



Département des sciences de l'éducation  
Unité d'enseignement en sciences du langage et communication

## **INTERNSHIP GUIDE**

### **PRACTICE TEACHING I**

3ENL210

Student-teacher: \_\_\_\_\_

Associate teacher: \_\_\_\_\_

School: \_\_\_\_\_

Internship supervisor: \_\_\_\_\_

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## INTERNSHIP CALENDAR

EVENT	DATE/DUE DATE	PLACE	REFERENCE
Seminar 1: Preparatory meeting	Beginning of the semester	UQAC	
Prepare for observation	Before the observation days	N/A	
Observation days		The school	
Report 1	Between last observation day and beginning of practicum	N/A	
Seminar 2	Before the start of the practicum	UQAC	
Practicum	From ____/____/____ To ____/____/____	The school	
Supervisor visit 1	____/____/____	The school	
Supervisor visit 2	____/____/____	The school	
Seminar 3	____/____/____	UQAC:	
Report 2	____/____/____	N/A	

## PRACTICE TEACHING I

3ENL210

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### 1. PLACE OF THE INTERNSHIP IN THE TEACHING PROGRAM

*Practice Teaching I* normally takes place in the fourth semester of the *Baccalauréat en enseignement de l'anglais langue seconde* (BEALS). It takes place at the primary level, and prior to enrolling, students must have successfully completed the course Second Language Teaching Methodology I: Primary Level (3DLA210).

### 2. STRUCTURE OF THE INTERNSHIP

Practice Teaching I includes two concurrent parts: the academic guidance part and a practicum in a primary school in Quebec.

- The academic part includes:
  - seminars (3) with the other student-teachers,
  - the writing of two reports
- The practicum includes five preparatory observation days and a 20-day teaching practice.

The combination of these activities enables the student-teacher to continue the reflective process to self-evaluate his/her teaching competencies and to apply studied techniques to improve those competencies.

### 3. OBJECTIVES OF THE INTERNSHIP

The aim of this internship is to begin sensitizing student-teachers to various aspects of the educational relationship and communicative approach at the primary level by developing their ability to interact professionally with students and colleagues alike, to conduct certain pedagogical activities, to speak English in classroom situations, and also to manage the class as a group effectively, while at the same time being sensitive to the needs of individual students. It is important to emphasize, though, that student-teachers are not expected to demonstrate expertise in these aspects of the internship because, once again, the aim here is to make them aware of the variety of social and pedagogical skills underlying effective L2 teaching so that they may begin the process of developing these as early on in their training as possible.

#### 4. PROFESSIONAL COMPETENCIES

<b>PROFESSIONAL COMPETENCIES</b>	
<b>TWO FUNDAMENTAL COMPETENCIES</b>	
COMPETENCY 1: Act as a cultural facilitator when carrying out duties	✓
<b>AREA 1: SIX SPECIALIZED COMPETENCIES CENTRAL TO WORKING WITH AND FOR STUDENTS</b>	
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	✗
<b>AREA 2: TWO COMPETENCIES UNDERLYING COLLABORATIVE PROFESSIONALISM</b>	
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	✗
<b>AREA 3: ONE COMPETENCY INHERENT IN TEACHERS' PROFESSIONALISM</b>	
COMPETENCY 11: Commit to own professional development and to the profession	✓
<b>TWO CROSS-CURRICULAR COMPETENCIES</b>	
COMPETENCY 12: Mobilize digital technologies	✓
COMPETENCY 13: Act in accordance with the ethical principles of the profession	✓

## **5. THE PREPARATORY PHASE**

### **5.1 INTRODUCTORY MEETING (SEMINAR 1)**

The student-teacher is required to attend an introductory meeting (in the first week of the semester; maximum of two hours) during which the details of the internship are explained. The supervisor sets a study topic to which all students relate their initial perceptions and beliefs. The exchange is meant to initiate the student-teacher's reflective process.

### **5.2 INITIAL CONTACT WITH ASSOCIATE TEACHER**

Following the introductory meeting, student-teachers are expected to initiate contact with their associate teacher. They should introduce themselves and plan the observation days.

