



Accompaniment: Practice & Research



Accompaniment Project Overview

DELT Team:

Dr. Trista Hollweck (LCEEQ Project Manager, University of Ottawa)
Dr. Julie Corrigan (Concordia University, Phase I)
Dr. Hannah Chesnutt (McGill University, Phase II)
Dr. Avril Aitken (Bishop's University, Phase III)
Dr. Teresa Hernandez Gonzalez (Concordia University, Phase III)
Dr. Heather McPherson (McGill University, Phase III)

Research Assistants:

Nilou Baradaran, MA (McGill University, Phase I, II, III)
María Jiménez (Concordia University, Phase I, II)
Yasodai Selvakumaran (Phase I & Research capsules)
Shanmugavalli Narayanan (McGill University, Phase I, III)
Dr. Heather McPherson (McGill University, Phase I)

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None of the work in this project would have been possible without the incredible support of the Research Assistants who worked diligently and brilliantly throughout this project leading and supporting the project through literature reviews, data collection, analysis, and developing website content. The **Accompaniment Practice & Research Team** were Nilou Baradaran, MA (McGill, PRACTIS Team), María Jiménez (Concordia), Yasodai Selvakumaran, Heather McPherson (SWLSB), Shanmugavalli Narayanan (McGill), and Lisa Gonzales (Concordia).

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As project manager, it has been an honour to learn with and from such incredible educators and researchers over the past 19 months. Here's to more opportunities to collaborate and create accompaniment moments! Let's keep the momentum going!

Yours in learning,
Trista



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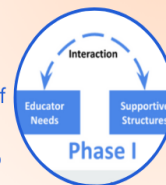


CULTURE OF ACCOMPANIMENT

Accompaniment *for* and *by* educators to foster collaborative professionalism.

OBJECT

Culture of Accompaniment: Support for teachers and leaders throughout their career, integration of teachers new to the school and formal feedback processes for experienced teachers contribute to a school and system culture of accompaniment.



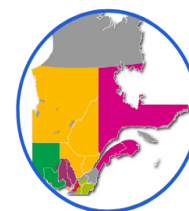
AIM



Collaborative Professionalism: School & System Culture of Accompaniment, effective Professional Learning & Development (PLD), & Job Security Contribute to Collaborative Professionalism.

CRITICAL NOTE

Quebec Context: Expertise is found within the system, but the conditions and support structures must be strengthened



COHERENCE, CONGRUENCE & TRANSPARENCY ACROSS THE ENGLISH EDUCATION SYSTEM

Collaborative-Based Professional Development and Growth-Oriented Formal Feedback processes are needed to accompany educators at all levels of their careers.

Read more: <https://lcee.ca/en/accompaniment/sna>






1. Accompaniment Project Overview

1.1. Project Purpose

Attraction, recruitment and retention of effective teachers are an ongoing challenge for educational systems across the globe (see OECD, 2020). With the quality and abilities of teachers the most significant school-based factors contributing to student achievement and educational improvement (Cochran-Smith, 2006; Darling-Hammond, 2006; Rivkin et al., 2005), teacher attrition and the development of novice teachers remain major concerns for educational systems (Ingersoll 2011; Karsenti et al. 2008; Kutsyuruba & Walker 2017). Although the estimated teacher turnover rate in Canada has been reported as approximately 30% in the first five years of service (CTF, 2004), there continues to be inconsistent pan-Canadian statistical information and limited research on understanding early-career teacher attrition (Kutsyuruba et al., 2014; Schaefer et al., 2012). In Québec, the estimated teacher attrition rate is 15-20% with variations across school boards and service centres (Fournier & Marzouk, 2008; Gingras & Mukamurera, 2008; Mukamurera et al., 2008; Mukamurera et al., 2013). Vacancies also extend to leadership, educational support staff and special education positions. Recent research by Karsenti et al (2018) noted that investing in teacher retention is likely to have a major impact on the academic success of students and that the presence of an easily-accessible mentor was particularly effective for increasing retention.

With education a territorial and provincial responsibility in Canada, it is the responsibility of the Ministère de l'Éducation du Québec to establish the aims and directives for the education system. The province is anchored in a highly decentralized model whereby individual school boards, centres, and schools are responsible for their own recruitment, induction and professional learning and development of teachers (Hollweck, 2017). The Québec Education Act (2020) stipulates that teachers must “collaborate in the training of future teachers and in the mentoring of newly qualified teachers” (Section 22, paragraph 6.1).

DIVISION II TEACHERS' OBLIGATIONS

-  **22.** A teacher shall
- (1) contribute to the intellectual and overall personal development of each student entrusted to his care;
 - (2) take part in instilling into each student entrusted to his care a desire to learn;
 - (3) take the appropriate means to foster respect for human rights in his students;
 - (4) act in a just and impartial manner in his dealings with his students;
 - (5) take the necessary measures to promote the quality of written and spoken language;
 - (6) take the appropriate measures to attain and maintain a high level of professionalism;
 - (6.1) collaborate in the training of future teachers and in the mentoring of newly qualified teachers;
 - (7) comply with the educational project of the school.

1988, c. 84, s. 22; 1990, c. 78, s. 30; 1997, c. 96, s. 10.

96.21. 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 service centre and university-level institutions concerning the training of future teachers or the mentoring of newly qualified teachers.

The principal shall see to it that all school staff members are informed of the school's rules of conduct, safety measures and anti-bullying and anti-violence measures, and of the procedure to be followed when an act of bullying or violence is observed.

The principal shall see to the organization of such professional development activities for the school staff as agreed with the staff, in accordance with the provisions of the applicable collective agreements, and shall ensure that all teachers fulfill their continuing education obligation.

1997, c. 96, s. 13; 2000, c. 24, s. 24; 2012, c. 19, s. 13; 2020, c. 1, s. 34.

Principals are also involved in this collaboration, as noted in a footnote in the Reference Framework for Professional Competencies for teachers, which states “The school administration plays a crucial role in creating a constructive dynamic within the school.” Referencing section 96.21 of the Education Act, it states that “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 education of future teachers or the mentoring of newly qualified teachers” (p. 96). Staff involvement in the decision-making around professional development activities are also noted in paragraph three.

In Quebec, unlike some other Canadian provinces, there is no self-regulatory body that licenses and governs the teaching profession and can lead on teacher induction and mentoring. Yet, in the pan-Canadian document analysis study of induction and mentorship programs (Kutsyuruba et al., 2013), it was noted that there have been some attempts by the Ministère de l'Éducation (2003, 2006) to provide some guidance for school boards and centres. In their analysis (2013) the authors refer to a document produced in March of 2009 and share eight recommendations provided by the Ministry (referred to as MELS at the time):

That MELS provide money to be dedicated to organized mentoring activities; that MELS, school boards, and universities collaborate to develop organized mentoring programs based on the available research and tailored to suit local needs; that mentoring should be a required activity for all first year teachers and an option for all second-year teachers; that school boards and schools develop strategies to train mentors; that an administrator or in-school committee assign mentors to new teachers as an initial step, and that new teachers later choose their own mentors; that mentors be given release time to receive training and to meet mentees; that when there are not enough active teachers to serve as mentors, school boards hire local retired teachers on a part-time basis to support new teachers; and that existing projects to train mentors be networked and supported by MELS funding, in order to deliver mentoring programs effectively and efficiently. (pp. 37–38)

Teacher Induction and Mentoring in Quebec

To-date, there are “no clear patterns guiding the development and implementation of mentoring, coaching and induction programs in Canada or Québec” (Hollweck, 2017, p. 2). However, in November 2021, the agreement between le Comité patronal de négociation pour les commissions scolaires anglophones (CPNCA) and l'Association provinciale des enseignantes et enseignants du Québec (APEQ) addressed the induction and mentoring of teachers. The [Annexe XIV Enseignante ou Enseignant Mentor \(2021\)](#) provided details in French about the new mandated mentoring program and outlined mentor teachers in schools and systems (pp. 263–265). Specifically, it described the objectives, the role and function of the mentor teacher, the profile and nomination process, the number, remuneration and release time for mentor teachers across the province. The translation of this Annexe was provided by the CPNCA.

Teacher Mentor (CPNCA & APEC)

11. *Introduire dans l'Entente une nouvelle annexe portant sur les enseignantes et enseignants mentor.*

Introduction of mentor teacher:

- ✓ To support teachers new to the teaching profession
- Performs duties in accordance with article 8-2.00
- Acts as a guide, a model and a facilitator
- Performs duties in one or more educational institutions, according to needs.
- ✓ A guide has been prepared and distributed to School Boards
- ✓ The profile of the mentor teacher is established by the School Board, after consultation with the union
- ✓ Released between 20% and 40% to perform mentoring duties
- ✓ Receives the same annual supplement as the one paid to the staff assistant or head teacher
- ✓ School Boards already received the number of mentor teachers distributed by the Ministry

12. *Introduire une définition d'enseignante et d'enseignant mentor au chapitre 1-0.00 de l'Entente.*

Induction (CPNCA & APEC)

13. *Introduire dans l'Entente une nouvelle annexe portant sur les enseignantes et enseignants en insertion professionnelle.*

Teacher Induction:

- ✓ Each Board will implement its own program, after consultation with the union
- ✓ For teacher in all sectors, new to the teaching profession.
- ✓ The participation is mandatory for the first 2 years in the teaching profession & voluntary for the 3 subsequent years

Mentoring Program:

- ✓ Teachers participating in the program will be accompanied individually by a mentor teacher
- ✓ Recognition of time for teachers participating in the program (determined by principal)
- ✓ Also, monies available to release early career teachers to meet with their mentor

Support and Mentoring has long been a focus for the Quebec Professional Teachers' Association (QPAT) who have made recommendations that the development of a ministerial policy for professional induction include:

- a budget envelope that is dedicated to the development and application of professional induction strategies in school boards;
- the adoption of action plans by school boards on professional induction.

Guiding Principles (QPAT)

These measures were adopted by the QPAT Executive Committee and Board of Directors:

1. Involvement in such a process should be **voluntary**;
2. Induction programs should be considered as part of the continuing training of teachers and not an evaluation tool for these teachers;
3. Sufficient time and satisfactory conditions should be in place to ensure its success;
4. Compensation, such as release time, should be granted whenever possible;
5. Induction programs should be developed in collaboration between local unions & School Boards.

On their [website](#), QPAT also outlined five guiding principles for teacher induction programs. QPAT also provided clear suggestions for a Mentor and Protégé relationship:

To teach and learn by example;

✓ *To make expectations clear and realistic;*

✓ *To share experiences;*

✓ *To use collaborative problem solving;*

✓ *To develop an action plan for professional goals;*

✓ *To set aside a convenient predetermined meeting time;*

✓ *To demonstrate interest in each other;*

✓ *To listen to others' viewpoints;*

✓ *To consider personal strengths and attributes which can define your role;*

✓ *To “reflect on the way the relationship is progressing to ensure that it is beneficial for everyone involved. Everything's better when you share it.*

The LCEEQ Pilot Project



The Leadership Committee for English Education in Québec (LCEEQ) is a collaborative professional learning community established to promote educational leadership in response to the needs of the community. In November 2020, the LCEEQ with Ministry funding launched a two-year pilot 'Research to Practice' project to examine mentorship and leadership. Since the pilot project was designed prior to the COVID-19 pandemic, project activities had to be adapted to the virtual format and were redesigned to respond to constantly changing restrictions. This had a significant impact on participation and engagement, however, it provided a unique opportunity to gather insights into Quebec educators' experience of the pandemic.

The '**Accompaniment: Practice and Research**' project is guided by four core values: support, collaboration, trust and growth. These values were determined by the project's **Design Team**, a committee of representatives from across the English educational community that met every month to support the project. Together, using an Appreciative Inquiry process the Design Team co-created the project's guiding possibility statement: *"Accompaniment for and by educators to foster collaborative professionalism."* Over 18 months, the Design Team learned with and from one another, participated in virtual professional learning and development sessions, shared accompaniment projects from across the province and engaged with the findings from the three phase research study. During the project's first year (2021) an environmental scan of the accompaniment offerings and needs across the English educational community in Quebec was launched. Building on the scan, a 'Needs Assessment' questionnaire was developed by members of the project's Developmental Evaluation Leadership Team (DELT), a committee of representatives from McGill, Concordia, and Bishop's Universities. To further investigate the themes extracted from the Phase I (Needs Assessment) both Phase II (Accompaniment through Social Network) and Phase III (Accompaniment Moments) research studies were designed.

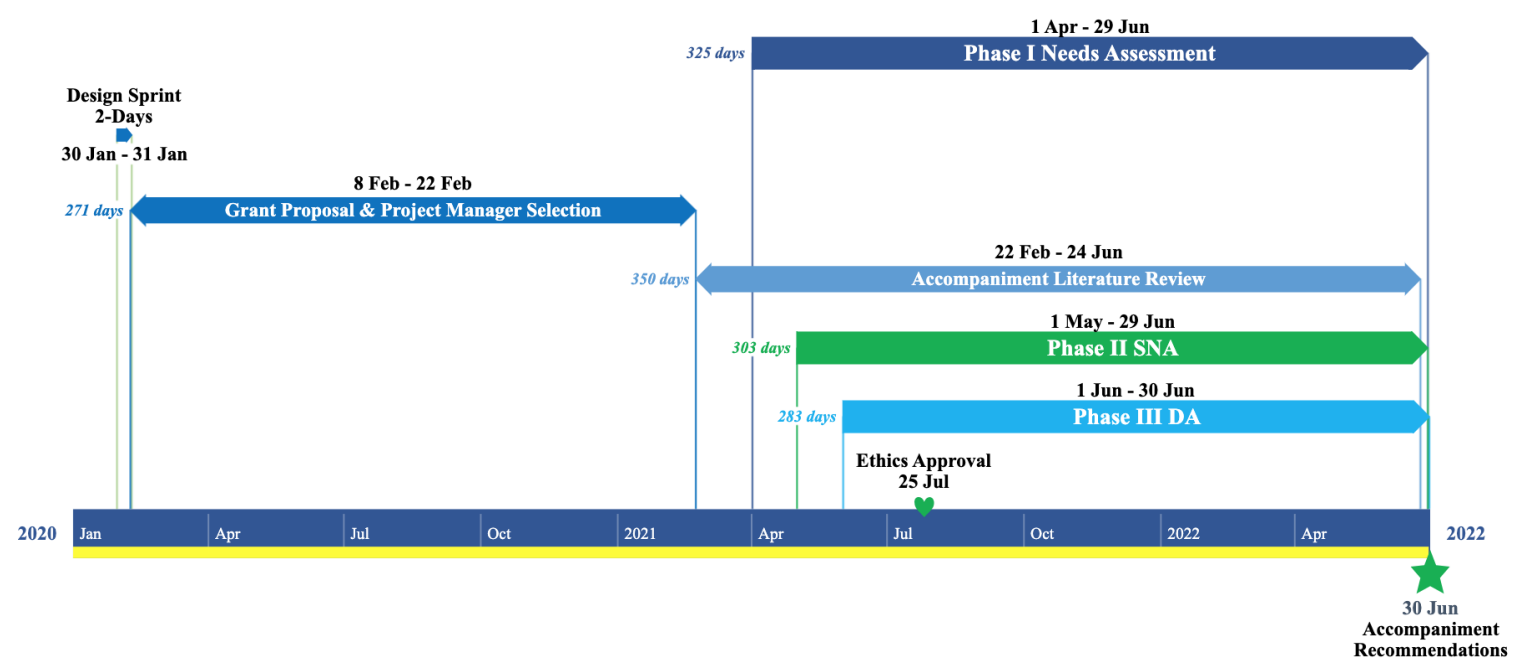




Accompaniment Project Overview

In a nutshell, the Accompaniment project is a 19-month research to practice initiative. It was designed to explore and capture innovative mentoring, induction and professional learning and development support structures available to teachers and leaders across the province and to build a network that fosters the sharing of these promising practices. The project deliverables include:

- assessing the current state of teacher mentoring for teachers and educational leadership practices for administrators in the English Educational Network in Quebec;
- overseeing a comprehensive literature review of current practices;
- interfacing with university professionals to conduct specific research based on identified needs;
- proposing models of professional development support;
- actively participating in the evaluation of the project;
- providing interim and a detailed final report.



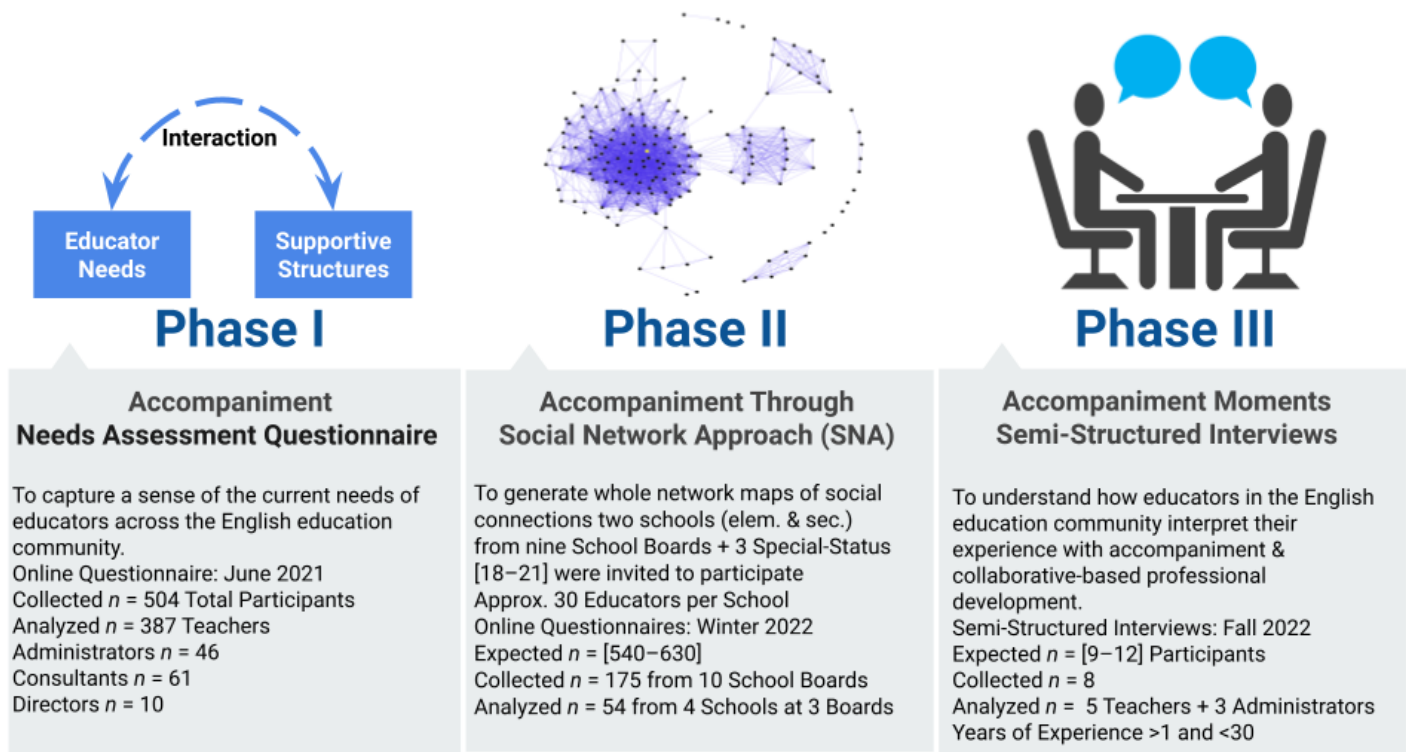
1.2. Project Design & Implementation



The Leadership Committee for English Education in Québec (LCEEQ) is a collaborative professional learning community established to promote educational leadership in response to the needs of the community. In November 2020, the LCEEQ with Ministry funding launched a two-year pilot ‘research to practice’ project to examine mentorship and leadership. Since the pilot project was designed prior to the COVID-19 pandemic, project activities had to be adapted to the virtual format and were redesigned to respond to constantly changing restrictions. This had a significant impact on participation and engagement, however, it provided a unique opportunity to gather insights into Quebec educators’ experience of the pandemic.

The Accompaniment project was designed and implemented using an iterative and collaborative approach. There are four key networks involved. As project manager, Dr. Trista Hollweck acts as a boundary-spanner who leads and coordinates the project activities and the research process.

Three Phases of the Accompaniment: Practice & Research Project



1. The project is overseen by the LCEEQ. The project manager presents regular updates on the project as a standing item on the LCEEQ membership agenda. All project proposals are approved by the LCEEQ Steering Committee.
2. The development and implementation of the research study is a collaborative effort between the twelve members of the **Developmental Evaluation Leadership Team (DELT)**, who represent the three English Universities (McGill, Bishop's, & Concordia). Three of the DELT representatives are also part of the LCEEQ membership and were instrumental in helping to recruit colleagues through their academic network. DELT members were responsible for designing and outlining the research questions, methods, and analysis. Volunteer members helped secure ethics approval from the three participating Universities (McGill, Concordia and Bishop's), and lead the three phases of the Accompaniment research project.
3. The third network is called the **Design Team**. The Design Team are representatives from all School Boards, two Special-Status School Boards, QPAT, AAESQ, ACES, ISAT, PROCEDE, LEARN, and DSREA. Many of the Design Team members are also part of the LCEEQ membership. The main activities of the monthly Design Team meetings were to work through an Appreciative Inquiry process (Cooperrider et al., 2008) to develop the four core values that would drive the Accompaniment project: Collaboration, support, trust and growth and develop a possibility statement "*Accompaniment for and by educators to foster collaborative professionalism.*" Guest presenters were invited to the monthly Design Team meetings to provoke thinking and provide current research on teacher induction, mentoring and coaching, collaborative professionalism and collective efficacy. The Design Team completed an environmental scan to assess the current state and context of induction and mentorship across the province. In the second year of the project, Design Team Working Group meetings were introduced to provide an opportunity for network members to share their board, centre, or association's accompaniment approach and to learn with and from one another. For the research component of the project, the Design Team reviewed and piloted the Phase I 'Accompaniment Needs Assessment' questionnaire and provided feedback to DELT. The findings from Phase I, Phase II, and Phase III of the research study were presented by the lead researchers in the monthly Design Team meetings.
4. Working alongside these collaborative groups is the **Accompaniment Practice & Research Team** made up of five research assistants who supported the project through literature reviews, data collection, analysis, and developing website content. One of the research assistants, María Jiménez, completed an internship through Concordia University during Phase II of the project. Her final report has been included in the Accompaniment Project deliverables.

