



Initial teacher training: proposal of a competence reference framework for cooperating teachers / mentor teachers

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In this publication ...



The **researchers** will find an operationalisation of the scientific literature into a competence reference framework for the cooperating teachers.



Education stakeholders will find information on the competences of cooperating teachers, which can help them to identify their training needs.



Teacher trainers will find concrete guidelines for implementing training activities for pre-service teachers.



Administrators and managers of education systems will find insights to inform the reform of initial teacher education.

Cooperating teachers (or mentor teachers) are key stakeholders in initial teacher education. They contribute to the training of teachers with professional skills and a strong professional identity by carrying out specific tasks. In French-speaking Belgium, although their training has been mentioned by experts for more than 30 years, there are few guidelines for the training of cooperating teachers. The aim of this document is therefore to present a competence reference framework for the training of cooperating teachers in compulsory education. This document has been drawn up on the basis of a literature review in both French and English and of several competence reference frameworks for the training of cooperating teachers. This reflection is all the more significant in that, at the time of writing, a reform of initial teacher training is under way in French-speaking Belgium, which includes plans to strengthen the training of cooperating teachers through the introduction of a certificate in internship supervision.

Keywords: Initial teacher education, internship, cooperating teachers, competence reference framework

Editorial

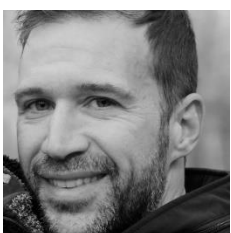
The issue of *Enseignement et Apprentissages* that you have before you is the first in what we hope will be a long serie of documents intended for researchers, education stakeholders, teacher trainers and administrators and those responsible for education systems. We are betting that it is possible to offer a publication that can be of interest to all those stakeholders by offering a look at the work being carried out at the Institute of Educational Management of the University of Mons. This issue, which is devoted to initial teacher training through cooperating teachers, follows on from the many scientific publications and positions we have taken on this topic. We hope you enjoy reading this issue and we invite you to continue your reflections with the colleagues who have submitted this issue, either directly via their e-mail addresses or through our website.

About the authors



Christophe Baco is a primary school teacher and coordinator of a pedagogical support unit in an ordinary primary school. He is also a student enrolled in the Master in Educational Sciences at the University of Mons. As

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teachers and pre-service teachers, the observation of teaching practices, the methodology of content analysis and the representation of the teacher through the media. He became a lecturer in 2017. In 2018, he was elected President of the Teacher Training School of the UMONS and, in this capacity, contributed to the preparation and implementation of the reform of initial teacher training.



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Publications on the subject



Derobertmeasure, A., & Demeuse, M. (2017). Réformer la formation initiale des enseignants en Belgique francophone : une accélération bien lente... ou trop rapide. Dans J. Desjardins, P. Guibert, O. Maulini, & J. Beckers (Eds.), *Comment changent les formations d'enseignants ?* (pp : 71-82). Bruxelles : De Boeck.



Bocquillon, M., & Derobertmeasure, A. (2018). Porter un regard réflexif sur sa pratique. Oui, mais comment ? Vers une didactique de la pratique réflexive, Dans C. Van Nieuwenhoven, S. Colognesi et S. Beusaert (Eds.), *Accompagner les pratiques des enseignants. Un défi pour le développement professionnel en formation initiale, en insertion et en cours de carrière* (pp. 83-103). Louvain-la-Neuve : Presses Universitaires de Louvain.

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1. Introduction

In various education systems, such as in French-speaking Belgium, efforts to develop a competence reference framework for the training of cooperating teachers¹ "testify to a growing recognition of their function and the professional knowledge required to perform it" (Desbiens, Borges & Spallanzani, 2012, p. 5). Their crucial role in teacher education is supported by a very large number of stakeholders in education (e.g. Clarke, Triggs & Nielsen, 2014; Fédération Wallonie-Bruxelles (FWB), 2017, 2019a; Glenn, 2006), as is the need to provide them with high-quality training so that they perform their specific tasks in mentoring trainees with the greatest possible competence (e.g. Glaymann, 2014; Lafferty, 2018). Since teaching practices have an impact on student learning (e.g. Bressoux, 1994; Bocquillon, 2020; Gauthier, Bissonnette & Richard, 2013; Slavin, 2013), the mentoring of pre-service teachers by the cooperating teacher has an impact on "the quality of the next generation of teachers (Gervais & Desrosiers, 2005) and, consequently, the quality of student learning" (Portelance, Gervais, Lessard & Beaulieu, 2008, p. 2).

In French-speaking Belgium, the decree defining initial teacher training (FWB, 2019a)² now proposes an objective for the training of cooperating teachers. This training has to prepare them to : "interact with a student and observe, analyse and evaluate elements of

professional teaching practice with a view to advising and helping to readjust these practices" (p. 35). This 10-credit course will lead to a certificate in internship supervision and will count towards the master's degree in teacher education (FWB, 2019a). In addition, "the government may grant a higher remuneration to cooperating teachers who hold the certificate in internship supervision for pre-service teachers and who agree to a cooperation agreement defined in Article 20 with the higher education institutions organising the initial training" (FWB, 2019a, p. 36).

Opinion No. 3 of the Pact for Teaching Excellence (FWB, 2017) also refers to the training of cooperating teachers in the context of "assignments in the service of staff members and pre-service teachers" (FWB, 2017, p. 191) offered to teachers who are no longer considered "beginners". This mission could be carried out "subject to specific training" (FWB, 2017, p. 191). It should be noted that this contribution focuses on the mentoring of cooperating teachers, but that the Pact for Teaching Excellence also advocates, as part of a reflection on a career structured in three stages, the mentoring of novice teachers by experienced teachers taking on the role of "referent teachers" (FWB, 2017, p. 175).