Student-teachers must inform their supervisor of the dates planned for observations (5 days). They must also provide their supervisor with their associate teacher's school calendar (complete with school-calendar days) and a teaching schedule that includes the school name(s), groups/courses and start/end times of periods. During the internship, the student-teacher must notify their supervisor of any changes or activities that come up and could prevent the supervisor from observing them on a given day.

### **5.3 PREPARATION FOR THE OBSERVATION DAYS**

Following the introductory meeting, the student-teacher will prepare for their observation days. Appendix 1 presents different catalysts for reflection that the student-teacher can use to guide his/her observations. Although the student-teacher is not required to provide a formal observation grid to his/her supervisor, he/she may want to go over these catalysts, or even write them down as he/she prepares to observe. Though no observation notes will have to be submitted to the internship supervisor, the student-teacher is nonetheless expected to take notes, as he/she will have to write a report about what he/she observed during these five days.

### **5.4 THE FIVE OBSERVATION DAYS**

During the five observation days, scheduled in February and March, the student-teacher observes the associate teacher in the classroom. For each of these observation days, the student-teacher's primary task is to note how different instances of teacher-student interaction and various instructional techniques come together to create an effective ESL learning environment. During these observations, the student-teacher may also be asked to:

- participate in team teaching,
- guide group learning activities,
- work with students individually

Practical information for the observation days: The student-teacher must arrive at the school early in order to meet with the associate teacher, and discuss the observation topic of the day and observation methods envisioned. This meeting should also be used to clarify what role the associate teacher would like the student-teacher to play in the classroom and throughout the day. It should be borne in mind though that, in order to observe effectively, the student-teacher must devote a good portion of the day

to observation only. Outside of the classroom periods, the student-teacher should expand his/her knowledge of the teaching profession by conversing with available teachers or by asking about teaching tasks that take place outside of the classroom, such as correcting, recording marks, and class planning.

### **5.5 REPORT 1**

In the week following the last day of observation, the student-teacher prepares a report in which he/she organizes, analyzes his/her observational notes, draws conclusions from observations, and analyzes whether they confirm or contradict the initial perceptions. Any new insight or question elicited during observation must also be included. The student-teacher also takes stock of his/her strengths, and the challenges he/she foresees, based on the professional competencies for teachers. See Appendix 2 for details.

### **5.6 SEMINAR 2**

This seminar takes place at the end of the observation period, before the beginning of the practicum phase. Each student-teacher must present a summary of his/her observations, not only in terms of the pedagogical elements he/she observed, but also in terms of the teaching context for this internship. The exchange serves to enrich the student-teachers with other perceptions of similar situations and topics. This step of the reflection process also serves as a means to discover what impact the teaching context has on other aspects of teaching, to uncover contradictions that sometimes exist between pedagogical intentions and what actually happens in class and to question the bases (beliefs, values and principles, etc.) on which the observed practices are founded.

## **6. THE PRACTICUM PHASE**

### **6.1 DESCRIPTION OF THE PRACTICUM**

In this part of *Practice Teaching I*, the student-teacher enters the practicum phase which covers a period of twenty days in March and April. This period marks the transformation from “student observer” to student-teacher. Throughout the practicum, the student-teacher has the opportunity to progressively adopt a more active role as an ESL teacher, but also to continue reflecting on how his/her educational beliefs, teaching experience and learning relate to second-language teaching at this stage in his/her professional development. Moreover, with the help of the associate teacher and internship supervisor, the student-teacher begins the process of understanding how his/her own personalized use of pedagogical techniques and strategies contribute to successful learning in the classroom, and how, in turn, they can help him/her in developing a successful pedagogical plan of action in the more difficult areas of his/her teaching. Therefore, broadly speaking, the general aim of the practice-teaching phase is to help develop the pedagogical skills necessary for teaching in the field of ESL and also the various competencies required for teaching ESL at the primary level. During this practicum at the primary level, the student-teacher works to develop the skills and knowledge that underlie the professional competencies indicated with a √ in the “Professional competencies” (see section 5).