Overview of the Main Activities of Accompaniment: Practice and Research Project [2021–2022] see Appendix A

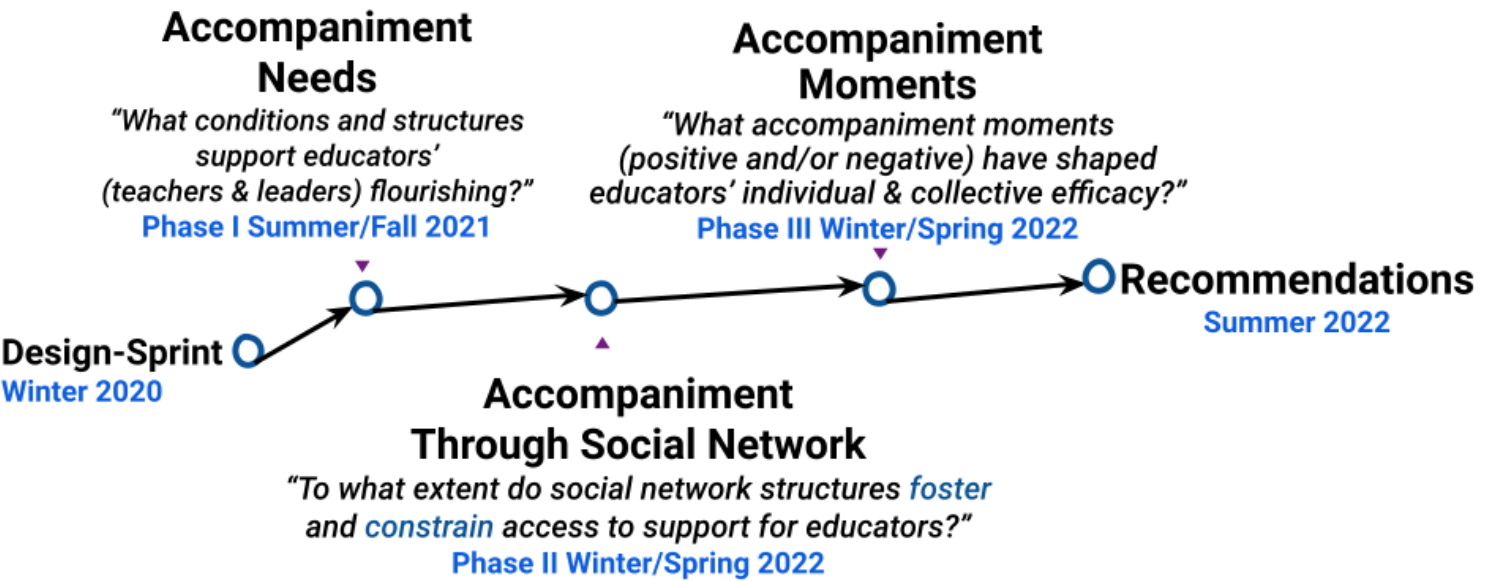
Design Team	23 members (see Acknowledgment)
Guest presenters	Dr. Trista Hollweck (Induction, Mentoring and Coaching) Jim Stratchen (Ontario's NTIP) Dr. Jenni Donnohoo (Collective Efficacy) Dr. Rachel Lofthouse (Coaching in Education) Dr. Andy Hargreaves (Collaborative Professionalism) Yasodai Selvakumaran & Christine Truesdale, LEARN Qc (13 Professional Competencies for teachers) Dr. Megan Webster (Effective PLD)
Working-Group	Voluntary Attendance & Invited Colleagues
Guest presenters	Amy Curry (WQSB, TIP) Paul Kettner (EMSB, Language Arts) Beverly Miller & Ann Watson, (EMSB, SORT) Jill Robinson (CQSB, Induction) Geoff Hipps (SWLSB, New Administrator Support) Brenda Montgomery (QAIS, Teacher Coaching) Marianne Lynch (Vanier College, PLC) Frederic Noifalaise & Julie Edwards [ETSB, Mentoring]
DELT Team	12 Researchers (see Acknowledgment)
Guest speakers	Dr. Trista Hollweck (University of Ottawa, LCEEQ Project Manager) Dr. Benjamin Kutsyuruba (Queen's University, Induction & Mentoring) Dr. Julie Corrigan (Concordia University, Phase I) Dr. Hannah Chesnutt (McGill University, Phase II) Dr. Avril Aitken (Bishop's University, Phase III) Dr. Teresa Hernandez Gonzalez (Concordia University, Phase III) Dr. Heather McPherson (McGill University, SWLSB, Phase III)
Ethics Applications	Dr. Avril Aitken (Bishop's) Dr. Teresa Hernandez Gonzalez (Concordia) Dr. Caroline Riches (McGill)
Design Sprint (2020)	Dr. Alain Breuleux (McGill University, PRACTIS Team)
Practice & Research Team	Nilou Baradaran (McGill University, PRACTIS Team; Design Sprint, Ethics, Phase I, II, III, Infographics & Reports)
5 Research Assistants	María Jiménez (Concordia University, Phase I, Phase II, Internship Report) Yasodai Selvakumaran (Phase I, Research Capsules, & Infographics) Shanmugavalli Narayanan (McGill University, Phase I & Phase III) Dr. Heather McPherson (McGill University, Phase I)
Meetings	Monthly Design Team meetings (including Working Group) 11 DELT meetings Regular LCEEQ meetings (Steering Committee & Full group)
Activities	(a) Project Core Values (b) Accompaniment Guiding Statement (c) Accompaniment Terms (d) Research Questions & Methods (e) Questionnaire Design & Delivery (f) Semi-Structured Interviews (f) Presentations of Preliminary Results & Summary Findings

2. The Accompaniment Research Study

2.1. Research Study

The driving research questions for the study (Phase I, II and III) are outlined below.

Driving Research Questions



2.2. Key Concepts

2.2.1. Accompaniment

Accompaniment is connected to the Spanish verb ‘acompañar’ which means ‘to accompany’ and has links to Latin America’s “accompaniment” movement rooted in social liberation theology. The term also derives from the French noun, ‘accompagnement’ which means ‘support.’

"Accompaniment, like teaching, is a practice. By being more aware of what we're trying to do, engaging in it, reflecting on experiences of it—both accompanying and being accompanied—you improve" (Reifenberg, 2020).

For researcher and storyteller Brené Brown (2002), accompaniment is described as “the commitment to be with people and share their journey with little reward beyond the journey itself” (p. ii). In the last chapter of her newest book, *Atlas of the Heart*, she revisits the theory of ‘acompañar’ that emerged during her doctoral studies as an approach to explain how helping professionals build and maintain connection with the people they serve. As she describes it in her dissertation, acompañar theory presents the basic social process helping professionals use to develop, maintain and assess their relevance in the helping process. Acompañar is a three stage process of anchoring, deconstructing and traversing which is based on the “accompaniment” approach developed by liberation theologians in Latin America. Each stage of the process is characterized by different challenges, conditions and sub-stages. Movement through the stages is marked by transitions reflecting changes in the roles and behaviors of the actors involved in the process. The accompaniment movement is about being with people on their journey. Accompanying someone is a commitment to be with them— not leading from the front or pushing them from behind, but being by their side and walking with them in solidarity. Accompaniment is about sharing your knowledge and resources while honouring the fact that it is their journey, not yours (Brown, 2002, p. 28). In 2022, Brown returns to this idea to help unpack what she means by the concept of “practicing the courage to walk alongside.” Specifically, she poses the question: “What does it mean to be other-focused, to use language in the service of connecting, to be compassionate, empathic, and nonjudgmental?” (p. 261).

The term accompaniment is familiar in the educational community and has links to the socio-constructivist Accompaniment-Research-Training project that was launched in 2002–2010 to support the implementation of the QEP across the system (see Lafortune et al., 2009a, 2009b, 2009c). In *Professional Competencies for Accompanying Change* accompaniment is described as:

Support that individuals receive in learning situations so that they may progress in their construction of their knowledge. In a socio-constructivist theoretical context, it includes the notion of interaction with one’s peers and has as its aim to activate prior experiences, give rise to socio-cognitive conflict, make the most of any such conflict that arises in discussions, co-construct in action, track down erroneous conceptions, and profit from self- awareness arising from certain constructions. It entails frequent meetings where the changes in the professional lives of participants are discussed and studied. (Lafortune and Deaudelin, 2001, p. 1)

Accompaniment (‘accompagnement’)

Collective Mobilization + Process of Improvement

- ★ Collaborative-based PLD
- ★ Embodied in a journey of reciprocal learning
- ★ Educators work together respectfully as equals

(see Cushing-Leubner, 2017; Delobre, 2012; Fals-Borda & Rahman, 1991; Fischlin et al., 2013; Freire, 2010; Uwamariya & Mukamurera, 2005).



Building on these roots, accompaniment in the LCEEQ project designates an approach to collective mobilization. It is a process of change and transformation whereby educators work together to improve their practice day-by-day, and become more confident and competent in their professional life. Rather than be another program to be implemented, accompaniment is viewed as a way of being and a lens from which to view school and system improvement.

The driving vision for the accompaniment project is that all students, staff, teachers, and leaders no matter their experience and context are 'well-held' in the English Educational community. Accompaniment is an umbrella term that encompasses a wide variety of collaborative-based professional development and embodies the idea of someone who joins another to go where they are going, at the same time, neither too far ahead nor behind.

Ultimately, accompaniment is a reciprocal learning journey; an excursion in which people from different backgrounds and experiences can work together respectfully as equals (Cushing-Leubner, 2017; Delobre, 2012; Fals-Borda & Rahman, 1991; Fischlin et al., 2013; Freire, 2010; Uwamariya & Mukamurera, 2005).

Accompaniment Literature



Introduction of Accompaniment concept by a Catholic priest (Romero, 1977, cited in Brown, 2002)

Action and knowledge: Breaking the monopoly with participatory action-research (Fals-Borda & Rahman, 1991)

Stubborn hope (Berryman, 1994)

Caminemos con Jesus: Toward a Latin theology of accompaniment (Goizueta, 1995)

Living inside our hope (Lynd, 1997)

Accompaniment from El Salvador. Dominican Order of Preachers (Barnett, 1998)

Accompagnement socioconstructiviste: Pour s'approprier une réforme en éducation (Lafortune & Deaudelin, 2001)

L'accompagnement: Une nébuleuse (Paul, 2002)

Acompañar: A grounded theory of developing, maintaining and assessing relevance in professional helping (Brown, 2002)

Autour du mot accompagnement (Paul, 2009)

Accompaniment and quality in childcare services: The emergence of a culture of professionalization (Pirard & Barbier, 2012)



Accompaniment: A pillar of Ignatian pedagogy (Delobre, 2012)

L'Accompagnement la nébuleuse des nouvelle pratique de development des personnes (Chouinard, 2014)

Psychosocial accompaniment (Watkins, 2015)

Methods of psychological and pedagogical accompaniment of first-year students in process of adapting to learning at university (Maralova et al., 2016).

Accompaniment for the climb: Becoming reparational language educators of Spanish as a 'heritage' language (Cushing-Leubner, 2017)



Reflective practice for professional development via a collective accompaniment model: Transforming English as a foreign language teaching with BA-TESOL professionals in Mexico (Houde, 2019)

A teaching accompaniment and development model: Possibilities and challenges for teaching and learning centers (Yañez et al., 2019)

Understanding teacher accompaniment in schools: The development and validation of the teacher accompaniment scale (Baring et al., 2020)

Teaching in times of crisis: Bridging the gap through accompaniment and co-creation (Reifenberg, 2020)




2.2.2. Collaborative Professionalism

Collaborative Professionalism is defined by Hargreaves and O’Connor (2019) as an “evidence-informed process that includes rigorous planning, deep and sometimes demanding dialogue, candid but constructive feedback, and continuous collaborative inquiry” (p.vi). Collaborative professionalism is achieved when educators work together with depth, trust, and precision to transform teaching and learning together to develop fulfilling lives of meaning, purpose, and success for their students. For Hargreaves and O’Connor (2018) collaborative professionalism designates the solidarity of relationships, solidity of structures, the maturity of dialogue and flexibility of interaction. They outline 10 tenets in collaborative professionalism: collective autonomy; collective efficacy; collaborative inquiry; collective responsibility; collective initiative; mutual dialogue; joint work; common meaning and purpose; collaboration with students; and big picture thinking for all.

Collaborative Professionalism

“An evidence-informed process that includes rigorous planning, deep and sometimes demanding dialogue, candid but constructive feedback, and continuous collaborative inquiry.”
(Hargreaves & O’Connor, 2018, p. 18)

Solidarity & Solidity

Table 1: Summary table of the 13 core professional competencies of teachers

TWO FUNDAMENTAL COMPETENCIES	
Competency 1	Act as a cultural facilitator when carrying out duties
Competency 2	Master the language of instruction
AREA 1: Six specialized competencies central to working with and for students	
Competency 3	Plan teaching and learning situations
Competency 4	Implement teaching and learning situations
Competency 5	Evaluate learning
Competency 6	Manage how the class operates
Competency 7	Take into account student diversity
Competency 8	Support students' love of learning
AREA 2: Two competencies underlying collaborative professionalism	
Competency 9	Be actively involved as a member of the school team
Competency 10	Co-operate with the family and education partners in the community
AREA 3: One competency inherent in teachers' professionalism	
Competency 11	Commit to own professional development and to the profession
TWO CROSS-CURRICULAR COMPETENCIES	
Competency 12	Mobilize digital technologies
Competency 13	Act in accordance with the ethical principles of the profession

Collaborative professionalism is also used to describe competency 9 and 10 in Quebec’s new *Reference Framework for Professional Competencies for Teachers* (Ministère de l’Éducation, 2021). These two competencies are said to be relational and social because they refer to the teachers’ required participation in the collective aspects of the contemporary Québec school—an obligation inherent in the practice of the teaching profession. These competencies underlie collaborative professionalism, while taking into account each person’s autonomy and role. They refer to all the activities of teachers that require them to share, mobilize and develop networks of education stakeholders around situations, problems and issues concerning the quality of teaching. These activities require communication and social skills. The demonstration and mobilization of relational and social competencies requires a true culture of collaboration and mutual help. There are two competencies in this area of intervention, and teachers must mobilize them when dealing with all of the main education stakeholders, inside and outside of the school, with whom they interact.

In the Accompaniment Project, Competency 9 and Competency 11 are most relevant. Competency 9 refers to how teachers situate their own activities in a collective framework. Teachers are part of a team whose members are called upon to work together in order to make consistent decisions and coordinate their actions to serve the students’ best interests. Competency 11 focuses on teachers’

commitment to their own professional development and to the profession. Teachers are reflective practitioners who work collaboratively to promote and publicise projects and experiences that demonstrate the achievement of their colleagues and their students. They support and encourage peers in their professional development, especially those preparing to enter the profession and those who have recently entered the profession.

2.2.3. Collective Efficacy

Collective Efficacy is one of the ten key tenets of collaborative professionalism. It is defined in the literature as the shared belief that through collective action educators can positively influence student outcomes and improve student learning, despite other influences in the student's lives that challenge their success (Bandura, 2000; Donohoo, 2017, 2018; Hattie, 2009; Hoogsteen, 2020; Tschannen-Moran & Barr, 2004; Tschannen-Moran & Hoy, 2001). Collective efficacy is evident when teachers see themselves as part of a team working for their students. When educators believe in their collective ability to lead the improvement of student outcomes, higher levels of achievement result (Donohoo, 2018). Goddard et al. (2004) noted that efficacy beliefs “directly affect the diligence and resolve with which groups choose to pursue their goals” (p. 8). Building on Bandura's work (2000), Donohoo (2017) describes, collective teacher efficacy (CTE) as generating from four sources: “When teams of educators believe they have the ability to make a difference, exciting things can happen in a school” (Donohoo et al., 2018, p. 41).

Collective Efficacy

“The shared belief among a group of teachers that they've got what it takes to take on the challenging mission of education for every single child.”

Four Sources of Collective Efficacy:

1. **Mastery experiences**
2. **Vicarious experiences**
3. **Social persuasion**
4. **Affective states**

Goal setting + Collaboration + Goal monitoring + Celebration
= Mastery → Collective efficacy

[Bandura, 2000; Donohoo, 2016; Hattie, 2009; Hoogsteen, 2020; Tschannen-Moran & Barr, 2004]

1. *Mastery experience*: When collaborative teams of teachers succeed at a difficult task their sense of efficacy is enhanced. These successful experiences are the largest source of efficacy information because they are based on first-hand experiences.
2. *Vicarious experience*: When teachers see how other collaborative teams of educators face similar challenges and opportunities their collective sense of efficacy is enhanced.
3. *Social persuasion*: When a credible and trustworthy other convinces a collaborative team that they are capable of meeting high expectations, it can enhance educators' sense of collective efficacy.
4. *Affective states*: When a collaborative team experiences feelings of excitement and satisfaction that accompany risk and success, their belief in what they are capable of accomplishing is enhanced.

CTE is cultivated by the following enabling conditions:



A school-wide consensus of goals, teachers who are empowered with opportunity and responsibility, knowledge that is collaborated upon and cohesive among teachers, reflective practice that is both iterative and progressive, a leadership that prioritizes this joint support overall and effective systems of intervention (Donohoo et al., 2020). The five related first-order factors that describe the enabling conditions for CTE are presented in the image. For the accompaniment project, we will be adapting the concept of collective teacher efficacy to the general concept of collective efficacy as a lens to interpret the conditions that enable collective efficacy across groups by considering these:

1. **Goal Consensus**
2. **Empowered Teachers**
3. **Cohesive Teacher Knowledge**
4. **Embedded Reflective Practice**
5. **Supportive Leadership**

Accompaniment: Practice & Research



Needs Assessment Report–Phase I

Quantitative Team

Dr. Julie Corrigan (Concordia University)
María Jiménez (Concordia, University)
Zak Likely (ESSB, Observer)

Qualitative Team

Dr. Trista Hollweck (LCEEQ Project Manager, University of Ottawa)
Nilou Baradaran MA (McGill University, PRACTIS Team)
Dr. Heather McPherson (McGill University, SWLSB)
Yasodai Selvakumaran
Shanmugavalli Narayanan (McGill University)

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Needs Assessment Summary–Phase I

Introduction

The aim of the ‘Accompaniment Needs Assessment’ questionnaire was to understand the conditions and structures that support educators’ flourishing. The questionnaire was then piloted by the Design Team. Based on feedback from DELT and the Design Team, changes were made to the questionnaire and it was launched via the LCEEQ website in both English and French. This Phase I Final Report presents key findings and recommendations from the analysis of the Accompaniment Needs Assessment.

Method

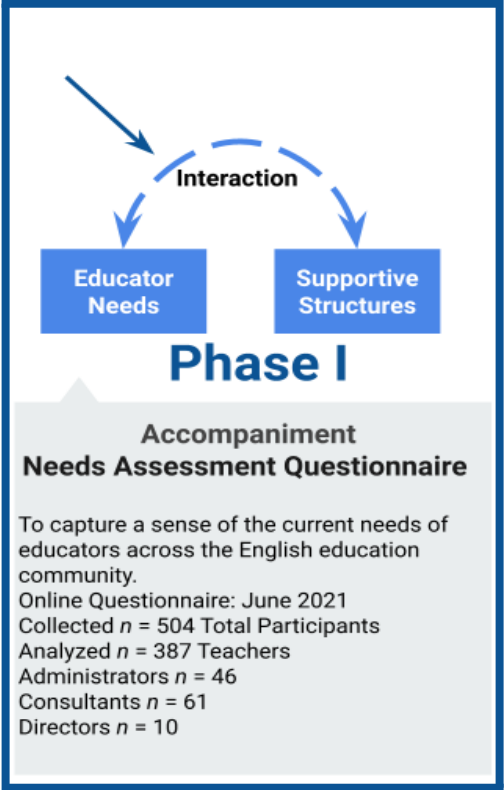
A 44 item questionnaire was circulated across the LCEEQ community in June 2021. 504 responses were recorded from four distinct groups of educators: Teachers, Consultants, Administrators, & Directors. The ‘Needs Assessment’ research team used a strengths, weaknesses, opportunities, and threats/tensions (SWOT) framework for the quantitative, qualitative and mixed methods analyses of the questionnaire data.

Results

Four key themes emerged from the mixed-methods analysis of participant responses:

- Quebec Context:** Expertise is found within the system, but the conditions and support structures must be strengthened.
- Collaborative Professionalism:** School and system culture of accompaniment, effective professional learning and development (PLD) and job security contribute to collaborative professionalism.
- Culture of Accompaniment:** Support for teachers and leaders throughout their career, integration of teachers new to the school and formal feedback processes for experienced teachers contribute to a school and system culture of accompaniment.
- Pandemic:** COVID strained the English educational community, but also offered new possibilities for teaching, leading, collaborating and PLD.

Findings from the Needs Assessment highlight the unique context of English educators in Quebec. Overall, teachers and leaders (administrators, consultants, and directors) reported that they enjoy their job and support one another. When it comes to collaboration, teachers at all career stages consider it the most important source of professional learning and development but want more structured collaboration that is anchored in growth-oriented professional feedback processes, relevant to classroom practice and greater agency in its design and delivery. Increased opportunities for meaningful and timely professional feedback as well as relevant, sustained and differentiated professional learning and development was noted by respondents.



Ultimately, educators wanted greater coherence, congruence and transparency across the system when it comes to professional development initiatives, induction and tenure processes, funding decisions, and resources. The COVID-19 pandemic strained the profession and a significant number of educators (especially in the secondary sector) reported regularly considering leaving the profession. For teachers, the decision to leave the profession was shown to be statistically predicted by their professional enjoyment, whether they feel confident and competent, their comfort in a variety of contexts, and whether they had support using online platforms and tools (in this order). For leaders (consultants, administrators and directors), professional enjoyment was also shown to be statistically significant in their decision to leave the profession followed by confidence in their competency as leaders. Although the pandemic significantly strained teachers and leaders, the findings from the research also showed it offered new possibilities for professional collaboration and working conditions. Teachers and leaders reported being well supported by colleagues, increased access to resources and more relevant professional learning and development, and greater flexibility and autonomy in their work. For consultants, collaboration with teachers was enhanced through online platforms and less travel, but they also highlighted a need for greater role clarity, recognition and autonomy in their work.

Recommendations

Overall, the research showed that there is significant expertise found within schools and the English educational community. However, greater attention to supportive structures and a culture of accompaniment is needed to ensure that the expertise is leveraged and further strengthened within and across the system. Specifically, collaborative-based professional learning and development and growth-oriented formal feedback processes are needed to support educators at all levels of their careers.

TL; DR

Covid strained the education profession, but also offered new possibilities.

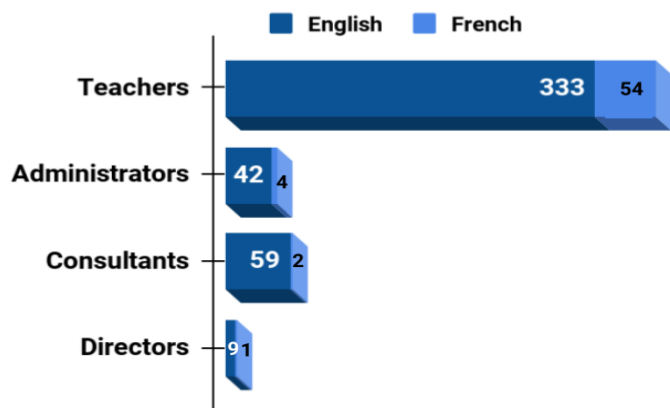
- Congruence & transparency across the system (role definitions)
- Leverage networks & structure support for all (pre-service, early career & beyond)
- Just-in-time, self-directed and differentiated PLD
- Leadership PLD & succession planning
- New ways of working, meeting & leading (collaborative tools, flexible working, less travel/more time)

3. Method

3.1. Overview of the Study

The purpose of the study was to conduct an Accompaniment needs assessment to better understand the context of educators in the English speaking educational community in Quebec. More specifically, we used a questionnaire to identify, describe, and measure the Strengths, Weaknesses, Opportunities, and Tensions (SWOT) to foster collaborative professionalism. The research team adopted a mixed methods research design that combined quantitative and qualitative data to develop a more holistic picture of the conditions and structures that supports educators' flourishing.

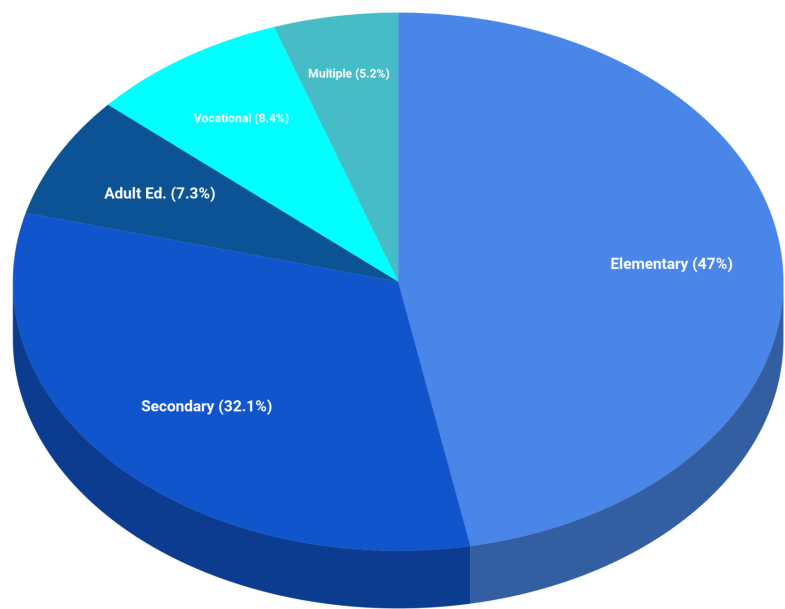
Who took the survey?



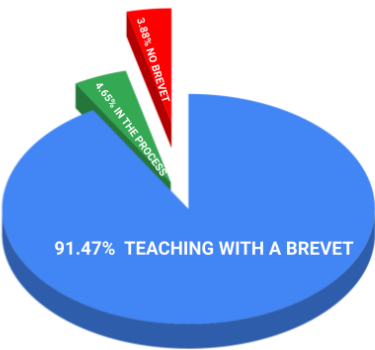
3.2. Participants

A total of 504 participants completed the Needs Assessment questionnaire. The participants represented four different educational positions (387 teachers, 46 administrators, 61 consultants—including librarians and 10 directors) working across five sectors (47% elementary, 32.1% secondary, 7.3% adult and vocational education); five locales (13% rural, 12.2% town, 39.1% suburban, 32.6% urban, and 3.11% virtual); from 15 School Boards/Associations; with varying levels of experience. Nearly 100% of the respondents have their Quebec teaching license (brevet), with 91.47% certified, 4.65% in the process of getting certified (green) and 3.88% (red) reported having no certification.

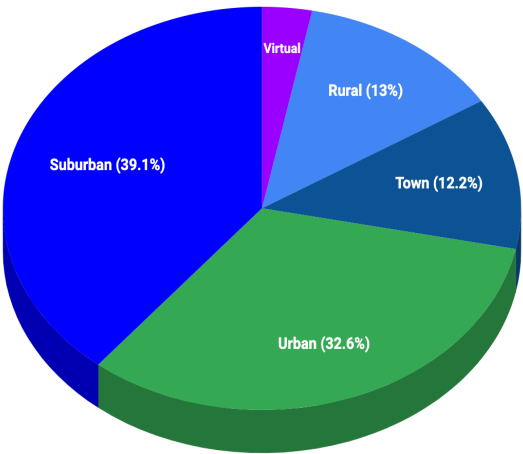
What sector(s) are you teaching?



