

Triad Post-Lesson Conferences: A Balanced Conversation?

Christophe Baco*,

Ph.D. student

Antoine Derobertmeasure*,

Professor, PhD

Marie Bocquillon*,

Assistant professor, PhD

Céline Borgies**,

Teacher coordinator

Marc Demeuse*

Professor, PhD

* Teaching and Training Sciences Unit, University of Mons (Belgium)

** Haute Ecole Provinciale de Hainaut – Condorcet

Contact: christophe.baco@umons.ac.be

Keywords: initial teacher preparation; internship; triad; debriefing; evaluation; actual practice

Abstract

In French-speaking Belgium, pre-service teachers are required to develop 13 competences during their teacher preparation. However, little research has investigated the way in which supervisors and cooperating teachers support pre-service teachers in their proficiency in teaching competences during debriefings. Faced with this gap, this article presents a model of the effective practices of the triad (pre-service teacher, cooperating teachers, supervisor) during post-lesson conferences. To this end, a grid enabling the researcher to classify the triad's comments by theme was developed and inserted into a software program. Firstly, the results indicate that the debriefings analyzed were not discussions in which speaking time was distributed equitably. Secondly, the analysis reveals that the most frequently discussed themes were learning management, administrative record-keeping and classroom management. Thirdly, a sequencing of the debriefing into several phases was achieved through analysis of the visual representation obtained following coding of the themes evoked by the triad. Taken together, the results offer a number of avenues for improving initial teacher preparation.

This paper is the English version of:

Baco, C., Derobertmeasure, A., Bocquillon, M., Borgies, C., & Demeuse, M. (2024). Débriefing en triade : une conversation équilibrée ? *Education & formation, e-322*, 105-125.

https://www.researchgate.net/publication/381654255_Debriefing_en_triade_une_conversation_equilibrée

Table of Contents

- 1. Introduction..... 1
- 2. Theoretical framework 2
 - 2.1 The triad..... 2
 - 2.2 The supervision styles..... 3
 - 2.2.1 The directive style..... 3
 - 2.2.2 The democratic (or semi-directive) style 4
 - 2.2.3 The experiential (or non-directive) style..... 4
 - 2.3 The post-lesson conference 5
- 3. Research questions..... 5
- 4. Method 6
 - 4.1 Analysis methodology..... 8
 - 4.1.1 The supervisor's evaluation grid 8
 - 4.1.2 The analysis grid inserted into a software 8
 - 4.1.3 The inter-rater reliability 9
- 5. Results..... 9
 - 5.1 RQ1. How is speaking time distributed among triad stakeholders? 9
 - 5.2 Focus: 3 exchange modelling..... 10
 - 5.3 RQ2. What is the overlap between the evaluation grid completed by the supervisor and the topics covered during the debriefing (comparison between second-year and third-year students)? 11
 - 5.4 RQ3. What are the phases of debriefing? 13
 - 5.4.1 Opening of the debriefing..... 13
 - 5.3.1. Supervisor’s feedback..... 14
 - 5.4.2 Cooperating teacher’s feedback..... 14
 - 5.4.3. End of debriefing..... 14
- 6. Discussion 15
 - 6.1. Distribution of speaking time 15
 - 6.2. Themes discussed 16
 - 6.3. Debriefing phases 16
- 7. Research limitations and prospects 17
- 8. Conclusion 17
- 9. Funding..... 17

10. References	18
11. Appendix 1: Competency and sub-competency headings on the supervisor's evaluation grid	23
12. Appendix 2: The analysis grid	25
1. Introduction	25
2. The thematic analysis grid	25
2.0. Module "C1: Communicate adequately"	25
2.1. Module "C2: Respect a (deontological) framework and adopt an ethical approach"	27
2.2. Module "C3: Mastery of content, intellectual curiosity, respect for curricula and adaptation of content to student level"	28
2.3. Module: "C4: Design, conduct, regulate and evaluate learning situations"	29
2.4. Module "C5: Create and develop an environment that stimulates social interaction and the sharing of experiences"	31
2.5 Module: "Emerging categories"	32
13. Appendix 3: Coding results for the 13 triads	35

1. Introduction¹

In French-speaking Belgium, according to the law (FWB, 2000; 2001), teacher preparation programs must enable pre-service teachers to develop 13 competences. These competences are the same for teachers intending to work with pre-school, primary, lower secondary and upper secondary pupils. They cover various facets of the profession, such as maintaining an effective partnership with the institution, colleagues and parents; proficiency in disciplinary knowledge; planning, management and evaluation of learning situations; and the ability to take a reflective look at one's own practice.

To develop these competences, teacher education in French-speaking Belgium, as in many education systems (Eurydice, 2015), includes internships within the school environment. Pre-service teachers are placed with cooperating teachers, who host them in their own classrooms for the duration of the placement (Derobertmeasure et al., 2011). During the internships, supervisors from the preparation institution observe the pre-service teacher in the field during a lesson (Bocquillon, 2020). Following this, a triad made up of the cooperating teacher, the trainee, and the supervisor, conducts a post-lesson conference of the pre-service teacher's performance (Ben-Peretz & Rumney, 1991). This post-lesson conference is generally the only time the triad meets and the only time the supervisor provides feedback to the pre-service teacher following a lesson in an ecological context. According to Van Nieuwenhoven and Roland (2015), "this triadic exchange enables the student, through guided questioning, to become aware of how he or she is functioning and to identify short-term avenues for regulation" (p. 214). This is an important, crucial, moment in the pre-service teacher's preparation (Leriche et al., 2010). However, the post-lesson triad conference cannot always take place, not least because of contextual constraints. For example, the pre-service teacher may have to take charge of a class directly after the supervisor's observation.

On the other hand, little is known about how these post-lesson conferences are actually conducted. Indeed, on the one hand, to develop and assess the competences expected from initial preparation, in French-speaking Belgium, training institutions and cooperating teachers enjoy considerable pedagogical freedom (Van Nieuwenhoven et al., 2016). On the other hand, few studies have identified the triad's actual interactions during pre-service teacher interviews and the transfer of these interactions in terms of the pre-service teacher's practice. Furthermore, few studies have identified the link between the trainer(s)' evaluation grid, used as a support during the pre-service teacher's observation, and the triad's verbal interventions. Yet this is important, as certain competences (e.g. reflective practice) are recognized as difficult for (novice) teachers to implement (Colognesi et al., 2021) and/or difficult for trainers to support (Baco et al., 2021a, 2021b).

More specifically, to date, most research on the actions of triad members has analyzed only the verbal interventions made by one of the triad members or the relationship between the trainer (cooperating teacher or supervisor) and the pre-service teacher, but rarely from a fully cross-disciplinary perspective involving all three players (Valencia et al., 2009) and using a methodology that allows analysis of the triad's actual verbal interventions. Interactions within the triad have an impact on pre-service teacher support. For example, when pre-service teachers are confronted with "field" practices that conflict with those advocated by the training institution, they are unable to

¹ Note: this study was conducted before the implementation of the initial teacher preparation reform (FWB, 2019a). It therefore describes the pre-reform context.

reconcile points of view, which is detrimental to the development of effective practices (Childre & Van Rie, 2015).

This type of study is all the more important in view of the current reform of initial teacher preparation in French-speaking Belgium. This reform involves extending the length of teacher preparation as well as the duration of internships. During their fourth and final compulsory year of teacher training, pre-service teachers² will be required to complete a so-called "long internship" (FWB, 2021), the details of which are not yet known at the time of writing.

In this context, the study aims to address several of the aforementioned shortcomings by proposing a methodology for analyzing the triad's actual practices (verbal interventions) during post-lesson conferences. Analysis of the themes addressed by the triad enabled us to identify the link (overlaid in the rest of the text) between the themes addressed by the triad and the competences on the supervisor's evaluation grid. Analysis of the chronology of exchanges enabled us to identify the supervisory styles used (e.g., as shown in the theoretical framework, a directive supervisor would speak at length, while a semi-directive supervisor would have a balanced discussion with the pre-service teacher). In addition, as presented in the following sections, analysis of the chronology of the exchanges also enabled us to identify the structure of the exchanges (e.g. by phase, by theme, according to the organization of the sequence). The rest of the text introduces the concepts of triad, supervision styles and post-lesson conference structure.

2. Theoretical framework

2.1 The triad

The triad refers both to the players involved in a training course (pre-service teacher, cooperating teachers, supervisor) and to the fact that they are supposed to work together to provide the best possible support for the trainee. In this form of support/training, the pre-service teacher is supervised by two trainers with different statuses. The supervisor, unlike the pre-service teacher, has followed a short training program in teaching higher education students (Certificate of Pedagogical Aptitude for Higher Education³), works in higher education and is present when the pre-service teacher's grade is awarded. While the triad should theoretically work together, various studies have identified difficulties within this tripartite alliance. For example, communication and collaboration difficulties were identified in a previous study (Baco et al., 2022a, 2023b) and focus groups (Baco et al. 2024). Similarly, the Agency for the Evaluation of the Quality of Higher Education (AEQES, 2014) identified in French-speaking Belgium that: "in certain cases, communication difficulties could be linked to problems of recognition of the field practices of certain cooperating teachers by the teacher trainers of the pedagogical section" (p. 60). These findings are corroborated by those of Colognesi and Van Nieuwenhoven (2019), who indicate that

"The stakeholders carry out their student support missions as best they can, with, what's more, few opportunities for dialogue between them on the professional gestures they mobilize. As a result, there are no formal opportunities for cooperating teachers and/or supervisors to meet and share their practices or co-construct shared tools. In short, they

² At present, there is also provision for a 5th year of specialization, subject to 5 years' experience in the field.

³ In French : Certificat d'Aptitude Pédagogique Approprié à l'Enseignement Supérieur

evolve in a generally isolated way, with little sense of recognition for the work and investment they provide (Vivegnis, 2016)." (p. 140)

A lack of communication can result in cooperating teachers and supervisors having different expectations of the pre-service teacher. While the existence of different expectations is not intrinsically a bad thing (not least because a healthy otherness can be beneficial to the pre-service teacher (Baco et al, 2024)), it is nonetheless true that when pre-service teachers are confronted with "field" practices that conflict with those advocated by the training institution, they are unable to reconcile points of view, which is unfavorable for their learning (Childre & Van Rie, 2015; Campbell & Lott, 2010).

Furthermore, it should be pointed out that "the words of cooperating teachers tend to be seen by the pre-service teacher as more helpful and facilitating than those coming from supervisors at the training institute (Koster, Korthagen & Wubbels, 1998)" (Colognesi & Van Nieuwenhoven, 2019, p. 141). Similarly, trainers can exert a significant influence on the pre-service teacher. This can reduce the development of the pre-service teacher's professional autonomy and ability to take risks or innovate (Graham, 1999, cited by Portelance, 2011). It should also be noted that the pre-service teacher "does not necessarily have the strength of character or personality to express his or her ideas when the trainer's point of view differs significantly from his or her own. The student may also be inclined to avoid the confrontation of ideas" (Graham, 1999, quoted in Portelance, 2011, p. 41). This can reduce the pre-service teacher's ability to develop reflective practice, particularly through impregnation of "the local culture" (Beckers, 2009, p.7), to the detriment of a reflective confrontation with the field (Beckers, 2009).

