Professional Knowledge and Education Training

Discussion report regarding training for educators in Canada presented to the Council of Ministers of Education (Canada)

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Summary

This report discusses the main trends, as well as significant issues and challenges related to the current education training systems in Canada. More specifically, it examines the professional knowledge (knowledge, expertise, skills and attitudes) that is the basis of teaching. It comprises two parts.

The first part of this report reviews recent developments in the education community in Canada, for the purpose of understanding the impact on the training offered to teachers, as well as the training requirements and needs of future teachers. It also demonstrates that training a teaching professional is a long term process for which the initial university education is only a preliminary step. It should be followed by practical training in the school system, as well as ongoing professional development activities spread over most of the length of a career, in phases of alternating work and continuing learning. This is why education training is actually a professional training. It requires the consideration of high level knowledge and expertise in several fields, as well as the necessary skills and attitudes to assist the learning process of students. It also requires autonomy as well as good professional judgment to meet the needs of the students and the requirements of school life. Furthermore, future teachers must also be models in terms of respectability and morals. More importantly, they must learn to set up the conditions to facilitate learning by the students, and choose the most appropriate methods and the most effective teaching strategies. To better train new teachers, the report proposes implementing research initiatives across Canada specifically targeting training programs for teachers, first to understand their components as a whole (models, principles, stakeholders, practices, mechanisms, resources, etc.) but also to identify innovating practices that have a positive effect in improving the quality of preparation to teaching.

The second part of this report focuses on identifying the main current issues in education training, including: overemphasis on subject matter, dominating applicationist perspective, the low impact of training on the beliefs of future educators, and, finally, the weak visibility, within education training programs, of new social and cultural realities (challenged students, cultural and ethnic diversity, education and minority groups, new technologies, increasing poverty amongst families and children, etc.) which challenge the new generations of teachers. The report proposes hints of solutions for these problems. In particular, the report presents the Council of Ministers of Education, Canada (CMEC) 16 recommendations for developing wide-ranging research initiatives to improve education training in Canada.

Presentation

This report discusses the main trends, and significant issues and challenges related to the current systems for training educators in Canada. More specifically, it examines the professional knowledge (knowledge, expertise, skills and attitudes) that is the basis of teaching, the active systems where this knowledge is applied in the classroom and in schools, as well as the programs, the mechanisms and the education training practices that should result thereof.

This report comprises two parts and includes a substantial bibliography. The first part identifies recent developments in the education community in Canada, for the purpose of understanding the impact on the training offered to teachers, as well as the training requirements and needs of future teachers. The second part of this report focuses on identifying the main current issues in education training. We present the CMEC **16 recommendations** which hint to solutions for these problems and could help develop wide-ranging research initiatives. These recommendations are actually research questions that we wish to submit for discussion to the various stakeholders in the education community during the forum that will be held in Ottawa, on February 16 and 17 1999.

1 - The evolution of teaching: a highly specialized and complex work requiring high level professional training

Teaching was long considered across Canada as a calling, if not a mothering activity, a low valued occupation offering poor pay and requiring little training. However, in the last fifty years, it has become a highly specialized stable occupation that can lead to a career, and which requires higher university training, since it relies on accepted knowledge, expertise and skills unique to this field of work.

This evolution of education follows changes in a society that became more complex in all regards. For new generations of teachers, it requires longer training regarding the standards governing social organization and civic conduct, as well as the necessary skills for the renewing of social and economic functions. Therefore, it becomes apparent that, as the basic training of new generations tend to be longer, more diversified and more complex, the same rule applies to education training.

Moreover, all observers agree that this evolution is nowhere near completion. On the contrary, changes occur more rapidly, and economic, social and cultural conditions facing teachers are changing so fast that they must adapt continually to new problems, as well as tackle numerous and new challenges. These include the extraordinary expansion of knowledge and the multiplication of new technological news in communication, the transformation of family and community structures, the shifting of cultural and moral landmarks, the increasing poverty among children, the cultural diversity and ethical relativism, the anomic behavior and drug use among the youth, and the insecurity of the labour market. This rapid and seemingly chaotic evolution has a direct impact on schools and teaching. It is therefore vital to identify the best measures to adopt to train future teachers and to prepare them to work efficiently in this new, ever-changing social environment.

