

**Legend**



The student does it with support.



The student does it without support.

**Green:** Competency mostly mastered

**Orange:** Competency partially mastered

**Blue:** Beginning of competency acquisition

Internship	1	2	3	4
<b>Competency 1</b>				
<b>Acts as a cultural facilitator when carrying out duties</b>				
1.1 Demonstrates an in-depth understanding of the content of the Québec Education Program, especially that associated with the discipline of teaching (theories, concepts, methods, tools, practices, history, etc.) and its intellectual organization, in order to identify the basic benchmarks and points of understanding with a view to facilitating meaningful, in-depth learning by students.	→	→	→	★
1.2 Gives meaning to students' learning by making connections between everything they learn in the classroom, between the subject taught and other subjects, between the subject and the works, narratives and accomplishments that are part of the cultural heritage of people and societies as well as social, scientific, ethical and political issues and everyday situations.		→	→	→
1.3 Encourages students to develop critical thinking, perspective and reflexivity with respect to their immediate environment, the media and the digital world, social, scientific, artistic, ethical and political phenomena as well as cultural works of the past and present.			→	→
1.4 Turns the classroom into an inclusive cultural space that is stimulating for everyone.		→	→	★
1.5 Encourages students to articulate and justify their representations, tastes, references and practices with respect to culture.		→	→	★
1.6 Encourages open and critical dialogue between the culture of the students and that conveyed by the school.			→	→

1.7 Casts a critical look at own origins and cultural practices, recognizes their potential and limitations, and finds ways to enrich and diversify them.	★			
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Internship	1	2	3	4
<b>Competency 2</b>				
<b>Master the language of instruction.</b>				
2.1 Maîtriser les règles et les usages de la langue orale, écrite et illustrée dans l'ensemble de ses communications avec la communauté. Masters the rules and usage of spoken and written language to be understood by all members of the community.	★			
2.2 Demonstrates an ability to present ideas coherently, intelligibly, critically and respectfully in both oral and written communications.	★			
2.3 Uses an appropriate language level while communicating with students, parents and peers.	★			
2.4 Incorporates into lesson plans tools that promote the language of instruction as a cultural object.		→	→	→
2.5 Uses different modes of language expression (visual, spatial, aural and gestural) to support the development of the students' language competencies.		★		
2.6 Draws on and values the students' mother tongue to foster acquisition of the language of instruction.		★		
2.7 Checks the quality of students' language, provides frequent feedback and helps them to correct themselves and demonstrate their ability to integrate the rules and usages of language, both spoken and written.		★		
2.8 Communicates in a clear, concise and constructive way the learning acquired and any other information that can help students learn.		→	→	★

Internship	1	2	3	4
<b>Competency 3</b>				
<b>Plan teaching and learning situations.</b>				
3.1 Develops teaching and learning sequences and situations that take into account the organizational logic of the curriculum content and students' prior knowledge and preconceptions in order to plan learning in the short, medium and long term.				
i. Develop teaching and learning situations.		★		
ii. Develop teaching and learning sequences.			→	★

3.2 Identifies, in the programs of study, the key concepts, strategies, cultural references and knowledge around which the teaching and learning situations will be organized and adapts them to their students.		★		
3.3 Ensures coherence between the educational aims, the teaching and learning situations, and the planned evaluation methods.		→	→	★
3.4 Takes into account student diversity when choosing the materials and preparing the teaching and learning situations (diversity related to gender, ethnicity, socio-economics, culture, religion, language or a disability; students' conceptions, needs and areas of interest).		→	→	→
3.5 Plans activities for students so they can prepare, integrate, transfer, and reinvest their learning to optimize competency development.		★		
3.6 Bases the choice of intervention strategies on research findings in didactics and pedagogy.		→	→	★
3.7 Plans ways of presenting the content in a structured manner so that students can grasp the relevant points and understand their contingent nature.		→	→	★
3.8 Ensures that the spatial and physical organization of the classroom, or what serves as a classroom, provides all students with safe and optimal learning conditions.		★		
3.9 Determines the time needed for each stage in the teaching and learning situation.		→	→	→
3.10 When planning lessons, takes into account activities that can be carried out at the same time as classroom instruction (language support, remedial education).		→	→	→

