

PEDAGOGICAL SUPERVISION AND INITIAL TEACHERS' EDUCATION- AN INTERNATIONAL RESEARCH PROJECT

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Introduction: Cooperating teachers tend to appear more and more as one of the most determining actors in the initial steps of the process of in-service teachers' training. Cooperating teachers receive and integrate new (still student) teachers in their professional context. They transmit professional skills, share experiences and support their first experiences with the classes. The literature shows, in a unanimous way, that the new (still student) teachers evaluate the action of their cooperating teacher as efficient and decisive in their professional and personal formation trajectory. However, PETE (Physical Education Teacher Education) differs from one country to another according to the schools systems and educational context. Duration of teacher training; Teacher training techniques (accompaniment, co-teaching; reflexive practice ...); Cooperation with the university supervisors; Existence or not of mechanisms of cooperating teachers. The last point seems to lack of consistency across the European countries. Therefore, several research units decided to join one international project aiming to guarantee and to improve the education of cooperating teachers. Two fundamental criteria were decided: (a) to maintain a close relationship with research about teaching and about teachers training, and (b) a share of experiences of the various participant institutions. The project is focusing on the development, implementation, evaluation and dissemination of a new approach designed to prepare cooperating teachers for a mentoring process that facilitates in-service training of teachers. The main background of the project lays on the assumption that aspects related to research on teaching guidance and supervision, still suffer from some "isolation" in comparison to other topics regarding science education. This project is planned for 27 months starting at the beginning of the 2010 academic year. Several steps will be implemented: Documentation and explanation of the mechanisms; Development of instruments to describe the processes in each institution; Constitution of an information database underlining the specificity and similarities of the approaches; Evaluation of the advantages and inconveniences of the existing processes; Analysis of the literature focusing on their role in PETE. **Methodology:** The methodology will include: meetings with all partners to define local strategies to collect data; elaboration of instruments (questionnaires and/or interviews) to gather data; data collecting in all involved countries; analysis of quantitative and qualitative data, focusing as much on processes/methodologies as in products/results; discussion and public presentation of results; dissemination of results; elaboration of proposals to solve some of the problems that have emerged; experimentation of strategies. **Expected results:** Development of specialized training programmes (masters) and advanced training programmes (PhD) in collaboration with institutional partners; extrapolation of findings and methods to other areas of public and private education in Europe.