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**Reference Framework for Professional Competencies  
For Teachers  
2020**

**Proposal for Inferred Levels of Acquisition of Professional  
Competency-related Dimensions, by Year of Teacher Education**

**Creative and Editorial Partners**

The faculty of the Educational Sciences Teaching and Research Unit [TRU] and the comité d'agrément des programmes de formation à l'enseignement (CAPFE), supported by the bureau de la formation pratique [practical training office] and educational technology specialists

**Université du Québec en Abitibi-Témiscamingue**

**March 2023**

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## INTRODUCTION

This document was created following publication of the new *Référentiel des compétences pour la profession enseignante 2020* [2020 Reference Framework for Professional Competencies for Teachers]. It is the result of work undertaken in partnership with the Comité d'agrément des programmes de formation à l'enseignement (CAPFE), for Competencies 1, 8, 9, 11 and 13 and with the faculty and professional staff of the Educational Sciences TRU for Competencies 2, 3, 4, 5, 6, 7, 10 and 12.

The creation of inferred levels of acquisition was inspired by the work of Tardif (2006) and concerns the skills of future educational professionals in practice situations. The portion drafted by CAPFE is the result of committee work, which took place between August 2022 and February 2023, established to create levels of mastery. The portion created by UQAT's Educational Sciences TRU stems from a series of meetings with specialists in different subjects and with the internship coordinator for practical training. These meetings occurred between February and May 2021. During these meetings, a preliminary version of these inferred levels of competency acquisition was created. Subsequently, these levels of competency acquisition were submitted to subject specialists for editorial review of their content. This review allowed us to adjust the initial statements, checking the consistency of the levels of acquisition with the dimensions, the competency in question, and the student's development on their academic path (progression of levels of acquisition over the course of the four years of training).

This reference document will help integrate the 2020 Reference Framework for Professional Competencies for Teachers into master syllabuses (course syllabus templates) and into class-specific course syllabuses in the Educational Sciences TRU. This document specifies the targeted levels of acquisition for the end of each year of training, for each of the competencies. Bookmarks at the bottom of each page are intended to make browsing easier.

The directors of the Educational Sciences department and module warmly acknowledge every individual who contributed whether directly or indirectly, to the creation of this document.



Pascal Grégoire

Director of the Department of Education and the  
Educational Sciences Teaching and Research  
Unit



Pedro Mendonça

Director of the Educational Sciences Module

## FUNDAMENTAL COMPETENCY

### 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.*

#### C1. LEVELS OF ACQUISITION FOR THE COMPETENCY AND ITS DIFFERENT DIMENSIONS

**At the end of the 1<sup>st</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Articulate their interests, tastes, and practices with respect to culture
- B) Document the methods that need to be implemented to expand their general culture, and their openness to the world
- C) Identify key knowledge requiring a considerable cultural contribution in the school
- D) Articulate the steps taken during their personal academic career through their cultural experience and in their relationship to culture
- E) Distinguish between the culture conveyed by the school, and the students' culture
- F) Document their understanding of the Québec Education Program, particularly in relation to the subjects(s) they teach
- G) Interpret the concepts of cultural reference, mediation of cultural elements, and of primary and secondary culture
- H) Identify the Québec Education Program's points of understanding
- I) Articulate the actions performed since the beginning of their teacher training that enable them to adopt the role of cultural facilitator

**At the end of the 2<sup>nd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Objectify the cultural and social practices that have an influence on them in the field of teaching
- B) Document their relationship to culture in the service of teaching and learning
- C) Identify individuals and organizations which may contribute to meaningful integration of culture in learning situations
- D) Document strategies which may be implemented to support the development of critical thinking and reflexivity in students with respect to their cultural references
- E) Show the processes that need to be implemented to ensure validity of documentary sources when planning lessons
- F) Articulate the position gradually accorded to students' cultures and class members' cultural diversity since the beginning of their professionalization
- G) Document a first experience in the classroom as a mediator of cultural elements
- H) Establish meaningful connections between school subjects

<a href="#">C1</a>	<a href="#">C2</a>	<a href="#">C3</a>	<a href="#">C4</a>	<a href="#">C5</a>	<a href="#">C6</a>	<a href="#">C7</a>	<a href="#">C8</a>	<a href="#">C9</a>	<a href="#">C10</a>	<a href="#">C11</a>	<a href="#">C12</a>	<a href="#">C13</a>
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**At the end of the 3<sup>rd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Take into account students' cultural references in building and implementing disciplinary and interdisciplinary learning situations
- B) Show a nuanced understanding of the Québec Education Program, particularly for content related to the subject(s) they teach
- C) Support the development of students' critical thinking and reflexivity with respect to scientific, ethical, political, and social phenomena
- D) Organize the class by creating an inclusive cultural space that is stimulating for everyone
- E) Create learning situations that require students to articulate their representations, tastes, references and practices with respect to culture
- F) Identify the strengths and weaknesses of their own culture in relation to the teacher's cultural practices
- G) Establish meaningful connections between the students' culture and the culture of the school
- H) Put students in a position of being able to research and ask questions
- I) Lay the foundations for development of a network with cultural institutions or organizations

## C1. EXIT PROFILE

### COMPETENCY MOSTLY MASTERED

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**At the end of teacher education**, the student teacher demonstrates that they are able to:

- A) Give meaning and value to students' learning by making connections between content, subjects, and situations in daily life, using a cultural approach
- B) Support the development of students' critical thinking and reflexivity with respect to cultural references in the immediate environment and in human heritage
- C) Contribute to the development or implementation of projects together with members of the community or cultural organizations
- D) Situate student learning within key cultural elements that connect the past, the present, and the future
- E) Support the development of students' critical thinking and reflexivity regarding digital and media environments
- F) With a critical eye, articulate their cultural practices in relation to their teaching responsibilities
- G) Build teaching and learning situations based on the Québec Education Program which are organized coherently and meaningfully, and include subject-related cultural references
- H) Act as a mediator between the students' culture, their cultural references, the school culture, and the culture of the subject-related content