Internship	1	2	3	4
<b>Competency 4</b>				
<b>Implement teaching and learning situations.</b>				
4.1 Informs students of the educational aim of the teaching and learning situations, the competencies targeted, the instructions, the expectations, the process, and the situations' relationship to their prior and future learning.		★		
4.2 Uncovers the students' preconceptions and reactivates the prior knowledge needed for the teaching and learning situations.		★		
4.3 Uses diverse approaches and strategies and provides a variety of stimulating tasks to trigger and maintain active student engagement in the task and to foster their autonomy.		→	→	→
4.4 Uses feedback to continually check students' understanding of concepts, knowledge, strategies or rules.				



4.5 Adjusts their work methods to take into account the nature of the competencies to be developed, the complexity of the task, the time available and the level of student success.				
4.6 Provides opportunities for feedback so as to foster the students' ability to synthesize their learning.				

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<b>Competency 5</b>				
<b>Evaluate learning</b>				
5.1 Designs or chooses evaluation instruments or methods based on the programs of study that allow checking student learning.				
5.2 Uses evaluation methods that are appropriate to what is being evaluated.				
5.3 Designs or chooses evaluation instruments that are meaningful to students.				
5.4 Identifies students' strengths and challenges and plans appropriate interventions that foster their learning.				
5.5 Uses information gathered via different evaluation methods to get an overall picture of the group and plan instruction accordingly.				
5.6 Provides students with frequent and constructive feedback that allows them to track their learning and supports their progress.				
5.7 Plans to use a variety of evaluation methods to provide all students with the opportunity to demonstrate the learning they have acquired.			 	
5.8 Knows the ministerial guidelines for evaluating students.				
5.9 Knows and meets the expectations of the education authorities with regard to sharing and assuming responsibilities for evaluation and the communication of evaluation results.				

Internship	1	2	3	4
<b>Competency 6</b>				

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

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<b>Competency 7</b>				
<b>Take into account student diversity.</b>				
7.1 Adapts teaching and learning situations and support offered to students based on their needs, challenges and capabilities.		→	→	→
7.2 Uses available resources to meet needs or overcome specific obstacles to learning.		→	→	→
7.3 Groups students in a way that takes into account the educational aims and students' differentiated learning needs.		→	★	
7.4 Uses pedagogical flexibility, adaptation and modification measures to address the specific needs of students in accordance with pre-established objectives.		→	→	→
7.5 Promotes mutual help strategies within the class that capitalize on student diversity and that are beneficial to all.		→	★	
7.6 Consults resource persons, parents or relevant documents to obtain information with respect to the needs and educational paths of students and takes that information into account in their teaching.				



7.7 Uses the appropriate procedures to request services for students with social maladjustments or learning difficulties or students who show signs of impairments or disabilities.				→
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<b>Competency 8</b>				
<b>Support students' love of learning</b>				
8.1 Builds and maintains positive relationships with students in order to spark their motivation to learn.	→	★		
8.2 Helps students develop self-confidence in their learning ability by introducing them to a variety of experiences.		→	→	→
8.3 Helps students persevere in their learning by supporting their efforts and progress.		→	→	→
8.4 Encourages students to use learning strategies that promote and foster their autonomy.		→	→	★
8.5 Ensures that teaching and learning situations include elements of everyday life and cultural references with which the students are familiar.		★		
8.6 Sparks students' interest in and curiosity about the subject, the knowledge and skills, practices, tools and techniques, methods and procedures involved, as well as with the history of the subject and the issues, accomplishments, key figures, schools of thought and debates that have marked its development.		→	→	→
8.7 Plans teaching and learning situations that spark students' enthusiasm for learning activities and are likely to relate to their areas of interest.		★		
8.8 Fosters collaborative work, discussions, participation and mutual help among the students.		★		
8.9 Helps students to develop a sense of belonging by involving them in class and school activities.		→	→	→

