



**POLICY ON THE SUPPORT AND SUPERVISION OF  
STUDENT TEACHERS**

**January 31, 2006**

## POLICY ON THE SUPPORT AND SUPERVISION OF STUDENT TEACHERS

The Littoral School Board acknowledges the value of practice teaching or teacher training activities both at the primary and secondary levels.

The integration of long-term practices in teacher training is a privileged moment for the student teacher to develop professional skills with regards to his/her future occupation.

### 1. Legal context

The present policy for support and supervision of student teachers takes into account the following documents :

- 1.1. Ministry of Education *La formation à l'enseignant - Les stages*, Québec, Gouvernement du Québec, 1994.
- 1.2. Education Act, c.I-13.3 « *A teacher shall collaborate in the training of future teachers and in the mentoring of newly qualified teachers* » . Article 22.6.1

*«The principal is responsible for the management of the staff of the school and shall determine the duties and responsibilities of each staff member in accordance with the provisions of the applicable collective agreements or regulations of the Minister and, where applicable, with the agreements between the school board and university-level institutions concerning the training of future teachers or the mentoring of newly qualified teachers.»* Article 96.21.

- 1.3. School board and university « Collaboration Agreement : Littoral School Board – School of Education Bishop’s University”

“Agreement on the practicum of students in the Teaching Program between the University of Montreal and the Littoral School Board”

“Agreement on the practicum of students in the Teaching Program between McGill University and the Littoral School Board”

“Agreement on the practicum of students in the Teaching Program between Sherbrooke University and the Littoral School Board”

### 1.4 Collective agreements

Agreement reached between the *Comité patronal de négociation pour les commissions scolaires francophones* (CPNCF) and the *Centrale de l’enseignement du Québec* (CEQ) on behalf of the teachers’ union that it represents, E-1, 2000-2002.

Agreement reached between *Comité patronal de négociation pour les commissions scolaires francophones* (CPNCF) and the *association provinciale des enseignantes et enseignants du Québec* (APEQ) on behalf of the teachers’ union that it represents, E-2, 2000-2002.

## **2. General principles**

The Littoral School Board subscribes to the following general principles :

- 2.1. The school board acknowledges the importance of the contribution of teachers in exercising the training of future teachers.
- 2.2. The school board acknowledges and prioritizes the training of cooperating teachers.
- 2.3. The school board acknowledges the importance of and encourages the support of student teachers by teachers and special cases by school teams or cycle teams.
- 2.4. The school board acknowledges the importance of developing and updating a partnership with the universities.
- 2.5. The school board strongly encourages long term practice teaching (8 to 15 weeks), without being restrictive.

## **3. Student teacher recruitment process**

The arrival of a student teacher in a school is preceded by an offer to host student teachers on a voluntary basis made by the principal to the teachers.

The practice teaching can be done :

- mainly by a cooperating teacher;
- occasionally by a cycle team;
- occasionally by a school team;

## **4. Role of the school board**

4.1. The person responsible for practice teaching at the school board :

- ensures communication between universities and principals ;
- facilitates cooperating teachers' training;
- assumes responsibility for managing travel expenses, lodging expenses as well as grants for food for each long term student teacher;
- assumes responsibility for managing practice teaching grants at the school board level ;

## **5. Role of the principal**

### 5.1. The principal :

- presents the policy on the support and supervision of student teachers to his/her teaching staff ;
- analyses and discusses with the teachers concerned ;
- makes a list of the teachers who are interested and who meet the requirements;
- authorizes the offer of a teacher to host a student teacher ;
- forwards the list of teachers concerned to the person responsible for practice teaching at the school board;
- assumes the responsibility for the supervision of the student teacher in collaboration with the cooperating teacher ;

## **6. Role of the cooperating teacher :**

### 6.1. Activities relating to continuous training

- Participate in the training offered by the university relating to his/her role as a cooperating teacher.

### 6.2. Welcome activities :

- know the student teacher project and its practice teaching program ;
- welcome the student teacher in the school ;
- facilitate the integration of the student teacher within the school ;
- give information to the student teacher concerning the material and the resources available.

### 6.3. Activities relating to support and supervision :

- Supervises and brings pedagogical support through observation, feedback and evaluation ;
- frequently exchange with the student teacher on the practice teaching development ;
- supports the student teacher in exploring different facets of the profession and the school milieu ;
- shares his/her skills and expertise with the student teacher ;
- make sure that the student teacher takes charge of the classroom under the best possible conditions when the duration of the practice teaching requires it;
- ensure a constant presence in the school when a student teacher is with the students.