It is no longer possible to become a teacher, armed with only basic notions of a subject matter and a few methods to control misbehaving students. Indeed, it is now recognized that training an education professional is a long term process for which the initial university education is only a preliminary step. It should be followed by practical training in school, as well as ongoing professional development activities spread over most of the length of a career, in phases of alternating work and continuing learning.

In this perspective, education training is indeed a professional training. It requires the consideration of high level knowledge and expertise in several fields (educational psychology and pedagogy, knowledge of the students, their family and social and cultural environment, learning problems, the school system and its purpose, various subjects in the curriculum, classroom management, and human relations, etc.).   It also requires the necessary skills and attitudes to assist the learning process of students (respect for the students, communication skills, empathy, openmindedness to various cultures and minorities, skills to collaborate with parents and other school stakeholders, etc.). It requires autonomy as well as good professional judgment to meet the needs of the students and the requirements of school life. Furthermore, because they will work with children and teenagers, future teachers must also be models in terms of respectability and morals. Finally, they must learn to set up the conditions to facilitate learning by the students, choose the most appropriate methods and the most effective teaching strategies, often while resources and services are being reduced and workload is increased.

It should now be obvious that there are various fields of professional knowledge required for teaching, and that teachers must rely not only on theoretical knowledge, but also practical skills, knowledge of how to react, as well as skills and attitudes unique to this human relation occupation where adults interact daily with youths.   Due to the variety of professional knowledge it is appropriate to raise the question of cognitive basis to teaching and to education training. *In other words: what do future teachers need to learn, know and master today to teach efficiently, to improve the learning process for students and to meet their increasingly diversified needs?*

The evolution of education research

Paradoxically, despite the significance of this issue, it has only been in the last 25 years that researchers and school authorities have been examining seriously education training and teaching as well as ways to improve this field. Between 1950 and 1970, government and school authorities were more concerned with modernizing education systems. Research in education, on the other hand, was more focused on learning theories.

In the 1970's, several authors developed research programs based on the following question: does the teacher make a difference in the learning performance of students? They were challenging the prevalent beliefs that social classes, the natural development of students or the curricula were the only determining factors in learning performance. These scientists were instrumental in implementing exhaustive research initiatives in classrooms where teachers' behaviors (process) were related to the learning of students (result). Other approaches based on cognitive psychology and sociology have been implemented since. In North America, there are now tens of thousands or research projects that were conducted directly in classrooms with experienced teachers, to identify the most efficient teaching practices. Similar research projects were conducted about education training. All this research constitutes a solid base of scientific knowledge regarding teaching and education training on which more efficient teaching strategies can be drawn, and education

practices and mechanisms can be better adapted to meet the needs and requirements of this field of work.

Currently, two main trends can be identified: on one hand there is an extensive momentum towards professionalization of teaching; on the other hand, more research is being done on the subject of the professional knowledge of teachers. These two trends are obviously closely related since professionalization relies mainly on the possibility of defining specialized knowledge unique to teaching and current research is aimed at defining the nature and the content of this professional knowledge. However, professionalization is also a more generalized trend in Canada which covers issues related to the organization of teaching labour and working conditions. We will now take a look at professionalization since it is a guiding force in the current attempts to renew education training.

Professionalization in teaching: between ideals and reality

In Canada, the creation of professional associations of teachers in British Columbia (1986) and in Ontario (1996), as well as the ongoing attempt to create such an organization in Québec, are indicative of a general trend towards professionalization in teaching. There are related initiatives in other provinces (Alberta, New Brunswick, Nova Scotia) that aim at increasing education training standards and at improving quality control. This movement is also followed by significant efforts to decentralize education systems, reduce bureaucracy, as well as increase the independence and accountability of stakeholders in the field.

The central objectives of this movement are: to increase the autonomy of educators and facilitate their involvement in the collective management of education, mainly at the institution level; to promote professional ethics based on respect for the students; to favor professional expertise and innovative practices rather than traditional approaches; to implement in institutions an assessment of education to improve practices; to introduce new career models focused on the diversification of tasks, and; to promote teaching in the public opinion, mainly to attract the best candidates for the future.

On a more concrete level, professionalization means increasing the collegiality between teachers, and increasing their participation in all decisions related to education in each establishment. It requires collective responsibility towards optimum conditions of learning for students, therefore some individual as well as collective accountability. While recognition of an actual autonomy is partly in place, the next step for professionalization is the acceptance of this autonomy by the educators as a group at the institution level rather than just at the classroom level. This approach, if it succeds, will help the educators to collectively exercise authority on the organization of learning conditions in an establishment. It will therefore promote a collective professionalism as well as a capacity to deliberate which will assist in sharing professional knowledge between teachers.

