

**Certificate in elementary education support - 4955**

**RESPONSABLES :**

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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 Elementary Education Support does not lead to a legal teaching authorization, that is, a teaching diploma.

**PLAN DE FORMATION :**

**Mandatory Courses**

EDU2332E	Introduction to the Teaching Profession and Training Project (3 cr.)
EDU2540E	Workshop on Cognitive Efficiency in Educational Contexts (3 cr.)
	24 credits chosen among the following

**Optional Courses**

Students choose one course (3 credits) among the following:

ANG2141	English Grammar (3 cr.)
LIN3401	Essentials of English Grammar (3 cr.)

Students choose three courses (9 credits) among the following:

EDU2206E	Social World as a Learning Object (3 cr.)
LIN2125E	English Language Arts as a Learning Object (3 cr.)
MAE3125E	Mathematics as a Learning Object (3 cr.)
SCI2355E	Science and Technology – Laboratory and Teaching I (3 cr.)

Students choose two courses (6 credits) among the following:

EDU1100E	Organization of Education in Quebec (3 cr.)
EDU2026E	Pedagogical Use of Digital Technology (3 cr.)
EDU2429E	Pedagogical Currents and Education History (3 cr.)
EDU3105E	Child Development and its Consequences in Education (3 cr.)

Students choose two courses (6 credits) among the following:

EDU2113E	Classroom Management Foundations and Strategies (3 cr.)
EDU2116E	Adaptation Difficulties and Intervention (3 cr.)
STA4125E	Practicum I and Seminars: Initiation to the Practice of the Teaching Profession (3 cr.) (EDU2332E)

\*: Disponible à distance

**Règlements pédagogiques :**

A minimum grade of B- (or equivalent) is required to get prior learning recognised.

A course that has been taken more than 10 years ago cannot be recognized for prior learning.

**NOTES :**

The Université du Québec en Abitibi-Témiscamingue cannot guarantee that this program and / its courses can give access to a job position or a substitute charge in all school boards (school service centres). Students, or those who aspire to become one, are therefore responsible for checking beforehand with the school board that concerns them whether the latter recognizes this program and / or its courses for this purpose.

**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.

**ANG2141****English Grammar**

**Objectifs** : To enhance students' knowledge of the English language system and their ability to use accurate and precise metalanguage to describe grammar. Use of syntactic analysis to identify the main components of a sentence, determine the class of a word, identify phrases, determine the syntactic function of a phrase or a clause. To make appropriate word and syntactic choices and justify them with grammatical reasoning. Discover and use recent language resources.

**Contenu** : The basic sentence as tool for analysis. Syntactic analysis used to test hypotheses about language structure. Distinction between types of sentences. Distinction between independent clauses and subordinate clauses. Structure and syntactic functions of phrases. Syntactic, morphological and semantic properties of word classes. Agreement: subject-verb agreement, collective and plural nouns, pronouns and antecedents. Sentence joining methods: coordination, juxtaposition, insertion and subordination. Sentence fragments and comma splices. Common issues with mechanics: apostrophes, hyphenation, capitalization, acronyms, numbers and measurement units, abbreviations.

**EDU1100E****Organization of Education in Quebec**

**Objectifs** : Knowing about organizational structure of the Quebec school system and about the role of key education-related organizations. Knowing about education laws and regulations. Acquiring a factual knowledge of today's educational structure through the analysis of historical, political and sociological elements, and developing a critical faculty in that regard. Situating the teacher's role with regard to professional problematic issues. Developing skills relating to information process (Internet, CD Rom, etc.) and critical thinking; developing attitudes fostering acquisition of a broader culture at various levels.

**Contenu** : Perspectives of the school system. Social and historical overview of its evolution. Laws and regulations. School board organizational structure and functioning. Unions and the teaching profession. Education debates and issues. School workers' rights, roles and obligations. School and institutional life. Pedagogical plans of primary and secondary school. Postsecondary and university networks. Vocational teaching and adult education. Information technologies (Internet, CD Rom, etc.) as learning and skills development tools. (This course adopts a particular method that includes teaching material developed with accessible technological tools. The course involves group meetings where students are in contact with their teachers, as well as individual and group assignments completed with ICT. Computer assisted work will replace some of the fifteen meetings that are normally scheduled for 3-credit courses.)

**EDU2026E****Pedagogical Use of Digital Technology**

**Objectifs** : To develop autonomy and critical thinking competencies that will enable students to choose relevant digital tools, to appropriate them and to use them judiciously. To identify the contributions of digital technology in various teaching and pedagogical approaches. To develop competencies in using digital tools for learning purposes in accordance with the Quebec Education Program. To develop competencies in using digital tools for the preparation and piloting of teaching/learning situations that integrate knowledge. To develop competencies in the use of digital tools for management and professional development purposes, while adopting an ethical and responsible stance.

**Contenu** : Study and experimentation of the various functions of digital technology for learning and teaching management purposes in different disciplines (language arts, mathematics, social universe...). Advantages and limitations of digital technology in teaching. Issues and challenges for teachers and students. Information literacy and collaboration using digital technology. Ethical posture in the digital age. Analysis and critique of digital resources.

**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.

**EDU2206E****Social World as a Learning Object**

**Objectifs** : To self-represent as heir, critic and interpreter of concepts, themes and specific methods to the disciplines concerned with the social world at elementary school and, through them, citizenship education. To self-appropriate the learning content in geography, history and citizenship education as stated in the curriculum. To identify the key concepts in the study of the social environment, the natural environment and culture in order to understand the issues of equity, diversity and inclusion. To make a critical judgement on the values and norms guiding human action and to be trained in intercultural education and eco-citizenship. To develop effective working methods in geography, history and citizenship education.