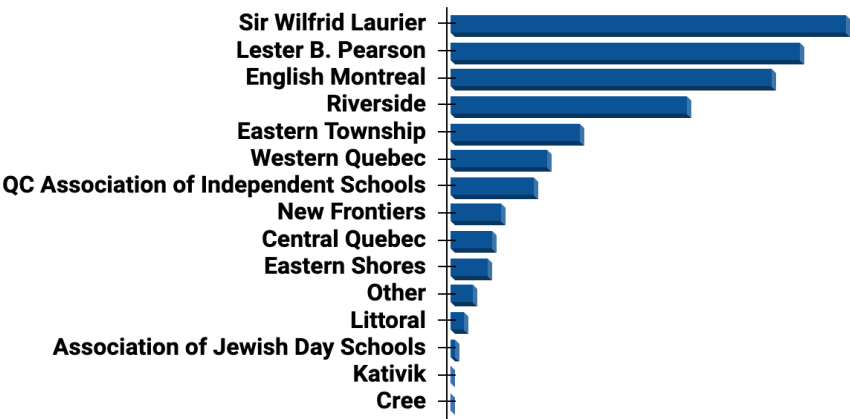
Do you have your teaching license in Quebec (brevet)?



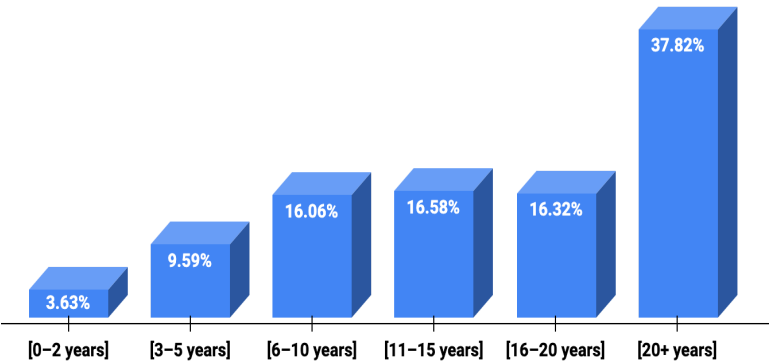
The location/context of your current school is best described as:



Which School Board/Association is your school a part of?



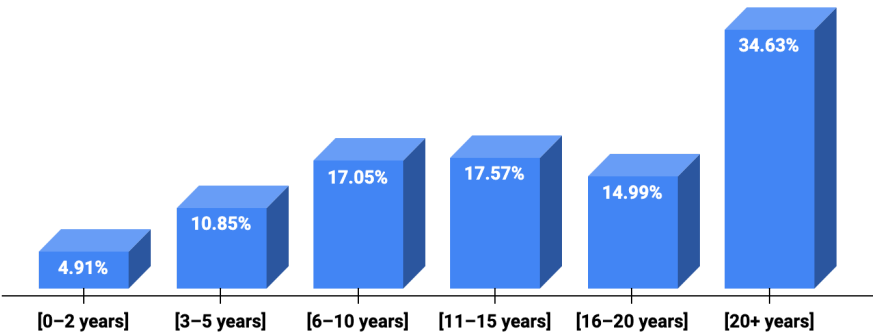
How many years have you been teaching?



In general, we noted that there was broad representation from across the educational sector. We cannot claim that the participants represent the English educational community in Quebec due to convenience sampling (i.e., participation was voluntary); however, it does appear that data displayed above correspond roughly to what we would have expected in a representative sample. For example, we see a good range of participants across sectors and geographic regions, as well as at varying levels of years of experience. We will further expand on the details of the participants in Theme 1– Quebec Context Section. Lastly, when it came to certification for the teaching program, concerns over the province’s acceptance of outside qualification (experience & degrees) point to a complex bureaucracy that may require an increase in revaluation of the process of obtaining a teaching permit in Qc.

“Convincing the ministry of Education in Quebec to accept teachers with over [x] yrs experience from other provinces with a Bachelor degree in Education and a teaching certificate from OCT to be just as qualified to teach in the province of Quebec.”
(Teacher_Support Needed: Participant 305)

In all, how many years have you been teaching in Quebec?



3.3. Phase I—Needs Assessment Process

This report focuses on Phase I of the research study, the Mixed Methods Accompaniment Needs Assessment Questionnaire. The main research activities for Phase I were:

- Research questions designed by DELT (January, 2021)
- Questionnaire developed by Phase I research team (Jan–Feb 2021)
- Questionnaire reviewed by DELT (March, 2021)
- Revised questionnaire piloted by the Design Team (April, 2021)
- Questionnaire revised by research team (April–May 2021)
- Questionnaire made available online in French and English (May, 2021)
- Questionnaire launched (June 2021)
- Mixed methods analysis (July–Dec 2021)
- Initial findings reported to Steering Committee, DELT & Design Team (Sept–Dec 2021)
- Phase I report (April, 2022)
- Final analysis and report (January–June 2022)

3.4. Mixed Methods Questionnaire

The mixed methods questionnaire contained a total of 48 select response items and 19 open-ended prompts. The questionnaire had five sections, including sections on demographics; COVID and its impact on one's job; professional development and learning; collaboration; and, teacher induction, mentoring, and coaching. Separate but parallel questionnaires were developed depending on role (i.e., teachers, administrators, consultants, and directors). Appendix B contains a copy of the teacher questionnaire.

As outlined earlier in this report, the research team made up of representatives from DELT designed four questionnaires over a series of meetings. The questionnaires—adapted from Kutsyuruba et al. (2020)—were subsequently reviewed by the full DELT network, piloted by the Design Team, revised by the Research Team, translated into French, and uploaded to the LCEEQ website in mid-June 2021. To disseminate the questionnaire, the questionnaire was promoted twice in the LCEEQ newsletter and through the Design Team representatives. The questionnaire closed on July 4, 2021.

3.5. Analysis

To analyze our questionnaire data, we adopted a two distinct team approach: a quantitative team and a qualitative team along with a consultant observer from the Design team. The overall framework of Strengths, Weaknesses, Opportunities, & Tensions (SWOT) was used to understand the participants' accompaniment needs to foster collaborative professionalism among the English education community of Québec. Below we will describe our approach to data analysis. A mixed-methods analysis invariably involves numbers and text. Therefore, this report blends academic literature with salient excerpts from participants' responses along with charts.

Quantitative Analysis

The quantitative analysis team consisted of four members who analyzed the teacher survey data, meeting daily in July and August, 2021. The quantitative data analysis procedures involved screening and cleaning the data from all four questionnaires, formatting the files for SPSS, collapsing and reducing variables, checking the reliability of scales, and finally, using statistical techniques to describe data (e.g., demographic data); compare groups; and, explore relationships. Next, from September 2021 to December 2021, statistical techniques were used to explore and compare responses across the leadership questionnaires (administrators, consultants, and directors) with teachers' responses. The results of these 335 pages of analyses informed the themes further investigated in the qualitative analysis (Appendix C).

Qualitative Grounded Analysis

The anonymized qualitative data were released on July 9, 2021 to the five members of the research team. The two research leads (Hollweck & Corrigan) read through the overall data set and met to discuss the qualitative analysis team process. Each qualitative researcher used a grounded approach (Charmaz, 2006; Saldaña, 2016) to open code the raw data set and individually produced memos for discussion. August 2021 the team shared their initial verbatim codes, and initial impressions. This discussion initiated level 2 coding which led to category development. Each coder was then assigned several questions from the teachers' questionnaire and kept a similar coding scheme for the consultants, administrators, and directors questionnaires. Researchers met frequently to discuss salient patterns. For level 3 coding we ensured inter-rater agreement by grouping researchers into five pairs with assigned categories. Five main topics were extracted: Quebec context, school & system culture of accompaniment, professional learning and development (PLD), collaboration, and induction, mentoring and coaching.

Our Qualitative Process

DATA



Step 1: SWOT framework adopted

SORTED



Step 2: Individual member coding

ARRANGED



Step 3: Open-ended questions grouped into 5 sections

PRESENTED
VISUALLY



Step 4: Primary & secondary coders assigned to share initial codes & impressions

EXPLAINED
WITH A STORY



Step 5: Level 3 Coding- shared together to develop overall categories & saturation

Step 6: Codes generated per question were merged into umbrella categories

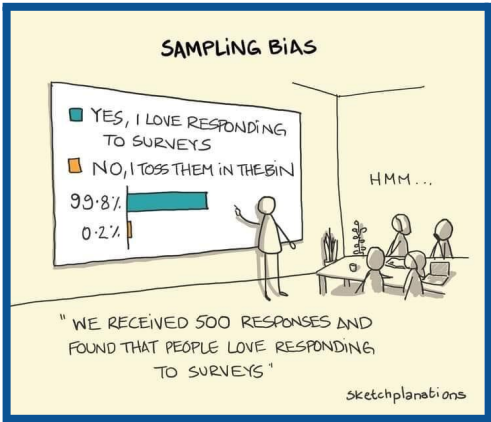
Step 7: Final coding using constant comparison method & abductive analysis

(Designer: Karyn Lurie Rossen)

Researchers met regularly between July 28, 2021 to December 2021 and made use of the collaborative web application Dedoose (2021) to manage excerpts from short answer responses which yielded 934 pages to code 2977 excerpts. The application allowed the team to collectively analyze rich textual data obtained from nineteen qualitative questions (Appendix D). Using the strengths, weaknesses, opportunities, and threats/tensions (SWOT) framework on a cartesian plane, each quadrant was assigned the descriptor of blue skies (strengths), storm a-brewing (weaknesses), weathering the storm (opportunities), and perfect storm (threats/tensions). For each of the five major topics, the x, y, and z axes were identified and key quotes and characteristics were included in each quadrant.



Limitations



We noted a number of limitations during the analysis of the data. Given that we customized four questionnaires, we could not directly compare variables across groups, which made comparison between groups complex.

Next, our questionnaire had some concept heavy questions. For example, the concept of accompaniment is illusive, therefore, we broke it down to providing help, support, whether a feedback process is in place, collaboration, and whether the culture of the school/Board is inclusive, welcoming. These constructs may need to be separated to capture and measure their real significance.

Additionally, we noted the following limitations of our questionnaire design: some variables (e.g., years of teaching experience) were measured as ordinal instead of interval variables; scales were developed retroactively (i.e., we measured which

variables produced a reliable scale after data collection instead of prior to it); and, we did not have a large enough sample size among leaders (i.e., consultants, administrators, and directors) to perform more advanced statistical analysis, so we grouped these into one category to understand the leadership perspective.

4. Accompaniment Needs Assessment: Study Findings

Both the quantitative and qualitative research teams sought to answer the following research questions: **What conditions and structures support educators' flourishing? How does accompaniment support collective teacher efficacy?** After the quantitative and qualitative research teams analyzed data separately and arrived at conclusions and inferences for each, we then came together to integrate these into meta-inferences. We used these meta-inferences to yield the following four themes:

1. **Quebec Context:** Expertise is found within the system, but the conditions and support structures must be strengthened.
2. **Collaborative Professionalism:** School and system culture of accompaniment, effective professional learning and development (PLD) and job security contribute to collaborative professionalism.
3. **Culture of Accompaniment:** Support for teachers and leaders throughout their career, integration of teachers new to the school and formal feedback processes for experienced teachers contribute to a school and system culture of accompaniment.
4. **Pandemic:** COVID strained the English educational community, but also offered new possibilities for teaching, leading, collaborating and PLD.


Each theme will be presented in detail explaining the quantitative and qualitative results from which we derived them.

"I have found my Board [...] to be benign at the best of the times and actually problematic either in lack of support or actively causing problems when completely unnecessary. [Elsewhere...] I have observed a completely different, highly professional, staff-oriented and helpful approach to assisting their employees. It's not a question of money or resources but of attitude."

(Teacher_Overall experiences: Participant 287)

"There should be a systematic mentoring and coaching system for new teachers. My school also does not have a staff handbook for new staff and information is difficult for new staff members... What do new teachers do? They have no mentor or coach, many rarely see the admin and when they do there is a threat to their employment if they show 'weakness' to their new admin...Of course teachers are quitting within the first five years of teaching. Schools function in a Darwinist manner in Quebec. School boards avoid providing permanence to teachers and once they get tenure the admin is just 'stuck with them.' There is very little effort to improve practice. Board consultants only go to schools that they are requested to visit by the administrators. Professional development should not be a choice for teachers."

(Teacher_Support Start: Participant 10)



Storm a-brewing

4.1. Theme 1–Quebec Context

4.1.1. Teacher Expertise

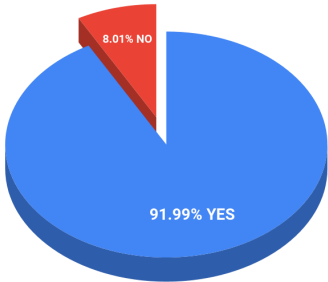
According to our survey results and presented earlier in the report in the participants’ section, a number of our teachers have several years of experience, with nearly 38% of them having 20 years or more of experience. Further, 91% have a Brevet (i.e., teaching license) with another 65.4% stating that they are in the process of obtaining one. Interestingly, 20% of the participants did their teacher education outside of the province or country. Specifically, 80.42% reported Quebec as their site of teacher education with 9.79% noting Ontario, 7.69% the ‘Rest of Canada’ and 2.10% ‘International.’

Plus, 41.60% of respondents indicated that they had worked/taught in another Board/Association, province, and/or country. This means that Quebec teachers draw from a diverse range of perspectives and experiences from across the country, and the world. The diverse experience and expertise of teachers across the English educational community offers significant (and often undervalued) resources and possibilities for the educational system to learn with and from one another.

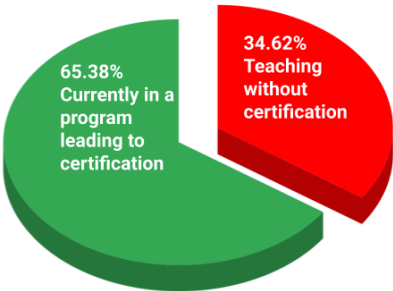
THEME 1

EXPERTISE IS FOUND WITHIN THE SYSTEM, BUT THE CONDITIONS & SUPPORT STRUCTURES MUST BE STRENGTHENED.

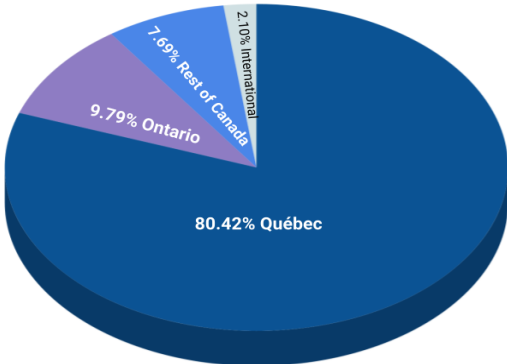
Have you completed a teacher education program (B.Ed., PGCE, MATL, etc.)?



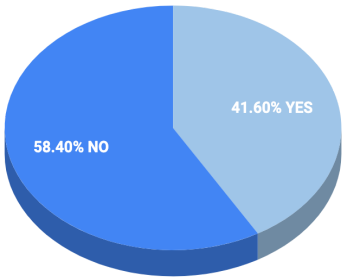
If not certified, are you?



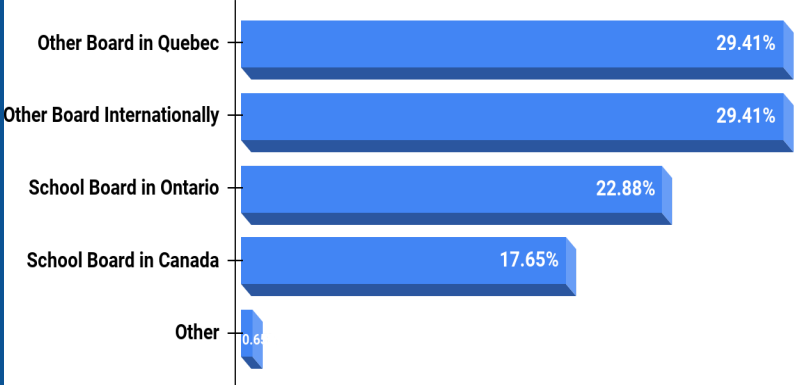
Where is your certification from (province/country)?



Have you been a teacher elsewhere (outside of your Board/Association, province, and/or country)?



Where did you teach previously (province, and/or country)?





4.1.2. Flourishing Educators

What support do you most need now?

Relationships + Structured Support + Job Security

“I would like there to be more consistency between schools (within our School Board) we are supposed to be working in a PLC and yet many principals do not even provide support and opportunities for teachers to have common planning/collaborative opportunities due to scheduling limitations (inabilities to create these common periods)”
(Teacher_Support needed: Participant 1204).

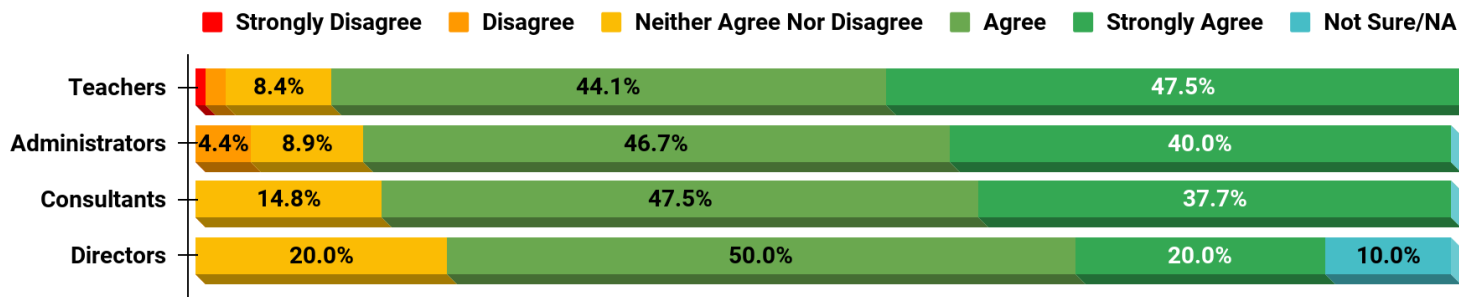
When it comes to the conditions and structures that impact educators’ flourishing, many variables are at play. Across all respondent questionnaires (teacher, consultant, administrator, director) relationships with colleagues were noted as the most important form of support.

“Most beneficial is always support provided by other teachers. Either formal, or informal mentoring.”

(Teacher_Beneficial Support: Participant 1091)

In general, educators indicated that they enjoyed their job, however, there were a number of areas for improvement that are outlined in more detail in this Accompaniment Needs Assessment report and in the recommendations section.

Overall, I enjoy working as a [teacher, administrator, consultants, director].



Teachers highlighted the value of skilled mentors and coaches, the importance of structured and sustained collaboration that includes regular opportunities for classroom observation and feedback, and relevant and ongoing professional learning and development (PLD).

Teachers also reported challenges increased when: job security was unclear, meaningful support structures were lacking (e.g., no PLD, collaborative structures, feedback, or mentoring), and relationships with colleagues were weak. In particular, the absence of comprehensive induction programs across all school boards and centres, as well as insufficient support structures and resources (i.e. new teacher handbook, curriculum support) for new teachers were also highlighted as significant concerns. Tensions noted by respondents were a result of low trust and respect, lack of educator agency and autonomy, strained communication processes, high teacher attrition and turn-over, and/or competitive school cultures.

“Consultants who impose information rather than be available to listen. Ministry that removes program curriculum without consulting the very teachers working with that competency 6 of Project Based Learning each year and who spent hours creating projects only to have the entire competency (the meat and potatoes of Kindergarten) tossed out- broken up and shoved into the other 5 competencies—the ones we called the "spoons, cups and plate" competencies. Also nepotistic and self-serving administration.”

(Teacher_Challenges: Participant 97)

“Le roulement élevé des directions d'écoles qui ne connaissent pas les enseignants ou les programmes en formation professionnelle. Nous ne sommes pas des écoles secondaires et la plupart des enseignants sont des professionnelles ayant une expérience dans le domaine enseigné. Notre environnement de travail devrait aussi représenté le domaine du travail. Les meubles vieillissants, le fait d'être plus de 40 enseignants dans une salle d'études sans paravents, les airs conditionnés bruyants, l'eau qui doit couler cinq minutes avant d'être consommé; voilà des facteurs qui nuisent à notre satisfaction professionnelle.”

(Teacher_Challenges: Participant 350)



Perfect Storm

"I define a leader as anyone who takes responsibility for finding the potential in people and processes, and who has the courage to develop that potential."
(Brené Brown)

Leaders (Consultants, Administrators and Directors) Consultants reported feeling undervalued and underpaid. They noted that their challenges increased when congruence across the system was lacking, there was low professional recognition and support, and when their autonomy to design and deliver PLD and meet with teachers was diminished.

"Although, as a consultant team, we might decide on an approach or a project, we are often required to make changes because principals are not ready for the approach, or are protecting teachers from overwhelm. It is difficult for us to do our job and move things forward when our leaders do not champion our projects and stand behind them, insisting that principals get on board. I used to be included in many discussions in my area of expertise. In the past 2 years, I have been included less frequently. I feel like my voice is not valued. I frequently wonder whether I might have a more meaningful impact if I returned to the classroom to practice and apply what I have learned as a consultant." (Consultant_Challenges: Participant 873)

Administrators reported challenges increased when there was no collaborative resource sharing, support structures for their teachers were inadequate, and the wellbeing of all school stakeholders (i.e. educators, students, families) was threatened.

"I am lucky to work in a highly supportive atmosphere where a team approach to leading the school is taken."

(Administrators_Need Now: Participant 864)



"More time to work collaboratively with their colleagues to work on improving the curriculum they teach, get feedback from each other, and time to discuss each student's difficulty to ensure success for the more vulnerable students. Find time to align our practices so that each student can benefit from the right support."

(Administrator_Beneficial Support: Participant 930)

Directors reported challenges increased when their leadership was not viewed as adequate, support structures for teachers and school leaders were scarce and their work-life balance was strained.

"Time and expectations. It is physically impossible to do this job without working evenings and weekends. There are more and more demands from the political end, and meeting the needs is taking a large toll on being available to provide a service where there is impact."

(Director_Challenges: Participants 834)

Overall, educator flourishing was hindered by low salaries, challenging geography, aging buildings, increasingly large class sizes, lack of in-support resources, discrepancies between English and French services and access, as well as scarcity of special educational services and resources. Respondents also noted pedagogical concerns related to the 13 professional competencies. In particular, respondents highlighted a need for more PLD focused on: inclusive practices, heterogeneous classroom groupings, assessment and evaluation, adult education, culturally responsive teaching, and classroom management.

4.2. Theme 2—Collaborative Professionalism

We used a multiple regression analysis of the teacher survey data to discover this second theme. Specifically, we used this analysis to predict the variables that influence collaborative professionalism. We discovered that school culture, professional development, and permanent position (in that order) can be used to predict the frequency of teacher collaboration. Another way of saying this is that 28% of the variance in the collaboration score can be explained by school culture, professional development, and permanent position.

R^2 for the overall model was 28.0% with an adjusted R^2 of 27.0%, a small size effect according to Cohen (1988). **School Culture, Professional Development, and Permanent Position**, statistically significantly predicted Collaboration, $F(3, 212) = 27.487, p < .001$.

From the teacher data ($n = 387$), the three variables that were shown to be statistically significant in fostering collaborative professionalism were: the school culture of accompaniment, effective professional learning and development, and job security. From the aggregated leadership data ($n = 117$), school culture of accompaniment can be predicted by the support for teachers throughout their career, integration of teachers new to the school and formal feedback for experienced teachers (in this order).

How did we arrive at the (frequency of) collaboration score?

The (frequency of) collaboration score (our dependent variable) was obtained by calculating the mean score for the following questionnaire item responses:

- In a typical year, how often do you collaborate formally with teachers in your school?
- In a typical year, how often do you collaborate informally with teachers in your school?
- In a typical year, how often do you co-construct course content and/or pedagogical resources with teachers in your school?
- In a typical year, how often do you engage in collaborative-based professional development with other teachers in your school (e.g., reciprocal observations, peer coaching, critical friends, lesson study, etc.)?
- In a typical year, how often do you collaborate with teachers outside your school, but within your Board/Association?
- In a typical year, how often do you collaborate with teachers outside your Board/Association?