Unfortunately, most of these goals are still at the level of ideals. Indeed, in Canada, as in other countries, the labour relations within the school system, succeeding phases of fiscal constraints, and the increasing of the workload for teachers are not helping. The organizing of the teaching workforce must adapt, otherwise professionalization will be nothing else than empty wishes hiding the increasing work of teachers (Hargreaves and Goodson, 1996). For example, teachers must have recognized space and time to exercise their professionalism. Their initiatives must not be limited to the classroom, but also be recognized by the management of institutions and other school authorities, which means a

transformation of hierarchical relations. Career options could be made available to allow a greater vertical mobility. For example, educators could participate to the training of their peers or to education research. However, across Canada, it seems that these generous proposals do not fit well in daily realities. Quite the contrary, educators often feel isolated, out of breath, and everywhere the message is the same: they lack time to do everything there is to do and their level of stress is increasing due to obstacles and difficulties they tackle in their daily work.

As well, in Canada, professionalization is faced with the significant problem of poor renewal of educators. Employed teachers are getting older, but as government are rationalizing resources, young educators do not have much opportunities for stable and permanent employment. This trend is very dangerous since it can lead to a gap between the generations of teachers (Mukamurera, 1998).

This is, in a nutshell, the recent developments in education and in the movement of professionalization of educators. However, our knowledge of these phenomena is still very incomplete. In Canada, we know that deep transformations are taking place in the education community, but we know little about how these transformations are crystallizing in school life and in the work of teachers. The data we have is incomplete, comparisons and overviews are therefore hard, if not impossible to make.

We therefore recommend to the CMEC:

(1) To pursue the CDE project to build a database (statistical and documentary) across Canada about the teaching profession to provide all researchers, as well as government and school officials, in Canada diverse and accurate information on teachers from all provinces and territories, on their work and teaching practices as well as on the school environments in which educators work and are being trained in Canada.

(2) To carry out longitudinal studies across Canada about the current evolution of the education community and the training of educators, together with the other research recommendations we are submitting in this report.

(3) To gather, organize and make easily accessible to all education stakeholders in Canada (researchers, teachers, students, school and government authorities, etc.) the main results of the research on teaching and education training, so they can be integrated to the training practices, programs and policies.

(4) To lead research initiatives in the provinces and territories where professional teachers associations were created or are about to be created, to assess the impact of this major change on education training and education.

(5) To implement, in various locations in Canada, ongoing laboratories to study current changes in education and education training. Academics, educators, education and government officers, representatives of public interest groups would participate; they would consult together and create change analysis and assessment tools.

(6) To promote research initiatives on renewing the workforce in education in Canada, and on means to facilitate the recruiting and integration of new educators.

2 - Education professionalization and educators training: issues and proposed solutions for research initiatives

Earlier in this document, we reviewed recent developments in education and the professionalization effort. However, what are the new proposed training models? On these subjects, studies concur and identify some major issues that affect current education training programs. Here are short descriptions of these issues as well as some proposed solutions and recommendations that should be updated during wide research initiatives.

Applicationist training model and professional training model

Current training programs are still mainly designed according to the knowledge application model: students spend a certain number of years attending classes based on theoretical knowledge, after, or during which, they join an internship program to apply what they learned. When they receive their degree, they start to work, learning their profession on the job, realizing that the knowledge they have acquired in university is very hard to apply in everyday life.

This applicationist model is rooted throughout the university practices and career system. Researchers produce knowledge that is transmitted through training then finally applied on the job. The production of knowledge, the knowledge related training and the mobilization of knowledge in practical work are completely distinct and rely on differing groups (researchers, trainers and educators) which are subjected to diverging professional paths and constraints.

This applicationist model perceives students as technicians who must assimilate knowledge for application in practical situations. The opposite of this model would be a professional model. Indeed, according to Barone et *al* (1996), education training should seek to develop among students a strong sense of professionalism. For these authors, this concept is threefold:

*A **deliberative dimension,*** which relies on a capability to enunciate informed judgments about various phenomena and educational functions, in particular, functions defined by educational programs used by educators. In this regard, a future professional must be able to define and support his or her own educational vision relying on well-thought positions regarding classical education issues such as: "how should I teach, and why?"; "which knowledge is more valuable to my students?"; "which school experiences have more educational values?". This dimension is therefore a composite of reflective knowledge and prescriptive commitments towards certain educational functions.