<a href="#">C1</a>	<a href="#">C2</a>	<a href="#">C3</a>	<a href="#">C4</a>	<a href="#">C5</a>	<a href="#">C6</a>	<a href="#">C7</a>	<a href="#">C8</a>	<a href="#">C9</a>	<a href="#">C10</a>	<a href="#">C11</a>	<a href="#">C12</a>	<a href="#">C13</a>
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## FUNDAMENTAL COMPETENCY

### 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.*

#### C2. LEVELS OF ACQUISITION FOR THE COMPETENCY AND ITS DIFFERENT DIMENSIONS

**At the end of the 1<sup>st</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Use the main rules and conventions of spoken and written language, in a generally appropriate way, in planned communications
- B) Become aware of the effect of the verbal (intonation, speech rate, volume) and non-verbal aspects of language in educational contexts
- C) Express their ideas coherently, clearly, and respectfully when speaking or writing in planned (and sometimes unplanned) situations
- D) Become aware of the different levels of language used in the teaching profession
- E) Prioritize an appropriate level of language, and limit the use of familiar or vernacular levels of language in formal or planned communications
- F) Become aware of the various mother tongues spoken by students in their classes
- G) Become aware of the most-frequently encountered difficulties with regard to mastery of spoken and written language and provide frequent feedback and help
- H) Use different methods of communicating feedback to students about what they have learned

**At the end of the 2<sup>nd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Use the main rules and conventions of spoken and written language appropriately in planned communications
- B) Experiment with certain verbal (intonation, speech rate, volume) and non-verbal aspects of language in planned speaking situations, and observe their effect
- C) Express their ideas coherently, clearly, and with nuance and respect in most planned (and sometimes unplanned) situations, when speaking and writing
- D) Use formal language in formal or planned communication situations, and reserve use of familiar language for informal situations
- E) Use French equivalents for terms, concepts, or realities specific to a subject which are often expressed in English, or in a language other than French
- F) Make connections, on the one hand, between learning goals specific to the subject(s) taught and, on the other hand, to the French language in Quebec and elsewhere in the world (history, status, characteristics, standards), and direct students to suitable resources
- G) Discuss differences between the students' mother tongue and the language of instruction with them
- H) Identify, in formal situations, the most common student mistakes, especially in written work, to encourage them to reflect, and correct themselves

<a href="#">C1</a>	<a href="#">C2</a>	<a href="#">C3</a>	<a href="#">C4</a>	<a href="#">C5</a>	<a href="#">C6</a>	<a href="#">C7</a>	<a href="#">C8</a>	<a href="#">C9</a>	<a href="#">C10</a>	<a href="#">C11</a>	<a href="#">C12</a>	<a href="#">C13</a>
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- I) Try different methods of communicating feedback to students with respect to what they have learned. Demonstrate a commitment to communicating in a constructive manner

**At the end of the 3<sup>rd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Use the main rules and conventions of spoken and written language appropriately in planned communications, and in the majority of spontaneous communications
- B) Experiment with certain verbal (intonation, speech rate, volume) and non-verbal aspects of language in various situations related to the teaching profession
- C) Express and defend their ideas coherently, clearly, with nuance and openness in planned or unplanned situations, both orally and in writing
- D) Know how to use the appropriate level of language in any communication situation whether planned or unplanned
- E) Test multimodal approaches to promote students' comprehension, and the development of their language skills
- F) Formally and informally, point out the differences and the similarities, with respect to various dimensions, between the language of instruction and the students' mother tongue
- G) In formal situations, spontaneously identify the most common student mistakes, both in oral and written work, to encourage them to reflect, and correct themselves
- H) Become aware of the impact of the teacher's words in supporting students' learning

## C2. EXIT PROFILE

### COMPETENCY MOSTLY MASTERED

**At the end of teacher education**, the student teacher demonstrates that they are able to:

- A) Adhere strictly to the rules and conventions of both oral and written language in all of their professional communications
- B) Use the verbal and non-verbal aspects of language in strategic ways in various situations related to the teaching profession
- C) Communicate openly and using critical thinking, both orally and in writing, in various situations related to the teaching profession, even when the people they are talking to have a different or opposing point of view
- D) Use multimodality to promote students' comprehension, and the development of their language skills
- E) Draw on the students' mother tongue to promote the learning of the common language, French
- F) Spontaneously encourage students to correct their mistakes, whatever the situation, both orally and in writing and, as needed, steer them towards appropriate professional resources
- G) Evaluate the impact of the teacher's words in supporting students' learning in order to readjust, to maximize learning

<a href="#">C1</a>	<a href="#">C2</a>	<a href="#">C3</a>	<a href="#">C4</a>	<a href="#">C5</a>	<a href="#">C6</a>	<a href="#">C7</a>	<a href="#">C8</a>	<a href="#">C9</a>	<a href="#">C10</a>	<a href="#">C11</a>	<a href="#">C12</a>	<a href="#">C13</a>
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AREA 1: WORKING WITH AND FOR STUDENTS

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.*

C3. LEVELS OF ACQUISITION FOR THE COMPETENCY AND ITS DIFFERENT DIMENSIONS

**At the end of the 1<sup>st</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Know and take ownership of curriculum content
- B) Identify the key concepts, strategies, cultural references and knowledge in the programs of study around which teaching and learning situations will be organized
- C) Take ownership of concepts related to coherence and educational aims for the purpose of formulating teaching and learning situations
- D) Become aware of their position in relation to their representations and biases regarding the potential diversity of the class
- E) Know and take ownership of preparation, integration, transfer, and reinvestment of learning stages
- F) Learn didactic transposition

**At the end of the 2<sup>nd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Analyze and take ownership of curriculum content. Become familiar with developing teaching and learning situations that take into account the organizational logic of the curriculum content and students' prior knowledge in order to plan learning in the short, medium and long term.
- B) Know the key concepts and knowledge around which teaching and learning situations will be organized
- C) Check for coherence between the educational aims, the teaching and learning situations, and the planned evaluation methods
- D) Learn how to develop activities for the preparation, integration, transfer and reinvestment of learning
- E) Examine relevant scientific resources to address personal and professional concerns
- F) Identify relevant information based on the selected educational aim and present it in a structured manner
- G) Reflect on issues related to the management of teaching and learning situation stages
- H) Plan lessons with an awareness of activities that can be carried out at the same time as classroom instruction