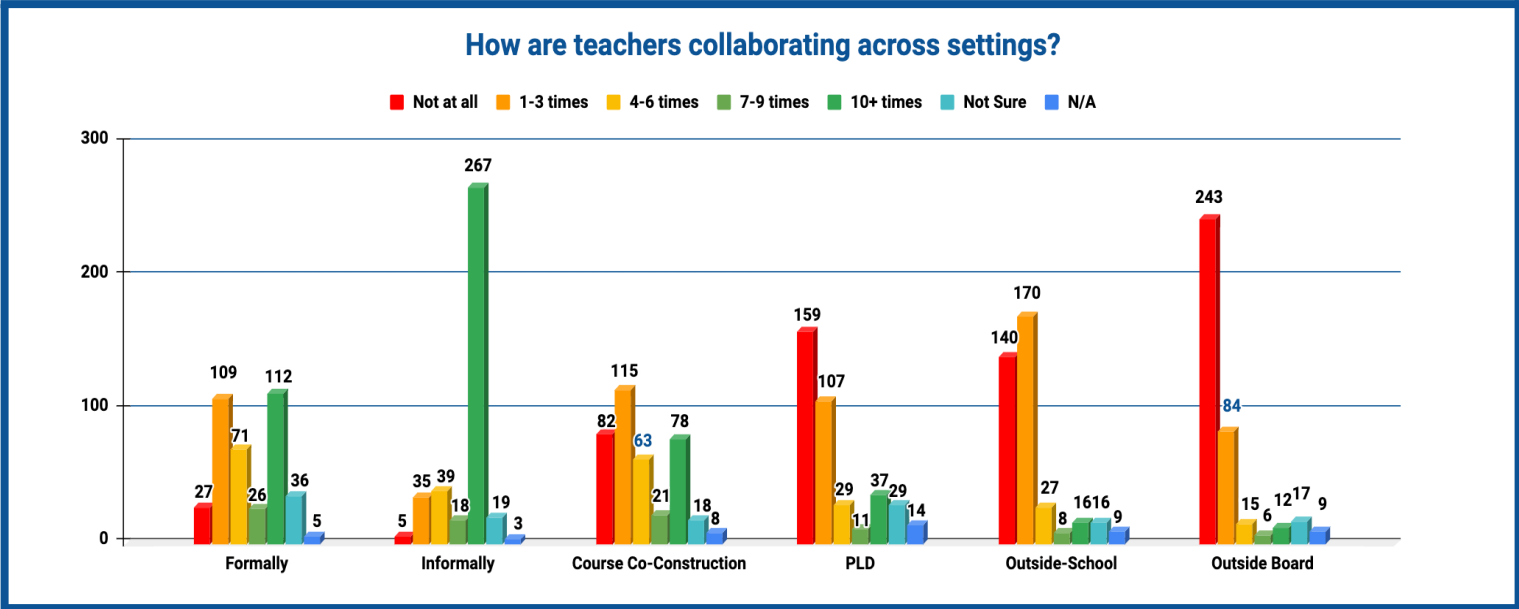
Lastly, a Cronbach alpha coefficient of 0.73 was obtained for the collaboration scale, which indicates that the scale is reliable.

THEME 2

**SCHOOL & SYSTEM CULTURE OF
ACCOMPANIMENT, EFFECTIVE PLD,
& JOB SECURITY CONTRIBUTE TO
COLLABORATIVE
PROFESSIONALISM**

How are teachers collaborating?

Teachers are collaborating across a variety of settings and contexts. Below, we note that informal collaboration is the most common type of collaboration with a large proportion of teachers (267) indicating that they engage in informal collaboration more than 10 times per year. Conversely, a large number of teachers (243) indicated that they never engage in collaboration outside their board, outside their school, or via collaborative-based PLD.



How can we facilitate communication between stakeholders?



How is collaboration supported, according to teachers?

Over 25% of the 387 teachers who responded indicated that release time was a top mechanism for support, followed by resources, collaborative structures, and funding.

As mentioned, the collaboration score was best predicted by school culture, professional development, and permanent position. The following explains how we arrived at these scores:

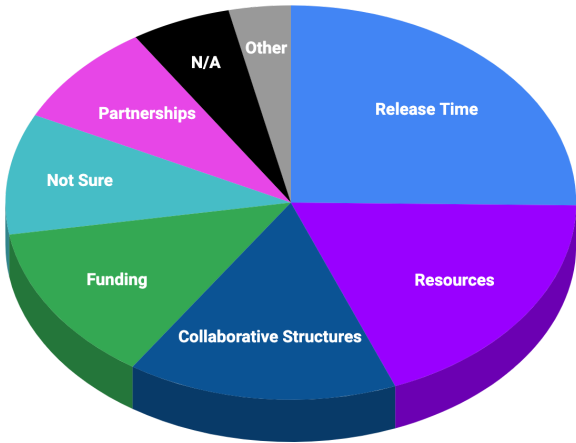
School Culture Score: A Cronbach alpha coefficient of 0.763 was obtained for the school culture, indicating that this scale is reliable. The school culture score was obtained by calculating the mean score for the bulleted items listed below:

- I am well integrated in my school community.
- My school has an inclusive, collaborative and supportive culture.
- The administration at my school encourages, supports and welcomes pre-service teachers.
- When I need help, I ask for it.
- When teachers in my school/Board/Association need help, they ask me.

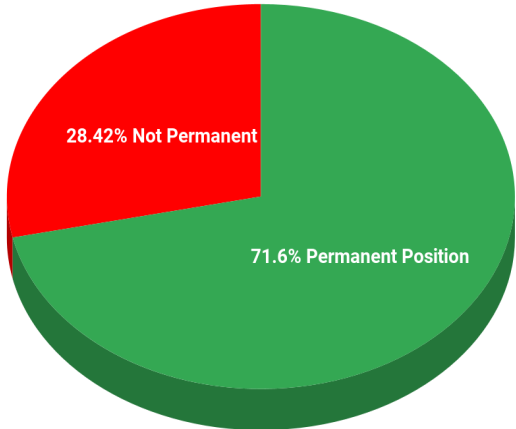
Professional Development Score: A Cronbach alpha coefficient of 0.838 was obtained. Therefore, the scale for professional development is reliable. The professional development score was obtained by calculating the mean score for the bulleted items below.

- In my school/Board/Association, formal professional learning and development is meaningful for teachers throughout their career.
- There are formal opportunities to observe the teaching practices of teachers in my school/Board/Association.
- There are informal opportunities to observe the teaching practices of teachers in my school/Board/Association.
- There are formal opportunities for teachers to observe my teaching practice.
- There are informal opportunities for teachers to observe my teaching practice.

Teacher collaboration is supported by:



Do you have a permanent position in your current School Board/Association?



Permanent Position: This was derived from the item on the questionnaire that asked, “Do you have a permanent position in your current School Board/Association?” The response options were “Yes” or “No.” While over 70% reported having job permanence more than 28% of the teachers surveyed did not report having a permanent position at the time of responding. Theme 3 on teacher retention and attrition will explore the effects of job security within the system in more detail.

In summary: The collaboration score was best predicted by school culture of accompaniment, professional development, and permanent position. The qualitative findings will be discussed for each topic.

How does collaboration thrive?

According to the respondents' feedback on collaboration, three main variables must intersect to create an optimal environment for collaborative professional learning and development (PLD) to thrive: 1) Relevance and pertinence to their classroom practice, 2) Agency and voluntary engagement rather than board mandated directives and 3) Quality network relationships (e.g., opportunities for sustained Joint-Work). These variables are dependent on time, resources, and administrator support. Additionally, many teachers expressed preferring to work remotely on pedagogical (PED) days rather than in-person. For some respondents collaboration among colleagues was reported as more effective than formal workshops. For others, working in partnership allowed them to develop their teaching practices, plan lessons, devise effective assessment strategies, and share resources. Among the preferred forms of collaboration, many teachers cited book clubs, writing workshops, and weekly meetings.

What new ways of working as a teacher during the pandemic are worth remembering and developing going forward?

Relevance + Agency + Relationships

“[The] sharing of teaching practices. Why? Because when we meet regularly to discuss and share, we are better able to provide intervention, support and strategies. Team building, time to reflect & share equals growth and trust.”

(Teachers_Pandemic: Participant 276)

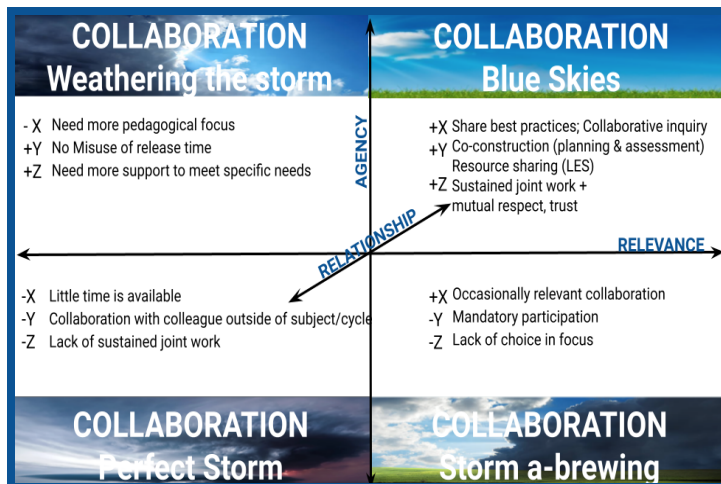
I understand that PED days are great for professional development, but more PED days should be just work days for planning, preparation, or marking. Or specifically to put teachers together who teach the same secondary subject who can discuss very specifically how to best teach certain concepts (best practices)."

(Teacher_Anything else: Participant 1157)

“Weekly meeting with various other teachers to answer small basic questions but to also get support on long term planning, finding resources, assessment, report cards, IEPs, etc.”

(Teacher_Beneficial Support: Participant 1247)

“Networks for teachers to meet and collaborate.” (Director_Beneficial Support: Participant 1241)



“Encouraging and facilitating the time for collaboration amongst school team members, creating opportunities for classroom walkthroughs to encourage learning-with-each-other and personal teacher reflection, supporting participation in PD sessions (including what is above and beyond what the school board is able to offer), maintaining a professional resources library (PD books), recognizing and valuing "master" teachers (as "go-to" people in schools, as possible collaborators and/or leaders of school-based PD, etc.), receiving regular and timely formative feedback from different sources (not just from school admin...in most cases, experienced teachers don't get ANY constructive feedback, and even rarer do they receive positive feedback recognizing and valuing their work...often, through no one's fault but more, because a lack of time and knowledge of the effect feedback can have on teacher practice and student success)."

(Consultant_Beneficial Support: Participant 820)

In summary, although the data suggests the support received through collaboration has been outstanding, the teachers expressed some tensions, which included misused release time, collaboration that falls apart without real “teamwork,” and that often partnerships did not establish a sense of being in a “team.”

4.2.1. Accompaniment Culture

The term culture comprises “learned behaviors and beliefs (values, habits, ideals, etc.) shared by members of a society” (Philmon et al., 2012). A school culture is shared, integrated and attuned to its community (Fenwick, 2014; Lave & Wenger, 1991; Wenger-Trayner & Wenger-Trayner, 2015). Individuals learn as they interact with each other, as well as with the artifacts produced by the educational system (e.g. curriculum, protocols, practices, materials). As newcomers enter and join a school, they adapt their web of beliefs and practice to the school culture but at the same time, through their participation, the newcomer changes the school culture and its practices.

School & System Culture of Accompaniment

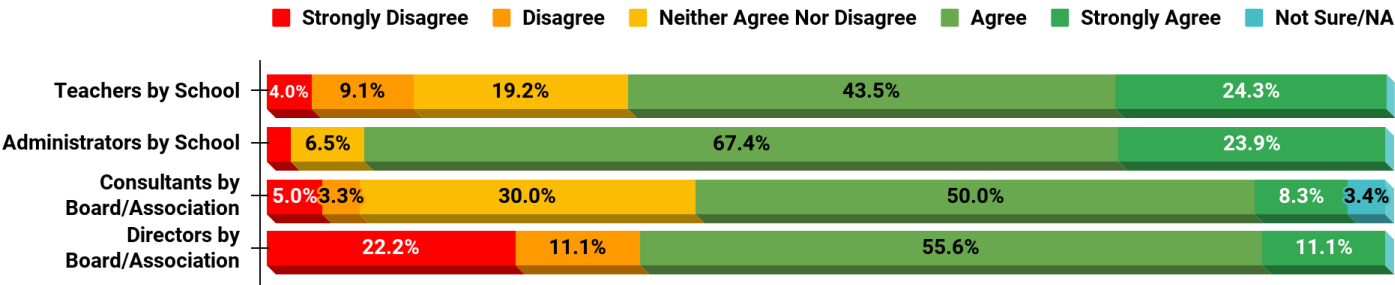
- 1. Administration is key (leverage influence, expertise & resources)
- 2. Solidarity in relationships (trust, care, & mutual respect)
- 3. Solidity (protocols & structure for collaboration, challenging dialogue)
- 4. Structured support (integrated, resourced, & attuned)
- 5. Job security

“The school administration plays a big role in supporting teachers and making them feel comfortable, competent and [in] empowering them to exercise their own judgement and professionalism.”
(Teacher_Overall experience: Participant 177)

The attunement of the community and its individual members can be seen as collective learning. From the qualitative data we noticed that five interconnected variables were involved in attaining and maintaining a Culture of Accompaniment: The importance of the administration in a school to leverage influence, expertise and resources; the importance of building solid relationships among colleagues anchored in trust, care and mutual respect; the role of solidity when it comes to collaboration that includes protocols and structures for how teachers work together and opportunities for challenging but growth-oriented conversations; structured support for all teachers that is integrated into the school system, well resourced and attuned to the needs of the staff; and finally, job security so teachers can invest in meaningful relationships with the confidence that they will continue to work together over the year(s).

Interested in the culture of accompaniment in schools and School Boards/Centres, we asked all participants to respond to the question of whether their school/Board/Association has an inclusive, collaborative and supportive culture. These three attributes of inclusion, collaboration and support provide insight into how community members experience the English educational community. Whereas the majority of respondents across the four positions were mainly positive (agree and strongly agree), the ‘neither agree nor disagree’ response offers potential opportunities for system improvement. Of concern was also the 33 % of Directors who disagreed (strongly disagree and disagree) with the statement. With research showing them as important leaders of the culture of a School Board/Centre their perspective is worth further exploration.

My [school/Board/Association] has an inclusive, collaborative and supportive culture.



4.2.2. Effective Professional Learning & Development (PLD)

Much has been written about effective PLD and the importance of developing teachers and teaching as crucial for supporting students' learning and achievement. In 2016, [Learning Forward](#) published a comprehensive report titled [*The State of Educators' Professional Learning in Canada*](#).

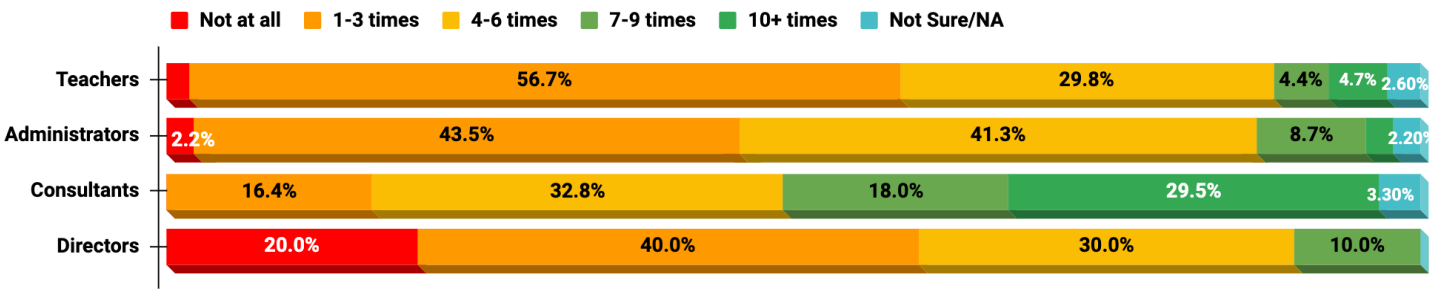
As part of the report, Fullan and Hargreaves (2016) highlighted that, "Professional expertise is acquired through persistent action, reflective feedback and continuous improvement" (p. 9). In the Accompaniment Needs Assessment, these elements were also noted by all participant groups (teacher, administrator, consultant and director). Growth-oriented professional feedback was also highlighted as key for effective PLD. In order to better understand PLD, Campbell et al's (2016) pan-Canadian study on *The State of Educators' Professional Learning in Canada* was examined. The study aimed to research, understand, and profile professional learning within and across the country. The adjacent chart highlights the three key components, 10 features of effective professional learning and key findings from their pan-Canadian study.

Features of Professional Learning and Key Findings from *The State of Educators' Professional Learning in Canada* study

Key Components and Features of Effective Professional Learning Identified in Review of Research Literature		Key Findings from Study of Educators' Professional Learning in Canada
Quality Content	Evidence-informed	Evidence, inquiry, and professional judgement are informing professional learning policies and practices
	Subject-specific and pedagogical content knowledge	The priority area identified by teachers for developing their knowledge and practices is how to support diverse learners' needs
	A focus on student outcomes	A focus on a broad range of students' and professionals' learning outcomes is important
	A balance of teacher voice and system coherence	The appropriate balance of system-directed and self-directed professional development for teachers is complex and contested
Learning Design and Implementation	Active and variable learning	There is no "one-size-fits-all" approach to professional learning; teachers are engaging in multiple opportunities for professional learning and inquiry with differentiation for their professional needs
	Collaborative learning experiences	Collaborative learning experiences are highly valued and prevalent within and across schools and wider professional networks
	Job-embedded learning	Teachers value professional learning that is relevant and practical for their work; "job-embedded" should not mean school-based exclusively as opportunities to engage with external colleagues and learning opportunities matter also
Support and Sustainability	Ongoing in duration	Time for sustained, cumulative professional learning integrated within educators' work lives requires attention
	Resources	Inequitable variations in access to funding for teachers' self-selected professional development are problematic
	Supportive and engaged leadership	System and school leaders have important roles in supporting professional learning for teachers and for themselves

What does collaborative PLD look like in Quebec?

In a typical year, how often do you engage in formal Professional Learning & Development?



In the Accompaniment project, researchers were interested in what makes collaborative-based PLD effective. To begin, the Accompaniment Needs Assessment asked respondents how often they engaged in formal PLD in a typical year. The description of PLD was left quite broad in the questionnaire, except for the addition of ‘formal’ to indicate something more structured and/or designed. As evidenced by the responses, most teachers engaged between 1-6 times a year, administrators engaged slightly more than teachers and finally, consultants engaged the most with 30% of respondents indicating engagement at 10+ times in a typical year. These findings highlight that consultants have access to a number of formal PLD opportunities to develop their individual expertise and are thus, huge assets to schools and Boards as key resources and support. For most participants, the concept of formal PLD means conventions and conferences. The forms of PLD that were most common across the English educational community, the following five types of PLD were noted most often by respondents.

- University Courses
- Conferences: QPAT, LCEEQ
- Workshops: school board, summer math institute, etc.
- Collaborative PLD, both formal (PLCs) and informal (mentors, casual conversations with peers)
- Self-directed PLD: YouTube videos (TED TALKS), reading literature on pedagogical practices, SEL, UDL, following teachers on social media, playing with digital platforms.

One way to strengthen accompaniment structures is to examine how PLD support structures are viewed by educators. On the one hand, many teachers reported that they have had opportunities to engage with meaningful, relevant and useful PLD sessions. On the other hand, others reported that several of their opportunities for PLD were a waste of time. Whereas University level courses topped the list as the most effective form of PLD, mandatory Board-wide PLD sessions were most often ranked negatively. A select few respondents indicated that they preferred self-directed professional learning, an area that is worth exploring further especially as a result of the pandemic context. Respondents were primarily concerned with the type of learning that unfolds during such opportunities. Specifically a PLD session was reported to be effective if it was relevant to professional competencies, was tailored to their context, and dealt specifically with classroom practices, learning and evaluation strategies. Regardless of the form of PLD, two major challenges consistently emerged from the qualitative data that negatively impact PLD accessibility: time, place (e.g., distance travel), and conditions (e.g., cost, weather).

What does impactful collaborative-based PLD look like?

Overall, the most impactful collaborative-based PLD for the respondents included three key components: relevance, agency and continuity. It was important that teachers' work together was contextual and meaningful, that it was anchored in their own personalized goal-setting and that the collaborative-based PLD was sustained over time, well-resourced and part of a coherent vision for the school or Board.

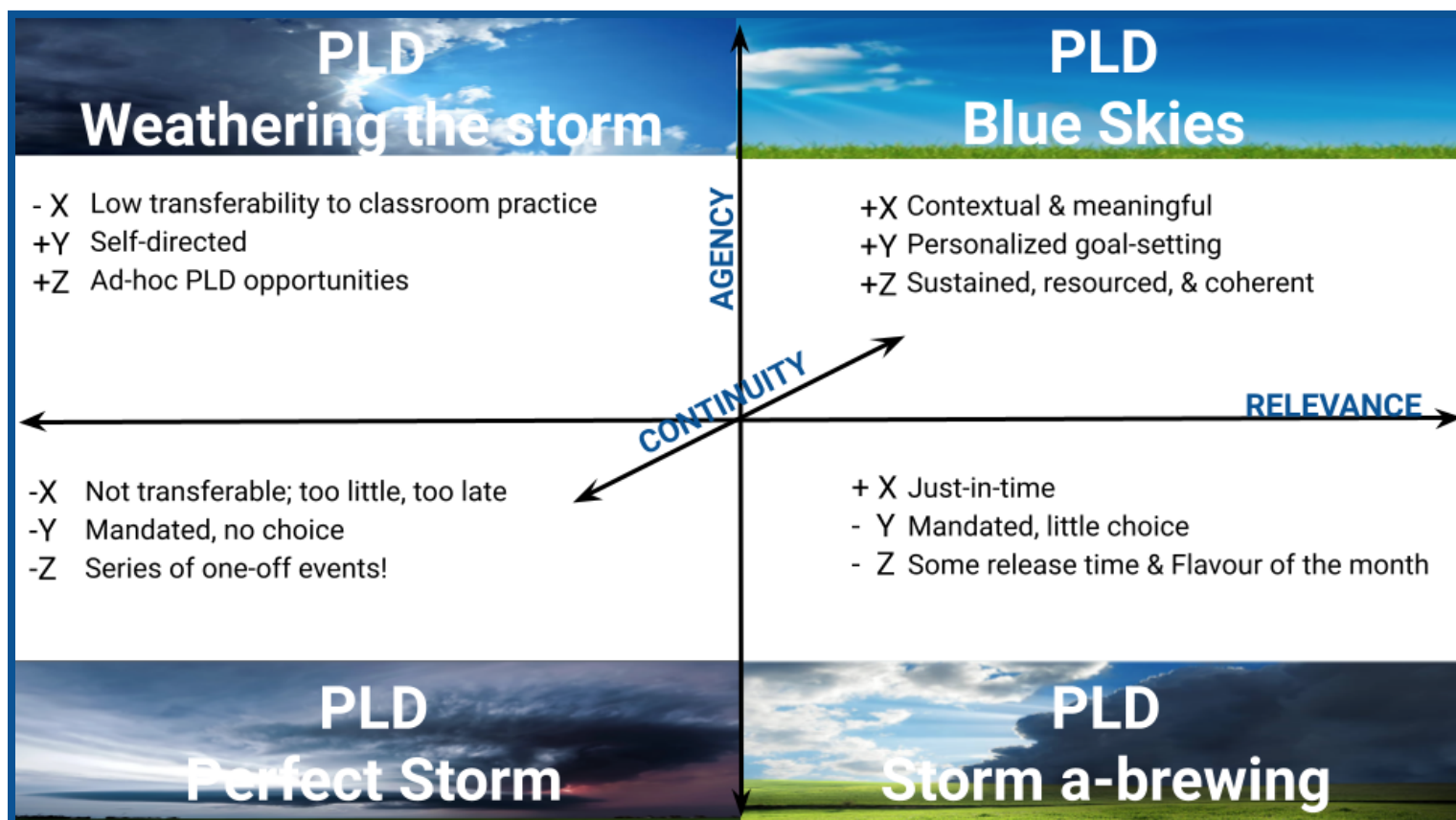
For teachers, effective collaborative-based PLD meant learning with and from colleagues across the province with customized content relevant to their current reality and focused on particular topic areas, such as subject-specific curriculum, instructional strategies, differentiation.

“Hands-on workshops regarding specific teaching of very precise topic areas (Math: teaching unit-fractions). Teaching is done (workshop leader) by the best teachers in the province.” (Teacher_Beneficial PD: Participant 1194)

“Support on how to differentiate learning when there are top students and modified students in the same classroom would be useful.” (Teacher_Support Needed: Participant 1214)

“Experienced teachers need to have PD that is customized to their needs and relevant to their current reality; it cannot be a one off—it must be owned by the teachers and approached in a highly collaborative way.”

(Administrator_Beneficial Support: Participant 1288)



For consultants, a focus on how to recognize and value the experience of teachers and finding meaningful ways to include them into the PLD design and delivery was noted as important.

“Peer observation and collaborative PD. Including experienced teachers in delivering PD would serve as continued PD for them and increase the sense of acknowledgement of their experience and competence. Currently, experienced teachers are not being recognized and valued which leads to disengagement in most cases.”

(Consultant_Beneficial Support: Participant 1101)

Mentoring and coaching for consultants, as well as the development of consultant PLD networks were offered by respondents as ways to increase support and lead to greater consistency, alignment and coherence across the province.

“I have had lots of opportunities to attend external PD as a consultant—great support. If I have a project that I want to pursue, I am allowed to do so and resources are often available to support this. In recent years, there has not been very much internal support to help me grow as a consultant. The support is for projects, not to become a better consultant to better meet the needs of teachers and learners. In my role, I could collaborate with nearly every other consultant in some way. Because I do not share a subject area or particular clientele with anyone, however, the result is that I do not have a close collaborative partner to work with on a regular basis to bounce ideas, grow our thinking, and share feedback. I have neither mentor nor mentee. This kind of paired relationship would be a desirable form of support.”