## 6.2 THE STUDENT-TEACHER'S PRACTICUM DUTIES

During the practicum, the student-teacher gains experience and confidence by progressively becoming a major actor in the learning/evaluation activities: in order to achieve this, the student-teacher assumes minimally of the following tasks:

- assist in classroom activities for at least one period per day during the first week.
- lead the learning/evaluation activities for:
  - at least 1 period per day during week 2
  - at least 2 periods per day during week 3
  - at least 3 periods per day during week 4

When not leading the activities, the student-teacher assists the associate teacher or takes part in school activities. The student-teacher is strongly encouraged to use free periods to observe other teachers (ESL or other) to further his/her understanding of how different instances of teacher-student interaction and various instructional techniques come together to create an effective learning environment.

During this practicum, the student-teacher is not required to create teaching/evaluating material. However, he/she needs to select the most appropriate material from a selection provided by the associate teacher to plan the teaching and evaluation sequences. If the student-teacher wishes to produce pedagogical material, he/she must submit it to the associate teacher for approval before using it with pupils.

## 6.3 OTHER OBLIGATIONS

- In early February, the student-teacher must provide his/her supervisor with the complete schedule for his/her practicum so that the supervisor can plan the visits.
- actively participate in internship meetings (seminars, meetings, etc.).
- provide the internship supervisor ahead of time with a lesson plan for the class(es) that will be taught during supervisor visits.
- provide their supervisor, throughout the internship, with any information about changes to the schedule or conditions (for instance a change of associate teacher) of their practicum even if those do not impact a supervisor's visit.
- inform their supervisor AND associate teacher of any situation (illness, family emergency, etc.) that leads to an absence from work or that may compromise the completion of practicum duties. Any missed day, even half-day, will have to be made up for at the end of the internship.
- keep informed with university matters and activities, by checking their UQAC emails daily.
- work with the associate teacher on pedagogical days and comply with school instructions on snow days or other special circumstances.

## 6.4 THE ASSOCIATE TEACHER'S ROLE

The main role of the associate teacher is to guide and support the student-teacher in order to lead him/her to develop his/her teaching skills and progressively assume more responsibility and gain confidence in the teaching acts. Throughout the twenty-day practicum, the associate teacher must:

- provide a selection of material and help the student-teacher prepare for class activities.
- observe the student-teacher's teaching and provide constructive feedback as soon as possible after class.
- refrain from intervening during the student-teacher's teaching acts unless a discipline situation is getting out of control or the pupils' learning is compromised.
- play an important role in the formative and summative evaluation of the student teacher's performance during the internship. He/she reports his/her observations to the supervisor during the latter's visits, as well as prepares and participates in the student-teacher's final evaluation.
- leave the classroom during the supervisor's visit and make time for a conversation with the supervisor to report his/her observations.
- as the front-line observer, be responsible for contacting the supervisor when, despite guidance and feedback, the student-teacher's performance or behavior remains concerning and requires prompt intervention.

\*NOTE: early detection of serious issues is required for the procedure for intervention (see section 9) to be put in place before mid-internship.

## 6.5 THE INTERNSHIP SUPERVISOR'S ROLE

The internship supervisor is in charge of leading the introductory meeting and group seminars, and also evaluates the student-teacher's reports. Moreover, during the twenty-day practice teaching period, the supervisor:

- is required to observe the student-teacher in the classroom on at least two occasions for a minimum of one class period. If the need arises, and at his/her discretion, he/she may visit more often and/or for longer.
- is the main evaluator for the formative and summative evaluation of the student-teacher's performance during the internship.
- provides the student-teacher, if possible in the presence of the associate teacher, with feedback on the development and attainment of the nine professional competencies evaluated in this internship (see below).

## 6.6 SUPERVISOR OBSERVATION 1

The internship supervisor will visit the student-teacher's class at least twice during the internship. The student-teacher will be informed of the date and time of the visit ahead of time, and is required to prepare a lesson plan for the class he/she will be teaching during the visit. This lesson plan must be submitted to the supervisor ahead of time so he/she has time to go over it before the visit. During the classroom observation, the associate teacher is asked to leave the classroom.