The aim of high-quality training for cooperating teachers is to enable them to contribute to the training of teachers with professional skills and a strong professional identity³, as recommended in particular

¹ During an internship, several stakeholders play an important role, including the cooperating teacher (Lapointe & Guillemette, 2015), also known as the "enseignant associé" in Quebec. It is important not to confuse the cooperating teacher, who is a professional who hosts a student in training on the site where he or she practices his or her profession, and the supervisor, who is the trainer from the training institution (e.g. Derobertmeasure, 2012;

Derobertmeasure, Dehon & Demeuse, 2011; Van Nieuwenhoven, Picron & Colognesi, 2016; Portelance, 2009).

² At the time of writing, the implementation of this decree adopted in 2019 has been postponed to the start of the 2022-2023 academic year (instead of 2020-2021).

³ Professional identity can be defined as "the set of representational, operative and affective components

by the competency frameworks for initial training in French-speaking Belgium (FWB, 2000, 2001, 2019a) and in Quebec (Ministère de l'Éducation du Québec, 2020). The development of a professional identity is "*influenced by the practical situations encountered (microteaching, internship) and the exchanges that emerge during certain situations (working in pairs, reflective practice, etc.) (Beckers et al., 2003)*" (Derobertmeasure, 2012, p. 49).

The challenge of training cooperating teachers is also to enable pre-service teachers to benefit from the various theoretical and practical training activities. It is therefore essential that training institutions continue to reflect on the link between the theory covered in the training institution and the practical application of the training courses. The field of apprenticeship program offers models for linking theory and practice that could be adapted to initial teacher training. For example, in an integrative apprenticeship program model (Pentecouteau, 2012), "*the links between the training sites are ensured through the use of mutual experiences in both sites.*" (p. 5). The integrative apprenticeship program model "*allows an ideal decompartmentalisation between theoretical knowledge and practical knowledge in order to access professional knowledge, which the learner appropriates, constructs and transforms, through observation, understanding and experimentation of professional practices, into professional skills*" (p. 5).

In French-speaking Belgium, although the training of cooperating teachers has been mentioned for more than thirty years by experts (e.g. De Landsheere, 1990), few competence reference frameworks for this training have been drawn up by training organisations. Moreover, no official competency framework for the training of cooperating teachers is in use in French-speaking Belgium. This contribution therefore presents a reference framework for the training of

cooperating teachers in compulsory education. This reference framework was developed on the basis of scientific literature in both French and English (e.g. Portelance, 2009; Hamilton, 2010). The research consulted is based in particular on the study of the actual and declared practices of the cooperating teachers and the other stakeholders in the triad (cooperating teacher – pre-service teacher – supervisor). In addition to this abundant literature, training frameworks or programmes for cooperating teachers have been used (Childre & Van Rie, 2015; Derobertmeasure, Dehon & Demeuse, 2011; Portelance, Gervais, Lessard & Beaulieu, 2008; Rey, Kahn, Donnay, Dejean & Charlier, 2001). The present reference framework therefore attempts to continue the previous work and to offer a reference framework for the training of cooperating teachers in the current French-speaking Belgian context. The text then goes on to present the general organisation of the reference framework, the six competences that make it up, as well as several links that unite these competences.

2. Organisation of the reference framework

This document presents a reference framework of six competences (Table 1). In this reference framework, the term 'competence' is defined with reference to the decree defining initial teacher education (FWB, 2019a), which refers to the definition in the decree defining the higher education landscape and the academic organisation of studies (FWB, 2013). According to this decree, a competence is an "*assessable faculty for an individual to mobilise, combine, transpose and implement individual or collective resources in a particular context and at a given time; the term 'resources' refers in particular to knowledge⁴, know-how⁵, experiences, aptitudes,*

produced by the particular history of an individual and which he or she is likely to mobilise at a given moment in a practice" (Barbier, 1996, pp. 40-41, quoted by Beckers et al, 2003, p. 8) or as "*the construction of a representation of oneself as a teacher by going through phases of questioning, often due to the difficulties experienced during the internship, but also phases of professional self-esteem and affirmation of one's competence*" (Portelance, Gervais, Lessard & Beaulieu, 2008, p. 46).

⁴ The term 'knowledge' is defined as "*a coherent body of knowledge and experience resulting from the assimilation through learning of information, facts, theories, practices, techniques relating to one or more fields of study, work, art or socio-professional activities*" (FWB, 2013, p. 13).

⁵ As the terms 'know-how' and 'interpersonal skills' are not defined in the decree defining the landscape of higher education and the academic organisation of studies (FWB, 2013), they are defined in this competence reference framework on the basis of the decree establishing books 1

interpersonal skills⁶ and attitudes » (p. 12). This definition is in line with several other definitions of the term "competence", such as that of Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (Official Journal of the European Union, 2006), which is referred to in the competence reference framework for the teaching and education profession in France (Ministère de l'Éducation Nationale de la Jeunesse et des Sports, 2013) or in the Quebec competence reference framework for the teaching profession (Ministère de l'Éducation du Québec, 2020).

Table 1: the six competences of the reference framework for cooperating teacher training

1. Interacting with the pre-service teacher
2. Adopting the dual identity of a cooperating teacher (teacher and teacher trainer) and organising his or her ongoing training
3. Training the pre-service teacher in teaching practices (modelling "good practices")
4. Developing the pre-service teacher's reflective practice
5. Guiding the pre-service teacher: observing, evaluating / giving feedback, scaffolding
6. Co-mentoring the pre-service teacher

Based on the definition of the competence (FWB, 2013) and in line with the competence reference framework for the training of cooperating teachers proposed by Derobertmeasure, Dehon and Demeuse (2011), this competence reference framework sets out, for each of the six competences, a set of resources (knowledge, know-how and interpersonal skills) that can be mobilised in context (see tables 2 to 7). This proposal has the advantage of operationalising the notion of competence in order to enable the trainer to design relevant training programmes for the

cooperating teachers. The last part of the competence reference framework presents an integrative model showing the relationships between the six competences.