(Consultant_Context: Participants 873)

“PD provided to the group at large—the entire Network of consultants—has the most value as it assures me that we are aligning our practices.”

(Consultant_Beneficial PLD: Participant 882)

Blue Skies

For administrators and directors, collaborative-based PLD that was led by consultants within the system was cited as the most effective and relevant for teachers. As leaders, they wanted more opportunities to engage in PLD that focused on pedagogy and had opportunities for more targeted feedback to set their own professional goals for further exploration.

“Consultant lead PD is effective and often sought out by all teachers. Some remain uninterested but Consultants visit when on site through Principal permission and pre scheduled time tables to which all are in agreement and made well aware of.”

(Director_Beneficial Support: Participant 807)

“More PD is always welcome. Structured and targeted feedback would also be beneficial.”

(Director_Support Needed: Participants 849)

One of the challenges in understanding what PLD was needed for leaders was a flaw in how the question itself was formulated: *What professional learning and development (Board/Association, provincial, and beyond) has been most beneficial for you as a consultant and why?*

“Question is not clear. Are you asking who the provider of PD was? I could not really say. I feel that professional development in its present form is like a buffet. A little of this, a little of the other. As I said earlier, a full course and personal research would be the best PD. The PD we receive gives a little hint where research in education is going but there is never the depth that we should be aiming for at our level.” (Consultant_PLD Beneficial: Participant 793)

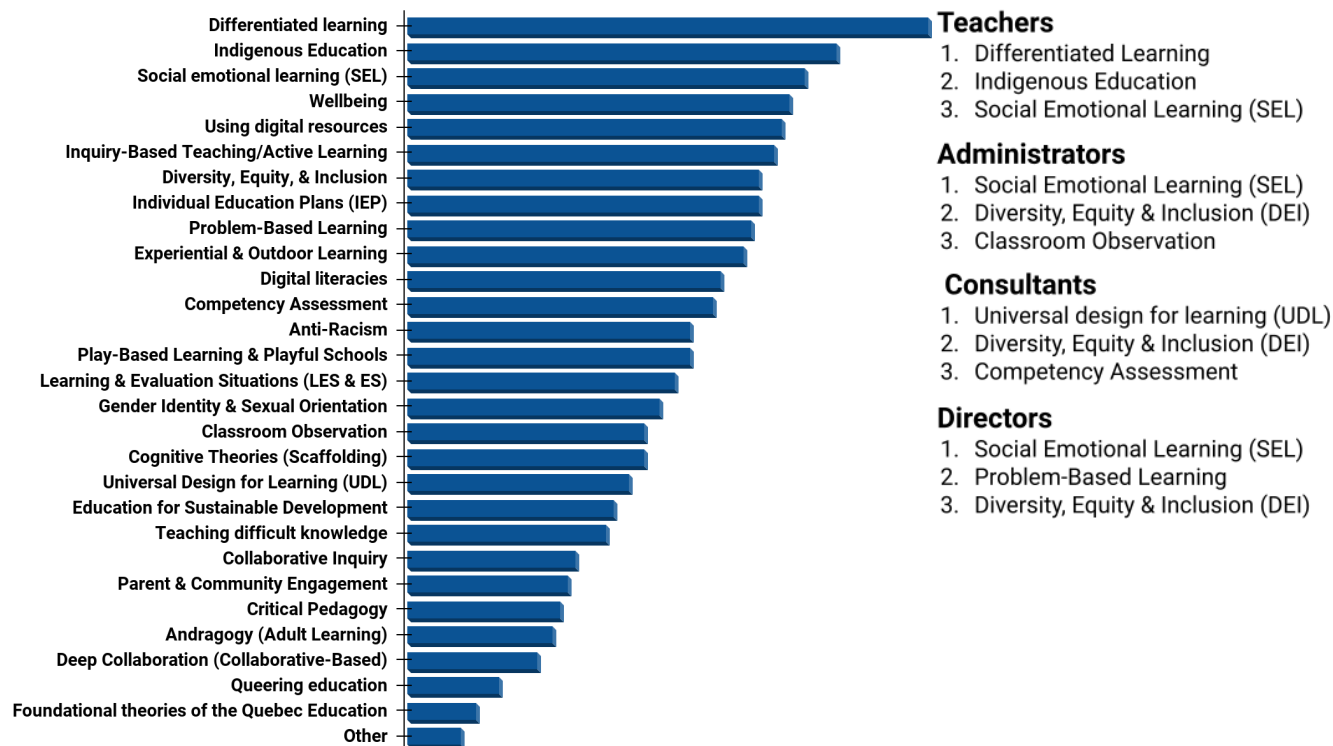
“Our board is disconnected from reality with pd sessions. Often it is pushed on teachers and they are made to feel guilty about not implementing it. There is not enough consideration or interest to what we are doing in classrooms and what is working. We have to reinvent the wheel with the latest fad. There is NOTHING about inclusion, diversity, equity and indigenous education.”

(Administrators_Challenges; Participant 8)



Perfect Storm

What PLD topic areas would you like the LCEEQ to focus on?



The Needs Assessment asked respondents to rank the topics that they would like the LCEEQ to focus on. Participants stated a number of professional development topics of interest. Topping the list were (1) Differentiated Learning, (2) Indigenous Education, (3) Socio-Emotional Learning, (4) Wellbeing, and (5) Using digital resources. When the top three responses were divided by group (teacher, administrator, consultant and director) social emotional learning (SEL) and diversity, equity and inclusion (DEI) were the two topics named across three groups.

In this study, we disaggregated these PLD topics of interest by years of experience. Our sample consisted of 13% beginning, 49% mid-career, and 38% end-of-career teachers. Although these teachers had somewhat different goals for professional development, one topic—differentiated learning—topped the list for all three groups.

Top Three Requested Professional Learning & Development Topics

Career Stage	13% Beginning Teachers	49% Mid-Career Teachers	38% End-Career Teachers
	Differentiated learning	Differentiated learning	Differentiated learning
	Indigenous Education	Social emotional learning (SEL)	Using Digital Resources
	Individual Education Plans (IEP)	Wellbeing	Inquiry-Based Teaching/Active Learning
Leaders	Administrators	Consultants	Directors
	Social Emotional Learning (SEL)	Universal design for learning (UDL)	Social Emotional Learning (SEL)
	Diversity, Equity & Inclusion (DEI)	Diversity, Equity & Inclusion (DEI)	Problem-Based Learning
	Classroom Observation	Competency Assessment	Diversity, Equity & Inclusion (DEI)

4.2.3. Permanent Position

As reported earlier, nearly three out of every 10 participants reported not having a permanent position, which is a sizable proportion of teachers in Quebec. Throughout the Needs Assessment, job security was often cited as a challenge for teachers, especially those new to the system, and was a major factor that hindered their ability to thrive in their role.

“Job security perhaps. I haven’t been with the school board for very long and have been working hard to get some job security.”
(Teacher_Challenges: Participant 1110)

“The lack of job security (I am an hourly paid teacher).”
(Teacher_Challenges: Participant 1237)

“I just got a permanent position at my board. It has been about 5 years.”
(Teacher_Years of Experience: Participant 1146)

“The sense of being on contract for so many years to start, finding a field you enjoy and excel at and then being unable to find a permanent position in that field leaving you to settle into a contract or position due to financial reasons.”
(Teacher_Challenges: Participant 1220)

In response to the question, “What challenges (if any) hinder your job satisfaction as a teacher?” Many qualitative responses indicated that lack of job security and transparency around hiring, staffing and the tenure process were issues for educators across roles and sectors. Thus, to foster collaborative professionalism, job security played a significant role along with a school and system culture of accompaniment and effective collaborative PLD.

“Lack of support from the union, e.g situation like a pandemic when we lost our jobs and NO support whatsoever from the board or union... lack of job security e.g no more 1 year contracts and having to worry every 3 months, it’s neither fair nor healthy for any teacher; lack of incentives e.g insurance, becoming a tenured or contracted teacher, facilitating getting a Quebec certificate for teachers with invaluable experience: A teacher must NOT be judged by a piece of paper but by their experience and so many other factors.... if a paper is necessary why not help them obtain one!”
(Teachers_Challenges: Participant 1117)



Perfect Storm

4.3. Theme 3—A School and System Culture of Accompaniment

Our third theme emerged from a multiple regression analysis of school leader data. Based on the 121 aggregated leadership responses, 'Accompaniment Culture' can be predicted by **support for teachers throughout their career, integration of teachers new to the school, and formal feedback for experienced teachers** (in this order).

Teachers' support, integration, and formal feedback statistically significantly predicted Accompaniment Culture, $F(3, 107) = 31.094, p < .001$. R^2 for the overall model was 46.6% with an adjusted R^2 of 45.1%, a small size effect according to Cohen (1988).

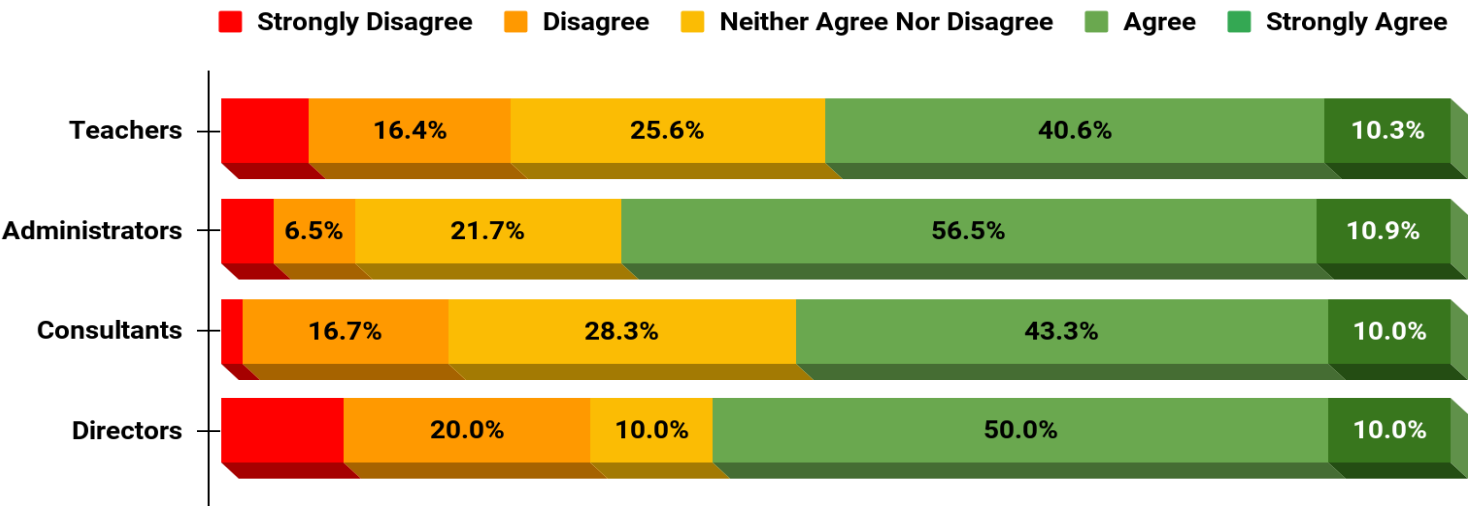
THEME 3

SUPPORT FOR TEACHERS & LEADERS THROUGHOUT THEIR CAREER, INTEGRATION OF TEACHERS NEW TO THE SCHOOL, & FORMAL FEEDBACK PROCESSES FOR EXPERIENCED TEACHERS CONTRIBUTE TO A SCHOOL & SYSTEM CULTURE OF ACCOMPANIMENT.

4.3.1. Structured Support: Teachers & Leaders

The good news that is evident from this graph is that more than half of the participant groups indicated that the support they have received has met their needs. Still, there is a sizable proportion of participants who indicated that they are feeling unsupported. Of particular concern is that 30% of directors indicated that they did not receive the needed support. Interestingly, a quarter of teachers, administrators and consultants responded that they neither agreed or disagreed with the statement that overall the support they received has met their needs. Greater clarity about the types of accompaniment and support available for educators across the province and within different Boards/Associations is recommended. Even more clarity is required on how to access support. This may help to increase awareness, and in turn better meet educators' needs.

Overall, the support I have received as a [teacher/consultant/administrator/director] has met my needs.



TEACHERS

What challenges (if any) hinder your ability to thrive as a teacher?



From the teachers’ perspective, lack of support (especially at the beginning of their career), funding, time, respect, trust, and lack of job security (i.e., tenureship) were among the most frequent challenges cited.

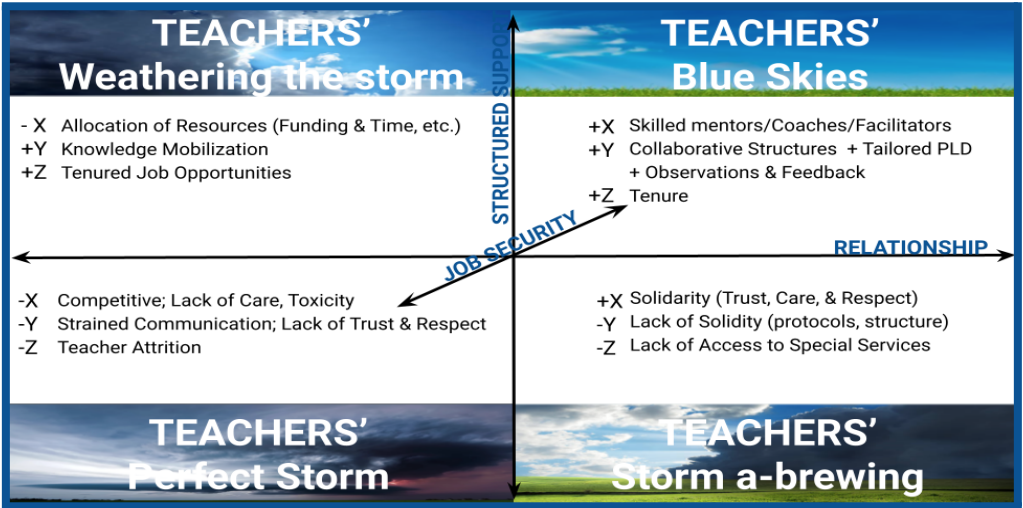
“Although I enjoy being a teacher, the lack of support due to funding or decisions made by the admin makes it difficult. At times you don't feel that you can turn to admin or the board for support and you're left dealing with situations because it's "easier" to do so. However, in the long run it is not and teachers become burnt out and this is how you get teachers who love what they do leave a profession they love.”
(Teachers_Overall Experience: Participant 1220)

While technology came up frequently in a positive manner (e.g., PLD online and meetings), occasionally technology was mentioned in a negative light because the content

they were teaching had online limitations. For example, a physical education teacher reported challenges moving their instruction to the online platform. Other times, participants noted that online platforms hindered the learning for their students, such as a kindergarten teacher’s comment that students lacked concentration online and missed the in-person learning context. Ultimately, the COVID-19 pandemic context was a significant challenge for teachers and learners and hindered teachers’ overall enjoyment of the job and was where they needed the most support this year.

“I truly enjoy teaching. This year has been challenging personally and with Covid [...].”
(Teachers_Challenges: Participant 1034)

For teachers, relationships, structured support and job security were pivotal. A blue skies picture of support would include working with skilled mentors, coaches and PLD facilitators; structured collaboration, tailored PLD for their context and opportunities for observations and feedback on their practice; and finally job security and clarity around tenure processes in different boards.



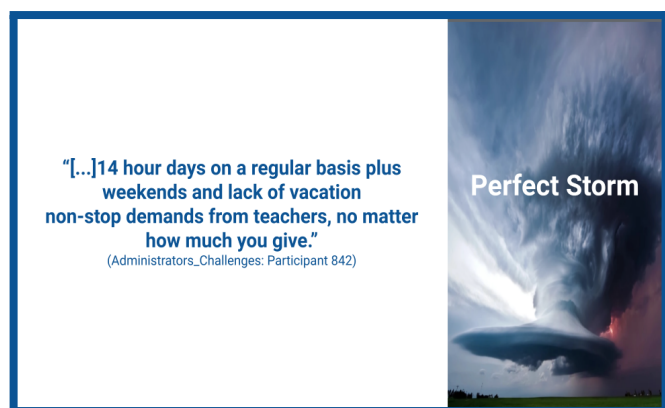
ADMINISTRATORS

What challenges (if any) hinder your ability to thrive as an administrator?

For administrators, a number of challenges were cited that hindered their ability to thrive. Most frequently mentioned was a lack of work-life balance and a feeling of “non-stop demands from teachers.”

“It seems like when you become an administrator (at least for our board), they give you the keys to the building and leave you to your own devices. Unless you reach out to ask specific questions, there is very little support. There is no “crash course” or “how to” information.”

(Administrator_Context: Participant 875)



A sense of frustration was voiced when it came to administrators’ desire to spend more time on pedagogy rather than discipline issues, concern about their staff well-being, and the consequences of no job security for new teachers in their schools.

“Need more support to be able to focus on pedagogy—most of my time is spent on dealing with discipline/parents.”

(Administrators_Anything else: Participant 964)

Respondents also noted a general lack of coherence around PLD and transparency in the use of funds by central office that could be used for in schools and tensions during interactions between superiors, staff, students, and parents.

“The use of funds to support centralized (School Board) projects or staffing that could be used in schools (and the lack of transparency with these). There is a concern for administrator mental and emotional safety (lack of job security, protection from harassment from superiors and at times, from staff, students and parents).” (Administrator_Challenges: Participant 1269)

Several tensions emerged through the qualitative analysis of administrator responses. Time was frequently cited as an issue, as well as the need for clear role definitions of what it means to be a school administrator to recognize the pull many noted between being a pedagogical leader versus a manager.

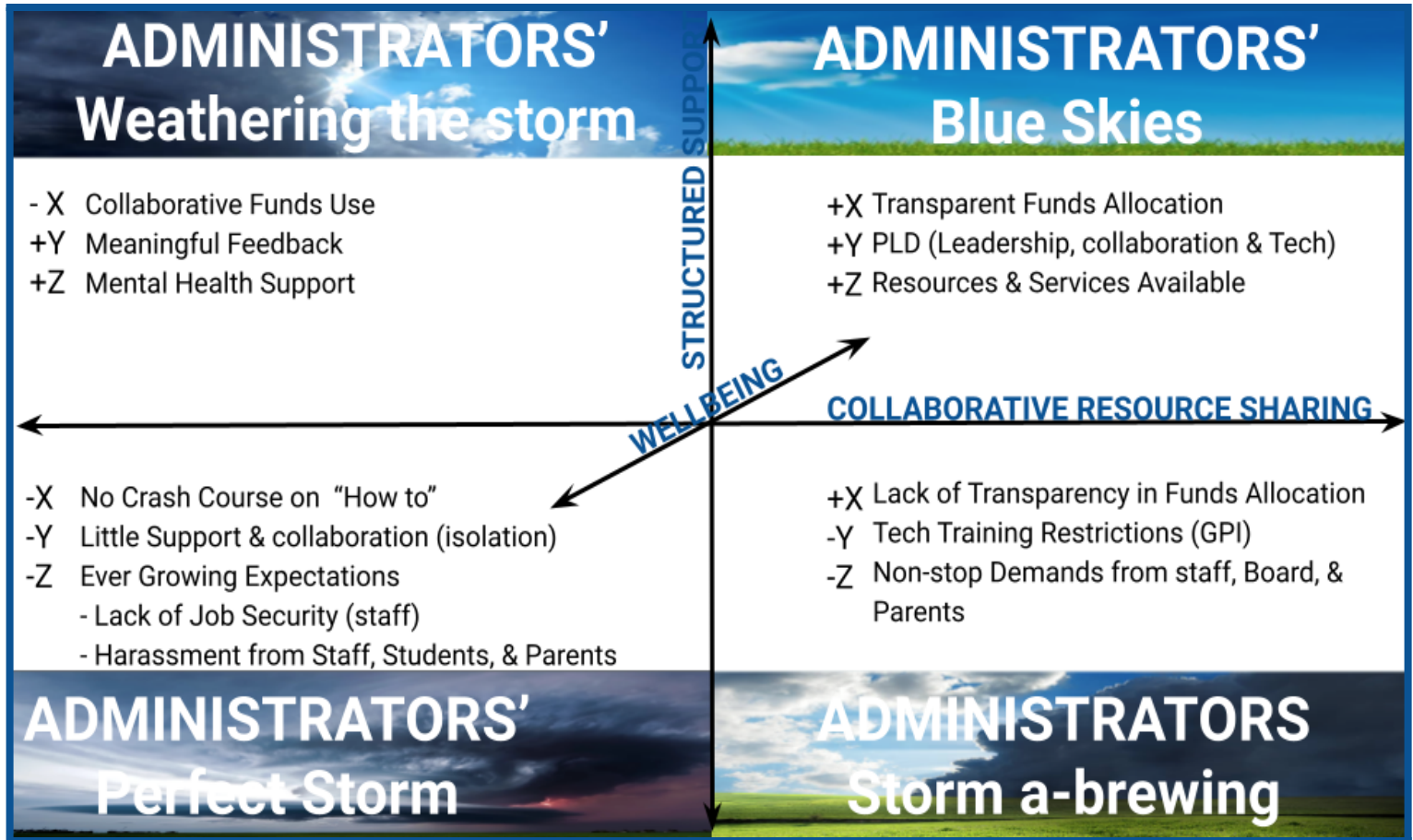
Administrators reported a lack of feedback on their job and highlighted a need for more focus and support for stakeholder well-being, including their own.

A desire for better resource sharing across the system with less bureaucracy and duplication was also noted. **Finally**, a sense of isolation and a lack of collaboration between administrator colleagues hindered administrators’ thriving.



What support do you most need at this point in your career?

The three main needs cited by administrators were: greater transparency when it came to funding allocation, staff hiring and time use; more professional feedback and PLD opportunities focused on leadership, technology and effective collaboration; and greater resources and services available to address the mental health and well-being needs of themselves and all school stakeholders.



CONSULTANTS

What challenges (if any) hinder your ability to thrive as a consultant?

A number of challenges were noted by consultants that had an impact on their ability to thrive. Overall, most consultants noted they felt undervalued and underpaid. The decrease in vacation time and low salary were cited as issues, as were the working conditions, lack of support by schools and Boards, lack of funding and and a lack of leadership. Consultants noted that there was little understanding of their role and expectations by teachers and administrators and there was little training available to support them in their work of supporting schools. Administrators were also raised as a challenge. Specifically, the frequent turnover of administration and how to manage each administrator’s personal agenda for schools. Some consultants noted that they were hindered by a lack of awareness of their past efforts, the cancellation of evidence-based projects they were working on and that there were constantly changing government protocols and priorities they had to manage.

“I Want To Know What Teachers Really Want/Need.”
(Consultant_Need Now: Participant 966)

“Salary, working conditions, lack of leadership.”

(Conusltants_Challenges: Participant 895)

“Lack of support, funding and consideration for libraries in general. Libraries are detrimental in literacy, information literacy, digital citizenship, love of reading, research, etc. but yet they are the first to go when a school needs a new classroom
Lack of support at board level, when there is no one else who really knows what you do :)
Work overload, when you are one professional librarian trying to support schools with volunteers and teachers with little training.”
(Consultant_Challenges: Participant 1278)



Perfect Storm

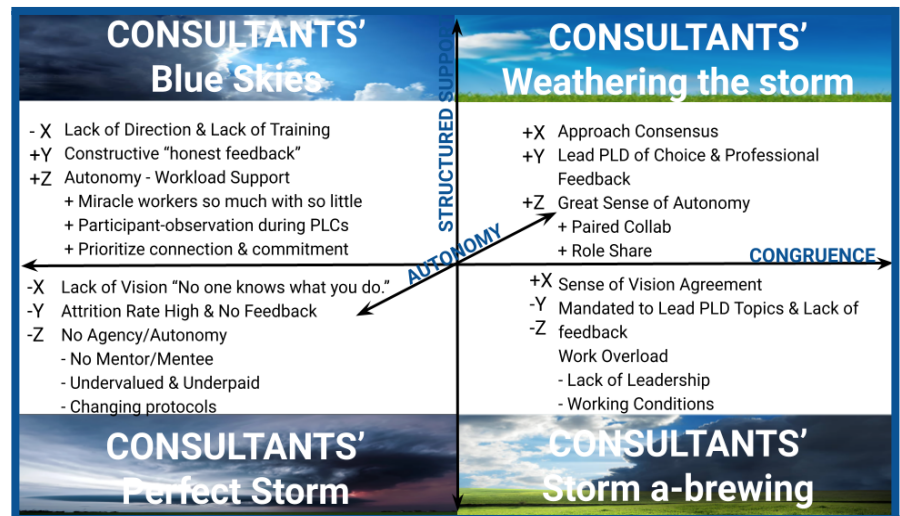
“Although, as a consultant team, we might decide on an approach or a project, we are often required to make changes because principals are not ready for the approach, or are protecting teachers from overwhelm. It is difficult for us to do our job and move things forward when our leaders do not champion our projects and stand behind them, insisting that principals get on board. I used to be included in many discussions in my area of expertise. In the past 2 years, I have been included less frequently. I feel like my voice is not valued. I frequently wonder whether I might have a more meaningful impact if I returned to the classroom to practice and apply what I have learned as a consultant.” (Consultant_Challenges: Participant 873)

Despite the many challenges, the COVID-19 pandemic also provided some important opportunities for consultants. Respondents noted an improvement in the quality and quantity of collaborative meetings with other consultants, an appreciation for less travel which allowed them to collaborate and respond to teacher needs more immediately via virtual platforms, greater access to leadership PLD (advanced degrees, virtual workshops & webinars, online mentoring & coaching opportunities), more frequent and formal professional feedback, enhanced congruence and alignment across the system, greater autonomy which gave them the flexibility to design and facilitate PLD for teachers, more access to a variety of resources, a clearer role definition and finally, acknowledgement of the role they play in schools and boards.