Following the classroom observation, the supervisor will first meet with the associate teacher to gather information and comments and discuss the student-teacher's progress so far. The supervisor will then meet with the student-teacher to provide feedback and answer any questions.

## **6.7 SUPERVISOR OBSERVATION 2**

The second observation will take place towards the end of the internship. It will be similar to the first one in many points, but will be followed by the student-teacher's evaluation (see section 10). Student-teachers are also required to submit a lesson plan before this second supervisor visit.

## **6.8 SEMINAR 3**

At the end of the twenty-day practicum, the student-teachers participate in a final seminar during which they discuss and reflect on their overall internship experience and the development of their competencies. They summarize their experience and the teaching context they were placed in, and, by comparing with that of other student-teachers, reflect on the way their placement influenced their teaching experience. They present one situation that occurred during the internship which they feel allowed them to significantly improve in a specific area of their teaching and explain what happened and how they feel they improved. They also take stock of their teaching experience so far, and what they expect their next internship (3ENL310, Secondary teaching) to bring in terms of learning opportunities and challenges.

## **6.9 REPORT 2**

At the end of the twenty-day practicum, the student-teacher must revisit Report 1 and compare and contrast his/her strengths, challenges and expectations for this internship. He/she must also evaluate his/her level of mastery of the different professional competencies at this point in time, and integrate feedback and comments provided by his/her associate-teacher and supervisor during the internship. See Appendix 3 for details.

\*NOTE: It is important to keep a copy of the report so that it can be used as a starting point for reflection in the following internship.

## **7. EVALUATION OF THE INTERNSHIP**

During classroom visits, the internship supervisor closely monitors the student-teacher's overall progress by carefully evaluating the extent to which each of the 9 competencies targeted in this specific internship is mastered. After each visit, the supervisor discusses the results of the evaluation and provides the student-teacher with constructive feedback (i.e., formative evaluation). By mid-practicum, if the associate teacher and supervisor consider that the student-teacher significantly lacks in one or more competencies, they set the *Response Procedure* in motion (see section 9).

At the end of the twenty-day practicum, the internship supervisor and associate teacher exchange their views and comments on the student-teacher's performance related to the competencies evaluated to determine if the overall level of mastery required to pass *Practice Teaching I* has been reached (i.e., summative evaluation).

The supervisor and associate-teacher determine a grade for each of the competencies being evaluated, based on the grading scale provided below.

Grade	Level of competency development	Description
<b>A</b>	Notable mastery	The student-teacher has achieved a high level of mastery for a given competency; he or she almost always meets all of the criteria for a given competency.
<b>B</b>	Satisfactory mastery	The student-teacher frequently meets the criteria for a given competency.
<b>C</b>	Approaching a satisfactory level of mastery	While the student-teacher is making significant progress, he or she has not yet met the criteria for a given competency.
<b>D / E</b>	Absence of significant progress	The student-teacher does not meet, or rarely meets, the criteria for a given competency and does not demonstrate any significant progress towards meeting these criteria.
The internship supervisor and associate teacher look at the student-teacher's overall performance for a given competency and weigh whether individual characteristics such as attitude, effort, initiative, general progress, etc. warrant a plus (+) or minus (-) for each grade.		

It is important to remember that the student-teacher must obtain a passing grade (B-) for each competency as well as for the reports and seminars in order to successfully complete the internship. The final grade for the internship is determined by weighing all of the competencies.

\*An incomplete grade (I) can be granted, by the supervisor alone, in the event that the student-teacher was not able to complete the work necessary to determine a pass or fail in the internship.

## 8. REFERENCES

Brown, H.D. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. NY: Pearson Education.

Ministère de l'Éducation du Québec. (2022). *Reference Framework for Professional Competencies for Teachers*.

Richards & Farrell (2011) *Practice Teaching: A Reflective Approach*. Cambridge: Cambridge University Press.