3. The 6 competences

This section presents the six competences of the reference framework. For each of the six competences, a set of resources (knowledge, know-how and interpersonal skills) that can be mobilised in context is explained.

3.1 Interacting with the pre-service teacher

This competence cuts across all the competences in this reference framework. More precisely, it is a means of implementing them.

The quality of the relationship between the cooperating teacher and the trainee is a key point in the preparation of pre-service teachers (Colognesi, Parmentier & Van Nieuwenhoven, 2019; Eck & Ramsey, 2019). In this perspective, preparation for interactions with the pre-service teacher aims to develop the cooperating teacher's ability to establish a climate of trust with the pre-service teacher. This quality relationship also requires the development of the cooperating teacher's ability to communicate effectively, despite the filter of his or her own emotions and those of the trainee (Chaliès & Raymond, 2008), particularly in order to support the trainee's reflective practice or to guide the trainee effectively. This competence refers to the role of mentoring / accompagnement that several authors (Colognesi et al., 2019; Derobertmeasure et al., 2011; Van Nieuwenhoven, Picron & Colognesi, 2016) define according to Paul (2009): "*to be with and to go towards, on the basis of a symbolic value, that of sharing*" (p. 95).

and 2 of the Code of Pre-Primary, Primary and Secondary Education, and setting up the common core (FWB, 2019b). Thus, know-how is defined as "*procedure, action, technique, resolution scheme, standardised and automated by learning and training*" (FWB, 2019b, p. 7).

⁶ Interpersonal skills are defined as "*the attitude or set of attitudes that allow one to adapt to various social contexts*" (FWB, 2019b, p. 7).

Table 2: set of resources that can be mobilised to “interact with the trainee”

Knowledge
<ul style="list-style-type: none"> › Defining the components of mentoring / accompagnement (Colognesi, Parmentier & Van Nieuwenhoven, 2019). › Defining situations that generate negative emotions/stress in the trainee and the cooperating teacher. › Explaining how to deal with emotions. › ...
Know-how
<ul style="list-style-type: none"> › Supporting the trainee throughout the internship in an attentive, caring and structuring manner (Desbiens et al., 2012). › Using clear and precise oral language (Portelance et al., 2008). › Promoting the integration of the trainee into the school (Derobertmeasure et al., 2011). › Encouraging the trainee's commitment to the internship (Derobertmeasure et al., 2011). › ...
Interpersonal skills
<ul style="list-style-type: none"> › Demonstrating interpersonal skills such as authenticity, respect, empathy, availability, consistency and objectivity. › ...

3.2 Adopting the dual identity of a cooperating teacher (teacher and teacher trainer) and organising his or her ongoing training

This competence aims to develop the ability of the cooperating teacher to identify the specific components of the cooperating teacher's status and thus to ensure the progress of the students and the trainee together (Rey & Kahn, 2001; Portelance et al., 2008; Portelance, 2009). While the cooperating teacher must continue to ensure the progress of the students, he or she must at the same time promote the progress of the trainee, without the two being mutually exclusive. To this end, the cooperating teacher, in collaboration with the supervisors of the training institution, takes into account the level of professional development of the trainee (indicated for example by his or her year of study) in their discussions. Based on this analysis, the cooperating teacher modulates and regulates the tasks required of the trainee⁷. They must also use teaching strategies adapted to an adult audience, potentially different

from those they use with their students (Portelance, 2009).

In order to act appropriately according to the context and objectives of the training, the development of this competence must also enable the cooperating teacher to appropriate the various roles that he or she may take on in the exercise of his or her function (Boudreau, 2001). For example, the roles of the cooperating teacher can be 'reflective practitioner' (Rey & Kahn, 2001), 'trainer', 'critical friend', 'co-researcher' (Boudreau, 2001), 'model', 'mentor' (Glenn, 2006), 'coach' (Matsko et al., 2018). These different roles are not equivalent and commit the teacher to emphasise one dimension of their function rather than another. For example, the 'co-researcher' role involves a 'peer-to-peer' relationship between the cooperating teacher and the student, which '*...allows both student and mentor to address some of the complexities of teaching in a spirit of open enquiry*' (Furlong & Maynard, 1995, p. 193). When taking on the role of mentor, the mentor will instead guide and advise the trainee (Porsont, 2016).

⁷ This task shaping (shared with the training operator) can be very general (e.g. setting up co-teaching, rather than leaving the student alone with the class) or more specific (e.g. if the student has not yet taken a course on assessment

of learning, expecting the student to prepare and lead a sequence of lessons without precise planning of the assessment).

In addition, this competence refers to the need for the cooperating teacher to organise his or her ongoing training, which can take the form of participation in a learning community. The purpose of this community is to enable teachers to exchange and reflect on their professional practices as cooperating teachers (Portelance, 2009). The meeting days between supervisors and cooperating teachers organised by the training institutions for pre-service teachers are (or could be) an opportunity to set up this type of programme.

Moreover, this dual identity is complementary to that of the supervisor (Portelance et al., 2008), who is a teacher from the training institution who shares his or her expertise relating to his or her disciplinary training (Maes, Colognesi & Van Nieuwenhoven, 2019) and/or his or her expertise in educational sciences. The specificities of this complementary work are developed in the 6th competence: "*Co-mentoring the pre-service teacher*".