2.2 The supervision styles

Several researchers (e.g. Amamou et al., 2022; Brûlé, 1983; Crasborn et al., 2011; Idir & Negaz, 2021; Merket, 2022; Vanderclayen, 2010; Vanderclayen et al., 2013) propose a framework for analyzing supervision practices according to whether they are more or less directive. The three-style typology (directive style, democratic style and experiential style) proposed by Vanderclayen (2010) and recently developed by Amamou (2022) has the advantage of being established on the basis of observable actions implemented by trainers. This is adequate to support the methodology mobilized in the present research, which aims to characterize the actual practices of triad members. The following text presents the typology of three supervision styles (Vanderclayen, 2010), enriched by other research that has investigated supervision styles.

2.2.1 The directive style

When the trainer (cooperating teachers or supervisor from the training institution) adopts a directive style, they demonstrate leadership and authority. They guide the pre-service teacher towards objective standards (Vanderclayen et al., 2013). Based on the literature, Crasborn and colleagues (2011) identified that "directive" teacher trainers have a longer speaking time than pre-service teachers and use their turns more to provide information (e.g. ideas, feedback, etc.). Conversely, trainers who use their turns to question and summarize to bring out information and who listen actively (Crasborn et al., 2011) have a less directive supervision style. In the same vein, trainers who speak for shorter periods of time have a less directive (or even non-directive) supervision style (Colognesi et al., 2019). According to the study by Crasborn and colleagues (2011), the postures of cooperating teachers are more directive than non-directive "even though they wish to encourage pre-service teachers to reflect on their actions" (Colognesi et al., 2019, p. 8).

Furthermore, according to the study by Hoffman and colleagues (2015), untrained cooperating teachers (and potentially supervisors) tend to give more directive feedback that leaves little opportunity for the pre-service teacher to verbalize their own reflective analysis. Based on Dunn and Taylor (1993), Hoffman and colleagues (2015) point out that students find the directive feedback given by their trainer to be useful and relevant, even though it does not lead to deep levels of reflective practice.

2.2.2 The democratic (or semi-directive) style

This intermediate supervision style, less directive than the previous one, is characterized by an open dialogue in which the participants help each other (Vanderclayen et al., 2013) in a form of co-construction (Colognesi et al., 2019). Trainers who adopt this style lead the pre-service teacher to refine their thinking and investigate the difficulties stated by the trainee. This leads the pre-service teacher to take the floor regularly to put forward possible solutions to the difficulties encountered.

2.2.3 The experiential (or non-directive) style

The experiential style is the least directive of the three supervisory styles, the aim being to get the pre-service teacher to realize their own experience through experimentation. The trainer focuses more on the pre-service teacher's subjectivity and feelings than on objective or cognitive elements (Vanderclayen et al., 2013). The pre-service teacher therefore has a large say, and the trainer is there to support the exploration of the trainee's own experiences. This style has the advantage of allowing the pre-service teacher to express doubts and difficulties (Vanderclayen et al., 2013), which is not self-evident in a hierarchical relationship with a trainer who is responsible for evaluating the trainee.

This typology provides a framework for identifying the supervisory styles implemented by the trainers in the triad. A directive trainer would speak at length, while a semi-directive trainer would have a balanced discussion with the pre-service teacher. A non-directive trainer would let the pre-service teacher speak at length, intervening to support the exploration of the trainee's experiences.

In addition, it should be emphasized that supervision styles are not "good" or "bad" per se, but their relevant use depends on situations and objectives. For example, directive styles, such as instructional coaching (Delbart et al., 2023; De Jager et al., 2002; Hammond & Moore, 2018; Kohler et al., 1997) or practice modeling (e.g. Cutrer-Parraga et al., 2022; Glenn, 2006; Mc Gee, 2019), can be very effective in supporting the learning of different ways of teaching with a view to enabling the pre-service teacher to mobilize these strategies, as needed, according to situations. Finally, as the research findings of Amamou and colleagues (2022) show:

one of the paths of action that enables the internship experience to make a significant contribution to the development of pre-service teachers' sense of personal efficacy in classroom management is the adoption, on the part of cooperating teachers, of adapted and varied coaching practices in an attempt to meet the needs of pre-service teachers" (p. 156).

The members of the triad generally meet only during post-lesson conferences. During these interviews, the supervisor and the cooperating teachers more or less consciously implement these supervisory styles. The notion of post-lesson conference is explained in greater detail below.

2.3 The post-lesson conference

The post-lesson conference (Chaliès & Durand, 2000) is the moment when the members of the triad exchange views on the pre-service teacher's performance. According to Correa Molina (2012), it is necessary to establish a positive climate during the interview, especially when the pre-service teacher's difficulties are discussed. To support the discussion, trainers can use various aids such as an observation grid completed during the observation (Banville & Rikard, 2011) and/or the competences to be developed and assessed during the preparation (Strong & Baron, 2004) and/or the recording of the pre-service teacher's performance (Bocquillon, 2020).

Post-lesson conferences present several dilemmas developed by Chaliès and Durand (2000). These have an effect on the organization of the interviews. Indeed, trainers (cooperating teachers or supervisors) may experience a tension between supporting/accompanying the pre-service teacher and the need to evaluate them (Maes et al., 2018). Similarly, the post-lesson conference may be geared towards the transmission of practices or getting the pre-service teacher to take a reflective look at their practice. It should be noted that each of the poles of these dilemmas (e.g. helping, evaluating, etc.) is in itself a complex competence for trainers to implement. For example, several authors have highlighted the difficulty for supervisors to evaluate a pre-service teacher (e.g. Maes et al., 2018). Similarly, supporting a pre-service teacher's reflective practice is no easy task. Indeed, it is one of the competences that cooperating teachers report having the most difficulty implementing (Baco et al., 2022a).

3. Research questions

On the basis of the preceding sections, three research questions have been identified. From the analysis of the triad's actual practices, it is possible to identify if (and in what proportion) the members of the triad evoke the competences in the competence reference framework for pre-service teacher preparation (FWB, 2000; 2001), which is important because studies highlight the difficulty of pre-service teachers in implementing certain competences (e.g. classroom management). Similarly, based on the analysis of actual practices, it is possible to identify the structure of post-lesson conferences. Taken together, these results make it possible to discuss the supervision practices offered by trainers in the light of the supervision styles. The article therefore aims to answer the following three research questions:

RQ1. How is speaking time divided between the stakeholders in the triad?

RQ2. What is the overlap⁴ between the evaluation grid completed by the supervisor during the pre-service teacher's observation and the themes addressed by the triad during the post-lesson conference (comparison between second-year and third-year students)?

RQ3. How are the post-lesson conferences structured (by phase, by theme, according to the organization of the sequence)?

⁴ Understood as the link between the competences discussed during the post-lesson conference and the supervisor's evaluation grid.

4. Method

Participants and recorded post-lesson conferences

The study was carried out with a supervisor from a French-speaking Belgian pre-service teacher training institution and their students (N=13) enrolled in years 2 and 3 of the Certification for Lower Secondary Education⁵. The cooperating teachers (N=13) hosting these students during one of their internships also participated in this research.

Of the 17 post-lesson conferences conducted by the supervisor during the first semester of 2022-2023 (mid-November 2023 to early December 2023 for both 2nd and 3rd AESI students), 13 were recorded. One post-lesson conference was not recorded because the cooperating teacher refused to take part in the study, two post-lesson conferences were not recorded because the cooperating teacher was absent at the time of the conference, and one conference was not recorded for ethical reasons (the student's internship was stopped).

As shown in the table below, for eight of the 13 triads, the student is a second year CLES⁶ student, and for five triads, the student is a third year CLES student. The supervisor is the same for all triads. The supervisor has been in the job for eight years, and has already taught in lower secondary education. Seven cooperating teachers reported more than ten years' experience, and six less than ten years. In terms of experience as a cooperating teacher, teachers with more than ten years' length of service said they had supervised between five and ten pre-service teachers, except for the teacher in Triad n°6, who said they had supervised between one and four pre-service teachers. Cooperating teachers with less than ten years' teaching experience claim to have supervised one to four pre-service teachers, with the exception of the cooperating teachers in Triads n°1 and n°12, who claim to have supervised five to ten pre-service teachers. None of the cooperating teachers have received any preparation for mentoring pre-service teachers.

All post-lesson conference were recorded by the supervisor in an ecological context. They lasted between 5 minutes 41 seconds and 15 minutes 59 seconds, for a total of 2 hours 25 minutes and 36 seconds. The sometimes short duration can be explained by contextual reasons (Ben-Peretz & Rumney, 1991). For example, the cooperating teachers must take charge of the next class. The post-lesson conferences were recorded using a cell phone, as this is a discreet device that limits potential bias due to the recording equipment. Similarly, observer bias was reduced by the fact that no outside observers were present during data-taking. The supervisor was instructed to record the post-lesson conferences they conducted, without changing the way they did so. The recorded post-lesson conferences all took place face-to-face just after the pre-service teacher's performance. All three members of the triad are present during the interview, with only the supervisor using an observation/evaluation grid during the pre-service teacher's performance, and using it as a support during the post-lesson conference. This evaluation grid is signed by the pre-service teacher and the supervisor at the end of the post-lesson conference. Finally, it is sent to the pre-service teacher for rereading after the post-lesson conference.

⁵ In French : Agrégation de l'Enseignement Secondaire Inférieur (AESI)

⁶ Certification for Lower Secondary Education

Table 1*Description of records analyzed*

Triad no.	Duration of the post-lesson conference	Pre-service teacher	Cooperating teacher			Supervisor
		Year of study	Length of service as a teacher	Number of pre-service teacher(s) supervised	Training	
Triad 1	12 min 15 s.	2	7	5 to 10	No	Length of service as supervisor: 8 years Previously taught at lower secondary level
Triad 2	10 min 35 s.	2	2	1 to 4	No	
Triad 3	11 min 40 s.	2	12	5 to 10	No	
Triad 4	10 min 05 s.	2	12	5 to 10	No	
Triad 5	10 min 08 s.	2	6	1 to 4	No	
Triad 6	13 min 25 s.	2	12	1 to 4	No	
Triad 7	5 min 21 s.	2	11	5 to 10	No	
Triad 8	13 min 26 s.	3	20	5 to 10	No	
Triad 9	7 min 17 s.	2	24	5 to 10	No	
Triad 10	8 min 01 s.	3	13	5 to 10	No	
Triad 11	12 min 43 s.	3	3	1 to 4	No	
Triad 12	15 min 41 s.	3	7	5 to 10	No	
Triad 13	14 min 59 s.	3	7	1 to 4	No	
Total	145 min 36 s.	/	/	/	/	/

4.1 Analysis methodology

4.1.1 The supervisor's evaluation grid

In a previous study, Banville (2006) analyzed exchanges between cooperating teachers and pre-service teachers in relation to the standards of initial teacher preparation in the USA. In the present study, the triad's exchanges are analyzed using a thematic analysis grid based on the competences in the supervisor's preparation evaluation grid (see Appendix 1), in order to identify the link between the triad's exchanges and the supervisor's evaluation grid (see research questions). The supervisor's evaluation grid is a central element of the analysis grid.

The supervisor's grid is made up of five competences (C1, C2, C3, C4 and C5)⁷ broken down into sub-competences (see Appendix 1 for competency and sub-competency titles). For example, competence C2 "Respect a deontological framework and adopt an ethical approach in a democratic and responsible perspective" comprises three sub-competences: "Be part of the deontological framework of the profession (values, ethics, civic commitment)"; "Collaborate actively and positively in the partnership between the training institution and the internship environment"; "Fulfill the administrative requirements of the training institution and the internship environment (weekly schedule, punctuality, professional secrecy, punctual submission of preparations)". The rest of the text presents the operationalization of the evaluation grid into a coding grid and the way in which the triads' verbal interventions were analyzed.

