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MODERN TRENDS IN TEACHER EDUCATION IN CANADA

ABSTRACT

The paper deals with the characteristics of professional training of future teachers in Canada. They include the increase in the number of hours allocated for practical training of students; the digitalization of the educational process which enhances the teacher's role, as both a participant in this process and the source and transmitter of knowledge; active use of information and communication technologies which helps to increase working hours and, at the same time, reduce the number of classes. The paper shows that the high social status of the teacher leads to increasing requirements for applicants for the teaching profession. It specifies the following basic schemes of implementing teaching placements that are used in professional training of future teachers; supervised teaching; one-year part-time teaching at schools; four-month teaching placement under the guidance of university and school mentors. The paper emphasizes the need to develop pedagogical skills during the professional training of future teachers, which can be realized through direct, indirect, interactive, experimental strategies, as well as self-study. Besides, it clarifies the main models of teacher training in Canada: a consecutive model (it is implemented during one- or two-year training programmes after obtaining a bachelor's degree in certain sciences); a concurrent model (it involves simultaneous training in certain sciences and pedagogy); a graduate model (it is designed for two years and aimed at training highly qualified teachers (Master of Education) or methodologists), a sole degree model (it involves obtaining teacher education in higher education and specialized teacher education). The paper proves that they also implement distance learning that is suitable for teachers who cannot afford to pay for such training or do not have the time to attend classes. It describes the basic principle of teacher education in Canada which lies in lifelong learning realized in two aspects, namely, initial professional training at universities, as well as both the development and improvement of teacher's professional competency, teaching and skills.

Keywords: professional training, types of training, teacher education, future teachers, teacher placement, models of training.

АНОТАЦІЯ

Розглянуто особливості професійної підготовки майбутніх учителів у Канаді: збільшення кількості годин на практичну підготовку студентів; здійснення освітнього процесу в онлайн-середовищі, що активізує роль вчителя як учасника освітнього процесу, а не лише джерела й транслятора знань для учнів; активне застосування



інформаційно-комунікаційних технологій, що сприяє збільшенню робочого часу й одночасному зменшенню кількості навчальних занять. З'ясовано, що високий соціальний статус педагога зумовлює підвищення вимог до вступників на педагогічні професії. Виокремлено основні схеми проходження педагогічних практик, які використовуються у професійній підготовці майбутніх учителів, зокрема проходження практики під керівництвом наставників; річне викладання в школі з частковою оплатою; чотирьохмісячна педагогічна практика під керівництвом наставників з університету та школи. Наголошено на важливості в процесі професійної підготовки майбутніх учителів формування педагогічної майстерності, що забезпечується реалізацією прямої, непрямої, інтерактивної, експериментальної стратегії та стратегії самостійного навчання. Встановлено основні моделі підготовки вчителів у Канаді: послідовну (реалізується протягом вивчення одно- або дворічної програми підготовки після завершення навчання й отримання ступеня «бакалавр» з певних наук); паралельна (передбачає одночасне навчання з певних наук та педагогіки); післядипломна (розрахована на два роки й спрямована на підготовку висококваліфікованих учителів (Master of Education) або методистів), одноступенева (передбачає здобуття вищої педагогічної освіти й одночасно спеціальної). З'ясовано, що практикується також форми навчання для підготовки вчителів, які не мають можливості оплачувати навчання або не має часу на відвідування занять та дистанційна форма підготовки майбутніх учителів. Схарактеризовано основний принцип педагогічної освіти у Канаді, що передбачає неперервність освіти впродовж життя, реалізація якого відбувається в двох аспектах: початкова професійна підготовка в умовах університету та становлення й удосконалення професійної компетентності педагога, удосконалення методик передачі знань й умінь.

***Ключові слова:** професійна підготовка, види підготовки, майбутні вчителі, педагогічна практика, моделі підготовки.*

INTRODUCTION

European integration processes and complex reforms in Ukrainian education, caused by the update of the legal framework and standards at all levels of specialist training, require corresponding changes in the system of teacher education. There appears to be a need to train teachers capable of shaping a fully developed and creative personality of the student, developing his or her abilities, independence and cognitive activity in the classroom and during extracurricular activities. This leads to a rethinking of approaches to teacher education in higher education, as well as an improvement of professional training for future teachers based on expanding the possibilities of realizing tasks of professional activities during extracurricular activities. The success of the realization of certain tasks depends on taking into account international experience of training future teachers, including in Canada.