This deliberative dimension is more than a concept. For example, in all educational methods it is more and more recognized that it is important for teachers to bring their students to debate diverging ideas together. These debates are far more difficult to control in a classroom where students have highly varied intellectual skills, for examples, students who do not necessarily possess the required social skills to participate in a discussion. As well, to transmit more than knowledge while attempting to reconstruct significantly a subject matter with students (Doyle, 1983), is an actual challenge in the classroom. This

challenge requires that educators have reflected on their view about education as well as the content and the functions of the learning they wish to impart their students.

An "operational" dimension, that is entirely educational, which relies on the skills required to plan and manage lessons as well as reflecting on practices in the classroom in such a way that the functions defined during the deliberative process are pursued. This process is both vital and complex, since it involves linking specific educational skills, prescriptive commitments, a concrete practice and a context.

In concrete terms, this process matches the two main tasks (Doyle, 1986) that any teacher performs in the classroom and that define what we will call "educational knowledge", that is the operative knowledge used by teachers in the classroom during interactions with students. The first task refers to the teaching of contents (or the management of learning), that is to cover the program, to ensure that the various components are mastered, to communicate the desire to study the various subjects, etc. The second task refers to the classroom management function: that is to organize the group, to define the rules and procedures, to react to inappropriate behavior, to link activities, etc. These two tasks cover both educational functions, operational and fundamental, applied by any teacher in a classroom (Leinhart, 1986; Shulman, 1986). Education training programs must therefore integrate these educational knowledge which truly represent the foundation of professional control for teachers.

A "social and political" process, that is the will and the capability to transform the school and social environment to establish an acceptable, if not maximum, harmony between the teacher's view and reality. This process combines knowledge, prescriptive commitments, practice and a social and political commitment. Indeed, one cannot reflect upon the training of teachers without taking position in the debates about schooling, its functions and its evolution. The educator is a professional specialized in the human being and, as such, a social stakeholder participating to the problems affecting new generations.

What are the consequences of this professional model on education training? Basically, it leads to the recognition of education as a high level professional activity, at the same level as liberal professions, relying on a firm knowledge foundation, linked and integrated to professional practices which supports and enhances constantly the occupation through the input and collaboration of experienced educators and researchers.

Educators are viewed here as thinking and "reflective" professionals, able to discuss their own practices, to be objective about these, able to share and improve them with new mechanisms for efficiency. Professional work is no longer considered as only the implementation of theories developed elsewhere, such as in universities. It becomes a unique and independent space for learning and training current and future teachers. This concept requires focusing once again education training at practical work, and, consequently, on schools as the workplace of these professionals. The knowledge transmitted by universities must be developed in close relationship with the professional realities of teachers in schools.

In concrete terms, this model requires implementing new training mechanisms to facilitate an ongoing exchange between practical work and training, between professional experience and research, between teachers and university trainers. These new training mechanisms take place in new organizations (professional schools in England, écoles associées au Québec, Professional Development Schools in the United States, etc.) that assist in linking training and work. These mechanisms open doors to new practices and new "tools", such as long term, on-the-job, training programs, the professional

memorandum, the alternation of training and work , reflective analysis, mentoring, etc. This leads inevitably to the development of new stakeholders interfacing with training and work: associated educators, internship directors, mentors, tutors, university supervisors, researchers working with teachers, etc.

We recommend to the CMEC

(7) Given that this model of professional training is being developed, given that it will provide many diverse practices, initiatives and mechanisms, given that it is being slowed down by significant obstructions in universities and in the school system, to implement research initiatives across Canada dealing specifically with education training programs to understand all their components (models, principles, stakeholders, practices, mechanisms, resources, etc.), but also to identify innovating practices that have a positive effect on the quality improvement of preparation to teaching.

Given that the work of educators with students is at the core of their professional activities, given that this work is carried out through the two basic tasks described above, we therefore recommend to the CMEC:

(8) To develop a synthesis of research carried out about educational knowledge (covering classroom management and teaching of content) to identify concurring results that would not only assist in understanding educational practices but also in transforming this practice with the help of training to make it more efficient. These results should be integrated in education training programs.