4.1.2 The analysis grid inserted into a software

The post-lesson conferences were analyzed using a coding grid inserted into The ObserverXT® software (Noldus, 1991). This software was chosen on the basis of the taxonomy developed by Bocquillon et al. (2022a) for choosing observation software. Thus, it is relevant for this research, as the presentation of results with this software makes it possible to obtain the chronology of exchanges between triad members, after manual coding by the researchers. Indeed, by segmenting and classifying the verbal interventions one by one in the categories of the grid for the three actors, it is possible to identify the duration and theme of the actors' remarks in chronological order.

The analysis grid (Appendix 2) was designed using an iterative process, respecting the principles of comprehensiveness and exclusivity (Bocquillon et al, 2022b). Firstly, the categories of the evaluation grid were operationalized in the categories of the coding grid. This makes it possible, *in fine*, to know the overlap between the categories of the evaluation grid and the interventions of the triad. For example, in the evaluation grid, competence C2 (Level I category) "Respecting a (deontological) framework and adopting an ethical approach in a democratic and responsible perspective" has three sub-categories⁸ which are found as Level II categories (sub-categories) in the coding grid. Secondly, after the post-lesson conferences had been fully transcribed and analyzed, Level I categories were added in order to code the totality of the comments. These

⁷ The six competences are: Communicate (C1); Respect for the ethical/deontological framework (C2); Expertise in the content taught (C3); Design, manage, regulate and evaluate learning situations (C4); Classroom management (C5)

⁸ These are the sub-categories: "Comply with the deontological framework of the profession (values, ethics, civic commitment); Collaborate actively and positively in the training institution - internship environment partnership; Fulfill the administrative requirements of the training institution and internship environment (weekly schedule, punctuality, professional secrecy, punctual submission of preparations)".

emerging categories, presented below, are: "Considerations; General appreciation; Organization; Acknowledgements; Other".

The "Considerations" category is coded when one of the members of the triad talks about the continuation of the internship, the pre-service teacher's next assessments, and their professional future. For example, comments such as "There, you'll still have a visit for the philosophy course and a visit for the French language course." (SUP⁹, Triad n°2, 4 min. 45 s.) are coded in this category.

The "General appreciation" category is coded when one of the members of the triad evokes a general appreciation of the performance or course. For example, comments such as "It went well. I was a little more stressed than usual." (PST, Triad n°4, 0 min. 5s.) are coded in this category.

The "Organization" category is coded when one of the triad members organizes the post-lesson conference, for example by explicitly giving the floor to an interlocutor. For example, comments such as "There, I don't know if you want to add anything?" (SUP, Triad n°1, 8 min. 58 sec.) are coded in this category.

Also coded in this category are comments by the supervisor aimed at clarifying the way in which they evaluate the pre-service teacher, and not those relating to the general assessment of the pre-service teacher's performance, coded in the "General appraisal" category. For example, comments such as "French as a foreign language, so I don't check his subject, obviously I've been observing philosophy lessons for eight years, so I'm beginning to be a bit seasoned, but that's something I'll leave to my colleagues." (SUP, Triad n°12, 3 min. 42 s.) are coded in the "Organization" category.

The "Thanks" category is coded when one of the triad members thanks the cooperating teachers (or when the cooperating teachers accepts the thanks). For example, words like "Thank you Mrs. L." (SUP, Triad n°10, 7 min. 28 sec.) and " But it's a pleasure " (MDS, Triad n°10, 7 min. 28 sec.). (CT, Triad n°10, 7 min. 30 s.) are coded in this category.

4.1.3 The inter-rater reliability

To ensure that the coding carried out with the grid enabled objective coding, an inter-rater reliability test was carried out on 40 extracts with a second observer. The inter-rater agreement rate was 90% for the first level of the grid (categories) and 88% for the second level (sub-categories), with no need for discussion between coders. This score is higher than the 80% limit expected by Miles & Huberman (2003).

5. Results

5.1 RQ1. How is speaking time distributed among triad stakeholders?

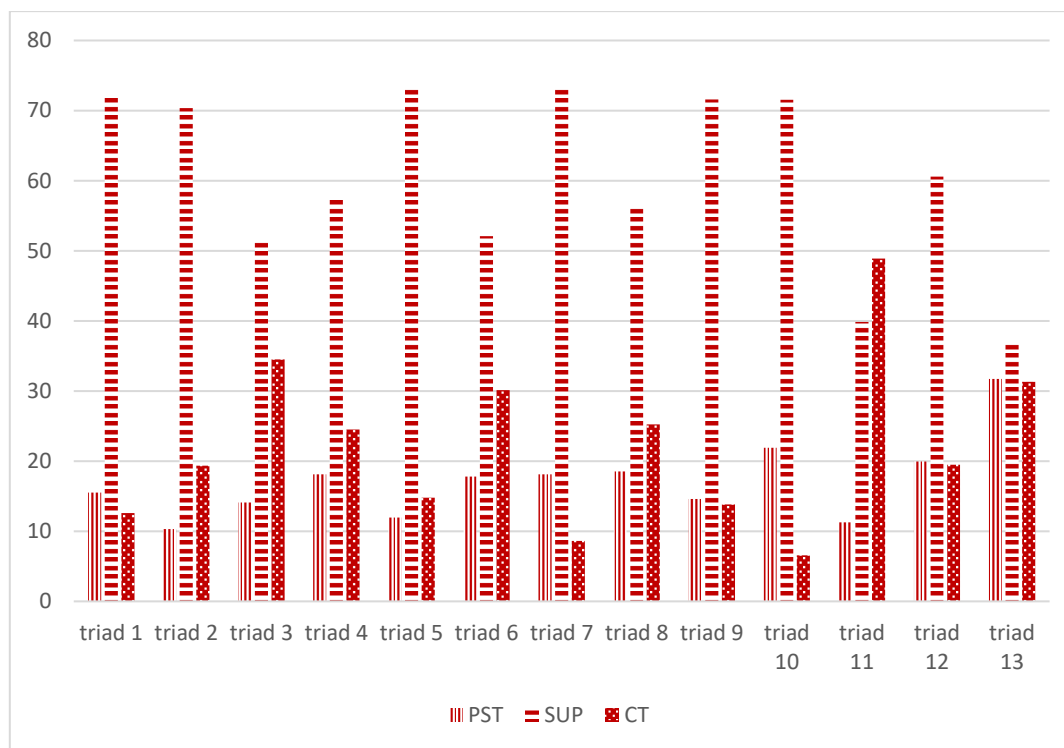
As shown in the figure below, speaking time is unevenly distributed between triad actors for all triads, with the exception of Triad n°13. In this triad, the pre-service teacher speaks at greater length to justify a job they did not want to do. Generally speaking, the supervisor has the longest speaking time in all triads, except for in Triad n°11. For this triad (Triad n°11), the cooperating teachers provide the pre-service teacher with feedback and advice on classroom management,

⁹ The abbreviations used to refer to the stakeholders are: SUP for supervisor; CT for cooperating teacher; PST for pre-service teacher.

learning management and homework. For six triads (n°1, n°2, n°5, n°7, n°9 and n°10), the supervisor's speaking time is equal to or greater than 70% of the triad's speaking time. The distribution of speaking time between the pre-service teacher and the cooperating teachers is sometimes close (e.g. Triad n°1, Triad n°5, Triad n°12) and sometimes unbalanced (e.g. Triad n°3, Triad n°6). The pre-service teacher is the participant in the triad with the shortest speaking time, or with a time which is almost equal to the speaking time of the cooperating teachers in all triads, except Triads n°7 and n°10. In the case of Triad n°7, this is due to the fact that the cooperating teachers speak very little (28 seconds out of the 5 minutes 21 of the interview). In the case of Triad n°10, this can be explained by the large number of agreements to the supervisor's comments by the pre-service teacher. Speaking time between the actors is generally unevenly distributed, leaving the pre-service teacher with little opportunity to express themselves. The rest of the text presents the chronology of speaking time and shows several models of exchanges within the triad.

Figure 1

Distribution of speaking time between triad stakeholders (percentage of time)



5.2 Focus: 3 exchange modelling

Examination of the chronology of exchanges obtained by coding the post-lesson conferences enables us to identify several exchange structures within the triad presented in this section.

Triad n°2 is shown in the figure below. The structure of exchanges in this triad can be sequenced into four parts. First, at the start of the exchange, the supervisor invites the pre-service teacher to express their feelings. The supervisor then speaks for a relatively long time. The pre-service teacher then speaks only briefly and more or less sporadically. The cooperating teachers then speak for a relatively long time, but less than the supervisor. The pre-service teacher speaks relatively infrequently and briefly. The supervisor then speaks again. It should be noted that the cooperating teachers may sometimes speak before the supervisor.

In Triad 10, the cooperating teachers hardly speak at all. As in Triad 2, the pre-service teacher speaks after the supervisor at the start of the interview. Thereafter, the trainee's interventions become very short, consisting mainly of agreement (e.g. “ok., “Agreed.”).

Triad 13, on the other hand, is an example of a more balanced discussion between the actors, but where the phases seem less divided. In this post-lesson conference, the supervisor interacts directly with the pre-service teacher, but the cooperating teachers also interact with the trainee. The pre-service teacher does not speak only at the beginning of the intervention: they speak at various points during the post-lesson conference.

Triad 6 is atypical in that the cooperating teachers immediately engage in a conversation with the pre-service teacher, and this conversation lasts for a relatively long time (5 min. 10 s.). In this triad, the cooperating teachers question the pre-service teacher, asking them to reflect on their practice and provide feedback. For example, the cooperating teachers begin by saying, "You have to tell us all about yourself; we always start with you." (MDS, Triad n°6, 0 min. 12s.). They then ask questions such as "They've been looking forward to having you. Maybe that's a factor or maybe other factors, what could it be?". Likewise, the cooperating teachers narrate their practice to explain to the pre-service teachers how they might act. They say, "I tell them: if it goes wrong, it's a gift I'm giving, a game, okay? Because it takes me a long time to do it. If it goes wrong, I stop the game and that's it" (MDS, Triad n°6, 2 min 35s.).

In order to clarify the modelling of exchanges within the triads, the rest of the text presents the overlap between the evaluation grid and the actors' comments. It also presents the chronology of themes discussed during the post-lesson conference interviews.

Figure 2

Chronology of verbal interventions



5.3 RQ2. What is the overlap between the evaluation grid completed by the supervisor and the topics covered during the debriefing (comparison between second-year and third-year students)?