**Contenu** : Acquisition of concepts, notions and methodologies in geography and history with particular attention to Quebec's social and territorial realities. Study of Indigenous societies, Nouvelle-France, the Thirteen Colonies, the transformations of Quebec and Canada up to the aftermath of the Quiet Revolution. Understanding of the dynamics of social, territorial and environmental change based on theoretical frameworks borrowed from the social sciences. Reflection on Quebec's social world through the practice of dialogue, in the perspective of peaceful coexistence and intercultural education. Introduction to cultural pluralism and the issues of integrating equity, diversity and inclusion in Quebec schools. Awareness about the importance of exercising citizenship from the perspective of eco-citizenship in the twenty-first century. Introduction to the development of informational literacy skills in the social sciences.

**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.

**EDU2540E****Workshop on Cognitive Efficiency in Educational Contexts**

**Objectifs** : To enable students to: actualize their intellectual potential and improve their cognitive efficiency; gain a better understanding of the cognitive, metacognitive and emotional processes involved in the acquisition of new and complex knowledge and in the resolution of personal and professional problems;

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## Description des cours

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learn to control and adjust these processes (cognitive, emotional and metacognitive learning and problem-solving strategies); discover and experiment with effective methods of study and intellectual work. To introduce students to their role as mediators in teaching, in the development and application of learning strategies with their students, in order to support them in the development of their metacognition and cognitive efficiency.

**Contenu** : The brain and intellectual functioning: cognitive, metacognitive, emotional and motivational processes and their implications for learning and problem-solving (needs, motivation, perception, memory, information processing, decision-making, application). Intelligence and efficiency: the education of intellectual growth and the realization of intellectual potential. Attribution, self-image, sense of competence and motivation in the face of challenges. Impulsivity control and management of emotional and intellectual blockages. Organization, planning and management of time and resources. Functioning of attention, concentration and memory, and memorization strategies. Perception of data and strategies for observing and organizing information. Learning and problem-solving strategies applied to academic learning and teaching in kindergarten, elementary and secondary school settings. Role of the mediator in teaching and the criteria for mediation. Natural and structured mediation. Structure of a mediation activity.

### EDU3105E

#### Child Development and its Consequences in Education

**Objectifs** : To get the student to identify the cognitive and social-emotional aspects of child development and their relation to learning. Establish links between the child's intellectual functioning and his/her ways of learning.

**Contenu** : Development of the child (0-12 years old) and the educational consequences: cognitive development according to the Piagetian and Vygotsky's historical-cultural approaches, social cognition, information-processing approach. Cognitive styles, affective and behavioural styles. Individual differences and learning styles. Role of social interaction in the development of the constructivist and interactionist perspective to socioconstructivist perspective. Main psycho-affective factors involved in school learning and their relative impact. Gardner's frameworks of intelligence. Cognition and language development. Influence of educational settings on child development.

### LIN2125E

#### English Language Arts as a Learning Object

**Objectifs** : Expanding the students' view of the discipline of English language arts, in particular the contents of the Quebec Education Program (QEP). Developing skills necessary to mobilize knowledge in

problem-solving situations involving language. Identifying what students need to know in order to meet particular teaching requirements with regard to mastery of English language in oral and written expression.

**Contenu** : Study of individual practices and attitudes in reading, writing and oral communication. Written and oral language as a teaching and learning tool. Language basics. Study and review of linguistic concepts; review of characteristics of language use in written and oral communication contexts. Production of written and oral messages and types of communication. Quebec Education Program and founding principles. Learning processes in English language written and oral expression.

### LIN3401

#### Essentials of English Grammar

**Objectifs** : The aim of this course is to increase students' mastery of English grammar by familiarizing them with the structure of North American English. Students will be able to understand sentence grammar in order to develop clear and effective sentences. Students will also anticipate, identify, and correct common errors made by non-native speakers of English, as well as their own grammatical errors in written and spoken communication.

**Contenu** : Detailed study of English grammar. Descriptive and prescriptive grammar. Parts of speech. Understanding sentence grammar. Clear and effective sentences. Correction of common non-native speaker errors at the word, phrase, and sentence level.

### 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.

### SCI2355E

#### Science and Technology – Laboratory and Teaching I

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

**Contenu** : A summary analysis of the structure of science as well as an examination of the integrative value of this interdisciplinary field of study. Major trends in science and technology education. Review of appropriate teaching strategies for science and technology in kindergarten and elementary school. Experimental approach and investigation process. Analysis of the Science and Technology Program and Progression of Learning. Identification of cultural references fostering the integration of learning. Critical analysis of the knowledge to teach. Development of children's critical thinking skills with regards to sciences and technologies. Introduction to science and technology in kindergarten. Information and communication technologies as they relate to the teaching of this field of study.

### STA4125E

#### Practicum I and Seminars: Initiation to the Practice of the Teaching Profession

**Objectifs** : Becoming initiated into the teaching practice. Learning about the various aspects of the teaching task. Elaborating teaching-learning situations and intervening sporadically in class under the supervision of the associate teacher.

**Contenu** : Introductory days to the teaching profession in the school institution alternated with seminar-type meetings held at university. Elaboration of teaching-learning situations adapted to student needs and characteristics using new information and communication technologies. Conduct of teaching-learning situations under the supervision of the associate teacher. Acclimatization to communicate clearly and efficiently in the teaching language, both orally and in writing, in various teaching contexts. Initiation to cooperative work deemed necessary between the school team and parents. Study of professional, ethical and accountable teaching practice. Oral and written presentation to express thoughts on the initiation experience with the teaching profession.