Subject matter perspective of educational training and related subjects

However, the applicationist model is not the only one involved. Indeed, training programs rely on a dominating subject matter perspective in universities. Goodlad and Su (1992) concluded that the view that "puts subject matters at the core of the curriculum" (p. 698) is still prevalent nowadays. Moreover, the process based on subject matters is growing in the education community. Nonetheless, subject matters are characterized by their independence, their specialization and their closure, since they progress through internal pressures resulting from their own scientific logic principles, therefore without direct links to professional practices.

This vision based on subject matters consecrates the separation of theory and practice, the education taught in universities and education activities in the classroom. It leads to depreciating and ignoring professional practices and knowledge coming from the school system while giving more value to sciences as reference model to education training. Therefore, the closure, the fragmentation and often the linear dimension of the contents and practices reflect this type of education, that focuses on lining up subject matters without connecting them.

Still, to ensure a training that takes into consideration the many and complex aspects of teaching, a training that can actually promote the development of integrating practices and knowledge, an interdisciplinary, relational and complementary approach among the various elements of training is required (Lenoir et Sauvé, 1998a, 1998b). However, to apply interdisciplinary teaching, both at school and in education training, requires previous

training to ensure the development of the necessary expertise. Clarke et Agne (1997) indicate that this training is also the result of collaborative efforts between stakeholders.

We recommend to the CMEC

(9) Basically, given the subject matter approach dominating education training and leading to methods hindering the integration of the various and necessary fields of professional knowledge, given the need for more global and integrated training approaches, it is important to review the training of university and on-the-job trainers in terms of linkage between subject matters to develop a close relationship between education training practices and the practices expected from future educators.

Low impact of training programs on education students

This is a third well known and well documented problem (cf. Wideen, Mayer-Smith, Moon, 1998, for a current synthesis). A significant part of what educators in training know about education is based on their personal experience as students. The future educators have been immersed in their workplace for about 16 years (approximately 15,000 hours) before beginning to teach. Many beliefs about teaching were developed during those years. These beliefs became stronger and more stable with time. Indeed, in North America, it has been proven that most training mechanisms cannot change nor weaken these beliefs. In other words, students go through teachers' school without changing their former beliefs about teaching. Why?

The first reason would be that these programs do not take into account the previous beliefs of students about teaching. Most of the time, these programs present fragmented information without going deeply into cognitive, social and emotional filters through which the future teachers receive and process this information. Their training has thus little impact on what educators think, believe and feel when they begin teaching. Indeed, they complete their training without having changed their beliefs and it is those beliefs that they will reenact while learning on the job, and those beliefs will be reinforced by socialization to their trade and with their peers.

The second reason would be that training mechanisms are too fragmented and do not last long enough. Very few courses and other training activities (on the job, reflective analysis, etc.) are linked together. They are independent and closed units that last for short periods of time and that have little impact on students.

We recommend to the CMEC

(10) To promote research initiatives dealing with the ways teachers' school programs across Canada deal with the previous beliefs of students. Are they being taken into account? If this is the case, in what ways, through which mechanisms and training practices?

(11) To carry out comparative studies about the mechanisms and practices used in short training (e.g. one semester courses) and longer training (e.g. one-year internships),

to assess their respective impact on students, on their beliefs, and, most importantly, on the lasting effect of the knowledge acquired during these programs.

Misunderstanding of students and of the new social and cultural realities

As we mentioned earlier in this report, Canadian society is rapidly changing. Indeed, when reviewing documentation on this issue, it is clear that students in teachers' schools are mainly individuals who do not know well the new social and cultural realities (for example, because they come from a middle class, more traditional environments or from majority ethnic groups and cultures, etc.) and that training programs are ill-adapted to prepare future educators to meet these challenges. Often, new teachers will be at loss when they are faced with problems involving lack of discipline, when they work with students with learning or behavioral challenges, when they are faced with violence, insults, serious problems that their students are going through (family breakdown, poverty, etc.) or when they are teaching groups composed of several students of different cultures or ethnic groups. All these realities are very seldom included in teachers education programs, and when they are, few courses offer practical knowledge or tools to deal with the issue. There are five major issues which require solutions.

Challenged students

In Canada, the integration of challenged students dramatically changed education. The questioning of the necessity of holding back weak students created classrooms composed of students at different levels for which a "differentiated" education is not always available. These changes create additional constraints to class management. Moreover, our society is understanding towards students with special needs, but also demand that requirements be upgraded. This trend translates into a renewal of basic subject matters and more importance being given to excellence. Since students are expected to perform better, the success threshold is raised, but there is also the expectation that everybody will pass. This double constraint, if it is to be applied as such, should make use of new education practices (differentiated teaching, strategic education, cooperative education, etc.) and the allocation of resources to educators (more time to experiment, less time devoted to red tape, support from specialized officers to innovate: educational psychologists, challenged student specialists, etc.)