What support do you most need at this point in your career?

For consultants, three key components were needed to help them flourish in their jobs: congruence across the system where there is consensus on the types of approaches used by consultants; structured support that includes opportunities for self-selected leadership PLD and access to growth-oriented professional feedback; and autonomy to design and deliver evidence-based support for teachers and collaborate and learn with and from consultant colleagues in a professional network.

“Permission. Permission to move forward with a coaching and accompaniment model rather than planning workshops that few teachers choose to attend or which they are forced to attend but don't want to be there.”
(Consultants_Need Now: Participant 873)



“I would love some structured reflection and feedback on my professional growth [...] I would like to continue learning about coaching/accompaniment strategies to affect change in teacher practice. Also, how to affect change with limited personnel (I am the only consultant at my board with my dossiers, how can I reach the most teachers?).”

(Consultants_Need Now: Participant 959)

“That teachers would be willing and the principal would lead the way and I could work in an ongoing accompaniment and coaching role with the teachers in this school. I don't want to 'offer PD sessions' or 'animate workshops with students' for them. I want to sit in on their PLC meetings, observe in classes, work with individuals to try new approaches, and see where this kind of intensive accompaniment can take the school.”

(Consultants_Support needed: Participant 973)

Blue Skies

Directors

What challenges (if any) hinder your ability to thrive as a director?

Several tensions were noted by directors who completed the questionnaire. Time, demands and high expectations were highlighted as well as general inconsistency in the directions from policy makers and system leaders. During the pandemic, the political demands on directors were intensified. Respondents noted a lack of alignment in the system direction and a need for more leadership PLD to help directors manage their workload and better support educators. There was a lack of succession planning across the system, but especially at the director level which resulted in a constant change in style, priorities and mis-alignment. Directors reported difficulty in providing feedback that is well-received by educators and a sense that teachers were not open to PLD offered by the board.

“Time and expectations. It is physically impossible to do this job without working evenings and weekends. There are more and more demands from the political end, and meeting the needs is taking a large toll on being available to provide a service where there is impact.”

(Directors_Challenges: Participant 834)



Perfect Storm

What support do you most need at this point in your career?

For directors, three key areas would contribute to their flourishing: responsive and attuned leadership from policy makers and system leaders, structured support and greater work-life balance. Respondents noted structured support was not only needed for new leaders but also for those with more experience in the role. Support included induction programs, leadership PLD, structured and targeted professional feedback and greater collaboration, trust and support from colleagues. Respondents also highlighted the need for greater role definition and recognition of their work, increased congruence and transparency across the system and more access to online resources and human personnel connections.





4.3.2. Teacher Induction, Mentoring & Coaching

Supporting Pre-Service Teachers

In order to develop a culture of accompaniment in schools and across the system, an examination of how early career teachers are supported is an important first step.

Mentoring of pre-service teachers has long been a tradition in the English educational community. To move towards a systemic accompaniment approach would require rigorous attention to the support structures, mentoring processes, including the selection process for and competence of the mentor. Greater alignment and collaboration is needed with the three English Universities (Bishop’s, Concordia, and McGill), CEGEPs and colleges.

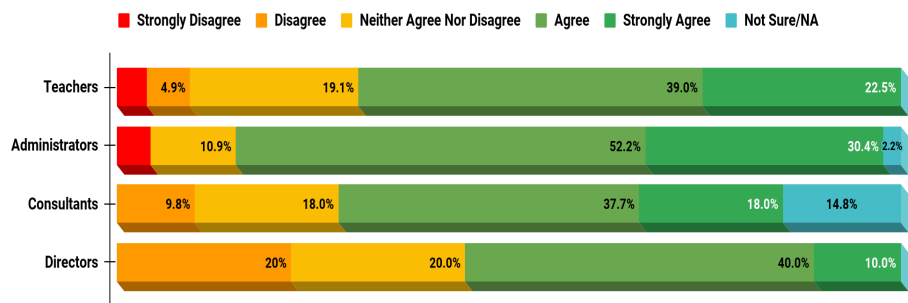
Early Career Teacher Retention

Culture of accompaniment + Structured Support + Mentor-Coach Competence

"New teachers should receive advanced warning about the grade they will teach. They should be given curriculum guides and resources for their subject areas. They should have the opportunity to meet with a teacher who has taught the grade/subject area before. All teachers, but new teachers especially, should have small class sizes. They should be paired with an experienced teacher who can provide guidance, support, and resources. They should be told in advance expectations with regards to assessment, discipline, parent communication, etc."

(Teachers_Support start: Participant 26).

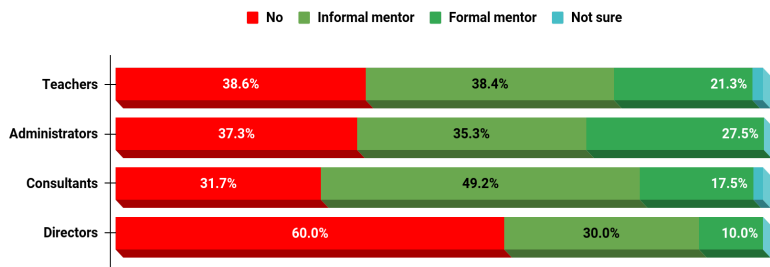
My [school/Board/Association] encourages, supports, & welcomes pre-service teachers.



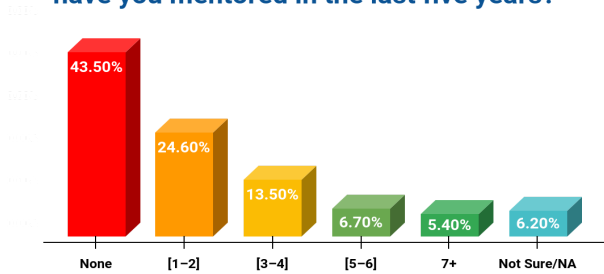
As it was highlighted earlier, the respondents of the Needs Assessment had many years of experience. Specifically, the majority (84%) reported having over 6 years of teaching experience in Quebec. However, when asked about the number of pre-service teachers they had mentored in the past five years, it was interesting to note that 43.5% of respondents responded with 'none' while only 24.60% reported having mentored at least one mentee.

Since pre-service teachers are the future educators and leaders in the English educational community, efforts to attract teachers and build a culture of accompaniment across the system that extends to teacher training is an important consideration for the LCEEQ. Beyond the importance of having a mentor, how a school, board and association encourages, supports and welcomes pre-service teachers is critical. Whereas the majority of respondents were positive (strongly agree and agree) about how pre-service teachers were welcomed in their school/Board/Association, there was definitely room for improvement. In particular, a clear and more widely known accompaniment approach for pre-service teachers might help positively shift responses from neither agree nor disagree.

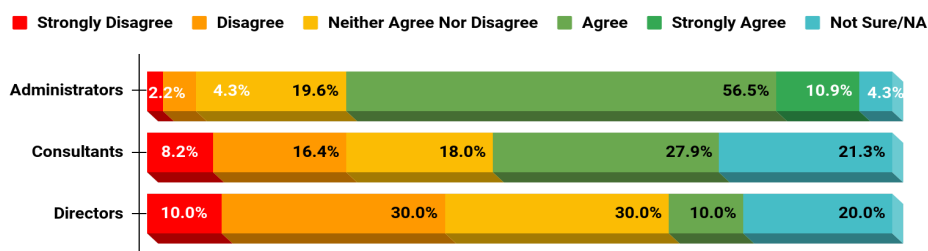
Have you ever been a mentor and/or peer coach in your school/Board/Association?



Approximately how many pre-service teachers have you mentored in the last five years?



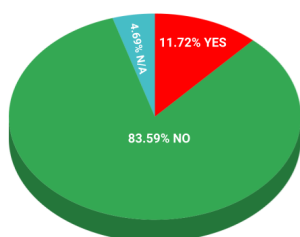
Leaders' perspective—Teachers in my [school/Board/Association] mentor pre-service teachers.



Supporting Teachers at the Start of Their Careers

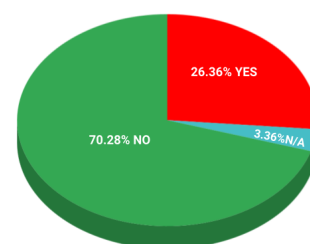
In the discussion of attraction and retention of early career teachers, mentoring and induction have been shown to have a positive impact (Ingersoll & Strong, 2011). In 2022 new teachers in Québec were mandated to participate in a teacher induction program within the first two years of entering the profession. New teachers have different needs and any comprehensive induction program will need skilled mentors who are responsive to individual teaching contexts. However, clear role definitions, expectations as well as access to additional support options will be essential to foster an effective accompaniment culture in schools.

Are you currently teaching outside of the sector (e.g., elementary or secondary) in which you were certified?



It is well known in the induction literature that early career teachers often receive challenging workloads and classes (Kutsyruba et al., 2016). It is also important to consider the impact of assigning early career teachers positions outside of their subject area and/or sector. Over 25% of respondents in this study reported not teaching in their area of expertise and 12% were not in the sector in which they were certified. This lines up with the findings from Kutsyruba and

Are you currently teaching outside of the subject area for which you were certified?

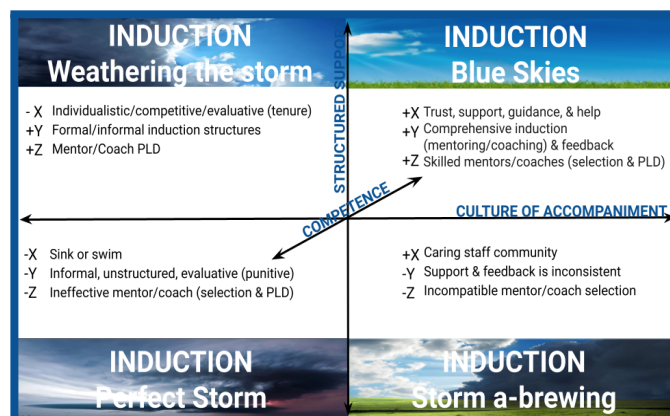


colleagues' (2016) pan-Canadian study that found around 33% of teachers were either teaching outside their subject and 37% outside their grade level.

«[On] s'attend à ce qu'il [le mentor] possède des aptitudes et attitudes particulières, qu'il dispose d'une préparation suffisante à la fonction [...] et détienne des connaissances et compétences de base sur les divers types d'accompagnement.» (Boutin & Dufour, 2021, p. 28)

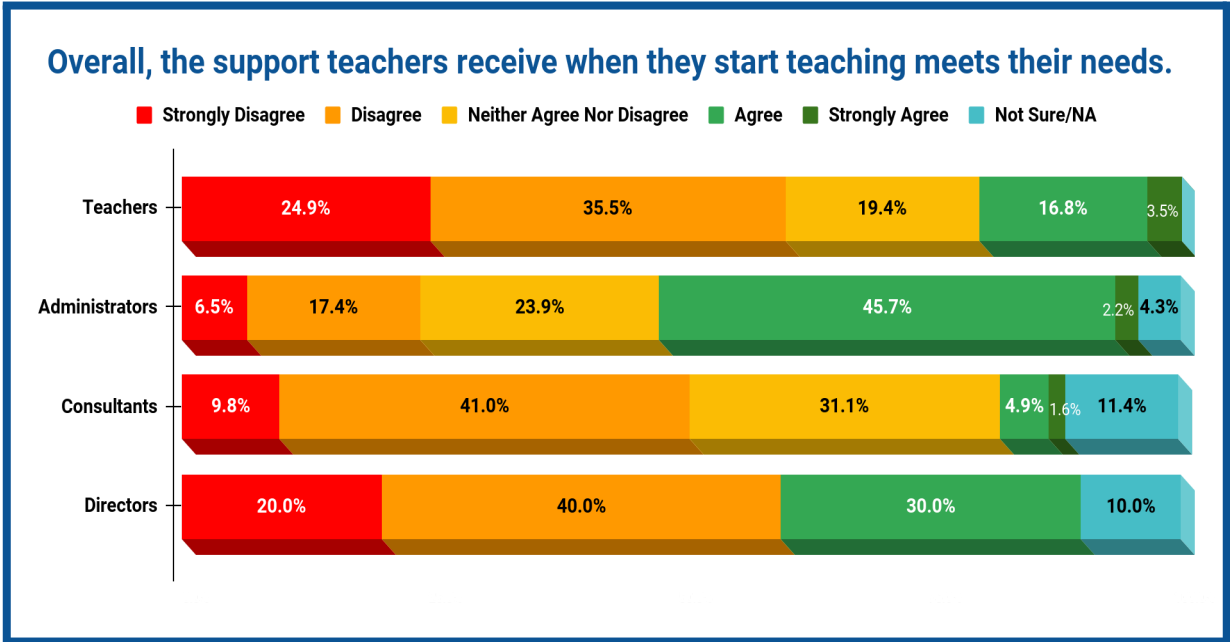
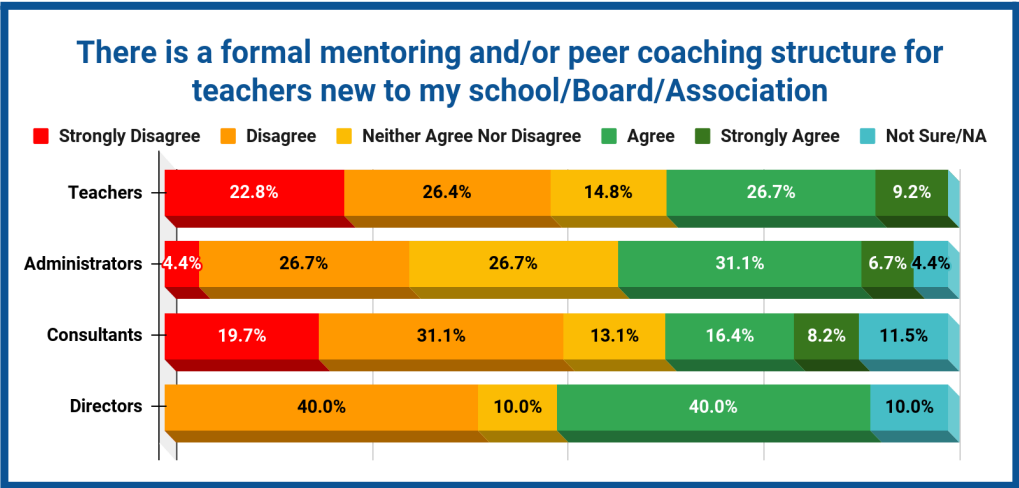
In an effort to better understand the mentoring culture in the English educational community, respondents were asked if they had had any experience as mentors and/or peer coaches in their school/Board/Association. Whereas many respondents noted having experience as both informal and formal mentors, there were a number of respondents who had no experience as a mentor and/or peer coach.

In a strong culture of accompaniment, all members are 'well-held.' In other words, everyone in the educational community has a critical role to play in supporting colleagues—be it informal or formal. This means that educators and staff are not only supported, but have opportunities for professional growth at all career stages. One way to make this happen is to consider how being a mentor–coach helps early career teachers and improves experienced teachers' professional practice, well-being and sense of flourishing in schools (Hollweck, 2019b).



When asked whether the support teachers receive when they start teaching meets their needs, a majority of respondents indicated that the support was not sufficient. Specifically, 60% of teachers replied that they strongly disagreed or disagreed with the statement, which is a troubling finding from this study. Perhaps the insufficient support can be explained by the fact that there is great inconsistency about the extent to which beginning teachers experience formal structures of support. Specifically, nearly half of teacher participants (49%) indicated that they disagreed or strongly disagreed with the statement, “There is a formal mentoring and/or peer coaching structure for teachers new to my school/Board/Association.” This project’s environmental scan with the Design Team of the induction and mentoring programs showed a large discrepancy across the province. Whereas some jurisdictions are still in the design phase, others are more established. An example of a three-pillar induction program at the Western Quebec School Board was presented to the Design Team and has also been written about (see Hollweck, 2017, 2019a).

In summary, these graphs also indicate that teachers and leaders have different perspectives about the extent to which support is being offered for teachers new to their schools, boards and associations and whether this support meets teachers’ needs. With the new Ministry mandate for mentoring programs for new teachers, opportunities that will enable different school boards and centres to learn with and from each other and share their mentor program offerings and learnings will be essential.

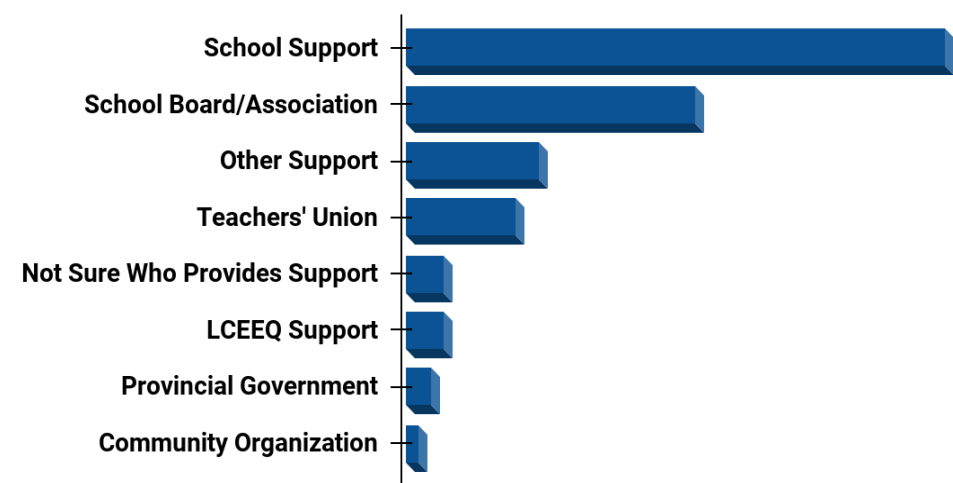


What support did you receive when you first started teaching? *“I asked a colleague to be my mentor at the school I was working at. They agreed and it was to them I went whenever I had any questions. They were permanent at the school and very knowledgeable. It is a relationship/friendship that I value, even today, despite being in a different board.”*



(Teacher_Beneficial Support: Participant 1242)

Who provided that support?



When support for new teachers was provided, it came predominantly in the form of informal mentorship, principal evaluations, and professional development. This support was provided mainly by the school (46%) followed by School Board/Association (25%), and others (11%). The LCEEQ ranked much farther down the list with only (3%) of teachers indicating the LCEEQ as a source of support.

“Mentoring from other experienced teachers and regular contact and feedback with a Consultant for support. Also, a defined support system of peers and colleagues that meets regularly, not just a reach out basis.”

(Consultant_Beneficial Support: Participant 1222)

In your opinion, what support(s) is/are most beneficial for novice teachers?

What would "blue skies" accompaniment look like for novice teachers? This research study shows three key factors are at play: the development of a collaborative culture rather than a silo culture, access to structured support, and embedded mentoring and/or coaching approaches.

"To be paired with an experienced teacher who is willing to mentor them both in the academic field , but also into time management and a well balanced routine so that new teachers do not feel too overwhelmed. Classroom management is also very important. A mentor who can offer some time to accompany the teacher in the classroom is very important."

(Administrator_Beneficial Support: Participant 930)

"My first administrator was a pedagogue first and made pedagogical development a priority amongst his teaching staff"

(Teacher_Beneficial Support: Participant 927).

"A well structured network of new teachers with mentors, group sharing as well as individual feedback. On-going, not just an 'induction' or 'welcoming session. Perhaps monthly sessions are structured (using consultant protocol for example) –using a built-in inquiry framework + ensuring that their experience is followed upon"

(Consultant_Beneficial Support: Participant 977).

Early Career Support

"Training focused on the explicit review leading to deep understanding of curriculum, effective classroom management practices, assessment/evaluation, and effective instructional delivery strategies. Assigning a mentor for day-to-day nuts and bolts processes (how do I do attendance at this school? Where do I go for supervision? To whom should I refer a student if I suspect a learning disability? Do you remember when our marks and comments were due in the office? Assigning an Instructional Coach to support the growth in practice: planning, assessment, delivery, curriculum understanding"

(Administrator_Beneficial Support: Participant 1269).

"The school visits, made by the Consultant team and follow up on a regular basis based on needs as determined by student results, Principal requests, teacher requests, Consultant action planning. Being in the schools to get to know the teacher and the students they work with is a needed step to building trust. modelling lesson delivery for teachers to apply with follow up is a priority for our team"

(Director_Beneficial Support: Participant 807).

In your opinion, what support(s) is/are most beneficial for novice teachers?

A Summary of Perceived Needs of Novice Teachers

	TEACHERS	ADMINISTRATORS	CONSULTANTS	DIRECTORS
WHO	<ul style="list-style-type: none"> • Mentors • Experienced Teachers • Peers • Same Grade/Subject Level • Admin • Other Beginning Teachers 	<ul style="list-style-type: none"> • All Colleagues 	<ul style="list-style-type: none"> • Consultants Meeting With Novice Teachers • Supporting Those In Schools To Support Novice Teachers 	<ul style="list-style-type: none"> • Consultants • Director Oversight
WHERE	<ul style="list-style-type: none"> • Within The Building • Within The School • Networks • Within The Subject/Grade 	<ul style="list-style-type: none"> • Within Schools • Spaces to Connect as Colleague 	<ul style="list-style-type: none"> • Within The School • School Board Training • LCEEQ • Networks 	<ul style="list-style-type: none"> • Schools • School Board
WHAT	<ul style="list-style-type: none"> • Lesson Observation • Mentoring Pairs • Peer Mentoring Groups • Informal Support • Formal Support • Shadowing • Modelling • Induction Program • Handbook • Collaboration • Resources • Special Needs 	<ul style="list-style-type: none"> • All Aspects Of Teachers' Work 	<ul style="list-style-type: none"> • Plcs • Network • Individual Mentoring 	<ul style="list-style-type: none"> • Resources • Mentoring Pairs

How can we better support our experienced teachers?

A culture of accompaniment would not only include attention to pre-service and early career teachers, but also to teachers with more experience as well as leaders at all stages of their career.

So, what would "blue skies" accompaniment look like for experienced teachers? Multiple variables, such as sustainable release time for collaboration, increased resource sharing, and coaching opportunities were highlighted as important to better support experienced teachers.

“Experienced teachers benefit greatly from release time or lighter teaching loads to implement new practices. They got to all sorts of great PD, but often lack the time needed to implement new ideas and iterate them.”

(Consultant_Beneficial Support: Participant 827)

“Now, later in my career what is most beneficial is working with my colleagues and my pedagogical consultant. Sharing ideas, practices, and developing lessons together. Learning how to think outside the box and collaborate across curriculums is most beneficial for me and my students”

(Teacher_Beneficial PD: Participant 1033).

“Ongoing, scheduled (with release time, in calendar, or planned for ped days) days during which teachers collaborate on a practice/resource based on an identified need. Ideally, this ongoing support would involve an opportunity to reflect on (through video, observation) and improve practice”

(Consultant_Beneficial Support: Participant 808).

Career Support

“More VP's and behaviour techs, to deal with the tremendous amount of parent calls, concerns, complaints; change of culture needed to make people understand the professionals at the school level make the academic decisions, not the parents; the School Boards must support this”

(Administrator_Beneficial Support: Participant 963).

“PLC's, coaching”

(Director_Beneficial Support: Participant 870).

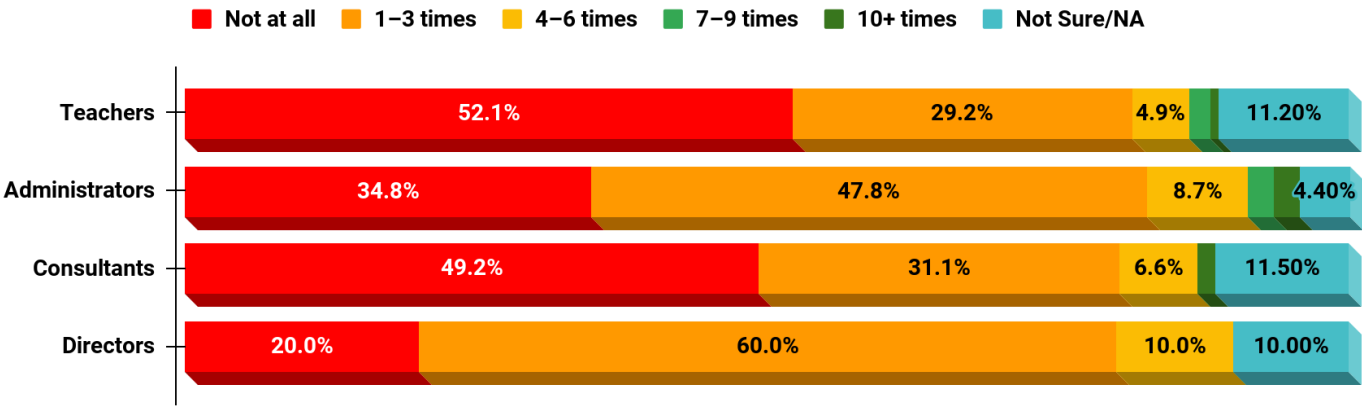
“Feedback on their practices so that they assuredly qualify to be a mentor”

(Director_Beneficial Support: Participant 834).