THE AIM OF THE STUDY

The paper aims to generalize the Canadian experience of ensuring professional training for future teachers and analyze the main trends in teacher education.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Based on understanding the trends in education and their focus on countries with high levels of teacher education, one can analyze the Canadian experience of teacher training. The country has been demonstrating high-quality training of future teachers and their further pedagogical activities for many years. The characteristics of teacher training in Canada were highlighted by many scholars, including M. Christou (2018), A. Hickey (2003), V. Resta, L. Huling, & N. Rainwater (2001), S. Wilson (1999), J. Young (2004), Z. Zhang & D. Martinovic (2008). The basic approaches and principles of professional



training of future teachers, distinguished by the results from the analysis of scientific works by these researchers, constitute the theoretical framework of the paper.

Research methods include the following: an explanatory-and-analytical method using the analysis and synthesis of scientific results on professional training of future teachers; generalization and systematization used to highlight the main trends in such training, areas of teacher placements, as well as models of teacher training, and draw conclusions.

RESULTS

Given that the teaching profession is rather prestigious in Canada, the requirements for applicants for this profession, as well as for obtaining a teacher's certificate, have increased significantly in recent years. This allows one, already at the stage of admission, to select students with a high level of training, an appropriate level of moral and values-based orientations, which are professionally aimed specifically at pedagogical activities. In general, professional training of future teachers consists of fundamental, psycho-pedagogical, informational-and-technological, methodical, practical and social and humanities-related training. Despite the unity of types of training, training programmes are characterized by variability, individualization, electivity, cultural and practical focus of the content, which contributes to developing a high level of professional competency and pedagogical skills in future teachers.

However, training programmes differ in duration and structure, the main form of such training is practical classes. Teacher placement can last from 13 to 20 weeks. The effectiveness of practical training of future teachers under the guidance of experienced school teachers is confirmed by the results of the student survey. Thus, professional training of future teachers focuses on the organization and implementation of complex teacher placements and takes into account current educational trends (Niemi, & Jakku-Sihvonen, 2006). Teacher placements of future teachers at Canadian universities are as follows: 1) school teachers act as student mentors during teacher placements; 2) future teachers do part-time teaching at schools; 3) students undergo teacher placements for four months at schools during their last year of university study under the guidance of a university teacher and a qualified school teacher (Crocker, Kirby, Dibbon, & Calvin, 2008; Niemi, & Jakku-Sihvonen, 2006).

The analysis of scientific research on teacher training in Canada suggests that particular attention is focused on epistemological foundations of teacher education; a systemic interconnection of courses representing different types of training; an integration of theoretical and practical training; an active introduction of information and communication technologies in the educational process; effective training of teachers for interaction in a multicultural environment; a transfer of focus from teacher education to professional activities (The University of Toronto, 2020). Besides, it is important to develop students' pedagogical skills in the process of professional training, which is ensured by the implementation of direct, indirect, interactive and experimental strategies, as well as self-study. The use of these strategies is based on active teaching methods that help to activate the creative potential of future teachers, foster autonomy in decision-making and increase readiness for interaction and collaboration (The University of Toronto, 2020).

In Canada, teacher education is also characterized by the active implementation of such principles as differentiation and individualization. The implementation of these principles is incorporated in educational courses for future teachers, which are divided into the following types: discrete courses (they involve conducting lectures with subsequent practical classes on problematic areas, as well as writing different types of works that integrate theory and practice); integrated (interdisciplinary) courses; instructional modules (they are aimed at studying relevant objects, whose knowledge will be evaluated by some appropriate criteria) (Crocker, Kirby, Dibbon, & Calvin, 2008).



