

## EDITORIAL

**E**ducational research contributes, among other things, to a better understanding of the learning and teaching processes carried out in the field. Issue 59-2 brings together articles from a diversity of approaches and preoccupations relating to pedagogical practice, teacher training, and student learning.

One of the first themes of this issue focuses on initial and in-service training of teachers, as well as the development of their professional identity. Fortier and Tremblay highlight developmental co-teaching as a promising alternative to traditional internships. In the same vein, Moinet, Frenay, Raemdonck, and März's study reports on the professional retraining of adults who choose to become primary education teachers. Ruberto, Beaulieu, Moreau, and Doré-Turgeon focus on the collaborative practices of remedial teachers in secondary school, while Fontaine, Moreau, Boily, and Livernoche analyze training-support systems for the implementation of programmes for the teaching and learning of reading and writing.

Several articles and a Note from the Field explore innovative pedagogical approaches and their practical benefits. Payant and Dutil discuss task-based language teaching (TBLT), and, for their part, Gagnon, Agundez-Rodriguez, Richard, Theis, and Michaud are interested in philosophical dialogue among secondary school students in Quebec and Switzerland. At the university level, Girouard-Gagné, Deschênes, Bégin-Caouette, Jones, Karram Stephenson, and Metcalfe explore the factors influencing Canadian professors' use of various pedagogical practices, while Gagné-Legault, Cimon-Paquet, and Véronneau question the perceptions of parents and adolescents in relation to parental solicitation and control of academic performance and engagement.

Educational research does not hesitate to address specific contexts and major societal challenges. Sheria Nfundiko, Kuppens, and Langer's study conducted in the Democratic Republic of the Congo explores secondary school teachers' perceptions of peace education in an environment of persistent insecurity. Joncas, Gani, and Ng-A-Fook examine the impact of the Réseau de Savoir sur l'Équité (RSEKN) in Ontario on knowledge mobilization among teachers. For their part, Voyer and Véronneau seek to better understand the role of emotional competence and educational success on the psychological well-being of students in vocational training.

Finally, the question of skills development and the construction of concepts are also present. Paul, Mercier, Girard, and Rezzonico are interested in the development of narrative skills in young French-speaking Quebecois children and Allard and Samson, for their part, in the construction of scientific concepts in preschool students. With regard to the professional development of adults, the study by Deschênes and Parent highlights the agency of educational advisors participating in a networked community of practice.

In short, these 13 articles and a Note from the Field offer us valuable insight into the current dynamics of educational research. They emphasize the importance of continuing education, pedagogical innovation, consideration of specific contexts, and the crucial role of communities of practice. This work is not limited to describing realities. On the contrary, they propose avenues for reflection and action for a fairer, more inclusive and more efficient education system.

In their article, Fortier and Tremblay present a systematic review of the literature on developmental co-teaching. The authors examine this practice as an alternative to traditional teaching internships. This article concentrates on the short-, medium-, and long-term effects of this approach, whether it involves two trainees or one trainee and one tenured teacher. Results show the contributions of this practice to the development of a collaborative and reflective vision of the profession, as well as to the professional identity of future teachers. The review explores the advantages and disadvantages of pair and trinomial models, while highlighting implementation conditions and limits of current research.

In their study, Moinet, Frenay, Raemdonck, and März analyze the identity dynamics and the reasons behind the choice to be a primary school teacher for adults in professional retraining in the Wallonia-Brussels Federation. The qualitative study, based on interviews, identifies the tensions experienced in previous careers as a key factor influencing this change. It also underscores the importance of a sense of self-efficacy and previous

skills in making a return to university studies in primary school education a reality. The results discuss the experiences of the teaching staff regarding training and internships. Practical avenues are also proposed to better support this population in the education system.

Ruberto, Beaulieu, Moreau, and Doré-Turgeon were interested in describing the collaborative practices of remedial teachers in secondary school and in documenting the facilitators and obstacles to this collaboration. Following focus groups with 12 remedial teachers, the results indicate that these professionals collaborate with the principal, ensure a link with parents, and support the teaching staff.

Fontaine, Moreau, Boily, and Livernoche were interested in the improvement of two training-support systems for the implementation of programs for students with a specific reading and writing difficulty. Anchored within a qualitative approach, the results obtained following the analysis of the comments made by the participating remedial teachers describe their experience as well as the effects observed on students' learning and professional development.

Gagnon, Agundez-Rodriguez, Richard, Theis, and Michaud's study focuses on the practice of philosophical dialogue with students in two secondary schools, one in Quebec and the other in Switzerland. It also brings forward how this practice affects their awareness of their learning. By collecting interview data, the study examines the cross-cutting mobilization of critical thinking among students. The comparative analysis of these data shows differences between students (on the awareness of learning and the perception of the usefulness of philosophy) and similarities (the importance of developing attitudes of openness, tolerance, and respect towards different ideas).