Table 3: set of resources that can be mobilised to "adopt the dual identity of a cooperating teacher (teacher and teacher trainer) and organise his or her ongoing training"

Knowledge
<ul style="list-style-type: none"> › Defining the components of the dual identity of the cooperating teacher: teacher and teacher trainer. › Defining the specific tasks of the cooperating teacher as teacher trainer as well as the components (and issues) of the different roles associated with cooperating teachers: 'reflective practitioner' (Rey & Kahn, 2001), 'trainer', 'critical friend', 'co-researcher' (Boudreau, 2001); 'model', 'mentor' (Glenn, 2006), 'coach' (Matsko et al., 2018). › Explaining the difference between the function of the cooperating teacher and that of the supervisor within the initial training programme (inspired by Derobertmeasure et al., 2011). › ...
Know-how
<ul style="list-style-type: none"> › Manage the progress of students in conjunction with that of the trainee (inspired by Derobertmeasure et al., 2011; Rey & Kahn, 2001; Portelance et al., 2008). › Demonstrate actions and words associated with one of the roles of the cooperating teacher (e.g. co-researcher). › Choosing a training activity/programme that meets their ongoing education needs. › Participating in a learning community among cooperating teachers in order to exchange on their practices "<i>in a climate of reflection and exchange</i>" (Portelance, 2009, p. 41). › ...
Interpersonal skills
<ul style="list-style-type: none"> › Demonstrate adaptability (according to the context and objectives). › ...

3.3 Training the pre-service teacher in teaching practices (modelling "good practices")

This competence aims to develop the cooperating teacher's ability to model "good practices" for the pre-service teacher. The use of modelling as a pedagogical tool by the cooperating teacher is an effective practice to support the trainee's learning (e.g. Childre & Van Rie, 2015; Glenn, 2006; Lafferty, 2018; Mc Gee, 2019). According to Richardson, Yost, Conway, Magagnosc and Mellor (2019), practice modelling is one of the needs of student teachers.

Practice modelling is to be differentiated from the role of model. The role of model refers to a posture, whereas the modelling of practices refers to a professional action. According to Gauthier, Bissonnette and Bocquillon (2019), when modelling, the teacher "*presents the learning content in a precise and concise manner, using examples and counter-examples, in order to promote the highest possible level of understanding. The teacher "puts a loudspeaker on his or her thinking" by verbalising to the students the connections he or she makes to understand the task, the questions he or she asks, as*

well as the strategies he or she uses to complete the task" (p. 8). Modelling therefore has two components: the demonstration of the task and the description of actions taken and decisions made (Archer & Hughes, 2011).

Modelling can be used in the context of teacher education. For example, to train in-service teachers in evidence-based instructional strategies, Hammond and Moore (2018) set up a coaching model that included moments where the coach 'teaches in the teacher's shoes' to model 'good practices'. This modelling of 'good practices' is intended to enable pre-service teachers and teachers to learn new professional actions with a view to implementing them in turn by adapting them to the situations encountered and to reflect on them.

Nevertheless, it is not always easy for the teacher (in this case the cooperating teacher) to verbalise his or her actions while managing the multiple events that take place in the classroom. To avoid being cognitively overloaded⁸ and/or to avoid verbalising certain actions in front of the students⁹, the cooperating teacher could therefore carry out a modelling before or after a lesson which could be his or her own or that of the trainee. The cooperating teacher could also do the "demonstration of the task" part during the lesson and the "description of the actions performed" part before or after the lesson.

This competence requires that the stakeholders in the triad choose which practices to model¹⁰. Childre and Van Rie (2015), referring to Dooley (1998), indicate that when pre-service teachers encounter practices that are in conflict with the methods advocated by the training institutions, they find it difficult to reconcile the different perspectives, which has a negative impact on the development of effective practices. The competence of modelling "good practices" is therefore linked to the competence of "*Co-mentoring the pre-service teacher*", which aims in particular at developing a certain harmonisation of discourses between the cooperating teacher and the supervisor. In order to achieve this harmonisation, the competence "*Training the pre-service teacher in teaching practices (modelling "good practices")*" therefore also aims to develop the ability of the cooperating teacher to issue a list of "good practices" which he/she can then share and discuss with the trainee, supervisors or other cooperating teachers. This competence is also linked to the competences "*Developing the pre-service teacher's reflective practice*" and "*Guiding the pre-service teacher: observing, evaluating / giving feedback, scaffolding*". When giving feedback to the student teacher and/or helping him or her to reflect on his or her practice, the cooperating teacher may resort to modelling "good practices" if necessary.

⁸ Readers interested in the notion of cognitive load can refer in particular to the article by Bocquillon, Gauthier, Bissonnette and Derobertmeasure (2020), as well as to the work by Chanquoy, Tricot and Sweller (2007).

⁹ For example, it is inappropriate to verbalise in front of students an action such as "I am approaching a student in difficulty to help him".

¹⁰ For example, in some training programmes for pre-service teachers (e.g. Bocquillon, Derobertmeasure & Demeuse, 2018) and cooperating teachers (e.g. Childre & Van Rie, 2015), the 'good practices' that pre-service teachers should develop are defined on the basis of the results of empirical research carried out in classrooms and which make it possible to highlight practices that are effective with regard to student learning.

Table 4: set of resources that can be mobilised to "train the pre-service teacher in teaching practices (modelling "good practices")"

Knowledge
<ul style="list-style-type: none"> › Defining the term 'modelling'. › Explaining the value of modelling 'good practices'. › Explaining the reasons why modelling 'good practices' is a pre-service teacher need (Richardson, Yost, Conway, Magagnosc & Mellor, 2019). › Explaining the difference between the professional act of 'modelling' and the role of model that a cooperating teacher can take on. › ...
Know-how
<ul style="list-style-type: none"> › Drawing up a personal list of 'good practices' and comparing it with the 'good practices' of other cooperating teachers or supervisors (inspired by Rey et al., 2001). › Differentiating between professional practices that are supported by scientific research and those that are not. › Justifying the choice of a professional action on the basis of contextual, pedagogical, ethical and/or scientific arguments (Derobertmeasure, 2012). › Modelling professional practices (Childre & Van Rie, 2015; Hamilton, 2010; Lafferty, 2018; Mc Gee, 2019; Richardson, Yost, Conway, Magagnosc & Mellor, 2019; Vierset, Frenay & Bédard, 2015). › ...
Interpersonal skills
<ul style="list-style-type: none"> › Demonstrating adaptability (depending on the context and objectives). › Demonstrating open-mindedness towards different practices and different types of arguments to justify them. › ...