S. Wilson (1999) identifies two main models of teacher training in Canada, namely, consecutive and concurrent ones. The consecutive model is implemented during the study of one- or two-year training programmes after obtaining a bachelor's degree in certain sciences. The concurrent model involves simultaneous training in certain sciences and pedagogy. It lasts four or five years, introduces pedagogical courses at Year 1 or 2 and involves mandatory completion of teacher placement directly at schools.

The analysis of scientific works makes it possible to distinguish two more models of teacher training: graduate and sole degree models. The graduate model is designed for two years and consists of theoretical and practical components which reflect the content of the school curriculum in relevant subjects). It is aimed at training highly qualified teachers (Master of Education) or methodologists. Graduate teacher education typically involves on-the-job training with mandatory certification. It must be noted that Canadian education is exempt from state regulation since each province independently finances and reforms education. In this context, the issue of teacher certification is also addressed individually by each province based on the Canadian Free Trade Agreement (CFTA). The following categories are distinguished for teacher certification: student leadership (an organizational category); lesson planning (a subject-specific category); a pedagogical interaction with pupils (an evaluative category); a pedagogical interaction with participants in the educational process (a cooperative category).

The sole degree model is similar to the graduate one and involves obtaining teacher education in higher education and specialized teacher education at the same time.

The duration of sole degree training is 3 or 4 years. Indeed, the differentiation of different models of teacher training is related primarily to the programmes operating at a particular Canadian university and the characteristics of their cooperation with schools (Teach in Canada, 2020). One should also pay particular attention to the programmes which incorporate the so-called "part-time" training for those who cannot afford to pay for such training or do not have the time to attend classes. Future teachers can enrol on distance learning, too (The University of Toronto, 2020). In general, the trends in the development of teacher education in Canada are as follows: the number of hours allocated for practical training of students; the digitalization of the educational process which enhances the teacher's role, as both a participant in this process and the source and transmitter of knowledge; active use of information and communication technologies which helps to increase working hours and, at the same time, reduce the number of classes.

Regardless of the programme, three components can be distinguished in the structure of teacher training: general training (a study of academic courses); subject-specific training (a study of subjects, which future teachers are to teach at schools, as well their teaching methods; professional training (it combines professional courses with teacher placement at schools). At the beginning of higher education study, students can enrol on additional courses and choose an age group of pupils with whom they intend to work in the future. The compulsory courses within a bachelor's degree are the following: "Personality Development, Training and Diversity", "Neuroscience and Cognitive Development", "Education, School and Social Institutes", "Education, Knowledge and Curriculum", "Creating a Caring Classroom and School Learning Environment", "Ethics and the Teaching Profession". For one, the course on house management includes a system of seminars in the following topics: "A Good Wife, Her Husband, and Other Fairy Tales"; "Focusing on Health, not Weight"; "Reconstructing Views on Fashion"; "Accommodation and Its Design". The topics of the seminars vary depending on the subject to be taught by the teacher (The University of Toronto, 2020).



Another feature of teacher training in Canada is internationalization. Given the multicultural nature of the Canadian population and the presence of different peoples and ethnicities, the teacher must understand the cultures of these peoples, respect them and interact with them, taking into account their particularities in their teaching activities. In Canada, they actively implement the classification of educational specialties covering STEM and BHASE. Indeed, STEM contains engineering, mathematics and technology, whereas BHASE – health care, business, social sciences, art.

Thus, the main principle of teacher training in Canada is life-long learning, which implies personal development and the need for self-improvement. The realization of this principle occurs in two aspects: initial professional training at universities which is considered as a dynamic system of future teachers' pedagogical development, as well as the development and improvement of teacher's professional competency, teaching and skills.

CONCLUSIONS

Therefore, Canadian experience of training future teachers proves the need to consider the following aspects in the national education system: a professional selection of future teachers at the stage of admission to higher education institutions; the increase in the number of hours allocated for teacher placement and diversification of practice bases (secondary schools, extracurricular education institutions, volunteer work during higher education study); the establishment of close cooperation between secondary schools and higher education institutions, as well as direct involvement of school teachers in teacher training. Further research should study international experience in teacher training and, based on this, justify and develop methodological principles of professional training of future teachers concerning the organization of extra-curricular artistic and technical activities of pupils.

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