#### 6.4. Activities relating to the evaluation :

- Proceed to the evaluation of practice teaching with the student teacher ;
- Notify the person responsible for practice teaching at the university (person responsible for practice teaching or practice teaching supervisor) and the principal when major difficulties arise during practice teaching.

### 7. **Role of the student teacher**

- Acts as a student teacher in a school within the Littoral School Board in accordance with the requirements of the university where he/she studies and according to the support and supervision of the school board.
- Collaborates with the cooperating teacher or the school team or the cycle team, the principal and, if need be, the school staff.

### 8. **Role of the Union**

The school board and the union agree on measures relating to the supervision of student teachers more particularly regarding :

- functions and responsibilities inherent to the role of the cooperating teacher ;
- the distribution of the grant received for support and supervision of student teachers which includes a compensation for cooperating teachers.  
(see annex I for the *Syndicat de l'enseignement de la region du Fer (SERF)* and see annex II for the Lower North Shore English Teachers' Association (QPAT))

### 9. **Cooperating teacher selection criteria**

Participation is made on a voluntary basis.

9.1. The selection criteria for the cooperating teacher are as follows :

- **own** a teaching permit (teaching certificate or equivalent) ;
- teach full time or according to the requirements of the school board and the university if the teacher is teaching part time.
- **have** at least 5 years experience of teaching at the regular sector or with special education (exceptionally three (3) upon recommendation of the principal) ;
- **use** teaching methods in coherence with the application of the new training program ;
- **show a** continuous commitment and an interest for **pedagogical development** ;
- **be ready** to completely participate in the support through observation, feedback and formative evaluation of the student teacher

## **10. Training of cooperating teachers**

*« To accept the role of a cooperating teacher, is to accept to actively participate in the renewal and development process of the profession. That is why the person who assumes this responsibility needs to acquire a skill in professional supervision of which the principal elements are : intervention with the student teacher, reflective analysis of teaching practices and evaluation of the professional skill of student teachers” (MEQ 1994 : 13).*

The cooperating teachers must follow the introduction workshops on professional supervision developed and put in place by the university. The introduction program can be different from one teacher to the other according to the needs identified by the university and the school board. The training expenses are covered by the school board.

## **11. Supervision relating to the use of the grants**

Within the framework of annex XLIII of the national agreement E, the union representatives and the Littoral School Board agree on the following distribution of 660\$ granted by the MELS for the training of each student teacher. The terms of annex I and II will be applied when the local agreement is signed. These same terms will be revised if need arises.

## ANNEX I

### SUPERVISION OF STUDENT TEACHERS

#### Agreement on the use of MELS grant for the cooperating teacher

According to annex XLIII of the collective agreement "Supervision of student teachers", the Littoral School Board and the *Syndicat de l'enseignement de la région du Fer* agree on the following, concerning the use of MELS grant for the cooperating teacher.

Residual amounts of the grant generated by the group of student teachers will be divided equally among the teachers concerned.

The teacher may use the money allocated for the following expenses :

- release to meet the student teacher ;
- purchase of teaching material within the framework of his/her teaching functions ; this material belongs to the teacher ;
- meetings with the student teacher or the person responsible for practice teaching;
- all expenses agreed between the teacher and the principal;
- compensation paid to the cooperating teacher.

These allocations are completely intended for the cooperating teacher and must not be used in any case for the school board or the school needs.

The expenses caused by the training sessions which are required by the universities are covered by the school board.

The teacher must produce an expense account at the end of practice teaching (form attached).

<hr/> <i>Syndicat de l'enseignement de la région du Fer</i>	<hr/> Littoral School Board
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ANNEX II

SUPERVISION OF STUDENT TEACHERS

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*Lower North Shore English Teachers' Association (QPAT)*

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Littoral School Board

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



LITTORAL SCHOOL BOARD

TRAINING SESSION COOPERATING TEACHER EXPENSE ACCOUNT

Name of school : \_\_\_\_\_ Cooperating teacher : \_\_\_\_\_

Name of student teacher : \_\_\_\_\_ Program : \_\_\_\_\_

Stage I, II, III or IV : \_\_\_\_\_ Duration of practice teaching \_\_\_\_\_

University : \_\_\_\_\_

Date	Duration	Reason for absence	Rate	Cost
Sub-total :				

Other expenses :

Date	Description	Amount
Sub-total :		

Total of expenses :

Balance of \$660 paid in compensation:


\_\_\_\_\_  
Signature Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature Teacher

\_\_\_\_\_  
Date