Interuniversity Centre for Research on Teacher Training and the Teaching Profession (CRIFPE)

CRIFPE researchers are united by a shared interest in teacher education and what teachers do. Their work is not bound by any particular theoretical framework or methodology, giving rise to multiple divergent approaches which, far from driving them apart, keep them from falling into the trap of substituting consensus for understanding. It's this diversity that makes CRIFPE a source of intellectual and personal inspiration both for researchers and for students.

CENTRE DESCRIPTION

CRIFPE-Laval is a branch of the Interuniversity Centre for Research on Teacher Training and the Teaching Profession (CRIFPE). Founded in 1993, the centre grew at a remarkable pace to the point that it is now—in terms of membership, productivity, and provincial, national, and international influence—Canada’s biggest research centre in the field of education, particularly in the fields of teacher training and the teaching profession.

CRIFPE is recognized and supported by Fonds de recherche du Québec - Société et culture (FRQ-SC) and the Social Sciences and Humanities Research Council (SSHRC). The centre is made up of local chapters officially recognized and funded by their home institutions: CRIFPE-Laval, CRIFPE-Montréal, CRIFPE-Sherbrooke, and CRIFPE-UQ. CRIFPE-Laval is the original centre and was founded by researchers in Université Laval’s Faculty of Education.

MISSION

CRIFPE’s mission is to advance scientific knowledge of teacher training and the teaching profession as two interdependent realities.

Research on teacher training is aimed at understanding the factors that affect the development of teaching skills in order to better meet student needs. At the same time, a greater understanding of teachers’ work forms a basis for better preparing the teachers of the future.
CRIFPE is recognized and funded by FO-RSC and SSHRC and was the first centre in the field of education to receive a grant under the SSHRC Major Collaborative Research Initiative program—incidentally the largest grant ever awarded by SSHRC to an education research centre. On October 11, 2005, CRIFPE received the Canadian Education Association’s CEA Whitworth Award for Education Research as Canada’s top institution in the field, recognizing the national and international scope of the centre’s education research accomplishments.

The centre’s greatest strengths are the quality of its cutting-edge researchers, its publications and research output, and of course the training provided to students. For student members, CRIFPE-Laval adds value to their training with its inter- and multidisciplinary dimensions—further enriched by a wealth of scientific activities (symposiums, roundtables, work meetings, seminars, etc.) adding to an already topnotch educational program. CRIFPE researchers also occupy strategic positions in the education sciences community both in Quebec and beyond, which provides an important boost to CRIFPE-Laval’s scientific effectiveness. CRIFPE-Laval director Érick Falardeau, for example, is chair of the board of Association québécoise des professeurs de français (AQPF); Clermont Gauthier, director of CRIFPE’s first focus area, preparatory and ongoing teacher training, is Canada Research Chair in the Study of Teacher Training; and Denis Jeffrey, member of the editorial committee of Formation et Profession, CRIFPE’s international education sciences journal, has been working in collaboration with French researchers Michel Maffesoli at the Sorbonne, David Le Breton in Strasbourg, and Martine Xiberras in Montpellier for over 20 years. Having centre researchers strategically placed throughout the field helps members establish collaboration networks with education partners in Quebec, other Canadian provinces, and world-wide.

Master’s and doctoral candidates whose work is supervised or co-supervised by a centre researcher are automatically members of the centre. The CRIFPE-Laval team’s research is focused on four general areas: teacher training (preparatory and ongoing), entry into the profession, pedagogical intervention, and the teaching professions in the schools. These four areas cover the main aspects and issues in teacher training and the teaching profession as they relate to learners’ academic success.

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Key Achievements

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