3.4 Developing the pre-service teacher's reflective practice

This competence aims to develop the capacity of the cooperating teacher to develop the reflective practice of the trainee and to share the reflective analysis of his/her own practice (Vanderclayen, 2010; Rey & Khan, 2001).

With regard to the trainee's reflective practice, this competence aims to develop the cooperating teacher's ability to support the trainee's reflective practice despite the filter of emotions (Chaliès & Raymond, 2008) according to methods adapted to adult training and the trainee's progress (Derobertmeasure et al., 2011; Portelance, 2009).

Furthermore, supporting the trainee's reflective practice should allow the trainee to go beyond "*the limits of an in solo reflection*" (Correa Molina & Thomas, 2013, p. 4) and lead the cooperating teacher to make the trainee "*aware of the aspects to be improved and [...] push him/her to verbalise his/her reasons for acting*" (Portelance, 2009, p. 42). Finally,

the development of this competence should also allow the cooperating teachers to identify that reflective practice requires, during initial teacher training, the "*mobilization of values, attitudes, beliefs and the development of cognitive skills that would evolve over a long period of time* (Calderhead & Gates, 1993; Korthagen & Vasalos, 2005; Pultorak, 1996)" (Correa Molina & Thomas, 2013, p. 3).

According to Bocquillon & Derobertmeasure (2018), there are many models related to reflective practice and there is no consensus on which one to use. Based on several models of reflective practice (e.g. Fenstermacher, 1996; Hatton & Smith, 1995; Kolb, 1984; Schön, 1994; Sparks Langer, Simmons, Pasch, Colton & Starko, 1990; Van Manen, 1977), Dubois, Bocquillon, Romanus and Derobertmeasure (2019) propose a transprofessional model of reflective practice that operationalises this notion. Thus, a professional can take a reflective look by mobilising different observable reflective processes (e.g. describing one's practice, evaluating one's practice,

proposing alternatives to one's practice, etc.). Bocquillon, Derobertmeasure and Demeuse (2019) complete this proposal based on the literature on teachers' professional actions (e.g. De Landsheere & Bayer, 1974; Gauthier, Bissonnette and Richard, 2013; Slavin, 2009). Thus, a teacher can mobilize reflective processes about different professional actions (e.g., his or her management of time and space, feedback, etc.) and from different sources of information (his or her perceptions, the opinions of colleagues and students, the scientific literature on evidence, etc.). It is interesting to propose to pre-service teachers that

they reflect on their practice not 'in a vacuum', but on the basis of different sources questioned (or to be questioned) in the light of scientific knowledge relating to the teaching profession (Gauthier, 2016).

Although it is certainly reductive in some respects (since the concept of reflective practice is so broad), Bocquillon, Derobertmeasure and Demeuse's model (2019) has the advantage of enabling pre-service teachers and teachers to be trained in reflective practice.

Table 5: set of resources that can be mobilised to “develop the pre-service teacher’s reflective practice”

Knowledge
<ul style="list-style-type: none"> › Explaining that reflective practice is complex and requires the “mobilisation of values, attitudes, beliefs and the development of cognitive skills that would evolve over a long period of time (Calderhead & Gates, 1993; Korthagen & Vasalos, 2005; Pultorak, 1996)” (Correa Molina & Thomas, 2013, p. 3). › Explaining the components necessary for expert metacognition to be available to novices¹¹. › Explaining the elements that can bias a reflexive analysis (e.g. the gap between declared and actual practices, the risk of accessing an ethical justification of one's practice without being able to describe it) (Derobertmeasure, 2012). › Defining the reflexive processes that can be mobilised (e.g. describe, evaluate, propose alternatives to one's practice, etc.) (Derobertmeasure, 2012). › ...
Know-how
<ul style="list-style-type: none"> › Reflect on one's own practice (Derobertmeasure et al., 2011) by mobilising several reflective processes (e.g. describing one's practice, evaluating it, proposing alternatives, etc.) and using different sources of information (one's own perceptions, the opinions of one's colleagues, the literature on evidence based education, etc.) (Bocquillon, Derobertmeasure & Demeuse, 2019), engaging in dialogue with the pre-service teacher in this regard (Vanderclayen, 2010; Rey & Khan, 2001) and supporting the pre-service teacher in the same process. › Supporting the pre-service teacher's reflective practice (Portelance et al., 2008; Rey & Kahn, 2001) despite the filter of his or her own and the pre-service teacher's emotions (Chaliès & Raymond, 2008; Vanderclayen, 2010). › ...
Interpersonal skills
<ul style="list-style-type: none"> › Implementing “reflective mentoring” (Derobertmeasure et al., 2011, p. 209). › Demonstrating an openness to change in one's practices according to the conclusions of one's reflective analysis. › ...

¹¹ Lafferty (2018), referring to Brown, Collins and Newman (1989), identifies six components for making expert metacognition available to novices: “modeling, coaching, scaffolding, articulation, reflection, and exploration - that

are sequenced for increasing complexity as novices move toward more central participation in the community of practice (Lave & Wenger, 1991)” (p.76).

3.5 Guiding the pre-service teacher: observing, evaluating / giving feedback, scaffolding

This competence aims to develop the capacity of the cooperating teacher to support the trainee in his/her learning. In order to do this, the cooperating teacher must evaluate / provide feedback to the pre-service teacher based on the observation of his/her planning and interactions with the students. He/she should also provide scaffolding to the student teacher according to his/her needs.