Pre-service teachers in their second year (triads_YEAR2) of training and those in their third year of training (triads_YEAR3) do not necessarily have the same background and needs, and one might think that the themes addressed by the triads vary according to the students' year of study. In order to compare the triads comprising second-year pre-service teachers and those comprising third-year trainees, the following figure shows the distribution of the duration of the post-lesson conferences

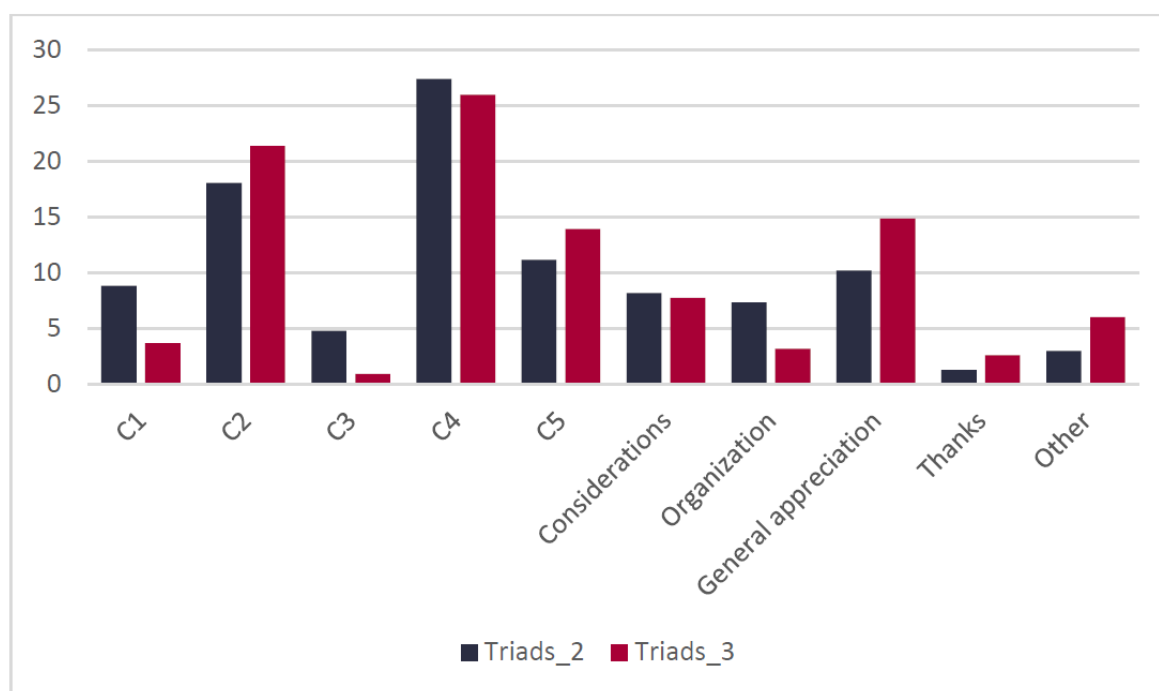
(average per year of study) between the themes addressed by the triads. In general, the triads with a second-year pre-service teacher (referred to as triads_YEAR2 in the following) and those with a third-year pre-service teacher (triads_YEAR3) are equally divided. In fact, comments on competences (C1, C2, C3, C4 and C5) account for 70% of the speaking time in the triads_YEAR2 and 66% of the speaking time in triads_YEAR3. In terms of competences, for both triads_YEAR2 and triads_YEAR3, the competency discussed at greatest length was C4 (managing the teaching-learning situation) (27% and 26% of speaking time respectively). Next, competence C2 (Respect for the ethical/deontological framework), for both triads_YEAR2 and triads_YEAR3, is discussed at length. After that, competence C5 (classroom management) is discussed for a shorter time by triads_YEAR2 and triads_YEAR3: 11% (triads_YEAR2) and 14% (triads_YEAR3) respectively. Lastly, competences C1 (communication) and C3 (expertise in the content taught) are the ones that are discussed the least.

As for the other categories in the grid, it is those dealing with the general assessments of the pre-service teacher's performance, as well as considerations about the rest of the internship, that are discussed most by triads_YEAR2 and triads_YEAR3. In the case of triads_YEAR2, comments on organization account for 7% of the triad's speaking time, which is almost equivalent to the proportion of comments on the pre-service teacher's continuation of the internship.

While it is to be expected that a significant proportion of debriefing discussions will focus on the management and preparation of teaching/learning situations (C4), it is more surprising that discussions on the ethical/deontological framework, the pre-service teacher's collaboration in the partnership between the training institution and the internship school, and respect of administrative expectations account for 18% (triads_YEAR2) and 21% (triads_YEAR3) of the triad's speaking time.

Figure 3.

Distribution of verbal interventions (percentage of speaking time of the triad actors)



5.4 RQ3. What are the phases of debriefing?

Based on an examination of the chronology of the themes addressed by the actors, four phases of the debriefing are identified: the opening of the debriefing, feedback during which the supervisor explains what they have written on their evaluation grid, feedback from the cooperating teacher, and then the end of the debriefing. Triad n°5 (Figure 4) represents a typical example of the triad debriefings analyzed. The remainder of this text presents each of the phases, starting with Triad n°5. In addition, examples of other triads are presented. The complete sequence of recordings is available in Appendix 3.

5.4.1 Opening of the debriefing

The opening phase is characterized by a) comments from the supervisor and/or cooperating teacher concerning general perceptions of the trainee, b) verbal interventions from the trainee concerning general appreciation of their performance or internship, c) alternating exchanges between the supervisor (and/or cooperating teacher) and the trainee. During this phase, the supervisor opens the debriefing by asking the pre-service teacher for their general assessment of their performance or internship (interventions in yellow in Figure 4). They say, "Well, how do you feel about G.?" (CT, Triad n°5, 0 min. 06 s.). It is during this phase that the pre-service teacher speaks several times to express their appreciation of their performance (interventions in yellow on Figure 4), something they will hardly do again in the feedback phase. They say, for example, "Well, to be honest, I thought it went well. They were participative; quite calm. Okay, I had to go over it a couple of times, but to be honest, it was fine. Maybe my voice isn't strong enough, but they always tell me that and I try to work on it." (PST, Triad n°5, 0 min. 08 s.). In this triad, during this phase, the cooperating teacher does not intervene. However, they do sometimes intervene (e.g. Triad n°4). During this phase, the supervisor makes an overall assessment of the pre-service teacher's performance. They say things such as, "Come on, great, that's good. Well, my assessment is positive too. Great visit. Honestly, that's the conclusion of my thing. It's great to see you in class, really, it's really nice." (SUP, Triad n°4, 1 min. 34 s.).

During this phase, pre-service teachers' comments can be very general. For example, one pre-service teacher says: "Me too, honestly. Today, I'm particularly happy." (PST, Triad n°7, 0 min 32 s.). They can also be specific. For example, one pre-service teacher says: "OK. I didn't manage the activity well, I think. Because I couldn't get them to really listen to me. Once again, sometimes C. said "Hush" instead of me...". (PST, Triad n°6, 0 min 12s.).

On several occasions, this phase comes to an end when the supervisor invites the cooperating teacher to speak. They organize the structure of the debriefing. For example, they say "I don't know whether Madame wants to start with the debriefing or not or..." (SUP, Triad n°1, 1 min 25 s.).

Sometimes, the opening leads more naturally to feedback. Indeed, in some cases (e.g. Triad n°5), the supervisor does not ask the pre-service teacher if they would like to speak first, but begins their feedback following the pre-service teacher's comments. The supervisor may, for example, raise a problem: "OK, so there are just a few things I'm having trouble with, and that's that there's no content sheet." (SUP, Triad n°5, 1 min 10 s.). This leads the supervisor to talk about their assessment. They say: "Because there, you don't have any, there it's the only time I put less... less in C4 because at any time, you don't do your self-evaluation in the class diary which must be done daily" (SUP, Triad n°5, 1 min 53 s.).

5.3.1. Supervisor's feedback

Following this phase, the supervisor begins the feedback phase, during which they explain what they have written on their grid. The grid is made up of 5 competences (C1, C2, C3, C4 and C5). This phase is characterized by a) the supervisor speaking for a long time, b) very brief verbal interventions by the pre-service teacher, c) sporadic and often brief interventions by the cooperating teacher, d) the fact that the supervisor explicitly mentions the competence they are talking about. Indeed, as shown in the figure below (interventions in black), the supervisor explicitly names the competence they are talking about. They say: "In terms of the first competence, which is C1, communicating etc., then yes for this competence I put more overall, positive." (SUP, Triad n°5, 2 min 43 s.). Generally, the themes follow on from one another (e.g. Triad n°5), but sometimes links are made between different competences of the grid. For example, in the following extract, the supervisor makes the link between the lack of content sheet (competence C2) and the lack of content knowledge (competence C3). They say: "And the protocols, because your cooperating teacher told me that in terms of mastery of the subject matter, it was sometimes a bit complicated, and I think that's mainly due to the fact that there are no protocols in your folders" (SUP, Triad n°2, 4 min. 53 sec.). Once the supervisor has explained their assessment, they give the floor to the cooperating teacher (light blue in Figure 4), who in turn gives feedback. For example, they say: "There, I'll leave the floor to D. (the cooperating teacher) if they want to add anything." (SUP, Triad n°5, 7 min. 03 s.).

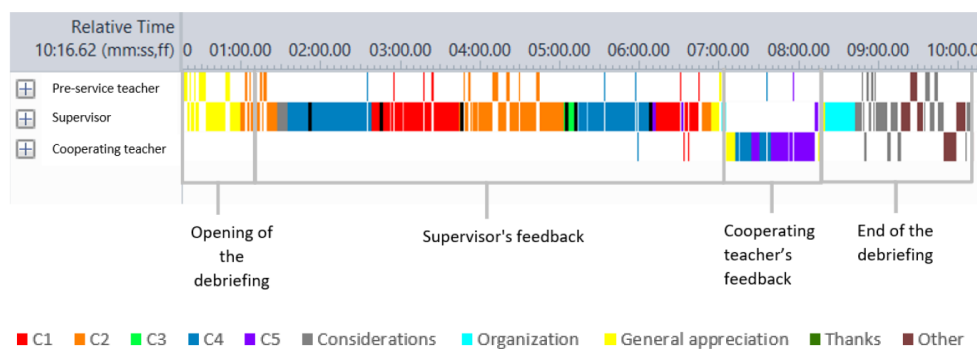
5.4.2 Cooperating teacher's feedback

This phase is characterized by a) a relatively "long" speech by the cooperating teacher, focusing on the competences in the grid, and b) brief interventions by the pre-service teacher and supervisor. Unlike the supervisor, the cooperating teacher does not name the competences, and does not necessarily give feedback on all the competences in the supervisor's grid. Their feedback is generally shorter than that of the supervisor. Finally, the cooperating teacher's comments are more specific to the classroom context. They may also be based on those of the supervisor.

For example, they say: "I've written: praise the students more. So when they give a good answer, don't hesitate like, Madame G. [the supervisor] also said and I'm telling you too. So when they give good answers, don't hesitate to say, that's very good." (CT, Triad n°5, 7 min. 44 s.). When the cooperating teacher's feedback is over, the supervisor closes the debriefing.

5.4.3. End of debriefing

This phase, which takes place at the end of the debriefing, is characterized by the three players talking about something other than the competences on the supervision grid (e.g., the continuation of the internship). The distribution of exchanges is more balanced than during feedback. To close the debriefing, the supervisor and the cooperating teacher summarize their overall assessment of the pre-service teacher's performance. They say: "Well, congratulations, more smiles, but I think the contact is good (supervisor); in class, he's very good (cooperating teacher)" (Triad n°5, 8 min. 11 s.). The supervisor has the administrative documents signed (in light blue on Figure 4). They say: "So that's good Q., I'll leave you, I'll let you sign this report. You can sign. Wait, you can sign here [...] And then this." (SUP, Triad n°5, 8 min 19 s.). During this phase, the actors in the triad also talk about the continuation of the internship and the next assessments (in gray on Figure 4), or even the pre-service teacher's future professional life.