## 9. RESPONSE PROCEDURE IN THE EVENT OF MAJOR DIFFICULTIES IN TEACHER TRAINING

Predominantly, all students wish to become good teachers, but unfortunately some have more difficulties than others in achieving this goal. Generally, adequate support - observations made on a regular basis followed by constructive feedback - can help a student make considerable improvement.

However, sometimes problems persist, even after several interventions (meetings, modeling, etc.) by the associate teacher and the university supervisor. **When the situation becomes very serious**, for example if pupils' learning is compromised, the procedure for intervention in case of major difficulties in training must be completed without delay, no later than mid-internship. The procedure includes a few steps which are described below.

First, the associate teacher, the university supervisor and the student-teacher discuss areas for improvement and clearly identify the problems encountered by establishing, where possible, links with the Core Professional Competencies of Teachers (Ministry of Education). Together, they set realistic goals and identify ways which can help the student-teacher to significantly improve within a reasonable time. Stakeholders should ensure that the student-teacher understands the nature of the problems, the recommendations (suggestions, advice, etc.) that are made and the actions required to achieve the desired improvements.

Secondly, the student-teacher puts into practice the favored means of action while making, with the help of his or her associate teacher and university supervisor, a thorough analysis of his or her educational practices.

Finally, at subsequent meetings with the student-teacher, the associate teacher and the supervisor complete the "Comments regarding improvements" part by specifying the extent to which objectives have been met and stating recommendations about the sequence of events to come. In the absence of significant progress, both key players, in collaboration with the director of the university program, make a decision as to whether the student-teacher should carry on with the internship or rather end it. The procedure to follow in case the internship is terminated is specified in the *Guide à l'intention des étudiants stagiaires en enseignement* (Bureau de la formation pratique en enseignement, UQAC).

At the end of each meeting, the student-teacher, the associate teacher and the university supervisor must sign and date the intervention procedure, which will be included in the summative evaluation report and filed with the head of the program.

*It is strongly suggested to inform the school principal and, if necessary, seek his or her assistance from the beginning of the implementation of this monitoring procedure for the management of major difficulties in teacher training.*

## RESPONSE PROCEDURE IN THE EVENT OF MAJOR DIFFICULTIES IN TEACHER TRAINING

(This document must be added to the final report of the internship evaluation)

Name of student-teacher: _____	Date: _____
Student ID number: _____	
School: _____	
Level taught: _____	Subject matter taught: _____
Name of associate teacher: _____	<input type="checkbox"/> Practicum 1 <input type="checkbox"/> Practicum 2 <input type="checkbox"/> Practicum 3
Name of supervisor: _____	
<b>Problems identified:</b> _____ _____ _____ _____ _____	<b>Competencies:</b> _____ _____ _____ _____ _____

Objectives	Means to achieve them	Deadline
<b>Objective 1</b>		
<b>Objective 2</b>		
<b>Objective 3</b>		

Date of the follow-up meeting: \_\_\_\_\_

Student-teacher's signature: \_\_\_\_\_

Associate teacher's signature: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_

Principal's signature: \_\_\_\_\_

## FOLLOW-UP MEETINGS

### FIRST MEETING

Comments on improvements:

Date: \_\_\_\_\_

Student-teacher's signature: \_\_\_\_\_

Associate teacher's signature: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_

Principal's signature: \_\_\_\_\_

### SECOND MEETING (if necessary)

Comments on improvements:

Date: \_\_\_\_\_

Student-teacher's signature: \_\_\_\_\_

Associate teacher's signature: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_

Principal's signature: \_\_\_\_\_

### THIRD MEETING (if necessary)

Comments on improvements:

Date: \_\_\_\_\_

Student-teacher's signature: \_\_\_\_\_

Associate teacher's signature: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_

Principal's signature: \_\_\_\_\_

## APPENDIX 1

### THE REFLECTIVE PROCESS: CATALYSTS FOR REFLECTION

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#### THE USE OF FRENCH AND ENGLISH IN THE CLASSROOM

- During the second-language instructional process, in what contexts does the use of French appear to facilitate second-language learning?
- Are there instances when the use of French in the classroom seems to have little or no effect on second-language learning?
- Does the amount of French used vary from classroom to classroom and from grade to grade? If so, what factors might possibly contribute to a higher use of French in one classroom versus a far lower level in another?