The use of an observation tool, ideally shared with the training institution, makes observation more objective (e.g. Simon & Boyer, 1974). Observation tools can be based on different theoretical models such as research on effective teaching (e.g. Bocquillon, Derobertmeasure & Demeuse, 2018).

Based on his/her observations, the cooperating teacher is asked to provide evaluations/feedback. Feedback can be defined as information given following a performance. This information can be given by a person (e.g. the cooperating teacher, the person him/herself) or provided by an object (e.g. a

learner can get feedback on his/her knowledge of a phenomenon by consulting a book). This information should contain sufficient elements to enable the learner to reduce the gap between his/her performance and the expected performance (Hattie & Timperley, 2007).

There are several typologies of feedback. Some types of feedback are more effective than others in enabling a learner to progress. For example, Bocquillon (2020) has operationalised seven types of feedback from the work of Crahay (2007), De Landsheere and Bayer (1974) and Hattie and Timperley (2007). While the choice of the type of feedback is important, the conditions under which it is given are also important (e.g. a relationship of trust (Bouton, Richard, Bellanger, Huez & Garnier, 2013)).

In order to facilitate the trainee's acquisition of skills, the cooperating teacher must also provide scaffolding to the trainee and reduce it (fading) as the trainee progresses. Such scaffolding can take many forms such as clear instructions, reminders of the steps to be taken to complete a task, questions, etc. (Archer & Hughes, 2011).



Table 6: set of resources that can be mobilised to “guide the pre-service teacher: observing, evaluating / giving feedback, scaffolding”

Knowledge
<ul style="list-style-type: none"> › Explaining the components of a behaviour (observable and measurable). › Explaining the elements that can bias an observation. › Explaining the value of using an observation tool. › Defining the different types of scaffolding. › Explaining the scaffolding and fading procedures. › Defining the different types of feedback (see e.g. Bocquillon, 2020). › ...
Know-how
<ul style="list-style-type: none"> › Observing the pre-service teacher's planning as objectively as possible in order to complete an evaluation grid (e.g. a criterion grid) provided by the training institution. › Observing as objectively as possible a series of behaviours (indicators) of the pre-service teacher during classroom performances in order to complete an evaluation grid (e.g. a criterion grid) provided by the training institution. › Providing feedback based on observations (O'Brien, Marks & Charlin, 2003). › Providing scaffolding and fading according to the trainee's progress (Vierset, Frenay & Bédard, 2015). › Providing “<i>active and systematic</i>” evaluation (Portelance, 2009, p. 33), via a large amount of confirmatory and investigative (reflective) feedback on the what and how, but also on the why of practice (inspired by Gervais & Correa Molina, 2005; Clarke, Triggs & Nielsen, 2014). “<i>Effective feedback that aligns with the learning objectives of pre-service coursework connects the concepts, values, and ideals from the pre-service coursework with real experiences found only in the classroom</i>” (Eck & Ramsey, 2019, p. 98). › ...
Interpersonal skills
<ul style="list-style-type: none"> › Demonstrating rigour and objectivity. › ...

3.6 Co-mentoring the pre-service teacher

If the competence “*Co-mentoring the pre-service teacher*” refers to a competence to be developed by the cooperating teacher, it should be ideally supported by the establishment of the necessary conditions, outside the strict framework of this competence reference framework, favouring exchanges between cooperating teachers and supervisors (e.g. meeting days).

This competence aims at developing the ability of the cooperating teacher to identify cultural differences and harmonization difficulties that may exist between cooperating teachers and supervisors. Ideally, this

competence should be developed with the presence of the supervisors so that they also develop this competence. In addition, this joint training will allow exchanges between the two categories of stakeholders. According to Portelance, Caron and Murray-Dugré (2019), there is a difference in culture between the training institution (university in Quebec), whose “*university culture is associated in particular with theoretical knowledge and research activities, the development and dissemination of knowledge*” (p. 87)¹² and the school environment, which “*questions the relevance of theoretical knowledge*” (p. 88). Thus, Portelance (2005) mentions that the cooperating teachers justify their practices on the basis of their experience with little reference

¹² This difference in culture between institutions is perhaps more pronounced in Quebec, where all teachers are university-trained, than in other countries such as Belgium, where some teachers are not university-trained.

Nevertheless, in Belgium, as in Quebec and other countries, difficulties in harmonising the cooperating teacher - training institution dyad may arise.

to recognised knowledge. For their part, supervisors do not always recognise the field practices of the cooperating teachers: *"in some cases, the communication difficulties are linked to problems of recognition of the field practices of certain cooperating teachers by the teacher trainers"* (AEQES¹³, 2014, p. 60).

This competence therefore aims to develop the ability of the cooperating teacher to identify the differences in viewpoints that may exist between the supervisors and him/herself. The development of this competence should therefore aim at harmonising the practices and discourses of the cooperating teachers and supervisors and/or identifying points of tension, as well as developing a common lexicon.

Finally, according to Portelance (2009), *"effective collaboration requires at the forefront the common pursuit of the same goal: the training of the trainee"* (p. 34). In order to implement this collaboration, it is necessary to identify, plan and regulate the *"developmental and identity-related consequences"* (Desbiens, Correa Molina & Habak, 2019, p. 79) of the transition from the training institution to the internship setting and vice versa. This competence is therefore linked to other competences in the reference framework (e.g. *"Adopting the dual identity of a cooperating teacher (teacher and teacher trainer) and organising his or her ongoing training"* and *"Training the pre-service teacher in teaching practices (modelling "good practices")"*).



¹³ Agence pour l'Évaluation de la Qualité de l'Enseignement Supérieur (AEQES) (Agency for Quality Assurance in Higher Education).