Figure 4.*Debriefing sequencing (Triad n°5)*

6. Discussion

6.1. Distribution of speaking time

Post-lesson conferences are relatively short. They last between 5 minutes (Triad n°7) and 15 minutes (Triad n°12). According to Van Nieuwenhoven and colleagues (2016), although taking the time to develop pre-service teachers' reflective analysis seems ideal, the time available for interviews does not always allow for the development of reflective dialogue. Indeed, debriefings are subject to various constraints. For example, they take place during a short break, the supervisor has to visit students who are geographically distant, etc. Yet the pre-service teacher's ability to take a reflective look at their own practice is an expectation of teacher training (FW-B, 2000; 2021) and a difficulty for teachers (Colognesi et al., 2021). So, if little time can be devoted to the pre-service teacher's reflective practice during the debriefing that directly follows their performance, it is worth considering more spaced-out debriefing moments, outside internship hours, as a complement to this debriefing (Simons et al., 2009). These debriefings can take place in a dyad (pre-service teacher-supervisor) or in a triad with the cooperating teacher by videoconference. Chaliès and Durand (2000), for their part, point out that a lack of training for trainers can lead to interviews consisting more of feedback and advice, leaving aside the need to engage the pre-service teacher in reflective practice. Similarly, if trainers are not themselves comfortable with their own reflective analysis, this may lead them to avoid this type of approach (Chaliès & Durand, 2000).

During these relatively short debriefings, the speakers' speaking time is generally allocated unequally (all triads except n°13), with the supervisor having the longest speaking time. The pre-service teacher has little opportunity to express themselves. Their interventions generally take the form of acquiescence. From the point of view of supervision styles, this is close to a directive style of supervision (Chaliès & Durand, 2000). It is interesting to note that the place of the cooperating teacher varies from one triad to another. This could be due to the lack of prescription (Dejaegher et al., 2019) surrounding this function and the lack of communication between cooperating teachers and supervisors (Baco et al., 2021b). Indeed, without a specific framework¹⁰, cooperating teachers may have difficulty finding their place in the conversation. Moreover, according to Hoffman and colleagues (2015), untrained cooperating teachers give feedback that is more directive than

¹⁰ e.g. defining the roles of the triad's stakeholders, defining the participation expected of them...

reflective. This is in line with the study's findings, as moments of reflective practice between cooperating teachers and pre-service teachers are rarely identified.

These results also question the concept of the "triad". Indeed, while the post-lesson conference does include the three actors of the triad, the very inequitable proportion of the actors' speaking time leaves little opportunity for a dialogue co-constructed by the three actors as envisaged in a semi-directive supervision style. According to Portelance and colleagues (2008), the supervisor is the leader of the triad. They must therefore ensure that speaking time is allocated.

6.2. Themes discussed

Most of the themes discussed relate to the competences in the grid, but the competences are unequally addressed. Competences relating to the preparation and management of the teaching-learning process, as well as competences relating to classroom management, were strongly developed during the debriefing. This is in line with the findings of several researchers synthesized by Leriche and colleagues (2010). For example, Banville (2006), in the United States, identified classroom management and lesson preparation as the themes most frequently discussed.

While it is not surprising to observe that learning management and classroom management are among the most discussed themes, these being the two functions of teaching (Gauthier et al., 2013; Shulman, 1986), it is more surprising that respecting administrative expectations is the second most discussed theme (C2). The competence dealing with mastery of the content (competence C3 on the supervisor's evaluation grid), is very little developed. Moreover, the supervisor points out that, as a "pedagogue", they do not develop this aspect very much, as their colleagues (didacticians) will do so. This shows the impact of the supervisor's status on the themes covered. This type of difference was also noted by Gouin and Hamel (2022), who identified, for example, that didacticians remain "in the background when it comes to classroom management issues" (p.47), whereas they support the pre-service teacher in the appropriation of knowledge relating to the development of teaching-learning situations during the internship.

6.3. Debriefing phases

Several phases were identified in the debriefings. These do not correspond to those mentioned by Chaliès and Durand (2000) (reporting phase, response phase, programming phase). In fact, these correspond more closely to the field practices described by Simons and colleagues (2009). Firstly, a phase in which the student can express their feelings is observed. Similarly, there is a phase in which the trainers give their analysis of the lesson. This phase also includes suggestions for lessons that do not form an autonomous moment. Finally, a closing phase, not present in the description by Simons and colleagues (2009), is present in the debriefings observed. Elements of this debriefing structure can be considered "classic". Indeed, Ben Peretz and Rumney (1991) have identified that, in most of the post-lesson conferences observed, trainers begin with questions such as "how do you feel?". Then, again according to Ben Peretz and Rumney (1991), the trainers, in a unidirectional manner, comment on the pre-service teacher's performance and acquiesce. While, on the one hand, in the present study we can identify a structuring by phases, the debriefing also seems strongly structured by the themes addressed. The supervisor, who often initiates the themes, addresses each of the competences on the evaluation grid. In fact, the supervisor names the competences they discuss. As Chaliès and Durand (2000) point out, in this structure, it is the supervisor who has the upper hand, and the interview rarely deviates from the guiding thread traced by the pre-established grid.

7. Research limitations and prospects

In order to determine how debriefings evolve as the pre-service teacher progresses through the teacher preparation program, a longitudinal study could be carried out on the different debriefings experienced by the same pre-service teacher at different points in their program. It would also be interesting to identify the link between the trainer's feedback and the pre-service teacher's intentions to act (Baco, 2022) and their implementation in the lessons following the debriefing.

In addition, the relevance of the evaluation grid to the expectations of the legal text (FWB, 2000; 2001) and to the literature syntheses on the competences expected of pre-service teachers could be scientifically evaluated.

8. Conclusion

This study presented an analysis of 13 triad debriefings. It was observed that speaking time was unequally distributed between the stakeholders. This leaves pre-service teachers with little time to reflect on their own practice. Among the competences on the evaluation grid used by the supervisor, those relating to learning management and classroom management, the two functions of teaching, were identified as being highly developed during the debriefings. More unexpectedly, it has been identified that a significant amount of time during debriefings is spent talking about failings relating to administrative record-keeping. These considerations, though necessary, waste precious time for the triad, who could be discussing other aspects of the practice. Finally, it was possible to identify the phases that make up the debriefing, as well as the fact that the supervisor's grid serves as a guideline for a significant part of the debriefing. This has the advantage of focusing discussions on the competences expected in initial teacher preparation.

The implications for practice are multiple. Firstly, training institutions could take advantage of these findings from authentic exchanges to think about the types of debriefings they wish to set up (more or less directive). For example, the place of the pre-service teacher and what is expected of them could be (re)defined. Similarly, the role of the cooperating teacher, in the light of the results, seems to vary considerably. Training for cooperating teachers and clear guidelines could clarify the type of triadic debriefing we would like to implement. Secondly, training institutions could use these results as a baseline to compare the evolution of professional practices of supervisors and cooperating teachers, depending on the type of practices they wish to implement. Thirdly, this study can be used to train future supervisors who may not have the opportunity to be prepared for post-lesson conference debriefings.

9. Funding

This study was carried out as part of a thesis co-financed by the University of Mons, the "*Haute Ecole en Hainaut*", the "*Haute Ecole Provinciale de Hainaut - Condorvet*" and the "*Haute Ecole Albert Jacquard*".

10. References

- Agence pour l'Évaluation de la Qualité de l'Enseignement Supérieur (AEQES). (2014). Évaluation du bachelier instituteur(-trice) primaire en Fédération Wallonie-Bruxelles. Analyse transversale. Bruxelles, Belgique : AEQES. <http://www.aeqes.be/documents/20141022ATPRIMAIREMEP.pdf>
- Amamou, S. (2022). *Évolution du sentiment d'efficacité personnelle des stagiaires à gérer la classe durant un stage de longue durée au Québec : influence des pratiques d'accompagnement des personnes enseignantes associées* (Thèse de doctorat). Université de Sherbrooke. https://savoirs.usherbrooke.ca/bitstream/handle/11143/19160/amamou_salem_PhD_2022.pdf?sequence=4
- Amamou, S., Desbiens, J.-F. & Vanderclayen, F. (2022). Influence des pratiques d'accompagnement des personnes enseignantes associées sur le sentiment d'efficacité personnelle des stagiaires québécois et québécoises à gérer la classe. *Didactique*, 3(3), pp. 139-163. <https://doi.org/10.37571/2022.0307>
- Baco, C. (2022). Évolution de la mise en œuvre de l'enseignement explicite par une institutrice primaire soutenue par un dispositif de formation et de coaching – Une étude de cas (Mémoire de Master). Université de Mons. <https://hdl.handle.net/20.500.12907/45268>
- Baco, C., Derobertmeasure, A., & Bocquillon, M. (2021a). Formation initiale des enseignants : proposition d'un référentiel pour les maîtres de stage. *Enseignement et Apprentissages*, 1, 3-20. <http://dx.doi.org/10.13140/RG.2.2.16141.67046/1>
- Baco, C., Derobertmeasure, A., Bocquillon, M., & Demeuse, M. (2021b). Quel est le niveau de maîtrise déclaré par les maîtres de stage de l'enseignement obligatoire en Belgique francophone ? *Enseignement et Apprentissages*, 2, 1-30. <http://dx.doi.org/10.13140/RG.2.2.18348.80004/2>
- Baco, C., Derobertmeasure, A., Bocquillon, M., & Demeuse, M. (2022). Quelle maîtrise des compétences nécessaires à l'exercice de la fonction de maître de stage en Belgique francophone ? Analyse des résultats d'une large enquête auprès des professionnels. *Evaluer. Journal international de recherche en éducation et formation*, 7(1), 71-105. <https://journal.admcec.org/index.php/ejiref/article/view/307>
- Baco, C., Derobertmeasure, A., Bocquillon, M., & Demeuse, M. (2023). Initial teacher training : Validation of a competence reference framework for the training of mentor teachers / cooperating teachers, *Frontiers in Education*, 7, 1-16. <https://doi.org/10.3389/feduc.2022.1010831>
- Baco, C., Derobertmeasure, A., Bocquillon, M., Demeuse, M., & Delbart, L. (2024). Regards croisés sur la place du terrain et la collaboration lors de la formation initiale des enseignants : l'avis des maîtres de stage et des superviseurs. Dans C. Van Nieuwenhoven, A. Malo & O. Maulini (Eds.), *Le terrain dans la formation initiale des enseignant.es épreuve de vérité ou laboratoire d'expériences ?* (pp. 77-97). Louvain-la-Neuve : De Boeck.
- Banville, D. (2006). Analysis of exchanges between novice and cooperating teachers during internships using the NCATE/NASPE standards for teacher preparation in physical education as guidelines. *Research Quarterly for Exercise and Sport*, 77(2), 208. <https://doi.org/10.1080/02701367.2006.10599355>