Teaching in a minority environment

Teaching in a French minority environment is different from a majority environment in two ways: 1) by the political role played by the school, that is beside fulfilling the same functions that of a school in a majority environment (convey knowledge and socialize students to society values (Hurn, 1978)), the school also has a mission to preserve French language and culture (Gérin-Lajoie, 1996; Heller 1994; Welch, 1988), and: 2) by the presence of a more diversified school clientele in terms of language (French roots, English roots and environments where students have a different mother tongue than French and English), where language skills go from complete mastery of the language to total ignorance (Mougeon et al., 1984; Gérin-Lajoie, 1996). This phenomenon is demonstrated in a classroom coposed of students with various language skills. Educators must therefore cope with a sometimes harsh reality for which they were ill-prepared.

Multiculturalism

Multiculturalism is a fundamental dimension in Canadian society in general and in the school system in particular.   While the population born in Canada gets older and its birth rate diminishes, ethnic and cultural diversity is on the rise. Recent data (Statistics Canada, 1993, 1998; Dei, 1997) indicates that students, especially in the cities, come from more and more diverse cultural, ethnic and language backgrounds. However, there are few teachers from minority groups to which students can identify (MEO, 1994; Martin et Warburton, 1998; Programme d'équité d'emploi et d'éducation, 1996; Huntley, 1993). In a recent study, Herry (1995 :3) indicates that "in Ontario, only 1% of the teaching workforce in grade schools and high schools represent racial minorities, ethnic and cultural groups or First Nations, while these groups account for 16% of the school population". While multicultural education is at the core of the education issues in Canada, especially in the cities, up until now the training of teachers in multicultural issues has been neglected in research (Mujawamariya, 1998).

New   technologies

New teachers will be required to work in education systems which will be dramatically changed by the massive introduction of Information and Communication Technologies (ICT). With regards to the opportunities created by ICT, the current school system can be compared, in many ways, to a dinosaur, according to Hargreave's (1994) deprecating assessment. If we trust the possible assumption that the social, cultural and educative impact of ICT will be at least equal, in the long term, to the invention of the printing press in the 16th century, it seems vital that future educators should be prepared to understand and apply this development. However, training in ICT should go beyond the pure technical aspect and also take into account its impact, not only on learning and socialization in schools, but also on the socio-cultural and socio-economic environments.

Professional   development

Finally, with regards to the issues summarily identified above, it seems obvious that education training cannot be limited to basic university education. If there is only one thing that the CMEC should retain from this report, it would be that for new generations of teachers, the initial education training is only one step in the professional training process, which should be ongoing throughout a career, alternating between work phases and training phases. ***By making the initial education training accountable for the improvement of professional education training, we are bound to fail.*** In short, educators will have to keep on learning throughout their life. However, if this learning process is to get beyond subjective experience and be useful to educators, it must become objective in the training mechanisms where educators will play the roles of students and teachers: mentoring, tutoring, custom training, groups of educators working together to solve practical problems, self-learning centres, collaborative research, etc.

Given the five issues above, we recommend to the CMEC

(12) To begin research initiatives about teaching and training practices by efficiently taking charge of the differentiation of students and their education success: challenged students, students from minority groups, students from other ethnic and cultural backgrounds, etc. These initiatives could be inspired from other similar programs in other countries.

(13) To review the state of education in minority environments in Canada by assessing efforts put in place across Canada in provinces and territories where Francophones are a minority. This review should take into account differences within regions since working conditions are not the same everywhere and researches up to now have mainly covered regional differences. This assessment should serve as a basis for a study throughout Canada concerning the training needs for educators working in French schools in minority settings.

(14) To develop research initiatives aimed at identifying the level at which current education training is adapted to multiculturalism.

(15) To undertake, mainly in large cities, research projects about selection policies for future educators, to see how they could be adapted to the need to recruit more candidates from all cultural and ethnic groups.

(16) Finally, to review the current state of professional development programs in the education community in Canada to promote new learning approaches that would better meet the needs of the future generations of teachers. Special care should be given to partnership programs (training schools, research schools, etc.) where teachers and other education stakeholders are accountable for their own training.

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