**At the end of the 3<sup>rd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Develop teaching and learning situations that take into account the organizational logic of the curriculum content and students' prior knowledge and needs in order to plan learning in the short, medium and long term, for relevant and adapted subject-related knowledge
- B) Learn to adapt these teaching and learning situations based on students' needs and realities

<a href="#">C1</a>	<a href="#">C2</a>	<a href="#">C3</a>	<a href="#">C4</a>	<a href="#">C5</a>	<a href="#">C6</a>	<a href="#">C7</a>	<a href="#">C8</a>	<a href="#">C9</a>	<a href="#">C10</a>	<a href="#">C11</a>	<a href="#">C12</a>	<a href="#">C13</a>
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- C) Explain the connections between educational aims, teaching and learning situations, and planned evaluation methods
- D) Take into account student diversity when developing teaching and learning situations: sexual and gender diversity, ethnicity, socio-economics, culture, religion, language or a disability; students' conceptions, needs and areas of interest
- E) Plan activities for students so they can prepare, integrate, transfer and reinvest their learning in order to optimize competency development
- F) Argue their choice of intervention strategies using research findings in didactics and pedagogy.
- G) Plan relevant information based on the selected educational aim, and present it in a structured manner which demonstrates its socioculturally situated character
- H) Take into account, when planning their interventions and based on their educational aims, the spatial and physical organization of the classroom, or what serves as a classroom
- I) Take into account, when planning teaching and learning situations, the time needed for each stage.
- J) When planning lessons, integrate activities that can be carried out at the same time as classroom instruction (language support, remedial education) that impact one or more students in the class, and plan follow-up or mitigation measures, if necessary

### C3. EXIT PROFILE

#### COMPETENCY MOSTLY MASTERED

**At the end of teacher education,** the student teacher demonstrates that they are able to:

- A) Design and analyze teaching and learning sequences that take into account the organizational logic of the curriculum content and students' prior knowledge and preconceptions in order to plan learning in the long term.
- B) Using a critical perspective, appropriately integrate the key concepts, strategies, cultural references and knowledge around which the teaching and learning situations will be organized and adapted to their students.
- C) Align their educational aims with the proposed teaching and learning situations
- D) Appreciate the impact of choices made in selecting materials when preparing teaching and learning situations related to sexual and gender diversity, ethnicity, socio-economics, culture, religion, language or a disability; student conceptions, needs, and areas of interest
- E) Develop a critical attitude with respect to activities for the preparation, integration, transfer and reinvestment of learning in order to optimize competency development
- F) Vary their choice of intervention strategies based on research findings in didactics and pedagogy.
- G) Adjust planning of content to present it in a structured manner, in order to illustrate and thereby highlight it in their teaching process
- H) Evaluate the planning of stages in teaching and learning situations
- I) Evaluate the relevance of adjustments made during the planning process which integrate activities carried out at the same time as classroom instruction

<a href="#">C1</a>	<a href="#">C2</a>	<a href="#">C3</a>	<a href="#">C4</a>	<a href="#">C5</a>	<a href="#">C6</a>	<a href="#">C7</a>	<a href="#">C8</a>	<a href="#">C9</a>	<a href="#">C10</a>	<a href="#">C11</a>	<a href="#">C12</a>	<a href="#">C13</a>
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AREA 1: WORKING WITH AND FOR STUDENTS

COMPETENCY 4. IMPLEMENT TEACHING AND LEARNING SITUATIONS

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

C4. LEVELS OF ACQUISITION FOR THE COMPETENCY AND ITS DIFFERENT DIMENSIONS

**At the end of the 1<sup>st</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Understand the importance of providing students with the educational aims of the teaching and learning situations; the competencies targeted; the instructions and expectations; and the process for activities
- B) Understand the importance of mobilizing students' prior knowledge in teaching situations
- C) Acquire approaches and strategies that trigger students' engagement in their learning
- D) Understand the need to use feedback to check students' understanding of various teaching and learning objectives.
- E) Become aware of the importance of reflective feedback, so as to foster the students' ability to synthesize their learning

**At the end of the 2<sup>nd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Identify and formulate the educational aims targeted by teaching and learning situations, the competencies targeted, the instructions, and the expectations
- B) Experiment with methods of uncovering the students' preconceptions and reactivating the prior knowledge needed for the teaching and learning situations
- C) Experiment with using different approaches and strategies that trigger students' engagement in their learning
- D) Mobilize feedback strategies to check students' understanding of different educational content.
- E) Acquire a variety of working methods based on the nature of the competencies to be developed, the time available, and the level of student success
- F) Explore opportunities to foster the students' ability to synthesize their learning.

**At the end of the 3<sup>rd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Evaluate the relevance of their choices in formulating an educational aim, their strategies for developing the targeted competencies, their instructions, and the process of teaching and learning situations
- B) Examine the methods implemented to check students' preconceptions and reactivate the prior knowledge needed for teaching and learning situations
- C) Vary approaches and strategies to maintain active student engagement and motivation
- D) Vary one's feedback strategies to check students' understanding of a variety of teaching and learning materials

<a href="#">C1</a>	<a href="#">C2</a>	<a href="#">C3</a>	<a href="#">C4</a>	<a href="#">C5</a>	<a href="#">C6</a>	<a href="#">C7</a>	<a href="#">C8</a>	<a href="#">C9</a>	<a href="#">C10</a>	<a href="#">C11</a>	<a href="#">C12</a>	<a href="#">C13</a>
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- E) Adjust their working methods based on the nature of the competencies to be developed, the time available, and the level of student success
- F) Experiment with various methods so as to foster the students' ability to synthesize their learning.