- Banville, D. & Rikard, L. (2001) Observational Tools for Teacher Reflection. *Journal of Physical Education, Recreation & Dance*, 72(4), 46-49. <https://doi.org/10.1080/07303084.2001.10605739>
- Beckers, J. (2009). Contribuer à la formation de « praticiens réflexifs ». Pistes de réflexion. *Puzzle*, 26, 4-14.
- Ben-Peretz, M., & Rumney, S. (1991). Professional thinking in guided practice. *Teaching and Teacher Education*, 7, 517–530. [https://doi.org/10.1016/0742-051X\(91\)90046-R](https://doi.org/10.1016/0742-051X(91)90046-R)
- Bocquillon, M. (2020). *Quel dispositif pour la formation initiale des enseignants ? Pour une observation outillée des gestes professionnels en référence au modèle de l'enseignement explicite* (Thèse de doctorat). Université de Mons. <https://tel.archives-ouvertes.fr/tel-02929814v1>
- Bocquillon, M., Baco, C., Derobertmeasure, A., & Demeuse, M. (2022a). Choisir un logiciel d'observation en fonction des objectifs de recherche. Dans B. Albero & J. Thievenaz (Eds.), *Enquêter dans les métiers de l'humain. Traité de méthodologie de la recherche en Sciences de l'Éducation et de la Formation* (Tome 1) (pp. 504-519). Dijon : Raison et Passions.
- Bocquillon, M., Baco, C., Derobertmeasure, A., & Demeuse, M. (2022b). Construire une grille d'observation directe adaptée à la question de recherche. Dans B. Albero & J. Thievenaz (Eds.), *Enquêter dans les métiers de l'humain. Traité de méthodologie de la recherche en Sciences de l'Éducation et de la Formation* (Tome 1) (pp. 490-503). Dijon : Raison et Passions.
- Brûlé, P. (1983). *Mesure du style de supervision : théorie et application*. Chicoutimi : Ed. G. Morin.
- Campbell, T., & Lott, K. (2010). Triad dynamics : investigating social forces, roles, and storylines. *Teaching Education*, 21(4), 349-366. <http://dx.doi.org/10.1080/10476210903518396>
- Chaliès, S. & Durand, M. (2000). L'utilité discutée du tutorat en formation initiale des enseignants. *Recherche & Formation*, 35, 145-180. https://www.persee.fr/doc/refor_0988-1824_2000_num_35_1_1678
- Childre, A.L., & Van Rie, G.L. (2015). Mentor teacher training : a hybrid model to promote partnering in candidate development. *Rural special education quarterly*, 34(1), 10–16. <https://doi.org/10.1177/875687051503400104>
- Colognesi, S. & Van Nieuwenhoven, C. (2019). Chapitre 8. Un groupe de recherche collaborative comme levier de développement des compétences professionnelles et de (re) connaissance du métier. Dans : P., Guibert (Ed.), *Questionner et valoriser le métier d'enseignant : Une double contrainte en formation* (pp. 139-155). Louvain-la-Neuve: De Boeck Supérieur. <https://doi.org/10.3917/dbu.guibe.2019.01.0139>
- Colognesi, S., Van Nieuwenhoven, C., Runtz-Christan, E., Lebel, C., & Bélair, L. M. (2019). Un modèle de postures et d'interventions comme ensemble dynamique pour accompagner les pratiques en situation professionnelle. *Phronesis*, 8(1-2), 5–21. <https://doi.org/10.7202/1066581ar>
- Colognesi, S., Deprit, A., Coppe, T., Van Nieuwenhoven, C., März, V., & Hanin, V. (2021). Developing Student Teachers' Reflexivity Toward Their Course Planning : Implementation of a Training Program Focused on Writing and Reflective Skills. *SAGE Open*, 1-14. <https://doi.org/10.1177/21582440211016897>

- Correa Molina, E. (2004). Exploration des ressources du superviseur de stage lors d'entretiens post-observation en classe (Thèse de doctorat). Université de Montréal. https://papyrus.bib.umontreal.ca/xmlui/bitstream/handle/1866/17673/Correa_Molina_Enrique_2004_these.pdf?sequence=1
- Crasborn, F., Hennissen, P., Brouwer, N., Korthagen & Bergen, T. (2011). Exploring a two-dimensional model of mentor teacher roles in mentoring dialogues. *Teaching and Teacher Education* 27, 320-331. <https://doi.org/10.1016/j.tate.2010.08.014>
- Cutrer-Párraga, E., Hall-Kenyon, K., Ellsworth Miller, E., Christensen, M., Collins, J., Reed, E. & Beer, T. (2022). Mentor teachers modeling : affordance or constraint for special education pre-service teachers in the practicum setting? *Teacher Development*, 26, 587-605. <https://doi.org/10.1080/13664530.2022.2105939>
- De Jager, B., Reezigt, G. J., & Creemers, B. P. (2002). The effects of teacher training on new instructional behaviour in reading comprehension. *Teaching and Teacher Education*, 18(7), 831-842. [https://doi.org/10.1016/S0742-051X\(02\)00046-X](https://doi.org/10.1016/S0742-051X(02)00046-X)
- Dejaegher, C., Watelet, F., Depluvrez, F., Noël, S., & Schillings, P. (2019). Conceptualisation de l'accompagnement des maîtres de stage et analyse de ses effets chez les stagiaires. *Activités*, 16(1). <https://doi.org/10.4000/activites.4183>
- Delbart, L., Baco, C., Bocquillon, M., & Derobertmeasure, A. (2023). Effective Classroom Management Training to Promote Better Education : Changes in Pre-service Teacher Strategies after Triad Debriefing. *Journal of Education and Training Studies*, 12(1) 64-80. <https://doi.org/10.11114/jets.v12i1.6516>
- Derobertmeasure, A., Dehon, A., & Demeuse, M. (2011). L'approche par problème : un outil pour former à la supervision des stages. *Formation et pratiques d'enseignement en questions*, 13, 203-224. http://www.revuedeshep.ch/site-fpeq-n/Site_FPEQ/13_files/010_derober.pdf
- European Commission/EACEA/Eurydice. (2015). *La profession enseignante en Europe : pratiques, perceptions et politiques Rapport Eurydice*. Luxembourg : Office des publications de l'Union Européenne. <https://op.europa.eu/fr/publication-detail/-/publication/36bde79d-6351-489a-9986-d019efb2e72c>
- Fédération Wallonie-Bruxelles. (2000). Décret définissant la formation initiale des instituteurs et des régents (12 décembre 2000). *Moniteur belge*, 19 janvier 2001, p. 1471.
- Fédération Wallonie-Bruxelles (2001). Décret définissant la formation initiale des agrégés de l'enseignement secondaire supérieur (8 février 2001). *Moniteur belge*, 22 février 2001, p. 5245.
- Fédération Wallonie-Bruxelles. (2021). Décret modifiant le décret du 7 février 2019 définissant la formation initiale des enseignants (2 décembre 2021). *Moniteur belge*, 2 février 2022, p.8551.
- Gauthier, C., Bissonnette, S., & Richard, M. (2013). *Enseignement explicite et réussite des élèves. La gestion des apprentissages*. Bruxelles : De Boeck.
- Glenn, W.J. (2006). Model versus Mentor : Defining the Necessary Qualities of the Effective Cooperating Teacher. *Teacher Education Quarterly*, 33 (1), 85-95. http://www.teqjournal.org/backvols/2006/33_1/11nieto.pdf

- Hammond, L., & Moore, W.M. (2018). Teachers Taking up Explicit Instruction : The Impact of a Professional Development and Directive Instructional Coaching Model. *Australian Journal of Teacher Education*, 43(7). <http://dx.doi.org/10.14221/ajte.2018v43n7.7>
- Gouin, J.-A. & Hamel, C. (2022). Quels modèles d'accompagnement pour les stagiaires en enseignement afin de favoriser l'articulation théorie-pratique ? *Canadian Journal of Education / Revue canadienne de l'éducation*, 45(1), 35–52. <https://doi.org/10.53967/cje-rce.v45i1.4705>
- Hoffman, J. V., Wetzel, M. M., Maloch, B., Greeter, E., Taylor, L., DeJulio, S., & Vlasch, S. K. (2015). What can we learn from studying the coaching interactions between cooperating teachers and preservice teachers? A literature reviews. *Teaching and Teacher Education*, 52, 99-112. <http://dx.doi.org/10.1016/j.tate.2015.09.004>
- Idir, A & Negaz, M. (2021). La supervision en milieu de pratique : comment mieux accompagner un stagiaire ? *Revue Académique des Etudes Sociales et Humaines* 13(1), 3-16. <https://www.asjp.cerist.dz/en/downArticle/552/13/3/144385>
- Kohler, F.W., Crilley, K.M., Shearer, D.D., & Good, G. (1997). Effects of peer coaching on teacher and student outcomes. *The Journal of Educational Research*, 90(4), 240-250. <https://doi.org/10.1080/00220671.1997.10544578>
- Leriché, J., Desbiens, J-F., Dugal, J-P. & Amade-Escot, C. (2010) Analyse de l'accompagnement du stage en responsabilité au Québec et en France : un regard sur les entretiens post-leçons à l'aide de l'écologie de la classe. *eJRIEPS*, 19, 71-98. <http://journals.openedition.org/ejrieps/5443>
- Maes, O., Colognesi, S. et Van Nieuwenhoven, C. (2018). « Accompagner/former » ou « évaluer/vérifier » : une tension rencontrée par les superviseurs de stage des futurs enseignants ? *Éducation et formation*, 308(1), 95-106. https://www.researchgate.net/publication/323295272_Accompagnerformer_ou_evaluerverifier
https://www.researchgate.net/publication/323295272_Accompagnerformer_ou_evaluerverifier
[Une tension rencontrée par les superviseurs de stage des futurs enseignants](https://www.researchgate.net/publication/323295272_Accompagnerformer_ou_evaluerverifier)
- Merket, M. (2022). An analysis of mentor and mentee roles in a pre-service teacher education program : a Norwegian perspective on the future mentor role. *Mentoring & Tutoring : Partnership in Learning*, 30(5), 524-550. <https://doi.org/10.1080/13611267.2022.2127261>
- Mc Gee, I.E. (2019). Developing Mentor Teachers to Support Student Teacher Candidates. *SRATE Journal*, 28 (1), 23-3. <https://files.eric.ed.gov/fulltext/EJ1203423.pdf>
- Miles, M.B., & Huberman, A.M. (2003). *Analyse des données qualitatives* (2e édition). Bruxelles: De Boeck.
- Noldus, L.P.J.J. (1991). The Observer : A software system for collection and analysis of observational data. *Behavior Research Methods, Instruments, & Computers*, 23 (3), 415-429. <https://doi.org/10.3758/BF03203406>
- Portelance, L. (2011). *Une analyse des manifestations du dialogue collaboratif entre enseignant associé et stagiaire*. Dans L. Portelance, C. Borges et J. Pharand (Dir.), *La collaboration dans le milieu de l'éducation. Dimensions pratiques et perspectives théoriques* (pp. 27-43). Québec, Québec : Presses de l'Université du Québec. Portelance, L., Gervais, C., Lessard, M., & Beaulieu, P. (2008). *La formation des enseignants associés et des superviseurs universitaires*. Rapport de recherche. Cadre de référence. Québec : Ministère de l'Éducation, du loisir et du sport.

https://www.usherbrooke.ca/education/fileadmin/sites/education/documents/Intranet/Documents_officiels/Rapport_Cadre_reference_2009.pdf

Ria, L., (2007). Transformation de l'activité professorale lors d'un dispositif d'observations entre pairs : un enjeu de recherche et de formation pour l'accompagnement dans l'entrée dans le métier des enseignants du second degré en France. *Formation et pratiques d'enseignement en questions*, 6, 61-82. https://revuedeshp.ch/site-fpeqn/Site_FPEQ/6_files/2007-6-Ria.pdf

Simons, G., Delbrassine, D., Pagnoul, P., & Van Hoof, F. (2009). Pratiques réflexives en didactique des Langues et littératures modernes à l'ULg : description, évaluation, perspectives. *Puzzle*, 26, 20-27. <https://hdl.handle.net/2268/79399>

Shulman, L.S. (1986). Paradigms and research programs in the study of teaching. Dans M.C. Wittrock (Ed.), *Handbook of Research on Teaching* (pp. 3-36) (3e éd.). New York : Macmillan.