Table 7: set of resources that can be mobilised to "co-mentor the pre-service teacher"

Knowledge
<ul style="list-style-type: none"> › Explaining the "<i>developmental and identity-related consequences</i>" (p. 79) of moving from the training institution to the internship setting and vice versa (Desbiens, Correa Molina & Habak, 2019). › Explaining that the training of pre-service teachers requires a link between knowledge from research (presented by the training institution) and knowledge from experience (Portelance & Van Nieuwenhoven, 2010). › Explaining, including through discussions with supervisors, the main ideas and competences developed within the curriculum the trainee is following (Portelance et al., 2008), as well as their distribution between the different years of study. › Explaining, including through discussions with supervisors, the trainee's state of knowledge / progress in the curriculum / development and the expectations of the training to be attested by the cooperating teachers and supervisors. › ...
Know-how
<ul style="list-style-type: none"> › Consulting with the supervisor (Portelance et al., 2008) effectively. › Following exchanges with supervisors to harmonise practices and discourses and/or identifying tensions in this regard, implementing such practices (inspired by Rey et al., 2001; Portelance et al., 2008) and conducting a dialogue with the student around the points of tension by presenting their arguments. › In discussions with supervisors, planning and regulating the consequences of the transition from the training institution to the internship setting (and vice versa) for the student teacher in terms of the construction of his/her professional identity and professional development (Desbiens, Correa Molina & Habak, 2019). › ...
Interpersonal skills
<ul style="list-style-type: none"> › Demonstrating open-mindedness. › ...

4. Links between competences

The previous section explained the competences. A general analysis of the reference framework indicates that not all competences have the same status and that there are links between them. Without claiming to be exhaustive, this section proposes an analysis of the overall economy of the reference framework and defines several important links between the competences. These links are also summarised in Figure 1.

Competence 1 "*Interacting with the pre-service teacher*" is understood as a means to serve all the other competences. It "cuts across" the other competences. It should therefore be worked on in isolation when necessary, but also during the development of the other competences.

Competences 2, 3 and 4 are the major competences of the reference framework. Competence 2 "*Adopting the dual identity of a cooperating teacher*

(*teacher and teacher trainer*) and organising his or her ongoing training" is oriented towards the cooperating teacher himself or herself and refers to his or her ability to identify the specific aspects of his or her dual identity: "*teacher and teacher trainer*". Competences 3 "*Training the pre-service teacher in teaching practices (modelling "good practices")*" and 4 "*Developing the pre-service teacher's reflective practice*" are oriented towards the pre-service teacher. It can be noted that the competence encouraging the cooperating teacher to adopt a dual identity is aimed primarily at developing the cooperating teacher's own identity, whereas the competences aimed at training the pre-service teacher in "good practices" and reflective practice are of a pedagogical nature, and are therefore geared primarily to the pre-service teacher's development.

Competence 5 "*Guiding the pre-service teacher: observing, evaluating / giving feedback, scaffolding*" contributes to the two major competences

mentioned above which are directed towards the trainee (Competences 3 and 4). During an internship, when the cooperating teacher guides the trainee, he/she also develops the trainee's reflective practice (for example, following feedback) and professional actions.

Finally, competence 6 "Co-mentoring the pre-service teacher" is linked to competences 2, 3, 4 and 5. One of the aspects of the function of the cooperating teacher, namely being a teacher trainer, implies collaborating with the supervisors of the training institution. For example, in order to collaborate effectively with the training institution, the cooperating teacher must have a clear understanding of his or her role within the training and to adopt his

or her dual identity. Similarly, in order to co-mentor the pre-service teacher in an optimal way, the cooperating teacher and the supervisor of the training institution must discuss the practices to be modelled and the skills to be developed. Knowing "where" and "how far" he/she should lead the pre-service teacher, the cooperating teacher can guide and evaluate him/her in a way that is consistent with the training institution. This also applies to reflective practice: it is with a good understanding of the student's curriculum and the supervisors' discourses that the cooperating teacher will be able to develop the trainee's reflective practice through the experiences of the internship.