#### C4. EXIT PROFILE

##### COMPETENCY MOSTLY MASTERED

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**At the end of teacher education**, the student teacher demonstrates that they are able to:

- A) Inform students of the educational aim of the teaching and learning situations, the competencies targeted, the instructions, the expectations, and the process of these situations
- B) Systematically seek methods to check students' preconceptions and reactivate the prior knowledge needed for teaching and learning situations.
- C) Use diverse approaches and strategies and provide a variety of stimulating tasks to trigger and maintain active student engagement in the task and to foster their autonomy.
- D) Use a variety of strategies to check students' understanding of teaching and learning materials
- E) Adjust 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
- F) Provides opportunities for feedback so as to foster the students' ability to synthesize their learning.

AREA 1: WORKING WITH AND FOR STUDENTS

COMPETENCY 5. EVALUATE LEARNING

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

C5. LEVELS OF ACQUISITION FOR THE COMPETENCY AND ITS DIFFERENT DIMENSIONS

**At the end of the 1<sup>st</sup> year of teacher education,** the student teacher demonstrates that they are able to:

- A) Understand the frameworks needed to develop tools and instruments for the evaluation of learning
- B) Describe the requirements of the Québec Education Program with regard to the targets and objectives of learning evaluation in relation to the subject(s) taught
- C) Document recording tools to follow learning progress
- D) Determine strategies for observing students' learning progress that are adapted to the teacher's needs, and to the students' realities
- E) Distinguish between summative and formative evaluation, and understand the importance of the latter in mobilizing students
- F) Argue the principles and standards related to inclusive evaluation

**At the end of the 2<sup>nd</sup> year of teacher education,** the student teacher demonstrates that they are able to:

- A) Articulate the meaning of educational alignment for the purpose of determining evaluation methods and tools
- B) Use a number of evaluation methods, including role play, exams, tests, open-ended or multiple-choice questions, and others
- C) Justify the use of evaluation instruments and methods that are aligned with the reality of their class
- D) Collect and collate information gathered from students in order to discover their strengths and weaknesses with respect to learning situations
- E) Illustrate different strategies for the regulation of learning in class

**At the end of the 3<sup>rd</sup> year of teacher education,** the student teacher demonstrates that they are able to:

- A) Adopt a critical attitude with regard to their evaluation methods and instruments, in order to align them with the standards of formative and summative evaluation, as well as evaluation related to the certification of studies
- B) Apply the requirements of educational differentiation (flexibility, adaptation and modification) as part of their evaluations
- C) Develop lesson planning strategies that align with the realities of the class
- D) Outline evaluation methods and instruments that enable the student to be involved in their evaluation process

<a href="#">C1</a>	<a href="#">C2</a>	<a href="#">C3</a>	<a href="#">C4</a>	<a href="#">C5</a>	<a href="#">C6</a>	<a href="#">C7</a>	<a href="#">C8</a>	<a href="#">C9</a>	<a href="#">C10</a>	<a href="#">C11</a>	<a href="#">C12</a>	<a href="#">C13</a>
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C5. EXIT PROFILE

COMPETENCY MOSTLY MASTERED

**At the end of teacher education**, the student teacher demonstrates that they are able to:

- A) Partially and/or occasionally design different evaluation methods for the purpose of diagnostic, formative, and summative evaluation as well as evaluation related to the certification of studies
- B) Adapt their teaching and evaluation methods effectively, to the requirements of the competency approach
- C) Mobilize reflexive strategies to analyze their teaching choices and choices made for the evaluation of learning
- D) Argue the use of professional judgment to provide constructive and frequent feedback to students

AREA 1: WORKING WITH AND FOR STUDENTS

COMPETENCY 6. MANAGE HOW THE CLASS OPERATES

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

C6. LEVELS OF ACQUISITION FOR THE COMPETENCY AND ITS DIFFERENT DIMENSIONS

**At the end of the 1<sup>st</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Identify the actions that help build and maintain positive relationships with students, then plan and introduce them
- B) Acquire the knowledge related to the recognition and appropriate management of behaviour and emotions (motivation at school, time management, spatial and physical organization of the classroom)
- C) Know the safety measures that are to be complied with, both inside the classroom and outside of it
- D) Identify inappropriate student behaviours and learn the methods used to follow up on such behaviours

**At the end of the 2<sup>nd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Explore the various actions that help build and maintain positive relationships with students, in order to elicit their commitment and contribution to how the class is run
- B) Plan and introduce interventions that elicit student commitment and participation, and which provide safe and optimal learning conditions
- C) Apply acquired knowledge in order to help students recognize and appropriately manage their behaviours and emotions
- D) Explore and explain the choice of implemented interventions which enable students to develop their social and relational skills
- E) Identify signs of low motivation or miscomprehension, and explore measures needed to remedy the situation
- F) Plan and implement strategies and ways to ensure effective management of the time devoted to teaching and learning
- G) Plan and explore a variety of actions that enable the spatial and physical organization of the classroom in order to provide safe and optimal learning conditions for everyone
- H) Explore and use ways of recording facts regarding inappropriate student behaviours, and the methods used to follow up on such behaviours

**At the end of the 3<sup>rd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Build and maintain positive relationships with students in order to elicit their commitment and contribution to how the class is run
- B) Instill, in collaboration with the students, a respectful and reassuring classroom climate that is conducive to learning

<a href="#">C1</a>	<a href="#">C2</a>	<a href="#">C3</a>	<a href="#">C4</a>	<a href="#">C5</a>	<a href="#">C6</a>	<a href="#">C7</a>	<a href="#">C8</a>	<a href="#">C9</a>	<a href="#">C10</a>	<a href="#">C11</a>	<a href="#">C12</a>	<a href="#">C13</a>
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- C) Develop the interpersonal skills and the ability to help students recognize and appropriately manage their behaviours and emotions
- D) Explore and implement different appropriate interventions which enable students to develop their social and relational skills
- E) Plan and introduce actions that promote student motivation
- F) Evaluate their own time management
- G) Adopt strategies for managing the spatial and physical organization of the classroom in order to provide everyone with safe and optimal learning conditions
- H) Apply and evaluate safety measures both inside and outside the classroom, and ensure that such measures are complied with
- I) Record the facts regarding inappropriate student behaviours and follow up on them with the school team

## C6. EXIT PROFILE

### COMPETENCY MOSTLY MASTERED

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**At the end of teacher education,** the student teacher demonstrates that they are able to:

- A) Regulate the actions that help build and maintain positive relationships with students in order to elicit their commitment and contribution to how the class is run
- B) Evaluate and regulate the actions put in place to instill, in collaboration with the students, a respectful and reassuring classroom climate that is conducive to learning
- C) Evaluate the actions implemented to help students recognize and appropriately manage their behaviours and emotions, as well as their social and relational skills, and adjust them as needed
- D) Evaluate the impact of actions taken to counter signs of low student motivation or miscomprehension, and provide the necessary regulation
- E) Using available strategies and methods, regulate time devoted to teaching and learning and be able to make necessary adjustments spontaneously
- F) Evaluate the strategies implemented with regard to the spatial and physical organization of the classroom, and make the necessary adjustments
- G) Independently record the facts regarding inappropriate student behaviours and ensure they are followed up on

AREA 1: WORKING WITH AND FOR STUDENTS

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.*

C7. LEVELS OF ACQUISITION FOR THE COMPETENCY AND ITS DIFFERENT DIMENSIONS

**At the end of the 1<sup>st</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Describe the principles of educational differentiation and understand the importance of their application in teaching and learning situations
- B) Document educational resources that make it possible to reduce obstacles with regard to teaching and learning
- C) Compile various tools and strategies related to observation, recording and analysis of specific students' needs
- D) Explain the importance of consulting resource persons, parents, or relevant documentation, with respect to students' needs and educational paths
- E) Describe the procedures used to request services for students who have special needs
- F) Understand the tools (individualized education plans) and regulations related to consultation with and monitoring of students experiencing difficulty

**At the end of the 2<sup>nd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Justify the consideration of a number of diversity variables that exist in the group and in the school in order to adapt support offered to the students
- B) Produce lesson plans adapted to the realities of their classroom that take students' strengths and weaknesses into account
- C) Test measures of pedagogical flexibility and adaptation, and understand their potential effect on the class
- D) Describe the level of diversity in the group using observational tools and data-recording instruments, by identifying students' priority needs, and by cooperating with the school team
- E) Make an overview of partnerships implemented with other stakeholders (e.g.: various resources, parents) and maintain these partnerships in order to develop interventions adapted to students' needs

**At the end of the 3<sup>rd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Defend their teaching and learning situation planning forms while taking into account students' needs, challenges, and capabilities
- B) Explain the selection and use of certain educational resources that meet students' needs or overcome specific obstacles to learning
- C) Suggest mutual help strategies based on their evaluation of the diversity of the class, and on the expertise of members of the school team

<a href="#">C1</a>	<a href="#">C2</a>	<a href="#">C3</a>	<a href="#">C4</a>	<a href="#">C5</a>	<a href="#">C6</a>	<a href="#">C7</a>	<a href="#">C8</a>	<a href="#">C9</a>	<a href="#">C10</a>	<a href="#">C11</a>	<a href="#">C12</a>	<a href="#">C13</a>
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- D) Describe stakeholders' contributions (e.g., various resources, parents) and the contribution made by complementary actions, and be open to collaborations, in order to develop interventions adapted to students' needs
- E) Assist the school team with the implementation of individualized education plans or learning support plans

## C7. EXIT PROFILE

### COMPETENCY PARTIALLY MASTERED

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**At the end of teacher education**, the student teacher demonstrates that they are able to:

- A) Defend the choice of an open-minded attitude and flexibility when dealing with classroom diversity and explain the adjustment of teaching and learning situations to take student needs into consideration
- B) Justify the use or contribution of specialized educational resources to students' learning progress, or to overcoming specific obstacles to learning
- C) Evaluate the impact of strategies used for grouping students and vary them while taking educational aims and different learning needs into account (differences in interest, similar difficulties, etc.) in the context of inclusive education
- D) Document their interventions and strategies for educational differentiation (flexibility, adaptation, or modification) and analyze their effects in accordance with pre-established objectives
- E) Outline their contribution to the analysis and adjustment of individualized education plans or learning support plans together with the school team

AREA 1: WORKING WITH AND FOR STUDENTS

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.*

C8. LEVELS OF ACQUISITION FOR THE COMPETENCY AND ITS DIFFERENT DIMENSIONS

**At the end of the 1<sup>st</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Outline ways of determining student interests, in order to make such interests a source of momentum in the students' educational path
- B) Suggest learning situations that promote mutual helping and discussion between students
- C) Outline methods for taking student motivation into account when planning learning situations
- D) Research interventions that allow students to engage in classroom life
- E) Show the influence learning strategies have on students' educational paths
- F) Justify the role that the teacher's relationship with their students has on students' level of motivation

**At the end of the 2<sup>nd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Plan educational activities that generate student motivation by taking into account their interests and cultural references
- B) Suggest interventions that help students become aware of their attitude towards learning
- C) Support students in taking ownership of learning strategies that contribute to the development of their autonomy
- D) Suggest collaborative work strategies that elicit discussions, participation and mutual help among the students
- E) Evaluate the effects of their feedback on student engagement and perseverance in their educational path
- F) Justify interventions performed in the context of internships to influence student motivation

**At the end of the 3<sup>rd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Adapt learning situations while taking into account student interests and progress
- B) Implement adapted feedback that helps students become aware of the nature of their engagement in their own learning
- C) Determine the impact of learning situations on student motivation, in particular, their initial engagement and perseverance
- D) Develop students' metacognition strategies, ensuring they can self-evaluate the things that contribute to their success
- E) Implement interventions that foster students' sense of belonging in the class
- F) Articulate the learning acquired since the beginning of their professionalization related to supporting student motivation and the love of learning

<a href="#">C1</a>	<a href="#">C2</a>	<a href="#">C3</a>	<a href="#">C4</a>	<a href="#">C5</a>	<a href="#">C6</a>	<a href="#">C7</a>	<a href="#">C8</a>	<a href="#">C9</a>	<a href="#">C10</a>	<a href="#">C11</a>	<a href="#">C12</a>	<a href="#">C13</a>
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C8. EXIT PROFILE