4.3.3. Formal Feedback

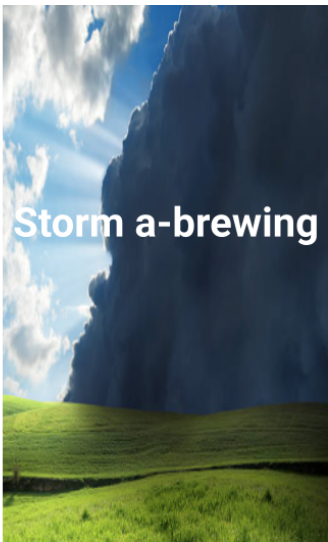
One element that surfaced repeatedly in the qualitative data from the Accompaniment Needs Assessment was the importance of on-going and sustained growth-oriented feedback for teachers and leaders.

In a typical year, how often do you engage/receive in a formal feedback process?



When it comes to engaging in and receiving formal feedback, a majority (52%) of teachers indicated that they do not participate in any formal feedback process in a typical year. Similarly, nearly half of consultants (49%) responded that they also do not engage in any formal feedback process in a typical year.

“We used to have individual meetings with our director of educational services three times a year. The first meeting of the year was goal setting (based on data) and identification of priorities, the second was follow-up, and the third was a look back on the year, progress made, reflecting on goals. During meetings 2 and 3, there was also critical feedback on our performance in the preceding months. Engaging in this reflective process was a tremendous growth opportunity. In recent years, our individual meetings have been more about reporting on projects and us expressing any needs for support that we might have. The absence of the goal setting and critical feedback process has made this process less beneficial.”
(Consultant_Beneficial PLD: Participant 873)



Across all groups of participants from leaders to teachers, there was inconsistency around the extent to which formal feedback mechanisms were available. However, opportunities for growth-oriented professional feedback was cited by all participant groups as an important component to meet their needs and contribute to their sense of flourishing. When thinking about growth-oriented formal professional feedback processes as part of a culture of accompaniment, it is important to note that this refers to non-evaluative performance feedback and thus, can be embedded within a variety of collaborative-based PLD models.

4.4. Theme 4–Pandemic Pitfalls & Possibilities

Overall, when asked about whether they enjoy working as a teacher, consultant, administrator or director, respondents responded positively to their work in the English educational community in Quebec (see graph below). However, because the Accompaniment Needs Assessment was launched in June 2021, data analysis offered an important glimpse into the teaching and learning experience for educators during the COVID-19 pandemic.

Theme 4:

COVID STRAINED THE TEACHING PROFESSION, BUT ALSO PROVIDED NEW POSSIBILITIES FOR TEACHING, COLLABORATING, & PLD.

“The use of technology and streamlining some routines has been a take away from the pandemic era - if finding our new normal, we will need to move forward with the positives. But I do miss the opportunity to have parents in our building - we have some re-building of relationships to work on post-pandemic that technology just could not bridge. Also, how we approach PD in a more systemic way will stay long after this year.”

(Administrator_Worth Remembering: Participant 846)

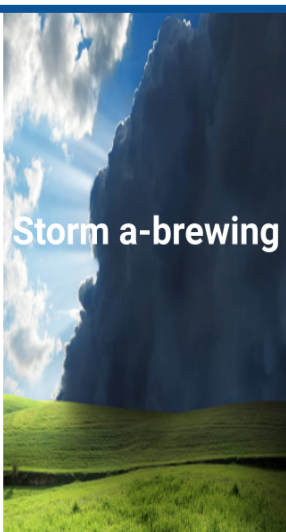
Despite the majority of respondents stating that they enjoyed working as an educator, responses also revealed many found the job had become progressively harder.

“I still enjoy teaching, however the system in general is bleeding. Demands are becoming increasingly challenging to manage.”

(Teachers_Overall Experiences: Participant: 913)

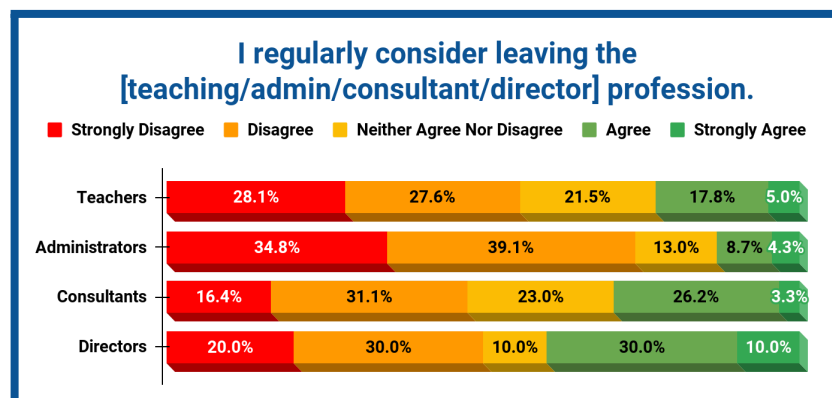
“I enjoy teaching, but the conditions are what makes me consider leaving. Lack of support for teachers and students, lack of proper resources, lack of professionals, parents having more power than teachers, administration being so overwhelmed that they can't help, lack of focus on best pedagogical practices, and finally, no one to turn to at our school board for help/support when issues in our school.”

(Teachers_Overall Experiences: Participant: 1000)



There were a number of real challenges that teachers and leaders faced as a result of teaching and learning during the COVID-19 pandemic. Although these challenges clearly strained educators, respondents also noted that it offered some new collaborative opportunities and more flexible working conditions that are worth holding onto. The challenges and possibilities will be discussed in more detail below.

4.4.1. Teacher Retention & Attrition



“I love the teaching. What makes me want to quit is the way the Centre is managed, and the lack of respect and consideration that I receive as a teacher.”

(Teacher_Overall Experience: Participant 250)

With international data indicating that the world was facing a shortage of qualified and trained teachers before the COVID-19 pandemic ((UNESCO, 2020), there has been a significant rise in teacher attrition as a consequence of the pandemic conditions. As such,

perhaps it is not surprising that a sizable number of educators in the English educational community are also considering leaving the teaching profession. In fact, of those surveyed, **roughly 1 in 5 teachers (22.2%) responded that they agree or strongly agree with the statement, “I regularly consider leaving the teaching profession.”**

Given the precarious times that we find ourselves in, we sought to discover what best predicts teachers’ decision to leave or stay. Using a multiple regression analysis, we discovered that the ways in which teachers rated their competency, confidence, comfort with a variety of contexts, tools support, and enjoyment to teach during the pandemic all contributed significantly to their decision to leave or stay in the profession.

“I feel completely unappreciated and undervalued by our government and the communities we serve. We are grossly underpaid, and this past year has demonstrated that even the safety of our families and our own lives are of little consideration to this government.”

(Teacher_Overall experience: Participant 62)

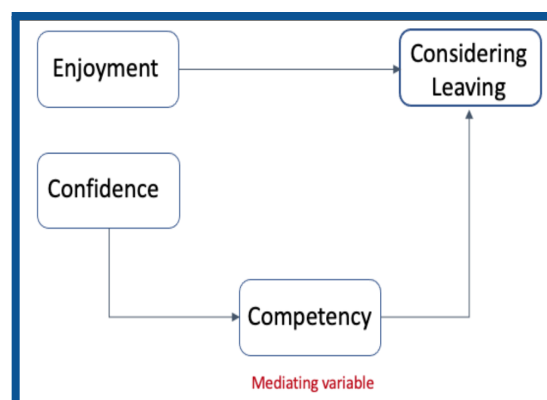
During pandemic teachers’ **competency, confidence, comfort with a variety of contexts, tools support, and enjoyment**, statistically significantly predicted leaving profession consideration, $F(5, 335) = 23.857, p < .001$. R^2 for the overall model was 26.3% with an adjusted R^2 of 25.2%, a small size effect according to Cohen (1988).

What Best Predicts Leaders’ Decision To Leave?

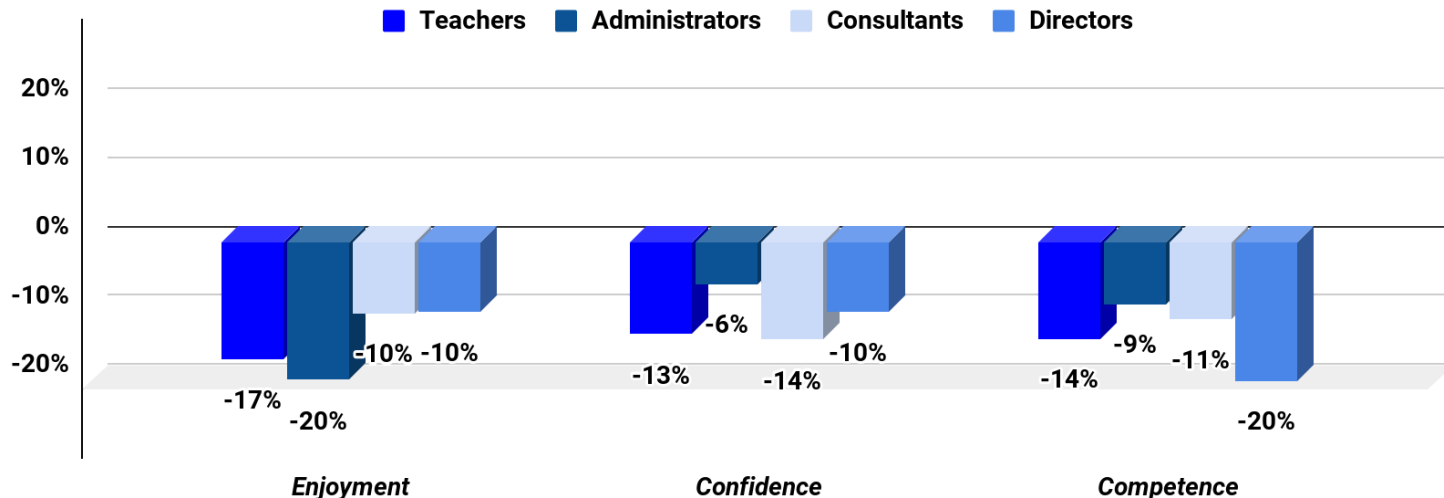
During pandemic leaders’ **enjoyment, and confidence**, statistically significantly predicted leaving profession consideration, $F(3, 108) = 40.354, p < .001$.

R^2 for the overall model was 52.9% with an adjusted R^2 of 51.5%, a medium size effect according to Cohen (1988).

In other words, the decision to leave the profession can be predicted by enjoyment, and confidence (in this order). Note: competency in the role is a mediating variable explaining the relation between confidence and considering leaving the profession.



Decrease in enjoyment, confidence, & competence during pandemic.

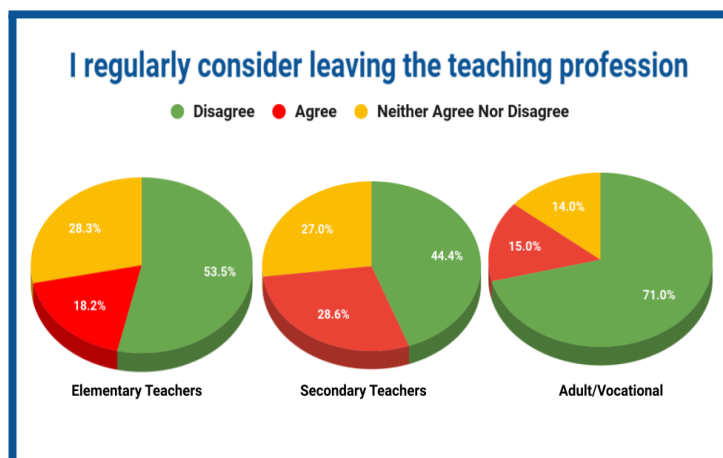


Using the three variables of enjoyment, confidence and competence that best predict teachers and leaders' decision to leave the profession, we compared how respondents' ranking before and during the pandemic. A decrease in all three areas for all four groups was noted. Whereas administrators (20%) and teachers (17%) noted the highest decrease in enjoyment, consultants had the biggest decrease (14%) in confidence and directors in competence (20%).

“I feel completely unappreciated and undervalued by our government and the communities we serve. We are grossly underpaid, and this past year has demonstrated that even the safety of our families and our own lives are of little consideration to this government. ...I was in the army for 10 years and served a combat tour in Afghanistan, and as a professional teacher, I am appalled by the lack of care, consideration and compensation the government displays towards the people that have been put in the most at risk environments with little protection, support or recognition” (Teachers_Overall experience: Participant 62).

This graph illuminates the percentage of respondents who have considered leaving the profession varies across sectors, with secondary teachers the most likely to consider leaving and adult/vocational education teachers the least likely. With teacher attrition a growing concern across the globe, it would be worthwhile to examine adult and vocational education more in depth to better understand its more positive attributes.

In summary, these results are consistent with the teacher induction literature that the attrition rates of new teachers are high in the first five years of teaching. Some of the reasons for why teachers leave the profession prematurely is the expectation that they are to have the same responsibilities as their experienced colleagues and are often left unaccompanied to face numerous challenges, such as classroom discipline and management, motivating students, dealing with individual differences in a heterogenous classroom, assessment of learning, communication with parents, organization of class work, insufficient or inadequate teaching materials, and dealing with individual students' problems of behaviour research (Goddard & Foster, 2001; Kutsyuruba et al., 2014; Tynjälä & Heikkinen, 2011). As these concerns continue to resurface, PLD strategies will need to address them (Thomas et al., 2019).



«La transmission de l'information via les portails. Les communications avec les parents en ligne et même les rencontres de personnel. Certains cours ou mesures.»

(Teacher_Worth Remembering: Participant 1066)

4.4.2. Possibilities

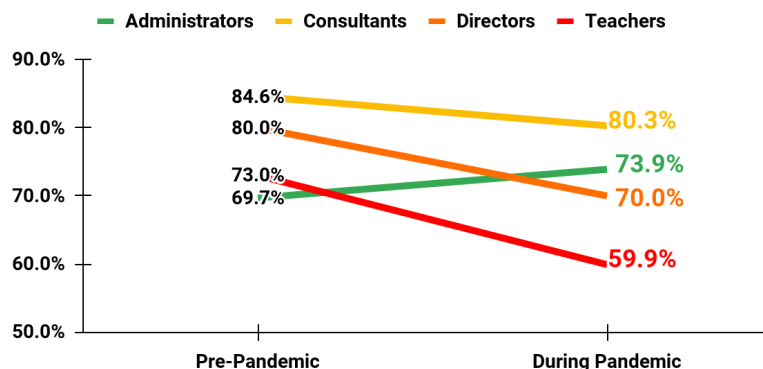
COVID strained the education profession, but the Accompaniment Needs Assessment data also offered new possibilities for teaching, collaborating & PLD. As evidenced in the graph, It was interesting to note that although regular collaboration decreased for most respondent groups (teachers, consultants and directors), for one group—the administrators—regular collaboration actually increased during the pandemic.

“I believe that the idea of rethinking how assessment is carried out and what its purpose is has been beneficial. Furthermore, the idea of two reporting sessions instead of three allowed for teachers to be more relaxed about obtaining adequate material to grade.” (Teacher_Worth Remembering: Participant 1250)

The qualitative data showed that the reason for this was that during these challenging times administrators needed to find a way to connect with one another to find solutions to the rapidly evolving pandemic context. Regular virtual meetings provided a means for that connectivity and increased sense of collaboration.

For many respondents, the increase in more flexible working conditions, access to online and responsive PLD and increased communication with parents and families was noted as worth holding onto in the future.

Rate of Change: I collaborate regularly in my school/Board/Association.



“Virtual learning can offer some students a lower stress environment to engage in academic tasks. Virtual learning asks teachers to consider different aspects of learning, so as far as reflective pedagogy, online learning provides an excellent opportunity to change up the way we teach and the way we ask our students to engage in learning.”

(Teacher_Worth Remembering: Participant 1172)

Blue Skies

For teachers, working remotely with the option to attend staff meetings and access PLD virtually from various locations (including home) was described by some respondents as a pandemic benefit that helped with work-life balance. Some noted the value of “real teamwork, not just working side by side” with their colleagues, while others highlighted the improvement in their pedagogy and the adoption of more meaningful virtual assessment tools. Many respondents also commented on how although online learning was challenging for many students, the lower stress environment and ability to work at their own pace was a positive for others.

Finally, a number of respondents commented on how the removal of standardized tests and the decrease in reporting periods provide opportunities for teachers to change assessment practices and gain more professional agency.

“With no provincial exams and the difficulty of having tests, I had to change my assessment practices to be more authentic and performance based. I was more attuned to the different aspects of the student's competency development and tried my best to triangulate different types of evidence”

(Teacher_Worth Remembering: Participant 886).

"A better conception of what is productivity, particularly when 'intellectual' tasks (acquiring new information, research, data analysis, designing a project, writing a proposal or a report) are on the "to-do" list. One does not need to be at the office 8 to 5, to achieve the tasks. The flexibility is empowering and motivating.

Better use of time, so beneficial for physical/mental health. Online meetings of any kind (general staff meetings as well as task-based) can be absolutely productive if they are well-run. On the other hand, dosage is important. Being in a zoom/team meeting all day is counterproductive and tiresome + heavy cognitive load."

(Consultant_Worth Remembering: Participant 977)

Blue Skies

For consultants, less travel across their jurisdiction afforded them more time at home and they were able to focus on supporting teachers in more innovative ways. Several respondents also noted that they appreciated the opportunity to connect with teachers directly in their classrooms using online platforms when they were needed. They reported having more access to teachers rather than waiting for principals to invite them into schools which improved the level of support they were able to provide. Finally, some noted feeling more appreciated for the work that they do during this time and enjoyed the increase in collaboration across the consultant community.

"I believe that for pedagogical days, the freedom of working from home has given teachers a flexibility they never really had before. Connecting with them for a staff meeting online really eases that process and then they are free to stay online with their colleagues and work or set themselves up right away to work on their planning and curriculum. The number of interactions are diminished and it allows teachers to be much more productive. Staff Meetings online allow a bigger amount of teachers and staff to attend the meetings. You can literally take the meeting form wherever you are. Since our school board covers a very large territory, having meetings with the head office makes it easier online. It reduces transportation and it allows the administrators to be right at work after a meeting. Again, it feels more productive."

(Administrator_Worth Remembering: Participant 853)

Blue Skies

For administrators, the flexibility for teachers to work from home during pedagogical days and attend staff meetings virtually was noted as a benefit. Administrators also noted an increase in their collaboration with other administrators that helped them address the pandemic challenges they faced as leaders. When it came to the type and focus of the PLD being offered during this time, respondents noted greater alignment and streamlining which improved coherence in their school and system.

"Remote work is valuable and saves travel time to and from meetings. Work-life balance was easier to manage with hybrid or online work." (Director_Worth Remembering: Participant 849)

"Opportunities to continue for teachers to learn (remotely/in-person). The individualized approach for PD needs has definitely helped this year. More specifically, teachers have had more options of the type of training, the topics and the format (online possible synchronous/asynchronous). This has been amazing. it was also more accessible as there was no travel involved and the costs were reasonable for registration. I definitely see the value of including this in the options available to teachers as we move beyond the pandemic."

(Director_Need Now: Participant 867)

Blue Skies

For directors, the opportunities for teachers to engage in a variety of online individualized and accessible PLD was reported as beneficial. Since virtual PLD meant less travel costs for educators and lower registration fees, School Board PLD costs were also reduced. Some directors also noted that remote working also meant less travel time to and from meetings for them which supported their own work-life balance.

5. Recommendations & Next Steps

“It is important that those powers that be understand that what works for some doesn't work for all. There needs to be a common understanding and pursuit of allowing for individuals and their work styles, steeped in trust. Flexibility is key. To go back to what was entirely out of a need to control versus, pushing the other extreme out of a need to save money would be an error and disrespectful of those who worked tirelessly to get through this extremely difficult period in history. We need to learn from this with the highest level of integrity and gratitude for our colleagues at all levels.”

(Director_Need Now: Participant 807)



**Weathering
the Storm**

5.1. Recommendations

There are four key themes that emerged from the Accompaniment Needs Assessment:

1. **Quebec Context:** Expertise is found within the system, but the conditions and support structures must be strengthened.
2. **Collaborative Professionalism:** School and system culture of accompaniment, effective professional learning and development (PLD) and job security contribute to collaborative professionalism.
3. **Culture of Accompaniment:** Support for teachers and leaders throughout their career, integration of teachers new to the school and formal feedback processes for experienced teachers contribute to a school and system culture of accompaniment.
4. **Pandemic:** COVID strained the English educational community, but also offered new possibilities for teaching, leading, collaborating and PLD.

The following recommendations are offered based on the mixed-methods analysis of the data and as a result of feedback from the Design Team and DELT members who discussed the preliminary and summary findings in a number of virtual meetings. Ultimately, the aim of these recommendations are to ensure all educators in the English educational community are well-held, accompanied and experience support, challenge, and growth through a culture of accompaniment to contribute to students' well-being and achievement.

"In organizations, real power and energy is generated through relationships. The patterns of relationships and the capacities to form them are more important than tasks, functions, roles, and positions."

(Margaret J. Wheatley)

To leverage expertise in the system:

- **Value**, acknowledge and leverage the experience and expertise of the educators (teachers and leaders) in the English educational community;
- **Clearly define the role** and expectations for consultants and make this transparent across the system with teachers and leaders;
- Consider ways to **meaningfully connect** experienced educators (as mentors and/or coaches) with those entering the system (pre-service teachers, early career teachers);
- Provide **more agency for consultants** to support teachers and facilitate PLD with a focus on working with more experienced teachers;
- **Invest in succession planning** for leaders and experienced teachers to ensure that their knowledge and competency remains in the system.

To foster collaborative professionalism in the system:

- Collaborate with universities, CEGEP and colleges to develop a shared understanding of mentoring for pre-service teachers; internships, and stages;
- Design and implement a comprehensive induction program for teachers new to the province, which involves mentoring and/or coaching, resources (e.g., Handbook, PLD, curriculum support) and a structured professional growth-oriented feedback process;
- Design and implement a comprehensive induction program for consultants and new administrators, which involves mentoring and/or coaching, leadership PLD and professional growth-oriented feedback;
- Develop congruence and continuity in PLD design and delivery across schools and systems;
- Support teachers and leaders with PLD in the topics most needed (e.g., differentiated learning, social emotional learning, indigenous education and diversity, equity and inclusion) and tailor PLD to teachers' career stage;
- Schedule and support (with resources, release time and funds) structured opportunities for teacher collaboration;
- Offer Professional Development and Innovation Grants (PDIG) to fund collaborative-based PLD in schools, Boards/Centres;
- Design and implement a voluntary peer coaching program that includes a structured non-evaluative professional growth-oriented feedback process;
- Design and implement PLD on mentoring/coaching skills, approaches and frameworks (asynchronous and/or synchronous);
- Develop professional learning networks for mentors and/or coaches to learn with and from each other;
- Design and implement leadership PLD for experienced teachers, consultants, mentors and/or coaches and new administrators (asynchronous and/or synchronous);
- Develop professional learning networks for consultants to learn with and from each other across the province;
- Develop professional learning networks for administrators to learn with and from each other across the province;
- Build congruence & transparency across the system around hiring, staffing and the tenure process.



I believe that at our board we are currently receiving the support we require. What this looks like on a day-to-day basis means several things:

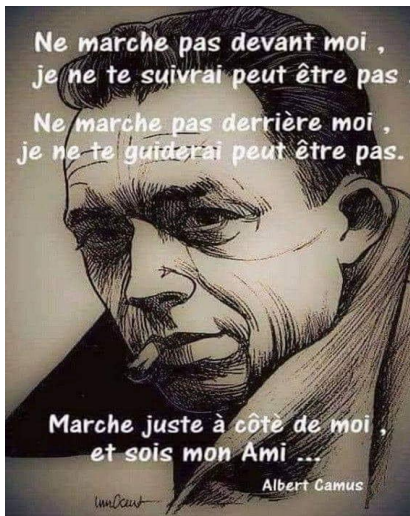
- ***We are trusted to accomplish our work. While we are in frequent contact with directors, there is not any sense of distrust.***
- ***We are asked for our professional opinions as planning and interventions take place.***
- ***We are asked about plans & goals for next year; supported (financially & otherwise) as much as possible.***
- ***We are encouraged to work in teams, to collaborate and work together as much as possible.***
- ***We get quick support/answers/etc from our directors when needed.***

(Consultants_Need Now: Participant 781)

Blue Skies

How do you support a culture of accompaniment in the system?