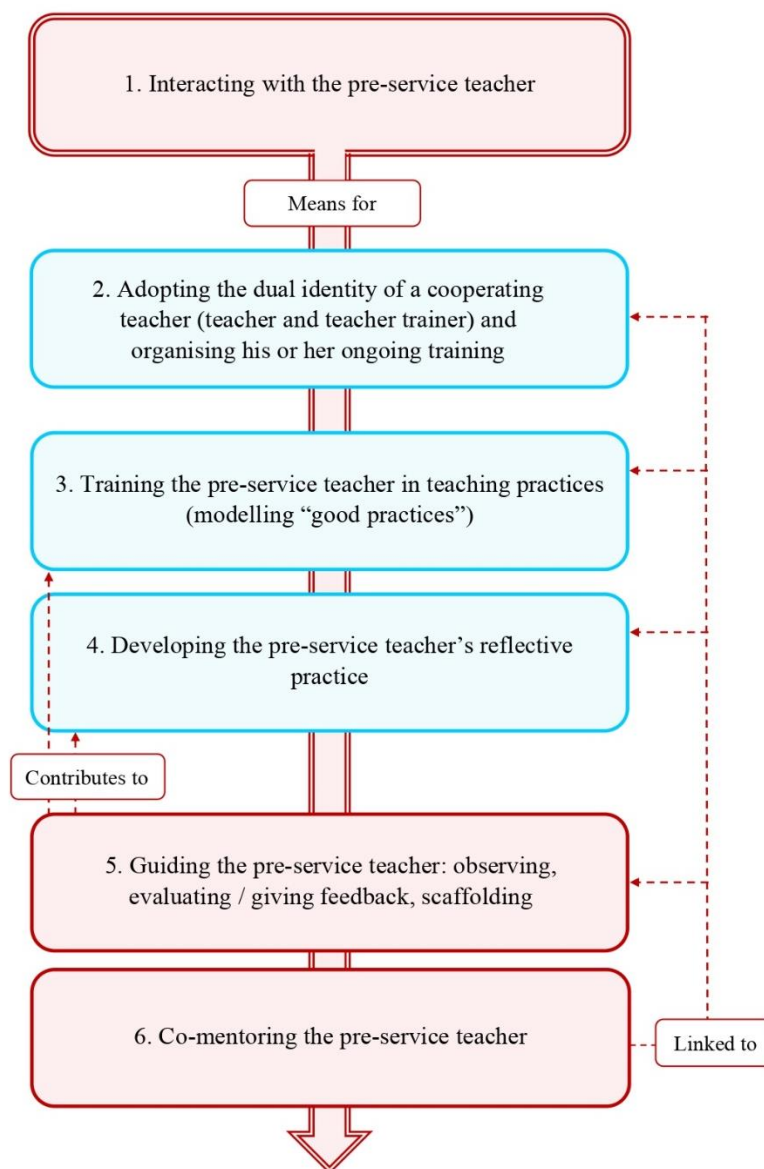


Figure 1: several important links between the competences of the reference framework

5. Conclusion and outlook

This document has presented a competence reference framework for cooperating teachers in compulsory education, based on the scientific literature and on several competence reference frameworks for the training of cooperating teachers. This reflection is all the more relevant as the reform of initial teacher training currently underway in French-speaking Belgium plans to strengthen the training of cooperating teachers.

The next stage of this research aims to highlight and prioritise the potential training needs of these key players in initial teacher training. To this end, a questionnaire was drawn up on the basis of this competence reference framework using Lapointe's methodology (1992). It is intended for teachers in compulsory education (pre-primary, primary, secondary) in the French-speaking Belgium, all networks combined, who have supervised at least one active internship of a pre-service teacher over the last five years. The results¹⁴ of this survey will be used to inform the discussions on improving the training of cooperating teachers conducted by the inter-institutional steering group responsible for overseeing the implementation of the reform.

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¹⁴ Since the publication of this competence reference framework in French, two papers presenting the results of

this survey have been published (see Baco, Derobertmeasure, Bocquillon & Demeuse, 2021; 2022).

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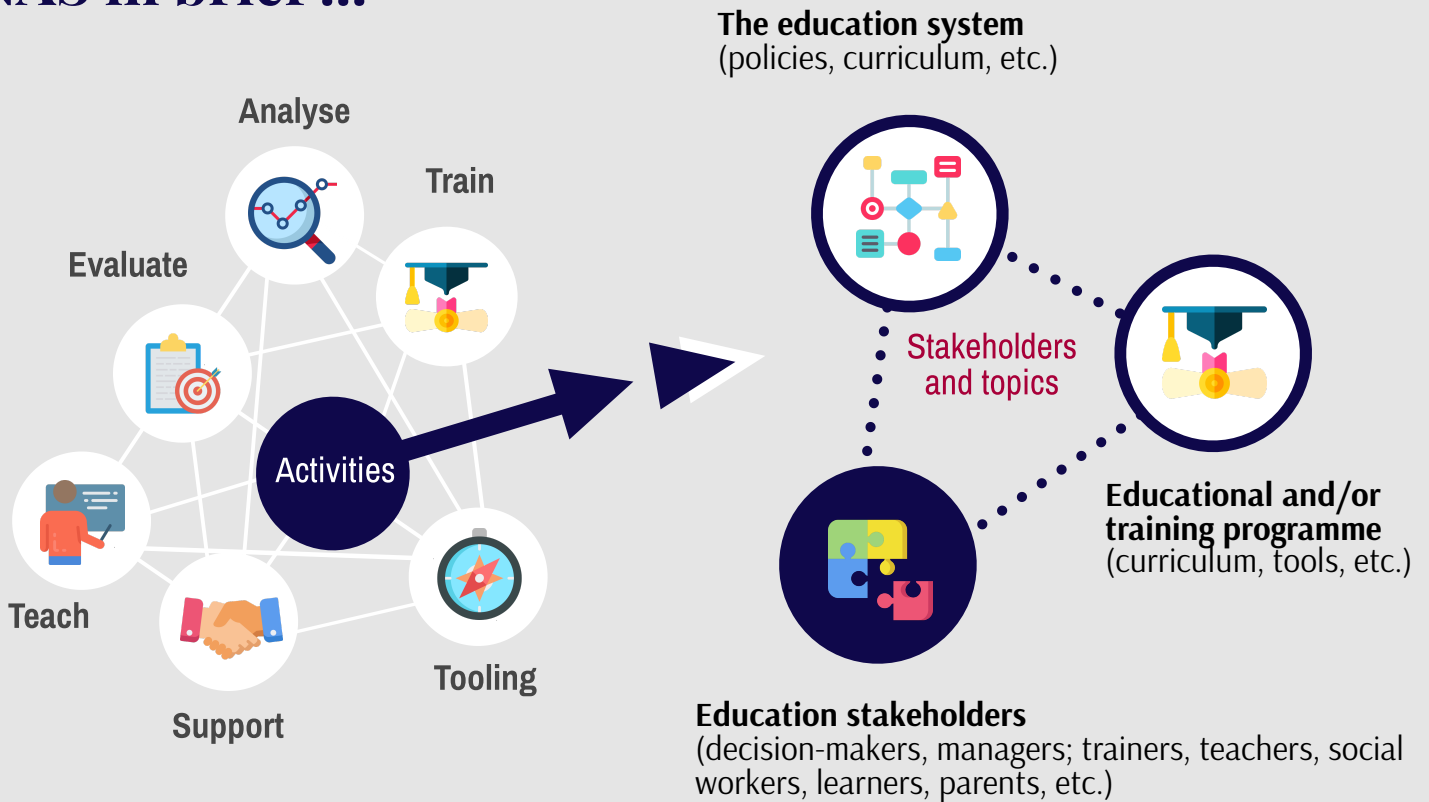
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