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**Certificate in elementary education for substitute teachers - 4955**

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**RESPONSABLE :**

Lily Bacon  
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**SCOLARITÉ :**

30 crédits, Premier cycle

**OBJECTIFS :**

The objective of this program is to prepare substitute teachers to intervene with students at the preschool and elementary level. More specifically, it aims at providing future substitute teachers with the background knowledge necessary to better understand the challenges of the pedagogical renewal and at enabling them to develop tools likely to help them act properly in their professional activity.

**CONDITIONS D'ADMISSION :**

**Base collégiale**

Hold a Diploma of Collegial Studies (DCS) or the equivalent.

**Base expérience**

Be at least 21 years of age, with knowledge and experience considered relevant by the Program Administrator.

Applicants whose preparation is not deemed satisfactory may be required to complete refresher courses or preparatory courses.

Teaching diploma - The Certificate in Primary Education for Substitute Teachers does not lead to a legal teaching authorization, that is, a teaching diploma.

**PLAN DE FORMATION :**

**Trimestre 1**

EDU2332E	Introduction to the Teaching Profession and Training Project (3 cr.)
EDU2530E	Workshop on Cognitive Efficiency (3 cr.)
EDU3104E	Children Development and Consequences on Education (3 cr.)
FRA2233E	Text Revision and Writing (3 cr.)

**Trimestre 2**

EDU2113E	Classroom Management Foundations and Strategies (3 cr.)
EDU2116E	Adaptation Difficulties and Intervention (3 cr.)
EDU2429E	Pedagogical Currents and Education History (3 cr.)
LIN2124E	Mother Language as a Learning Object (3 cr.)

**Trimestre 3**

MAE3125E	Mathematics as a Learning Object (3 cr.)
SCI2345E	Science and Technology Laboratory and Didactics I (3 cr.)

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\* : Disponible à distance

**PIÈCES SUPPLÉMENTAIRES ET DIRECTIVES PARTICULIÈRES :**

Relevant experience: Original letter from employer certifying the applicant's number of teaching hours. If relevant experience is not sufficient, the applicant may be admitted to the « 9924 libre » (casual or independent student status) for a few classes and will have to maintain a 2.5/4.3 average. To integrate the certificate the student must present a new application for admission and pay the registration fee.

**EDU2113E****Classroom Management Foundations and Strategies**

**Objectifs :** Understanding the evolution of the concept of class management. Knowing and applying various intervention models and strategies in relation to the organizational structure of the learning environment, learning and socialization support, motivation and disciplinary management.

**Contenu :** This course is closely related to the second practicum course entitled STA4126 Course Management and to EDU2116 Adaptation Difficulties and Intervention. Historical overview. Interactive nature of the teaching practice and its impact on teaching activity and on classroom ecological balance. Understanding phenomena associated with motivation, evaluation and accountability, lack of student discipline and knowledge of intervention plans and problem-solving strategies. Awareness to multi-grade intervention problems, and intervention in a NICT acquisition context; acquisition of efficient situation management strategies. Understanding and use of pedagogical models and methods (direct teaching, cooperative learning, project-focused pedagogy, learning by problem solving, strategic teaching). Development of strategies for creation of a pedagogical climate conducive to student development and learning.

**EDU2116E****Adaptation Difficulties and Intervention**

**Objectifs :** Becoming aware of factors inherent to adaptation difficulties experienced by child and teen students. Developing skills necessary to evaluate problematic situations and identify a process for action. Learning about intervention models and strategies adapted to teaching work and learning how to refer to them when analyzing, planning and implementing an intervention process. The purpose of this course is threefold: acquiring knowledge on student adaptation difficulties; developing analysis skills; and giving some thought to attitudes to develop and interventions to identify and implement. Students are required to develop their own personal evaluation and intervention model.

**Contenu :** Ecosystemic explanation and teacher flexibility. Prevalence and integration of students experiencing adaptation difficulties in an ordinary class. Positive intervention factors. Link between the notion of maladjustment and promoted attitudes and interventions. Historical trends in how services are provided to children experiencing adaptation difficulties. Observation traps. Educational intervention adaptation and customized intervention planning. Solution-oriented approach and interactional approach adapted to school environment.

**EDU2332E****Introduction to the Teaching Profession and Training Project**

**Objectifs :** Developing one's

representation of preschool, elementary and secondary teaching. Positioning the teaching practice in an organizational, institutional and social context.

Becoming aware of the problematic issues of today's education circle. Initiating a personal professional training project. In particular: knowing the professional competences, insisting on competences relating to mediation, professional partners, communication, ethics and professional development.

**Contenu :** Primary school teaching: initial personal representation, competences required by the ministère de l'Éducation du Québec and training program. Introduction to teaching as a complex professional practice within the framework of today's educational system in Quebec in a specific school context. The relationship between school and society: child, family, and today's society. Exploration of the front-line role played by teachers acting as mediators between learning students and content of the training program of the ministère de l'Éducation. Awareness to various problematic issues relating to student learning and success, in particular: low education, poverty, and boys' failure in school; consequences on the teaching practice.

**EDU2429E****Pedagogical Currents and Education History**

**Objectifs :** Bringing teachers-to-be to build a critical and well-balanced understanding of educational conceptions and reference frameworks that have supported school educational activity. Bringing them to examine yesterday's education to understand the evolution and today's teaching work and practice, teacher knowledge, pedagogical approaches, learning designs and underlying frameworks of reference.