COMPETENCY PARTIALLY MASTERED

**At the end of teacher education,** the student teacher demonstrates that they are able to:

- A) Give meaning and value to learning by establishing connections to situations in daily life and the students' cultural references
- B) Create learning situations that are explicitly tied to students' areas of interest
- C) Promote collaborative attitudes in the conduct of learning situations
- D) Provide thoughtful feedback on students' engagement and perseverance in their learning process
- E) Implement learning strategies adapted to students' progress
- F) Spark interest for the subject being taught by referring to emblematic situations, key schools of thought, or key figures
- G) Build positive relationships with the students in order to instill optimal learning conditions
- H) Implement strategies that help students develop a sense of belonging to the school

AREA 2: COLLABORATIVE PROFESSIONALISM

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.*

C9. LEVELS OF ACQUISITION FOR THE COMPETENCY AND ITS DIFFERENT DIMENSIONS

**At the end of the 1<sup>st</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Define all of one's responsibilities as a teaching professional
- B) Differentiate between the duties and responsibilities of the professionals working in the school to support each student's educational path
- C) Determine the effectiveness of various educational differentiation strategies through consideration of the learning difficulties most frequently seen in students
- D) Articulate the educational benefits stemming from current educational practices and orientations in Quebec schools
- E) Determine which groups may be marginalized in Quebec schools, as well as the reasons for this marginalization
- F) Outline the requirements for a dynamic of complementarity and continuity between professionals on the school team, and the benefits of such a dynamic for students

**At the end of the 2<sup>nd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Analyze the coherence between learning situations and individualized education plans or learning support plans in use in the classroom
- B) Determine the educational consequences of the policies and regulations in effect at the school
- C) Differentiate between characteristics of learning and evaluation situations regarding their equity for each student
- D) Articulate the expectations stemming from the school culture regarding the promotion of positive, healthy, and safe attitudes and behaviours
- E) Examine individualized education plans while taking into account student strengths, needs, and difficulties, as well as their progress
- F) Determine how interventions conducted during the internship add value to one's own teaching practice

**At the end of the 3<sup>rd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Establish relationships of complementarity and continuity with other teachers in building and implementing learning situations
- B) Interpret the effects of the school's educational project on the students' educational path, on learning situations, and on evaluative practices
- C) Document the contributions made by professional collegiality in their analyses of coherence between learning situations and the evaluation situations implemented in internships

<a href="#">C1</a>	<a href="#">C2</a>	<a href="#">C3</a>	<a href="#">C4</a>	<a href="#">C5</a>	<a href="#">C6</a>	<a href="#">C7</a>	<a href="#">C8</a>	<a href="#">C9</a>	<a href="#">C10</a>	<a href="#">C11</a>	<a href="#">C12</a>	<a href="#">C13</a>
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- D) Contribute to adapting learning support plans by taking into account student strengths, needs, and difficulties, as well as their progress
- E) Collaborate in differentiating learning and evaluation situations, taking into account the needs of marginalized groups, or groups that are having difficulty in class
- F) Play a role in implementing educational orientations and standards that make the school a healthy, safe, and equitable environment

C9. EXIT PROFILE

COMPETENCY PARTIALLY MASTERED

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**At the end of teacher education**, the student teacher demonstrates that they are able to:

- A) Document how complementarity established between teachers has contributed to the coherence between learning situations and evaluation situations designed or implemented since the start of their professionalization in teaching
- B) Participate meaningfully in discussions pertaining to the school's educational project
- C) Contribute to the development of a learning environment that promotes equity for every student in the classroom
- D) Assist with the implementation of the school's policies, practices, and regulations
- E) Suggest adaptations to individualized education plans by taking into account student strengths, needs, and difficulties, as well as their progress
- F) Assume the responsibilities set out in their future collective agreement

AREA 2: COLLABORATIVE PROFESSIONALISM

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.*

C10. LEVELS OF ACQUISITION FOR THE COMPETENCY AND ITS DIFFERENT DIMENSIONS

**At the end of the 1<sup>st</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Become aware of the realities experienced by families, partners, and communities
- B) Become aware of the interpersonal skills required to establish good communication with the family
- C) Find out about the methods implemented by the school to communicate to the family their expectations with respect to the results, attitudes and behaviours of students in class.
- D) Find out about the methods implemented by the school to help the family (based on circumstances) to participate in their children's learning as well as in school and extracurricular activities.
- E) Find out about the school's partners in order to identify educational opportunities
- F) Identify connections between the Québec Education Program and the interests and needs of students, teachers and the school, and the activities proposed by partners

**At the end of the 2<sup>nd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Identify the possible contributions from various stakeholders and community partners
- B) Develop the interpersonal skills required to establish good communication with the family and the school's stakeholders
- C) Use methods available in the school to communicate to the family their expectations with respect to the results, attitudes and behaviours of students in class
- D) Identify the most appropriate methods to help the family (based on circumstances) to participate in their children's learning as well as in school and extracurricular activities
- E) Identify possibilities to co-operate with partners to seize educational opportunities and enrich student learning
- F) Ensure that the educational aims of the activities proposed by these partners are in line with the school's educational targets as well as those of its educational project
- G) Identify possibilities for partner activities in teaching and learning situations supported by individuals in the community

**At the end of the 3<sup>rd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Establish a climate of trust between the school and the family by valuing the family's participation
- B) Draw on their interpersonal skills in communicating with the family
- C) Personalize the methods of communication with the family regarding their expectations with respect to the results, attitudes and behaviours expected of students in class

<a href="#">C1</a>	<a href="#">C2</a>	<a href="#">C3</a>	<a href="#">C4</a>	<a href="#">C5</a>	<a href="#">C6</a>	<a href="#">C7</a>	<a href="#">C8</a>	<a href="#">C9</a>	<a href="#">C10</a>	<a href="#">C11</a>	<a href="#">C12</a>	<a href="#">C13</a>
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- D) Vary the methods of helping the family participate in their children's learning, as well as in school and extracurricular activities
- E) Explore possible opportunities to cooperate with partners who will enrich student learning and education
- F) Integrate partner activities into teaching and learning situations