Internship	1	2	3	4
<b>Competency 9</b>				

<b>Be actively involved as a member of the school team</b>				
9.1 Collaborates with members of the school team in defining and adhering to the educational orientations and standards that make the school a healthy, safe and equitable environment.		→	→	→
9.2 Helps to develop, implement and evaluate the policies, practices and regulations that govern how the school functions.				→
<b>9.3 Collaborates with the members of the school team in developing and implementing the school's educational project.</b>				
<b>9.4 Assumes the responsibilities set out in the collective agreement.</b>				
9.5 Works with the members of the school team to foster at all times, positive, healthy and safe attitudes and behaviours at school.		★		
9.6 When required, collaborates with other members of the teaching staff in designing and evaluating teaching and learning situations in accordance with the evaluation standards and methods in force in the school.				→
9.7 When required, participates in developing measures to address the needs of groups that are marginalized or are having difficulty at school.				→
9.8 Participates in developing, implementing, monitoring and reviewing individualized education or learning support plans.				→

<b>Internship</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Competency 10</b>				
<b>Co-operate with the family and education partners in the community</b>				
10.1 Establishes constructive relationships with the student's family and partners in the community.		→	→	→
10.2 Maintains good communication with the family regarding the students' success and well-being.		→	→	★
10.3 Communicates to the family their expectations with respect to the results, attitudes and behaviours expected of students in class.			→	★
10.4 Provides the family with the appropriate means to participate in their children's learning as well as in school and extracurricular activities.				→
10.5 Seizes opportunities to co-operate with partners who will enrich student learning and education.		★		
10.6 Ensures that the educational aims of the activities proposed by these partners are in line with the Québec Education Program, the educational project, and the interests and needs of students, teachers and the school.				→
10.7 Seize opportunities to reinvest the content of partnership activities in teaching and learning situations.		→	→	→

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<b>Competency 11</b>				
<b>Commit to own professional development and to the profession</b>				
11.1 Adopts a reflective stance with respect to own teaching practice in order to continually improve own practices.	→	★		
11.2 Using the appropriate resources, implements the means needed to develop and update own professional competencies.	★			
11.3 Depending on the students' needs as well as their own, participates in continuing education activities such as those defined in section 7 of <i>An Act to amend mainly the Education Act with regard to school organization and governance</i> .		→	→	→
11.4 Reads, analyzes and evaluates specialized publications with a critical eye and discusses them in order to identify elements that can be incorporated into own practices.	★			
11.5 Analyzes educational issues and professional dilemmas in order to enrich own practice and bolster own status as a teacher.				

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<b>Competency 12</b>				
<b>Mobilize digital technologies</b>				
12.1 Exercises ethical citizenship in the digital age.	★			
12.2 Develops and mobilizes technological skills.	→	→	→	★
12.3 Harnesses the potential of digital resources for learning.		→	→	★
12.4 Develops and mobilizes information literacy.	→	→	★	
12.5 Collaborates via digital technology.	★			
12.6 Communicates via digital technology.	★			
12.7 Produces content via digital technology.		→	★	
12.8 Uses digital tools to foster inclusion and address diverse needs.	→			
12.9 Mobilizes digital technology for personal and professional empowerment.	→	→	→	→
12.10 Solves diverse problems via digital technology.	→	→	→	→
12.11 Develops critical thinking with regard to the use of digital technology.	→	→	★	
12.12 Adopts an innovative and creative approach to the use of digital technology.		→	★	

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<b>Competency 13</b>				
<b>Act in accordance with the ethical principles of the profession</b>				
13.1 Acts and behaves in a respectful manner toward the school and what it represents.	★			
13.2 Encourages and celebrates actions and behaviours that reflect the values of the Quebec school and Quebec society.		→	→	→
13.3 Is aware of the ethical issues related to the practice of teaching in order to perform one's duties with integrity.	★			
13.4 Takes into account the applicable legal framework when exercising their professional rights and responsibilities.	→	→	→	→
13.5 Acts vigilantly and diligently to protect the confidentiality of information that relates to the private lives of students and other education stakeholders.	★			
13.6 Respects the roles and responsibilities of people involved in the education community.	→	→	→	→
13.7 Denounces and tears down the knowledge, practices, attitudes and processes that produce or reproduce situations of exclusion and discrimination in education settings.	→	→	→	→
13.8 Avoids all forms of discrimination by adopting equitable, transparent and inclusive practices and attitudes with regard to students, colleagues and the community.				