Strong, M. & Baron, W. (2004). An Analysis of Mentoring Conversations with Beginning Teachers : Suggestions and Responses. *Teaching & Teacher Education*, 20 (1), 47-57. <https://doi.org/10.1016/j.tate.2003.09.005>

Valencia W.S., Martin, S.D., Place, N.A., & Grossman, P. (2009). Complex Interactions in Student Teaching, Lost Opportunities for Learning. *Journal of Teacher Education*, 60(3), 304-322. <https://doi.org/10.1177%2F0022487109336543>

Vanderclayen, F. (2010). *Gérer un incident critique organisationnel en éducation physique : régulation émotionnelle d'enseignants-stagiaires et accompagnement par leurs maîtres de stage* (Thèse de doctorat). Université Catholique de Louvain. <http://hdl.handle.net/2078.1/32311>

Vanderclayen, F., Boudreau, P., Carlier, G. et Delens, C. (2013). Styles de supervision de maîtres de stage en éducation physique : prise en compte du vécu émotionnel des stagiaires lors d'un entretien post-leçon. *eJRIEPS*, 28, 61-99. <http://journals.openedition.org/ejrieps/2899>

Van Nieuwenhoven, C., Roland, N. (2015). La formation pratique des enseignants en Belgique francophone. *Formation et profession*, (23)3, 210-217. <http://dx.doi.org/10.18162/fp.2015.a82>

Van Nieuwenhoven, C., Picron, V. & Colognesi, S. (2016). Accompagner les premiers pas des stagiaires de terrain : quels enjeux et quelles tensions pour les formateurs ? Dans L. Ria (Ed.), *Former les enseignants au XXIe siècle. Volume 2 : Professionnalité des enseignants et de leurs formateurs*. (pp.139-150). Bruxelles : De Boeck Supérieur.

11. Appendix 1: Competency and sub-competency headings on the supervisor's evaluation grid

The following table shows the titles of the competences and sub-competences on the grid completed by the supervisor during the pre-service teacher's performance.

Table 1.

Competence and sub-competence headings on the supervisor's evaluation grid

C1: Communicate adequately in the language of instruction (French) in the various contexts related to the profession
Master oral language in the classroom.
Master written language in class.
Master written language in folders (student documents and protocols).
Use complementary verbal and non-verbal language (body language and gestures).
Adapt oral and/or written interventions to different situations (target audience and context).
Formulate clear, pertinent instructions and questions.
C2: Respect a (deontological) framework and adopt an ethical approach in a democratic and responsible perspective.
Respect the deontological framework of the profession (values, ethics, civic commitment).
Collaborate actively and positively in the training institution - internship school partnership.
Fulfill the administrative requirements of the training institution and the internship school (class diary, punctuality, professional secrecy, punctuality in handing in preparations).
C3: Develop expertise in the content taught
Demonstrate research and intellectual curiosity in professional practice. (C4)
Master the content to be taught in preparation.
Master the content taught in class (accuracy).
Follow the curriculum and correctly target competences and objectives.
Adapt the subject matter to the target audience (relevance).
C4: Design, conduct, regulate and evaluate learning situations that promote the development of all aspects of each student.
Design structured learning situations (coherent flowchart and sequences - learning progression).
Offer appropriate, high-quality teaching materials.
Implement varied, relevant activities in different disciplines.
Make judicious use of didactic support materials.
Question knowledge and practices (debriefing, annotation of methodological comments and reflective analysis).

Manage classroom time effectively.
Plan a methodology adapted to the subject matter, activities and target audience.
Differentiate learning to adapt teaching and encourage each student's progress (including consolidation, remediation and overtaking activities).
Design assessment strategies that are relevant, varied and adapted to the different stages of learning.
C5: Create and develop an environment that stimulates social interaction and the sharing of common experiences, where everyone feels accepted.
Manage the classroom in a way that is stimulating, structuring and securing.
Respond appropriately to different classroom situations.

12. Appendix 2: The analysis grid

1. Introduction

The following tables present the different modules of a thematic analysis grid used to code the verbal interventions of the triad (pre-service teacher, cooperating teacher, supervisor). The grid is made up of Level I categories (in bold) and Level II categories (in italics). Each category and sub-category is illustrated with examples of authentic comments taken from recordings of post-lesson triad conferences. The grid respects the principle of exhaustiveness (all analyzed utterances can be coded). Similarly, the categories are mutually exclusive, i.e. the same verbal intervention cannot be coded in two categories. The grid was designed in a mixed way. On the one hand, it is based on an evaluation grid used by a supervisor. This grid is made up of five competences numbered from C1 to C5. On the other hand, emergent categories were created during testing of the grid on the corpus made up of different post-lesson triad conferences. The first five modules of the grid correspond to the modules created from the supervisor's evaluation grid, and the last module corresponds to the emerging categories.

2. The thematic analysis grid

This section presents each of the modules in the grid. Level I categories are in bold in the text, and Level II categories are italicized.

2.0. Module "C1: Communicate adequately"

The following table shows the Level I category "C1: Communicate adequately" and its Level II sub-categories. This module of the grid focuses on the pre-service teacher's ability to communicate both orally and in writing. It also covers the pre-service teacher's ability to use non-verbal language in addition to verbal language, to adapt their interventions to the public and to formulate clear instructions. A general category "Other C1" is used to code interventions relating generally to this competence.

Table 1.

Level I category "C1: Communicate adequately" and its Level II sub-categories

Categories	Category definition	Examples of verbal interventions
C1: Communicate adequately	This category is coded when one of the stakeholders in the triad refers to the pre-service teacher's communication (oral or written; verbal or non-verbal) in class and in written documents.	
<i>Mastery of oral language in class</i>	This category is coded when one of the actors in the triad refers to the pre-service teacher's mastery of the oral language during classroom performances (e.g., intervention with students).	"Be careful with the level of language, keep it at a sustained level." (Supervisor)
<i>Mastery of written language in class</i>	This category is coded when one of the stakeholders in the triad refers to the pre-service teacher's	"I put "aies"? But it was too late. I'd said it and we'd already passed..." (Pre-service teacher)

	mastery of the written language during classroom performances (e.g. writing on the blackboard).	"In C1 and well yes your first sentence look, reread what you wrote on the board. The protagonist..." (Supervisor)
<i>Mastery of written language</i>	This category is coded when one of the stakeholders in the triad refers to the pre-service teacher's mastery of the written language in the pre-service teacher's folder (e.g. preparation sheets, student documents, "reflective" annotations...).	"There are no orthographical errors in the documents" (supervisor, fictitious example)
<i>Complementarity of gestures and words</i>	This category is coded when one of the stakeholders in the triad evokes non-verbal communication elements (e.g. gestures, intonation, smile, presence in class).	"It's better, but I think you can still reduce it a little bit and you can feel the smile behind the mask." (Supervisor) "In terms of your interactions, it was really much better. I saw that you even have your eyebrows. They were talking for you. Okay? So that was better." (Cooperating teacher)
<i>Adapt interventions</i>	This category is coded when one of the stakeholders in the triad refers to the pre-service teacher's need to adapt their classroom interventions to the students (e.g. culture, social level...).	"You adapt. I say, watch out, "guys", it works well here, it's the public, yes. It works well." (Supervisor)
<i>Formulate instructions</i>	This category is encoded when one of the stakeholders in the triad talks about the pre-service teacher's formulation of instructions to the students.	"And then, and another thing about the instructions, there I put less. I think you should make it a little clearer." (Supervisor)
<i>Other C1</i>	This category is coded when one of the stakeholders in the triad mentions the pre-service teacher's communication or the "C1" competence in general.	"All in all, for C1, which was instructions, communication and so on, it was good". (Supervisor) "So C1, that's communicating adequately in the language of instruction, that's more on the whole." (Supervisor)

2.1. Module "C2: Respect a (deontological) framework and adopt an ethical approach"

The following table presents the Level I category "C2: Respect a (deontological) framework and adopt an ethical approach" and its Level II sub-categories. This module of the grid focuses on the pre-service teacher's ability to respect the ethics of the teaching profession, to support collaboration between the training institution and the school environment, and to respect the administrative expectations of the training institution. A general category "Other C2" is used to code interventions relating generally to this competence.

Table 2.

Level I category "C2: Respect a (deontological) framework and adopt an ethical approach" and its Level II sub-categories

Categories	Category definition	Examples of verbal interventions
<p>C2: Respect a (deontological) framework and adopt an ethical approach: This category is coded when one of the triad's stakeholders refers to respect of the profession's deontological framework (teacher); collaboration between the training institution and the internship school, including administrative documents and respect of the training institution's administrative (pre-service teacher's documents in their folder; provision of timetables, ...)</p>		
<i>Deontological</i>	This category is coded when one of the stakeholders in the triad mentions respect for the ethical framework of the teaching profession.	"You don't stigmatize students according to their social background" (Supervisor, fictitious example).
<i>Collaboration</i>	This category is coded when one of the stakeholders in the triad refers to the collaboration between the training institution and the internship school, including administrative documents (notably a document called "expectations" or internship contract).	"By the way, I couldn't find your expectations document." (Supervisor) "Maybe I should come back to C2. Madame was telling me that there was a little negotiation in the prep work to be handed in..." (Supervisor)
<i>Administrative</i>	This category is coded when one of the stakeholders in the triad refers to respect for the pre-service teacher's administrative expectations (documents in the pre-service teacher's folder, provision of timetables, etc.).	"In fact, I didn't give you the timetable because I learned about it yesterday with the French as a Foreign Language course". (Pre-service teacher)
<i>Other C2</i>	This category is coded when one of the triad's stakeholders refers to the C2 competence in general terms.	"C2 is administrative. I put excellent." (Supervisor, Triad n°3) "C2 administrative, I gave you less for several things, but it's not a big deal, okay?" (Supervisor)

2.2. Module "C3: Mastery of content, intellectual curiosity, respect for curricula and adaptation of content to student level".

The following table presents the Level I category "C3: Mastery of the content, intellectual curiosity, respect for curricula and adaptation of the content to the level of the students" and its Level II sub-categories. This module of the grid focuses on the pre-service teacher's ability to master the subject they teach, both in lesson preparation and in classroom performance. It also focuses on the pre-service teacher's adherence to the teaching program and adaptation of the content to the level of the pupils. In addition, a sub-category focuses on the pre-service teacher's intellectual curiosity. A general category "Other C3" is used to code interventions relating generally to this competence.

Table 3.