- Develop a transparent tenure process made accessible to teachers and leaders;
- Establish a clear understanding of/ and commitment to accompaniment goals;
- Discuss how to align the school/Board/Centre mission and policies to maximize congruence and make the alignment transparent and clear;
- Discuss the allocation of resources for accompaniment and provide support structures and PLD for those in an accompanist (mentor, coach, leader, facilitator) role;
- Embed accompaniment at every level of the education system (including teacher education), and embed accompaniment ethos to build relationships across roles (e.g., teachers, administrators, consultants, directors, etc.);
- Position accompaniment as a leadership role in schools and school system, with voice in decision-making and support structures and processes;
- Consider how to support consultants to develop an accompaniment lens;
- Build relationships across the educational community, and communicate your vision for supporting educators' flourishing.



What do we want to hold post-pandemic?

- Build on positive lessons from the pandemic, such as flexible working, virtual collaboration including PLD and staff meetings;
- Develop greater transparency about fund allocations for resources and special services available in the system;
- Increase access to special educational services and resources to support the well-being of students and staff;
- Use of virtual platforms to connect with parents, families and communities.

"People don't resist change. They resist being changed."

— Peter Senge

5.2. Next Steps

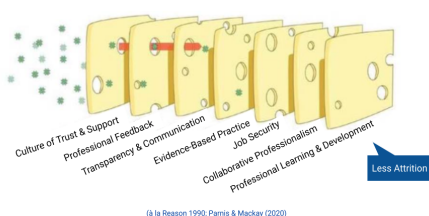
Based on the recommendations outlined in the previous section and the findings from Phase I, Phase II and Phase III of the Accompaniment Project research study, there are a number of recommendations for the LCEEQ steering committee and representatives to consider.

Overall Accompaniment Project Recommendations

- **Accompaniment Advocate (Facilitator/Project manager)**
- **Mentor-Coach Professional Learning & Development (virtual modules)**
- **New Leaders Professional Learning & Development (virtual modules)**
- **Accompaniment Professional Learning Network (PLN)**
- **Accompaniment embedded into the PDIG process (ways to collaborate, mentoring/coaching protocols & processes, etc.)**
- **Joint research projects (including internships) overseen by LCEEQ**
- **Knowledge mobilization channels increased within the LCEEQ**

The Accompaniment Project was led by a project manager who designed and facilitated the Design Team and DELT sessions, oversaw the research study and reported preliminary findings and recommendations to key stakeholders throughout the 19 months. Using an iterative approach, the project manager accompanied all members of the project team (Design Team, DELT and the Accompaniment Practice & Research Team) and built opportunities for members to learn with and from one another, share experiences, insights and feedback on the research study. More opportunities for School Boards, Centres and Associations to share their accompaniment projects an *Accompaniment Advocate* is essential to lead, schedule and facilitate sharing sessions and be responsible for keeping a record of the activities and findings. In order to build on the success of the research component of this project and the collaboration between researchers from the three English Universities (Bishop's, Concordia and McGill), more joint research projects, including internships, should be overseen and hosted by the LCEEQ. Additionally, ways to increase knowledge mobilization of the research findings through the LCEEQ website, newsletter and social media channels should be explored.

Swiss Cheese Model of Accompaniment



When it comes to improving mentoring and coaching in the system, research has shown the importance of PLD and support for experienced teachers who take up the mentor/coach role. While there are a number of different approaches, frameworks and programs available across the globe, a bespoke mentoring and coaching program designed and hosted by the LCEEQ would ensure all school boards and Centres had access to essential PLD focused on mentoring and coaching skills, processes and frameworks. A set of virtual Accompaniment modules based on current research and practice could be offered (synchronously or asynchronously) for all interested

educators across the English educational community. The virtual modules would align and support all schools, Boards and Centres and enable them to focus on supporting mentors and coaches and differentiating PLD in their own contexts. The development of an Accompaniment Professional Learning Network (PLN) in schools, School Boards, Centres, Associations and across the province would provide a much needed structure of support for mentors and coaches and provide an opportunity to share experiences, resources and learn with and from one another. Additional support for leaders was also highlighted in the Accompaniment Project as an area to explore further. The development of a Leadership PLN as well as the design and implementation of virtual modules for new and experienced leaders (similar to the Accompaniment modules) would provide much needed structured support across the province. Finally, in order to foster collaborative professionalism in the English educational community, more structured and voluntary opportunities for educators to collaborate is needed. One way to increase and fund self-directed collaborative-based PLD is to embed accompaniment into the LCEEQ's PDIG process. Educators could apply for funding and release time to explore different ways to support each other, do joint work, and develop protocols and processes that can then be shared across the province.

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7. Appendices

7.1. Appendix A—Activities of Accompaniment Project

Summary of the Accompaniment Project Presentations & Updates

LCEEQ	Design Team	DELT	Knowledge Mobilization
LCEEQ Committee November 13, 2020	Design Team February 17, 2021	DELT Meeting December 14, 2020	ADGESBQ April 15, 2021
LCEEQ Full Committee January 14, 2021	Design Team March 16, 2021	DELT Meeting January 25, 2021	DEEN September 17, 2021
LCEEQ Steering Committee March 11, 2021	Design Team April 21, 2021	DELT Meeting (ethics) February 7, 2021	ETSB September 21, 2021
LCEEQ Committee April 29, 2021	Design Team May 19, 2021	DELT Meeting (ethics) February 24, 2021	AAESQ October 21, 2021
LCEEQ Committee September 9, 2021	Design Team June 16, 2021	DELT Meeting March 8, 2021	Teacher Education Review Podcast October 27, 2021
LCEEQ Steering Committee January 14, 2022	Design Team September 23, 2021	DELT Meeting (Research design) March 29, 2021	QUESCREN November 4, 2021
LCEEQ Full Committee February 4, 2022	Design Team (Optional) October 22, 2021	DELT Meeting (Research Design) April 28, 2021	McGill University November 11, 2021
LCEEQ Steering Committee March 25, 2022	Design Team November 19, 2021	DELT meeting September 17, 2021	QPAT Executive December 13, 2021
LCEEQ Full Committee June 2, 2022	Design Team (Optional) December 10, 2021	DELT meeting November 30, 2021	LCEEQ Conference February 7, 2022
	Design Team January 21, 2022	DELT meeting & Design Team (13 Professional Competencies) January 21, 2022	Bishop's University B.ED February 18, 2022
	Design Team (Optional) February 25, 2022	DELT Meeting March 31, 2022	CollectivED (UK) February 22, 2022
	Design Team April 22, 2022	DELT meeting & Design Team (Phase III Findings & Implementation of Coaching) June 17, 2022	Vanier College February 22, 2022
	Design Team (Optional) May 13, 2022		GCI Conference (Australia) March 1, 2022
	Design Team (Last meeting) June 17, 2022		TA Institute (Quebec) March 24, 2022
			QAIS March 29, 2022
			ULEAD (Banff, Alberta) April 11, 2022
			Alberta Teachers May 17, 2022
			SWLSB May 2, 2022
			RSB June 8, 2022
			Edu Salon Podcast, Australia June 23, 2022



7.2. Appendix B—Accompaniment Needs Questionnaire

RECRUITMENT EMAIL

Project Title: **Accompaniment: Practice & Research**

Mission Statement: ***Accompaniment for and by educators to foster collaborative professionalism.***

Project Manager: **Dr. Trista Hollweck, LCEEQ**

Email: trista@lceeq.ca

June, 2021

Dear educator,

My name is Trista Hollweck and I am leading the LCEEQ's 2-year project Accompaniment: Practice & Research. The mission of the project is: ***Accompaniment for and by educators to foster collaborative professionalism.*** To learn more about the project, please visit the LCEEQ website [here](#).

We are conducting research into the accompaniment structures and conditions that foster educator flourishing. Specifically, this questionnaire examines mentorship, peer coaching and other forms of collaborative-based professional development for teachers and leaders across all stages of their career in Quebec's English Educational Network.

Your participation in this study is greatly appreciated. Responses will provide vital insight into your experience as an educator in Quebec and will help direct future accompaniment initiatives.

This questionnaire will take about 20 minutes to complete. Participation is voluntary and confidential.

If you have any questions, please do not hesitate to email me at trista@lceeq.ca.

Thank you again for supporting this project. It is greatly appreciated.

Trista



Accompaniment: Practice & Research

Needs Assessment Questionnaire for Teachers [44 items]

CONTEXT

1. **Have you completed a teacher education program (B.Ed, PGCE, MATL, etc.)?**
 - a. Yes] if yes, Where is your certification from (province/country)? [Short Answer]
 - b. [No] If not, are you?
 - i. Teaching without certification
 - ii. Currently in a program leading to certification
2. **Do you have your teaching license in Quebec (brevet)?**
 - a. [Yes]
 - b. [No]
 - c. [In the process]
3. **How many years have you been teaching?**
 - a. [0-2 years]
 - b. [3-5 years]
 - c. [6-10 years]
 - d. [11-15 years]
 - e. [16-20 years]
 - f. [20+ years]
4. **In all, how many years have you been teaching in Quebec?**
 - a. [0-2 years]
 - b. [3-5 years]
 - c. [6-10 years]
 - d. [11-15 years]
 - e. [16-20 years]
 - f. [20+ years]
5. **Have you been a teacher elsewhere (outside of your Board/Association, province, and/or country)?**
 - a. [Yes] If yes, where did you teach previously (province, and/or country)? [Short Answer]
 - b. [No]
6. **Which Board or Association is your school a part of?**
 - a. Boards plus Littoral, Cree, Kativik, etc.
 - b. I prefer not to answer
7. **What sector(s) are you teaching? Please select all that apply.**
 - a. [Elementary sector]
 - b. [Secondary sector]
 - c. [Adult education]
 - d. [Vocational education]
 - e. [Other, please specify: _____]



8. The location/context of your current school is best described as:

- a. [Urban]
- b. [Suburban]
- c. [Town]
- d. [Rural area]
- e. [Virtual]

9. Do you have a permanent position in your current School Board/Association?

- a. [Yes] If yes, how many years have you been at your current school?
- b. [No]

10. Are you currently teaching outside of the subject area for which you were certified?

- a. [Yes]
- b. [No]
- c. [N/A]

11. Are you currently teaching outside of the sector (e.g., elementary or secondary) in which you were certified?

- a. [Yes]
- b. [No]
- c. [N/A]

12. Are there any social identity categories that you feel have had an impact on your experience as a teacher?

- a. [Yes]
- b. [No]
- c. [Not Sure] If you wish to add some context, please do: _____

13. Have you ever worked as a(n) administrator/consultant prior to your current teaching role?

- a. [Yes]
- b. [No]
- c. [N/A]

14. Have you ever been a mentor and/or peer coach in your school/Board/Association?

- a. [Yes, formally]
- b. [Yes, informally]
- c. [No]
- d. [Not Sure]

TEACHING IN QUEBEC

15. What support did you receive when you first started teaching? Please select all that apply.

- a. [Formal Mentorship]
- b. [Informal Mentorship (Between Colleagues)]
- c. [Peer Coaching]
- d. [Induction Program]
- e. [Orientation Session]
- f. [Meetings with School Administration]
- g. [Networking with other educators]
- h. [Peer Observations]
- i. [Performance Review]
- j. [Principal Classroom Visits]
- k. [Principal Evaluations]
- l. [Professional Development]
- m. [Resource Sharing]
- n. [Training Sessions]
- o. [Other, please specify: _____]
- p. [No Support]
- q. [Not Sure]

16. Who provided that support? Please select all that apply.

- a. [Provincial Government]
- b. [LCEEQ]
- c. [Teachers' Union]
- d. [Board/Association]
- e. [School]
- f. [Community Organization]
- g. [Other, please specify: _____]
- h. [Not Sure]

17. What was the most beneficial support you received when you first started teaching? [Short Answer]

18. To what extent do you agree or disagree with the following statements?

	A. [Strongly Agree]	B. [Agree]	C. [Neither Agree Nor Disagree]	D. [Disagree]	E. [Strongly Disagree]	F. [N/A]
There is a formal mentoring and/or peer coaching structure for teachers new to my school/Board/Association.						
Key documents for teachers are easy to find.						
Overall, the support teachers receive when they start teaching meets their needs.						

19. In your opinion, what support would be most helpful for teachers when they start teaching? [Short Answer]

PANDEMIC

Thinking about your experience as a teacher, please answer the following questions.

20. Were you teaching before the pandemic (pre-March 2020)?

- a. [Yes]
- b. [No]

21. To what extent do you agree or disagree with the following statements?

Statement	Pre-Pandemic	During the pandemic
<i>Teachers collaborate regularly in my school.</i>	A. [Strongly Agree] B. [Agree] C. [Neither Agree Nor Disagree] D. [Disagree] E. [Strongly Disagree] F. [N/A] G. [Not Sure]	A. [Strongly Agree] B. [Agree] C. [Neither Agree Nor Disagree] D. [Disagree] E. [Strongly Disagree] F. [N/A] G. [Not Sure]
<i>I feel competent as a teacher.</i>	A. [Strongly Agree] B. [Agree] C. [Neither Agree Nor Disagree] D. [Disagree] E. [Strongly Disagree] F. [N/A] G. [Not Sure]	A. [Strongly Agree] B. [Agree] C. [Neither Agree Nor Disagree] D. [Disagree] E. [Strongly Disagree] F. [N/A] G. [Not Sure]
<i>I feel confident as a teacher.</i>	A. [Strongly Agree] B. [Agree] C. [Neither Agree Nor Disagree] D. [Disagree] E. [Strongly Disagree] F. [N/A] G. [Not Sure]	A. [Strongly Agree] B. [Agree] C. [Neither Agree Nor Disagree] D. [Disagree] E. [Strongly Disagree] F. [N/A] G. [Not Sure]
<i>I am comfortable teaching in a variety of contexts (online, remote, hybrid, face-to-face, etc.).</i>	A. [Strongly Agree] B. [Agree] C. [Neither Agree Nor Disagree] D. [Disagree] E. [Strongly Disagree] F. [N/A] G. [Not Sure]	A. [Strongly Agree] B. [Agree] C. [Neither Agree Nor Disagree] D. [Disagree] E. [Strongly Disagree] F. [N/A] G. [Not Sure]
<i>I have regular support when teaching using a variety of online platforms and tools.</i>	A. [Strongly Agree] B. [Agree] C. [Neither Agree Nor Disagree] D. [Disagree] E. [Strongly Disagree] F. [N/A] G. [Not Sure]	A. [Strongly Agree] B. [Agree] C. [Neither Agree Nor Disagree] D. [Disagree] E. [Strongly Disagree] F. [N/A] G. [Not Sure]
<i>In general, I enjoy being a teacher.</i>	A. [Strongly Agree] B. [Agree] C. [Neither Agree Nor Disagree] D. [Disagree] E. [Strongly Disagree] F. [N/A] G. [Not Sure]	A. [Strongly Agree] B. [Agree] C. [Neither Agree Nor Disagree] D. [Disagree] E. [Strongly Disagree] F. [N/A] G. [Not Sure]

22. What new ways of working as a teacher during the pandemic are worth remembering and developing going forward? [Short Answer]

23. What support do you most need now? [Short Answer]



TEACHER & LEADER COLLABORATION

24. In a typical year, how often do you collaborate formally with teachers in your school?

- a. [0 - Not at all]
- b. [1-3 times]
- c. [4-6 times]
- d. [7-9 times]
- e. [10+ times]
- f. [N/A]
- g. [Not Sure]

25. In a typical year, how often do you collaborate informally with teachers in your school?

- a. [0 - Not at all]
- b. [1-3 times]
- c. [4-6 times]
- d. [7-9 times]
- e. [10+ times]
- f. [N/A]
- g. [Not Sure]

26. In a typical year, how often do you co-construct course content and/or pedagogical resources with teachers in your school?

- a. [0 - Not at all]
- b. [1-3 times]
- c. [4-6 times]
- d. [7-9 times]
- e. [10+ times]
- f. [N/A]
- g. [Not Sure]

27. In a typical year, how often do you engage in collaborative-based professional development with other teachers in your school (e.g., reciprocal observations, peer coaching, critical friends, lesson study, etc.)?

- a. [0 - Not at all]
- b. [1-3 times]
- c. [4-6 times]
- d. [7-9 times]
- e. [10+ times]
- f. [N/A]
- g. [Not Sure]

28. In a typical year, how often do you collaborate with teachers outside your school, but within your Board/Association?

- a. [0 - Not at all]
- b. [1-3 times]
- c. [4-6 times]
- d. [7-9 times]
- e. [10+ times]
- f. [N/A]
- g. [Not Sure]

TEACHER & LEADER COLLABORATION

29. In a typical year, how often do you collaborate with teachers outside your Board/Association?

- a. [0 - Not at all]
- b. [1-3 times]
- c. [4-6 times]
- d. [7-9 times]
- e. [10+ times]
- f. [N/A]
- g. [Not Sure]

30. Approximately how many pre-service teachers have you mentored in the last five years?

- a. [0]
- b. [1-3]
- c. [4-6]
- d. [7-9]
- e. [10+]
- f. [N/A]
- g. [Not Sure]

31. Teacher collaboration is supported by:

- a. [Release time]
- b. [Resources (research articles, books, PD, etc.)]
- c. [Collaborative structures (PLC, PLN, peer coaching, data teams, etc.)]
- d. [Funding]
- e. [Partnerships (e.g., University, industry, provincial project, international)]
- f. [Not Sure]
- g. [Other, please specify: _____]
- h. [N/A]

SCHOOL CULTURE

32. To what extent do you agree or disagree with the following statements?

	A. [Strongly Agree]	B. [Agree]	C. [Neither Agree Nor Disagree]	D. [Disagree]	E. [Strongly Disagree]	F. [N/A]
I am well integrated in my school community.						
My school has an inclusive, collaborative and supportive culture.						
The administration at my school encourages, supports and welcomes pre-service teachers.						
When I need help, I ask for it.						
When teachers in my school/Board/Association need help, they ask me.						

PROFESSIONAL LEARNING AND DEVELOPMENT

33. In a typical year, how often do you engage in formal professional learning & development?

Subtext description: Formal professional learning and development refers to more structured sessions (workshops, seminars, webinars, PDIGs, etc.) offered by your school, Board/Association, professional association, province, etc.

- a. [0 - Not at all]
- b. [1-3 times]
- c. [4-6 times]
- d. [7-9 times]
- e. [10+ times]
- f. [N/A]
- g. [Not Sure]

34. In a typical year, how often do you engage in informal professional learning & development?

Subtext description: Informal professional learning and development refers to less structured events of your choosing (e.g., social media platforms, websites, twitter chats, professional reading, conversations with colleagues, etc.).

- a. [0 - Not at all]
- b. [1-3 times]
- c. [4-6 times]
- d. [7-9 times]
- e. [10+ times]
- f. [N/A]
- g. [Not Sure]

35. In a typical year, how often do you engage in a formal feedback process on your teaching practice?

- a. [0 - Not at all]
- b. [1-3 times]
- c. [4-6 times]
- d. [7-9 times]
- e. [10+ times]
- f. [N/A]
- g. [Not Sure]

36. Who provides this formal feedback? Please select all that apply.

- h. [Board/Association directors]
- i. [Administrators]
- j. [Consultants]
- k. [Teachers in my Board/Association]
- l. [Teachers in my school]
- m. [Students]
- n. [Not Sure]
- o. [Other, please specify: _____]

37. What does this look like in your school/Board/Association? [Short Answer]

PROFESSIONAL LEARNING AND DEVELOPMENT

38. To what extent do you agree or disagree with the following statements?

A. [Strongly Agree]	B. [Agree]	C. [Neither Agree Nor Disagree]	D. [Disagree]	E. [Strongly Disagree]	F. [N/A]
In my school/Board/Association, formal professional learning and development is meaningful for teachers throughout their career.					
There are formal opportunities to observe the teaching practices of teachers in my school/Board/Association.					
There are informal opportunities to observe the teaching practices of teachers in my school/Board/Association.					
There are formal opportunities for teachers to observe my teaching practice.					
There are informal opportunities for teachers to observe my teaching practice.					

39. What professional learning and development (School/Board/Association, provincial, and beyond) has been most beneficial for you as a teacher and why? [Short Answer]

40. What professional learning and development topic areas would you like the LCEEQ to focus on? Please select all that apply.

- | | |
|---|---|
| A. Differentiated learning | O. Learning & Evaluation Situations (LES & ES) |
| B. Indigenous Education | P. Gender Identity & Sexual Orientation |
| C. Social emotional learning (SEL) | Q. Classroom Observation |
| D. Wellbeing | R. Cognitive Theories (Scaffolding) |
| E. Using digital resources | S. Universal Design for Learning (UDL) |
| F. Inquiry-Based Teaching/Active Learning | T. Education for Sustainable Development |
| G. Diversity, Equity, & Inclusion | U. Teaching difficult knowledge |
| H. Individual Education Plans (IEP) | V. Collaborative Inquiry |
| I. Problem-Based Learning | W. Parent & Community Engagement |
| J. Experiential & Outdoor Learning | X. Critical Pedagogy |
| K. Digital literacies | Y. Andragogy (Adult Learning) |
| L. Competency Assessment | Z. Deep Collaboration (Collaborative-Based) |
| M. Anti-Racism | AA. Queering education |
| N. Play-Based Learning & Playful Schools | BB. Foundational theories of the Quebec Education Program |
| | CC. Other |



OVERALL EXPERIENCE TEACHING IN QUEBEC

41. To what extent do you agree or disagree with the following statements?

	A. [Strongly Agree]	B. [Agree]	C. [Neither Agree Nor Disagree]	D. [Disagree]	E. [Strongly Disagree]	F. [N/A]
Overall, the support I have received as a teacher has met my needs.						
In general, I enjoy working as a teacher.						
I regularly consider leaving the teaching profession.						

If you wish to add some context, please do: _____

42. What challenges (if any) hinder your job satisfaction as a teacher? [Short Answer]
43. What support do you most need at this point in your career? [Short Answer]
44. Is there anything else that you would like to tell us? [Short Answer]

Thank you for taking the time to complete this Accompaniment: Practice & Research questionnaire!



7.3. Appendix C–Raw Data

We have five documents that house the vast corpus of data that support the claims made in this report. Please contact the LCEEQ to obtain access to the these documents:

- **Quantitative Data Analysis (335 pages)**
- **Qualitative Grounded Analysis Codes (934 pages):**
 - Teachers’ Qualitative Needs Dedoose Codes (270 pages Original file; 160 pages Edited)
 - Administrators’ Qualitative Needs Dedoose Codes (192 pages)
 - Consultants’ Qualitative Needs Dedoose Codes (421 pages Original file; 426 pages Edited)
 - Directors’ Qualitative Needs Dedoose Codes (51 pages)

7.4. Appendix D—Qualitative Questions

Number of Questionnaire Item Breakdown By Role

Educator Group	Total Items	Open-Ended Prompts
Teachers	44	2 If yes
		6 Other
		2 Add Context
		9 Short Answers
Leaders:		9 Other"
Directors	31	2 Add Context
Administrators	40	9 Short Answers
Consultants	31	

Summary of Major Topics

Questionnaire Sections	Topics Extracted
1. Context	★ Quebec Context
2. Teaching in Quebec	★ School & System Culture of Accompaniment
3. Pandemic	★ Professional Learning & Development
4. Teacher & Leader Collaboration	★ Collaboration
5. School Culture	★ Induction, Mentoring & Coaching
6. Professional Learning & Development	
7. Overall Experience Teaching in Quebec	

Qualitative Questions & 2977 Excerpts Collected from the Teacher Accompaniment Needs Assessment Questionnaire

	Questionnaire Qualitative Items	Excerpts
1. Context	12. Demographic question on identities: cultural, linguistic, disability, religious. [Social Identity]	33
	44. Is there anything else you'd like to tell us? [Anything Else]	135
	15. What support did you receive when you first started teaching? [Support]	11
	16. Who provided that support? [Who] (question coded manually)	55
2. Induction	17. What was the most beneficial support you received when you first started teaching? [Support Beneficial]	344
	19. In your opinion, what support would be most helpful for teachers when they start teaching? [Support Start]	344
3. Pandemic	22. What new ways of working as a teacher during the pandemic are worth remembering and developing moving forward? [New Ways]	306
	23. What support do you most need now, in the pandemic return to school context? [Need Now]	294
	31. Teacher collaboration is supported by? [Collaboration]	28
	36. Who provides this formal feedback [Formal Feedback]	9
4. Culture of Accompaniment	37. Formal feedback: what does this look like in your school board association? [Formal Look]	102
	39. What professional learning and development has been most beneficial to you as a teacher and why? [Beneficial Support]	354
	40. What prof learning and development topic areas would you like the LCEEQ to focus on? [PLD]	268
	41. Overall experience working in Quebec [Overall Experience]	98
5 - Support Needed	42. What challenges if any hinder your job satisfaction as a teacher? [Challenges Job]	303
	43. What support do you most need at this point in your career? [Support Needed]	293