

## **Nancy Goyette**

### **Learning activities to develop well-being of trainees at the bachelor's degree in education**

In Québec (Canada), to be a teacher at the elementary or high school level, a four-year university program is required. The programs are based on a repository of 12 professional competencies that students must develop as be able to plan lessons, manage class and students with behavioral or learning difficulties, evaluate learning evolution but also develop their professional identity. This professional identity have to dimension: personal identity and social identity. In a university course focuses on positive professional identity development, devices towards the emergence of personal skills and strengths of character are put in place to promote well-being of students who are going on internships. To do this, they are required to be able to identify their strengths and limitations, along with personal objectives and means of achieving them, and engage in rigorous reflexive analysis on different aspects of their teaching and competencies development. According to the positive psychology literature, one way to promote teacher's personal skills and optimal functioning could be to identify and develop character strengths. The goal of this intervention is to present learning activities use in university class to prepare student to analyse their practice and their competencies development during internship to help them to build positive professional identity and to prepare them to face professional context of schools. This approach integrating appreciative inquiry (Cooperrider and Whitney, 2005), character strengths (Peterson and Seligman, 2004) and experiential analysis (Kolb, 1984) in teachers' training could be a way to help them succeed in their internship, and in the long term, persevere in the profession despite the complexities and challenges of the first years.

**Nancy Goyette (Ph. D)** is professor and researcher in education sciences at Université du Québec à Trois-Rivières (Canada). She is particularly interested in well-being in teaching and the development of professional and personal identity of teachers. Her research, fueled by the field of positive education, focuses on the development personal skills and strengths of character as part of initial teacher training to prepare them to face professional insertion and encourage perseverance in the trade.

Nancy Goyette (Ph. D) Researcher and professor in education sciences Université du Québec à Trois-Rivières (UQTR) Québec, Canada [nancy.goyette@uqtr.ca](mailto:nancy.goyette@uqtr.ca)  
[www.uqtr.ca/nancy.goyette](http://www.uqtr.ca/nancy.goyette)