program and its specific aims.

It is important, however, to emphasize the key role played by practical education in the development of competencies. In fact, competencies are demonstrated in the context of teaching practices, and it is in that context that knowledge, values and professional judgment are effectively mobilized and concretely matched against the complex reality of teaching. Since the major reform of initial teacher education in 1994, Québec has had one of the most substantial offers of practical education for teaching (internships, other courses, etc.) in terms of both duration of training and quality of support and guidance, not only in Canada, but also among OECD countries. This reference framework fully reflects the spirit of this reform.

Conclusion

The present and future of teacher education

Introducing a competency reference framework into teacher education requires a new vision for designing, organizing and implementing education programs. This vision requires rethinking the very nature of teacher education and placing the focus on learning professional acts in order to mobilize the competencies, knowledge, values and professional judgment associated with those actions.

This reference framework has anchored itself in this perspective to present ways to update teacher education, in keeping with its main goal: that novice teachers be able, after completing their education, to satisfactorily assume their tasks and responsibilities, and participate, from the start of their career onwards, in a process of continuing education, which is the only guarantee of professional development. This reference framework also promotes teaching as a profession and teachers as professionals, while stressing the need for continuing education.

More than ever, Québec needs teachers who have received a high-level, quality university education. Aiming for excellence in this field is the only legitimate way to meet the needs of the hundreds of thousands of young people and adults attending school in Québec now or in the coming decades.

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