## C10. EXIT PROFILE

### BEGINNING OF COMPETENCY ACQUISITION

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**At the end of teacher education**, the student teacher demonstrates that they are able to:

- A) Implement appropriate methods for the purpose of promoting family participation and interaction with the school, in order to establish a climate of trust
- B) Self-regulate their ability to communicate with the family
- C) Evaluate the methods of communication with the family regarding their expectations with respect to the results, attitudes and behaviours expected of students in class
- D) Evaluate the effect of the methods used to help the family participate in their children's learning, as well as in school and extracurricular activities
- E) Evaluate the educational impact of cooperating with partners
- F) Contribute to enriching the contributions of the school's partners by making connections with the Québec Education Program, the school's educational project, and the interests and needs of students, teachers and the school
- G) Evaluate the impact of partner activities on teaching and learning situations

### AREA 3: TEACHERS' 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.*

#### C11. LEVELS OF ACQUISITION FOR THE COMPETENCY AND ITS DIFFERENT DIMENSIONS

**At the end of the 1<sup>st</sup> year of teacher education,** the student teacher demonstrates that they are able to:

- A) Document the current state of the teaching profession in Quebec society
- B) Differentiate the roles and responsibilities of teachers in comparison to other professions that work with youth, and are involved with their development and educational success
- C) Defend the selection of a list of educational publications and websites that could contribute to the justification and evolution of teaching practices in Quebec schools
- D) Determine which training activities have had a significant influence on their current understanding of the teaching profession
- E) Articulate their understanding of a school's professional culture that creates an environment conducive to each student's educational success
- F) Suggest ways in which the teaching profession might be promoted in Quebec society

**At the end of the 2<sup>nd</sup> year of teacher education,** the student teacher demonstrates that they are able to:

- A) Articulate the evolution of their professionalization since the start of their training in the field of teaching
- B) Justify their approach to analyzing the validity of documentary sources consulted since the beginning of their professionalization program
- C) Determine the issues which require action to promote the teaching profession at present
- D) Give an account of peer cooperation activities that have been completed since the beginning of their training
- E) Articulate the essential dimensions that must be a part of their professional practice as future teachers
- F) Document the key educational issues that call current teacher practices into question

**At the end of the 3<sup>rd</sup> year of teacher education,** the student teacher demonstrates that they are able to:

- A) Articulate the educational issues encountered up to this point in their training which have had significant repercussions on their professionalization
- B) Document the contributions that educational websites in the field of youth education have made to their professionalization as a teacher
- C) Articulate the methods implemented for reflexive evaluation of their teaching practices
- D) Understand their contribution to activities (experiences, projects, research) that promote the teaching profession

<a href="#">C1</a>	<a href="#">C2</a>	<a href="#">C3</a>	<a href="#">C4</a>	<a href="#">C5</a>	<a href="#">C6</a>	<a href="#">C7</a>	<a href="#">C8</a>	<a href="#">C9</a>	<a href="#">C10</a>	<a href="#">C11</a>	<a href="#">C12</a>	<a href="#">C13</a>
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- E) Explain the professional dilemmas that call current teacher practices into question
- F) Document the contribution of specialized publications which can justify teachers' educational practices

## C11. EXIT PROFILE

### BEGINNING OF COMPETENCY ACQUISITION

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**At the end of teacher education**, the student teacher demonstrates that they are able to:

- A) Articulate the change in their reflective stance since the beginning of their teacher training
- B) Determine the continuing education plan to follow in order to ensure greater proficiency in their competencies
- C) Document the contributions specialized works on the topic of student education make on their path to professionalization as a teacher
- D) Identify the actions taken during their training which have contributed to the promotion of the teaching profession
- E) Determine the key contributions research data has made to teaching practices
- F) Justify the thoroughness of their evaluations of the validity of documentary sources consulted in support of their interventions

## CROSS-CURRICULAR COMPETENCY

### COMPETENCY 12. MOBILIZE DIGITAL TECHNOLOGIES

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

#### C12. LEVELS OF ACQUISITION FOR THE COMPETENCY AND ITS DIFFERENT DIMENSIONS

**At the end of the 1<sup>st</sup> year of teacher education,** the student teacher demonstrates that they are able to:

- A) Understand the laws, regulations, and effects related to the use of digital technologies
- B) Explore technologies in order to develop their skills and consider compelling uses in the educational context
- C) Identify and use digital tools or resources to develop competencies, curiosity, and openness to the world, and for self-evaluation
- D) Determine a variety of methods to research and evaluate information
- E) Find out about various digital communication tools, and the rules and conventions they entail
- F) Identify the ways in which some personal or professional needs can be met, using digital technologies
- G) Consult appropriate digital content and professional networks to stay informed of new aspects related to their professional field
- H) Identify and recognize challenges related to digital technologies
- I) Determine criteria to evaluate content that may be false or biased
- J) Embrace the innovative potential of digital tools and resources to produce creative projects and use them

**At the end of the 2<sup>nd</sup> year of teacher education,** the student teacher demonstrates that they are able to:

- A) Keep their knowledge of and ability to use tools to accomplish various tasks up to date
- B) Plan and experiment with teaching and learning situations that make use of digital technologies
- C) Plan and implement a research process based on relevant criteria and on the context of production and application
- D) Evaluate information gathered, taking into account the relevant criteria
- E) Occasionally collaborate or co-create using digital technologies in a respectful manner
- F) Communicate using appropriate digital tools and apply any related rules and conventions
- G) Define and recognize the guidelines needed to preserve their own confidentiality and that of others
- H) Properly select data and digital tools to create a product adapted to the situation and needs, while drawing on inspiring content and complying with copyright
- I) Use, and have others use, appropriate digital technology tools, in particular by considering their accessibility features and limitations, in order to address diverse needs
- J) Consult digital resources and understand how they may contribute to the development of competencies in their current and future professional life, promote their professional integration, and stay informed of new aspects related to their field of interest
- K) Use digital technologies to resolve a problem, to gain a comprehensive picture of the problem, to ask for support, to develop their creativity, or to evaluate their approach