Level I category "C3: Mastery of content, intellectual curiosity, respect for curricula and adaptation of content to student level" and its Level II sub-categories

Categories	Category definition	Examples of verbal interventions
C3: Mastery of content, intellectual curiosity, respect for curricula and adaptation of content to student level	This category is coded when one of the triad's stakeholders mentions the pre-service teacher's mastery of content, intellectual curiosity, respect for curricula and adaptation of the content to the students' level.	
<i>Master the content to be taught in preparation.</i>	This category is coded when one of the stakeholders in the triad refers to the pre-service teacher's mastery of the content (accuracy) in their written productions.	"You have difficulties really at the pure grammar level. If you didn't have a cooperating teacher like I was behind you, which unfortunately isn't always the case, there would have been a lot of problems." (Cooperating teacher)
<i>Master the content taught in class (precision).</i>	This category is coded when one of the stakeholders in the triad speaks about the pre-service teacher's mastery of the content (accuracy) when performing in the classroom.	"Now you need to detach yourself from your sheets. A little synthesis, a little summary, you detach yourself, you need to master that. That's it." (Supervisor) "Why didn't I present the time system properly?" (Pre-service teacher)
<i>Program</i>	This category is coded when one of the stakeholders in the triad refers to respect for the program in the pre-service teacher's written preparations.	"I guess you know that, right, but what column are we in here for firsts of differentiated teaching in the students' competence

		framework? Because there you don't select it." (Supervisor)
<i>Adapt content</i>	This category is coded when one of the stakeholders in the triad mentions that the pre-service teacher has adapted (or not) the material to the level of the students.	"It's a complex subject, but you've adapted it well to your students." (Supervisor, fictitious example)
<i>Curiosity</i>	This category is coded when one of the stakeholders in the triad mentions the pre-service teacher's intellectual curiosity.	"You've searched for very diverse information." (Supervisor, fictitious example)
<i>Other C3</i>	This category is coded when one of the triad's stakeholders refers to the C3 competence in a general way.	"C3. So yes, there you have it, I put a few minuses but I put ok overall for the hour of class observed." (Supervisor)

2.3. Module: "C4: Design, conduct, regulate and evaluate learning situations"

The following table presents the Level I category "C4: Design, conduct, regulate and evaluate learning situations" and its Level II sub-categories. This module of the grid covers the pre-service teacher's ability to plan a methodology, and to propose and use didactic supports. It also covers the pre-service teacher's ability to implement learning activities, manage time and differentiate learning. Similarly, this module focuses on the pre-service teacher's ability to design relevant, varied and appropriate assessments. A sub-category of the module is devoted to the ability to question one's knowledge and practices. A general category "Other C4" is used to code interventions relating generally to this competence.

Table 4.

Level I category " C4: Design, conduct, regulate and evaluate learning situations " and its Level II sub-categories

Categories	Category definition	Examples of verbal interventions
C4: Design, conduct, regulate and evaluate learning situations	This category is coded when one of the actors mentions the design, conduct, regulation and/or evaluation of teaching-learning situations. This category is not coded when one of the actors in the triad refers to communicating with the pre-service teacher (C1), meeting the administrative expectations of the training institution (C2), mastering the subject matter (C3) or classroom management (C5).	
<i>Plan a methodology adapted to the content, activities and audience.</i>	This category is coded when one of the stakeholders in the triad mentions the methodology proposed in the pre-service teacher's written preparations.	"There's one thing I miss in your preparations. For me, it's these famous activity-based objectives. What are you aiming for?" (Supervisor)

<i>Propose appropriate, high-quality didactic support</i>	This category is coded when one of the stakeholders in the triad mentions the didactic support offered by the pre-service teacher.	"I also really like the fact that the objectives are present on the student documents, I like that too. (Supervisor)
<i>Make judicious use of didactic support</i>	This category is coded when one of the stakeholders in the triad talks about the pre-service teacher's use of the didactic supports.	"We had to bounce back because it was printed on both sides. So I gave my documents away. Fortunately, there were only six students." (Pre-service teacher)
<i>Implement varied, relevant activities</i>	This category is coded when one of the stakeholders in the triad mentions the implementation of teaching-learning activities in the classroom (except for classroom management (C5)).	"Yes, it's good, it's adaptation. That's great, but maybe re-note the rules, say that it's an injunctive text. You could have gone back to that, put it in writing, that's all." (Cooperating teacher)
<i>Manage time efficiently</i>	This category is coded when one of the stakeholders in the triad mentions the pre-service teacher's management of classroom time.	"And then, a little advice, if you ever see that it's too close to the timing, that they haven't all finished or they haven't all had the opportunity to put in text as they should, but you can very well say, OK, class journal homework for Thursday: finish the text." (Cooperating teacher)
<i>Differentiate learning</i>	This category is coded when one of the stakeholders in the triad mentions the pre-service teacher's differentiation of learning (in particular, taking into account the specific needs of some students).	"Be careful that it's not too close for dyslexic students." (Supervisor)
<i>Design relevant, varied and appropriate assessments</i>	This category is coded when one of the stakeholders in the triad mentions the pre-service teacher's conception of the assessments.	"Your assessments are well constructed. They correspond to the content of the lesson." (Supervisor, fictitious example).
<i>Question knowledge and practices (debriefing, annotation of methodological comments and reflective analysis).</i>	This category is coded when one of the stakeholders in the triad mentions the pre-service teacher's questioning of their professional practice. This category is coded when one of the stakeholders in	"Your comments? It must be. They need to be much more substantiated. Do you agree? There's not enough for me, what are you aiming for?"

	the triad refers to the pre-service teacher's reflective practice.	What's at stake for you at this point?" (Supervisor)
<i>Other C4</i>	This category is coded when one of the stakeholders in the triad refers to the C4 competence in a general way, or to other aspects of the competence not included in the other Level II categories (e.g., how to assess).	"C4, positive too." (Supervisor). "When a student scores less than 10 on the test, I recommend putting a 0 in front of their score to prevent the student from altering it." (Cooperating teacher)

2.4. Module "C5: Create and develop an environment that stimulates social interaction and the sharing of experiences"

The following table shows the Level I category "Create and develop an environment that stimulates social interaction and the sharing of experiences" and its Level II sub-categories. This module of the grid focuses on the pre-service teacher's ability to manage the classroom in a stimulating, structuring and reassuring way, as well as on their ability to react appropriately to the various situations encountered in the classroom. A general category "Other C5" is used to code interventions dealing generally with this competence.

Table 5.

Level I category "C5: Create and develop an environment that stimulates social interaction and the sharing of experiences" and its Level II sub-categories

Categories	Category definition	Examples of verbal interventions
C5: Create and develop an environment that stimulates social interaction and the sharing of experiences	This category is coded when one of the actors in the triad refers to the pre-service teacher's classroom management.	
<i>Manage the classroom in a stimulating, structuring and reassuring way</i>	This category is coded when one of the stakeholders in the triad refers to the pre-service teacher's classroom management, except when it specifically refers to the pre-service teacher's reaction to events requiring a reaction from the pre-service teacher (e.g. managing difficult behavior).	"Besides, when the other supervisor came she told her. You're very directive. But here, I think, she's relaxed and she's now able to create a bond, which has shown them a few things. You can even laugh with them, whereas at first, no, she was really very distant. Well, because she was stressed..." (Cooperating teacher)

		"By staying, that's a remark I noticed too, you stay too much behind your bench, so if they do an exercise you're there, you show yourself, you turn, you turn, you turn, you turn, you check, you see, you moved a little, but a lot of the time you stay there behind, so that's really a trick for a class management, it's really to move, move." (Supervisor)
<i>React appropriately to different classroom situations</i>	This category is coded when one of the stakeholders in the triad refers to the way in which a pre-service teacher had to react to a particular situation (e.g. managing disruptive behavior).	"But I think it's with this class because I think with other classes it'll be, you'll have to do it differently." (Pre-service teacher) "They've gone beyond the limits and then you go to the desks and check, so that's very positive" (Supervisor).
<i>Other C5</i>	This category is coded when one of the triad's stakeholders refers to the C5 competence in a general way.	"C5, ok." (Supervisor, fictitious example).

2.5 Module: "Emerging categories"

The following table shows the categories (all Level I) emerging from the analysis grid. This module comprises 5 categories. The first category is used to code the triad's comments on the continuation of the internship and the pre-service teacher's future assessments. The second category codes comments on the organization of the debriefing (including the signing of administrative documents) and details on how to evaluate (by the supervisor and/or cooperating teacher). The third category codes comments on the general perception of the pre-service teacher, their performance or internship, as well as comments on the trainers' overall assessment of the pre-service teacher. The fourth category is used to code thanks expressed to the cooperating teacher and verbal interventions by the internship supervisor to accept these thanks. Finally, an "Other" category is used to code verbal interventions by stakeholders which cannot be appropriately classified in the other categories of the grid.

Table 6.*Level I category "Emerging categories"*

Categories	Category definition	Examples of verbal interventions
Consideration of the continuation of the internship and future assessments	This category is coded when one of the actors in the triad mentions the continuation of the internship / future internships / future assessments of the pre-service teacher.	"You'll still have a supervisor's evaluation for the "philosophy and citizenship" course and another in "French language". So you'll be able to catch up" (Supervisor) "So, if you know that it's a difficulty not to have the class before preparing, if you know that..." (Supervisor)
Organization of debriefing (room or speaking points) + signing of administrative documents + details on how to evaluate	This category is coded when one of the actors in the triad says something to help organize the debriefing (setting up the debriefing room, organizing speaking turns). This category is also coded when one of the actors in the triad mentions details of how to evaluate (from the supervisor and/or the cooperating teacher). This category is also coded when one of the actors in the triad says something about signing administrative documents (signing the evaluation form).	"So here it is, S., a little debrief of what I saw... maybe close the door because there are always curious little ones." (Supervisor) "I don't know if Madame wants to." (Supervisor) "The 'French as a foreign language' class, so I don't check the tutor's subject, I obviously know it's been eight years that I've been observing lessons in this subject so I'm starting to be a bit experienced but..." (Supervisor) "I'll let you sign." (Supervisor)
The pre-service teacher's general assessment of their performance or internship, or the trainers' overall assessment of the pre-service teacher	This category is coded when one of the stakeholders in the triad mentions a general perception (overall assessment) of the pre-service teacher's performance. This category is also coded when the supervisor or cooperating teacher asks the pre-service teacher for their general perception of the trainee's performance.	"No, well it's me, it's the same thing, same kind of remarks after, well as she said at the beginning, she was very stressed." (Cooperating teacher) "Well, today, much better. I don't know if I felt it, but I felt it a lot." (Pre-service teacher) "First of all, how do you feel about this U. internship?" (Supervisor)
Thanks to the cooperating teacher	This category is coded when one of the actors in the triad thanks the cooperating teacher or internship (or when the cooperating teacher accepts the thanks).	"Thank you Mrs. L. for supporting us in our teacher preparation process again and again. Thank you so much for taking the students from us every time." (Supervisor)

		"We're slowly coming to the end of the internship. Well, I just wanted to say thank you because, well, it was really nice and, how can I say it, to have confidence like that, it's not for everyone, so it's true that it was really nice". (Pre-service teacher)
Other	This category is coded when the verbal intervention of one of the actors in the triad cannot be coded in the other categories of the grid.	"It's a little data analysis..." (Supervisor) "There you go, so I'll get the ball rolling." (Supervisor) "We've never done it before, but I told them you put a coin in each time. But then it's funny because we have an Erasmus student, who has, who's in first and second year. An Erasmus but French-speaking, from Germany but French-speaking. So here she is after a few months. I had an appointment with her, and she said 'du coup' at the end of each of her sentences..." (Supervisor, Triad n°12)

13. Appendix 3: Coding results for the 13 triads

Figure 1.

Coding results for the 13 triads

