

Literature review on the effects of developmental co-teaching on pre-service teachers

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Introduction

For many years, practical teacher training (e.g., internships for pre-service teachers) has been questioned by both educational institutions and researchers (Gingras & Mukamurera, 2008). Teaching internships alone concentrate a large part of criticism. Indeed, many authors denounce the fact that the modalities of so-called traditional internships have remained unchanged for nearly 100 years (Bacharach, Heck & Dahlberg, 2010; Bacharach & Heck, 2012). More recently, some researchers have suggested setting up co-teaching between two student trainees and/or between a student trainee and a teaching associate to better prepare future teachers for the reality of their work. This type of co-teaching, called developmental co-teaching (Tremblay, 2023) - involving two student teachers teaching the same group of students (triad) or one student teacher and the classroom teacher (dyad) - does not aim to promote the inclusion of students with special needs, which is why co-teaching was initially developed, but rather to stimulate, among other things, professional development, professional interactions and collaboration (Bacharach, Heck & Dahlberg, 2010; Bacharach & Heck, 2012; Heck & Bacharach, 2016; Baeten & Simons, 2014).

Method

This communication aims to carry out a review of the literature in order to establish the state of knowledge on the subject of developmental co-teaching; more specifically, in relation to the identification of the short-, medium- and long-term effects. The different stages of the literature review process were followed (Fortin & Gagnon, 2016). The selection criteria applied to the databases to ensure the relevance of the articles are: 1) published between 2001 and 2021; 2) published with a peer review and available; 3) concern preschool, elementary, and secondary levels; 4) focus on developmental co-teaching and its effects on trainees. In total, 395 scientific articles published between 2001 and 2021, reviewed by a reading committee and available in full, were identified in the databases meeting the first and second selection criteria. Then, the third reviewer made it possible to retain 156 articles out of 395. Reading the abstracts then led to discriminating between articles dealing solely with the practice of mentoring/peer coaching that did not meet the definition of developmental co-teaching as well as those that did not address the effects of the practice. In total, 47 relevant articles were preselected. A complete reading of the articles then made it possible to remove 28 articles. At the end of the article processing stage, 19 articles were selected.

Results

The main results show that both developmental co-teaching configurations (dyad and triad) contribute to improving the initial training of trainees both during the internship and in the longer term in their professional practice. While issues are raised regarding adaptation at the beginning of the internship, the implementation conditions and the problems identified throughout the internship, the short-term effects concern better prepared sequences of teaching-learning activities, optimized teaching delivery, an overall improved internship experience, more frequent and optimized reflection on practice and the development of collaboration skills. The long-term effects concern the development of a collaborative and reflective vision of the profession, professional identity and the quality of teaching.