<a href="#">C1</a>	<a href="#">C2</a>	<a href="#">C3</a>	<a href="#">C4</a>	<a href="#">C5</a>	<a href="#">C6</a>	<a href="#">C7</a>	<a href="#">C8</a>	<a href="#">C9</a>	<a href="#">C10</a>	<a href="#">C11</a>	<a href="#">C12</a>	<a href="#">C13</a>
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- L) Demonstrate their own critical and ethical thinking with regard to their own use of digital technologies

**At the end of the 3<sup>rd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Act in an ethical and responsible way when using digital technologies, in all stages of their professional practice
- B) Mobilize the technology skills needed in order for educational, personal, and professional activities to operate smoothly
- C) Collaborate or cocreate on a regular basis, using appropriate digital tools
- D) Produce or co-produce content (digital or otherwise) while appropriately mobilizing digital tools and consulting other content for inspiration, while complying with copyright
- E) Analyze a variety of digital resources and tools to be able to meet various needs, in a variety of situations, in particular by determining their advantages and limitations
- F) Use a variety of digital tools and resources to develop competencies that promote their professional integration, in particular by promoting their competencies to future employers
- G) Combine digital tools and resources based on situation and need, to demonstrate innovation or produce creative projects and share them with others

## C12. EXIT PROFILE

### COMPETENCY MOSTLY MASTERED

**At the end of teacher education**, the student teacher demonstrates that they are able to:

- A) Promote ethical and responsible thinking in students, about the laws, regulations, and effects related to use of digital technologies
- B) Take advantage of informational culture to make students aware of the importance of a thorough process for researching and evaluating information
- C) Proactively promote collaborative or cocreative situations using digital technologies, while choosing tools appropriate to the situation or needs
- D) Mobilize a variety of digital strategies and tools to communicate in ways that are adapted to situations and recipients, and which comply with current rules and conventions
- E) Produce or co-produce a variety of content (e.g.: text, sound, images) with digital technologies and as part of educational and professional activities, while demonstrating an attitude of openness toward others' criticism and innovation
- F) Use digital resources and tools that meet the needs and requirements of teaching, learning, management, or professional development situations, with a focus on inclusion
- G) Show the leadership needed to undertake and complete a project
- H) Review their mobilization of digital technologies to identify their own needs for continuing education
- I) Ask for or offer support related to competency with digital technologies, in particular via online communities
- J) Take a position on the challenges related to digital technologies and demonstrate critical thinking by evaluating the content of digital technologies
- K) Encourage students to think critically about the reliability of digital content

<a href="#">C1</a>	<a href="#">C2</a>	<a href="#">C3</a>	<a href="#">C4</a>	<a href="#">C5</a>	<a href="#">C6</a>	<a href="#">C7</a>	<a href="#">C8</a>	<a href="#">C9</a>	<a href="#">C10</a>	<a href="#">C11</a>	<a href="#">C12</a>	<a href="#">C13</a>
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## CROSS-CURRICULAR COMPETENCY

### 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.*

#### C13. LEVELS OF ACQUISITION FOR THE COMPETENCY AND ITS DIFFERENT DIMENSIONS

**At the end of the 1<sup>st</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Determine the main ethical challenges for teachers in their relationships with students
- B) Describe the measures that need to be implemented in Quebec schools to protect the confidentiality of information concerning students' private lives
- C) Differentiate teachers' rights and responsibilities using the legal framework in force in the profession
- D) Describe the most frequent situations of discrimination and exclusion currently occurring in Quebec schools
- E) Articulate the foundations of the relationship of trust and respect that teachers must establish with their students
- F) Argue for the attitudes that students in teaching must develop over the course of their professionalization program

**At the end of the 2<sup>nd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Explore the ethical challenges set out by the diverse nature of classes, in the planning of learning and evaluation situations
- B) Articulate the foundations of the relationship of cooperation and trust that teachers must establish with their students' parents
- C) Identify practices which can promote discrimination and exclusion of students in Quebec schools
- D) Articulate the meaning gradually assigned to "acting with integrity when carrying out one's duties" since the beginning of professionalization
- E) Document decisions made in the context of the internship that have to do with respecting the private lives of students as well as teachers
- F) Make students aware of preconceptions they have that might lead to exclusion or discrimination

**At the end of the 3<sup>rd</sup> year of teacher education**, the student teacher demonstrates that they are able to:

- A) Determine the ethical challenges faced by teachers in their relationships with their colleagues, and in their participation in school life
- B) Determine the ethical challenges faced by teachers in their relationships with the parents of their students
- C) Articulate the learning acquired since the beginning of their training in terms of attitudes and values that can promote an inclusive approach in teaching

<a href="#">C1</a>	<a href="#">C2</a>	<a href="#">C3</a>	<a href="#">C4</a>	<a href="#">C5</a>	<a href="#">C6</a>	<a href="#">C7</a>	<a href="#">C8</a>	<a href="#">C9</a>	<a href="#">C10</a>	<a href="#">C11</a>	<a href="#">C12</a>	<a href="#">C13</a>
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- D) Identify learning to be done prior to the end of their training in order to further master methods to be implemented to ensure the equity and inclusion of each student
- E) Document the decisions made up to this point in their professionalization pertaining to the respect of students' and teachers' private lives
- F) Show how activities implemented in the internship are based on theoretical knowledge
- G) Determine the points of vigilance that need to be taken into account in Quebec schools with respect to potential situations of exclusion and discrimination

### C13. EXIT PROFILE

#### COMPETENCY PARTIALLY MASTERED

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**At the end of teacher education,** the student teacher demonstrates that they are able to:

- A) Show integration of the legal framework in the performance of their professional responsibilities in the field of teaching
- B) Describe the changes in values and attitudes integrated over the course of their professionalization
- C) Document the teacher's major ethical challenges in terms of integrity, in the performance of their duties
- D) Identify interventions which may be implemented with community partners to promote complementarity among individuals engaged in learning how to live together
- E) Adopt inclusive practices to prevent all forms of discrimination against students
- F) Implement actions that stem from an analysis of biases in one's own professional practice likely to contravene the ethical principles of the teaching profession
- G) Articulate the practices adopted in class or in the community that promote student inclusion

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