In their article, Girouard-Gagné, Deschênes, Bégin-Caouette, Jones, Karram Stephenson, and Metcalfe examine the factors that influence the use of diverse teaching practices among Canadian university professors. Based on the responses of nearly 3,000 professors, the article exposes how factors such as pedagogical training, teaching preferences, workload, self-assessment, and discipline taught are related to the adoption of active teaching methods. The study's preliminary findings indicate that professors using a more diversified pedagogy tend to have a pedagogical background and prefer teaching.

Gagné-Legault, Cimon-Paquet, and Véronneau's article focuses on the perceptions of parents and adolescents in relation to parental solicitation and control as predictors of academic performance and engagement.

Based on hierarchical regressions carried out on 133 parent-child dyads, the results show, among other things, that the control perceived by young people is significantly associated with their engagement and performance. Similarly, the link between perceived solicitation and engagement is only marginally significant. Finally, parents' perceptions of their supervision predict the child's school functioning.

In their study on the perceptions of secondary school teachers in eastern Democratic Republic of the Congo regarding peace education, Sheria Nfundiko, Kuppens, and Langer examine both the acceptance of indirect peace education, such as civic and moral education, and direct peace education, which specifically addresses the history of recent conflicts in the region. The authors conducted a large interview-based study of more than 1,600 teachers in Goma and Bukavu to understand their attitudes and challenges in implementing such programmes in a context of persistent insecurity. The findings suggest support for peace education but highlight barriers such as school-related violence and teachers' fear of addressing sensitive topics.

Joncas, Gani, and Ng-A-Fook's article presents the impact of the Réseau de Savoir sur l'Équité/Equity Knowledge Network (RSEKN) mobilizing bilingual knowledge focused on addressing systemic barriers to learning for Ontario students. In addition to an initial quantitative analysis, the authors conducted 10 qualitative interviews with key partners to study the perceptions and impacts of the network. The results highlight that, beyond quantifiable achievements, human and professional relationships are the most important impact and a key driver of knowledge mobilization. However, the study also identifies challenges, particularly related to systemic inequities reproduced in the bilingual context and short-term funding. The authors recommend that qualitative evaluation be prioritized to better understand the complexity of knowledge mobilization networks, especially in diversified contexts.

Voyer and Véronneau studied the psychological well-being of vocational students during their transition to employment regarding the role of emotional competence and educational success. This study, conducted in two measurement phases with 179 students, aimed to verify whether educational success plays a mediating role between emotional competence and psychological well-being, which the regression analyses carried out on the data collected showed.

Paul, Mercier, Girard, and Rezzonico's study explores the development of language skills of French-speaking Quebecois preschoolers by comparing their narrative skills during a conversation around a personal anecdote

during symbolic play. The researchers evaluated 28 three-year-olds and reassessed 19 of them at four years of age. Based on the analysis of narrative structure as well as measures of length and lexical diversity in language samples, the study suggests that the discursive context influences the characteristics of the sample and that the use of personal anecdote is possible to assess language as early as three years of age, although the evolution of narrative structure is highly variable. The article discusses the implications for speech therapy assessment and highlights the need for further research to validate narrative assessment procedures in French.

Allard and Samson's study discusses the potential effects of an interdisciplinary intervention in science and the arts on the construction of scientific concepts by kindergarten children. Following a qualitative research design, data was collected from 17 children in a kindergarten class using drawings and semi-structured interviews. The main results obtained tend to show that the intervention effectively contributes to the construction of scientific concepts in the majority of participants.

Deschênes and Parent's study examines the agency of educational advisors participating in a networked community of practice. Based on a multiple case study involving pedagogical advisors from various institutions, the research employs a qualitative analysis of interviews and documents to identify the manifestations of three types of agency: Individual, vicarious, and collective. The results highlight the collaboration and symmetry of agency within the community, while underscoring a focus on finding solutions rather than resistance. The authors conclude that participating in a community of practice contributes to the professional development of pedagogical advisors and to their role as agents of change.

In their Note from the Field, Dutil and Payant present task-based language teaching (TBLT) and its fundamental principles, defining the concept of pedagogical task according to four criteria. Intended for teachers of French as an additional language at the primary level, this Note offers a concrete example of a didactic sequence of the hierarchization task, called "The Reward", to illustrate how this approach can be implemented in the classroom. Finally, the authors emphasize the importance of the pretask and the posttask to support student learning.

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