#### TEACHER-STUDENT RELATIONSHIPS, CLASSROOM ORGANIZATION AND CLASSROOM MANAGEMENT

- What factors can I control as a teacher so that I may prevent or reduce discipline problems and thus create a classroom environment conducive to language-learning?
- What do I see to be the advantages and disadvantages of various classroom layouts for teaching English at the primary level?
- How does the use of posters and other material on the classroom walls enhance the students' learning?

#### THE COMMUNICATIVE APPROACH AND USE OF MATERIALS IN THE PRIMARY CLASSROOM

- Working within a Communicative Language Teaching (CLT) framework, how do I go about planning the linguistic and pedagogical content of my lessons, particularly with linguistically-limited students?
- How can I use pair-work, group-work and cooperative learning to enhance the learning of a second language?
- What type of material can I incorporate in my teaching to enhance the students' learning in the classroom?
- What can I do to make the most of the hours available to me for teaching English and by so doing give each student the maximum amount of learning-time?
- How can I vary the structure of a lesson so that it is appropriate for different grades, times of day and ability-levels?

## **APPENDIX 2**

# **REPORT 1**

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For this first report, student-teachers will reassess where they were at regarding each of the professional competencies for teachers at the end of the last practicum, and what their starting point for this internship is. The entire report should be approximately 2 to 4 pages in length.

First, summarize your findings during your observation days. What did you notice, and what did you learn? How do you feel as you embark on the second phase of this internship? Highlight the elements you feel confident about, and the ones you perceive as potentially challenging, particularly in terms of the specific teaching context you are placed in.

Then, based on the teaching context you have observed in February and March, what questions do you have? What do you feel will be the main challenges you will be faced with? What competencies do you feel you will master well, and which ones do you feel you still need to work on? What strategies will you put in place to develop the competencies you need to work on the most (give specific, concrete examples)?

## **APPENDIX 3**

## **REPORT 2**

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For this second report, which will be due after the end of the internship, student-teachers will reflect on the progress they have made over the course of the internship. The entire report should be approximately 3 to 4 pages in length.

First, refer to the second part of Report 1, in which you describe which areas of your teaching you felt you needed to work on the most, and how you were planning to do so. Have you improved? If so, how, and to what extent? Are there any other areas in which you feel you have improved, and if so, how? Consider your associate-teacher and your internship supervisor's feedback; what did they perceive as improvements? Did any unforeseen issues arise during your internship? If so, what were they, and how did you deal with them? Did these issues or challenges allow you to grow as a teacher?

Then, based on where you are at right now, identify what your main strengths and your main challenges are as you prepare to undertake your following internship. What competencies do you feel you have mastered well at this point, and which ones do you feel you will need to focus on the most? What are some specific, concrete ways that you can help you achieve your goals? What are your expected outcomes?

## FREQUENTLY ASKED QUESTIONS

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### **Can I accept a teaching contract and be paid for my internship?**

If a teaching contract becomes available, the school/ *Centre de services scolaire* must contact the *Bureau de la formation pratique en enseignement* at UQAC, who will analyse the request. Requests made directly by the student will not be considered.

### **What if I am offered a contract during my internship?**

If a teaching contract becomes available, the school/ *Centre de services scolaire* must contact the *Bureau de la formation pratique en enseignement* at UQAC, who will analyse the request. Requests made directly by the student will not be considered.

### **Can I work a few periods as a substitute teacher during my internship?**

You may substitute-teach for a certain number of periods, respecting certain guidelines. See the following document, which outlines the conditions for substitute teaching: <http://www.uqac.ca/stages-ens/balises-pour-la-suppleance-pendant-les-stages/>

Student-teachers are required to inform their internship supervisor of all substitute-teaching periods they complete during their internship.

### **What if I have to be absent for medical reasons (sickness, appointment)?**

You must inform your associate teacher and supervisor as soon as possible, and keep them informed of any developments. Missed days, and half-days, will have to be made up for at the end of the internship.