**Contenu :** Study of past events and issues that have led to the emergence of teaching, school, pedagogy and critic of pedagogical tradition by the new pedagogy. Focus on discovery of pedagogical currents that have allowed school teaching to develop and conceptions of education, pedagogy, teaching practice and school learning to diversify. Examples. Using an existing typology, discovery of academic, humanist, spiritualist, psycho-cognitivist, socio-cognitivist, technological and social currents.

**EDU2530E****Workshop on Cognitive Efficiency**

**Objectifs :** Bringing students to actualize their intellectual potential and enhance their cognitive efficiency; to know more about cognitive and affective processes at play in new and complex knowledge acquisition and personal and professional problem-solving; to learn how to control and adjust those processes (learning strategy, problem solving strategies, cognitive, affective and meta-cognitive strategies); and to discover and experiment efficient ways of studying and intellectual work methods.

**Contenu :** Human brain and intellectual functioning: cognitive, meta-cognitive, affective and motivational processes, their impact on learning and problem-solving (needs, motivation, perception, memory, data processing, decision-making, application). Intelligence and efficiency: intelligence education and intellectual potential actualization. Designation, self-image, feeling of competence, and motivation to overcome challenges. Impulsiveness control, and emotional and intellectual block management. Organization, planning, time management, resources management. Attention, concentration and memory functioning, and memorization strategies. Data perception and observation and data organization strategies. Problem-solving processes and strategies applied to university learning.

**EDU3104E****Children Development and Consequences on Education**

**Objectifs :** Bringing students to identify the affective and cognitive aspects of child development and their links with learning. Establishing links between intellectual development of children and their learning methods.

**Contenu :** Child development from 0 to 12 years of age and educational consequences: cognitive development according to Piaget and historical and cultural approach of Vygotsky, social cognition, data processing approach. Cognitive styles, affective styles, behavior styles. Individual differences and learning styles. Role of social interaction in the development of constructivist and interactionist perspective to socio-constructivist perspective. Key psycho-affective factors involved in school learning and relative impact. Frames of mind according to Gardner. Cognition and language evolution. Influence of education circles on child development.

**FRA2233E****Text Revision and Writing**

**Objectifs :** Upgrading the students' capacity to detect, analyse, interpret and correct improper usages due to non-application or misapplication of phrase-structure grammar (spelling, punctuation, syntax, morphology, lexicon) and text grammar, as well as poor vocabulary and syntax in situation of text revision. Upgrading the student capacity to write texts without improper usages due to non-application or misapplication of phrase-structure grammar and text grammar, showing concern for rich vocabulary and proper phrase-structure.

**Contenu :** Basic phrase-structure grammar and text grammar notions. Writing as a process or intellectual strategy elements: planning, editing, revision. Writing and text revision strategies. Study of phrase-structure and phrase grammar errors and lack of lexical and syntactic variety.

**LIN2124E****Mother Language as a Learning Object**

**Objectifs :** Expanding the students' vision of the discipline of mother language, in particular: learning contents in the study program. Developing skills necessary to mobilize knowledge in problem-solving situations raised by language. Identifying students' knowledge needs in order for them to meet particular teaching requirements with regard to mastery of mother language in oral and written expression.

**Contenu :** Study of individual practices and attitudes with regard to reading, writing and oral communication. Written language and oral language: first teaching-learning tool. Basic language notions. Study and review of language facts; review of difficulties linked to language usage in written and oral communication contexts. Production of written and oral messages: written and oral communication types. Study program and basic principles. Mother language and learning processes in written and oral expression.

**MAE3125E****Mathematics as a Learning Object**

**Objectifs :** Expanding the vision of future preschool and primary school teachers of the discipline of mathematics, and developing their understanding of the origin, scope and application of mathematics. Bringing them to develop the mastery of key objects of mathematic knowledge in order to meet requirements specific to the teaching profession. Locating fundamental reference points and intelligibility axes of mathematic knowledge in order to make significant and thorough learning possible for students. Take a critical distance with regard to the discipline of mathematics. Casting a critical eye on one's cultural origins, practice and social role. Assessing one's skills and implementing means to develop them with resources available.

**Contenu :** Mathematical problem-solving. Study of various mathematical operating and conceptual notions: know-how linked to usage of various mathematical tools and issues that are the causes of their development and evolution. Natural numbers, integers, rational numbers (fractions and decimals), counting, operations (mental arithmetic, written arithmetic, calculator), geometry (solids, shapes, planes, transformations), length, surface area, volume measuring (qualitative, estimation, quantitative), probabilities and statistics.

**SCI2345E****Science and Technology Laboratory and Didactics I**

**Objectifs :** Developing skills necessary to teach science and technology in primary school and fostering awareness of cultural and social issues of science and technology in daily living.

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## Description des cours

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**Contenu :** Summary study of science structure and of the inclusive value of this field of interdisciplinary studies. The broad currents of science and technology teaching. Study of appropriate pedagogical strategies for science and technology teaching in preschool and primary school. Experimental and investigation process. Study of the science and technology program. Information and communication technologies (ICT) relating to this field of studies.