

Certificat en éducation au préscolaire et en enseignement au primaire en milieu nordique II - 5440

RESPONSABLE :

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SCOLARITÉ :

30 crédits, Premier cycle

OBJECTIFS :

Ce programme vise le développement des compétences des enseignants et des autres ressources inuit en éducation en tant qu'acteurs de première ligne du projet d'école. Il vise la poursuite de la formation des enseignants du niveau préscolaire et primaire. Le cheminement prévu favorise le développement de connaissances et d'habiletés en didactique, en psychopédagogie, en orthopédagogie, en intervention sociale et dans les domaines de la langue, de l'identité et de la culture. Ce programme veut permettre à l'enseignant et aux autres ressources inuit en éducation de : renforcer les outils d'analyse conceptuels des situations éducatives; renforcer le développement des compétences en langue inuit en rapport aux contenus et à l'enseignement de la langue; faire le point sur leur développement professionnel en vue de l'identification des besoins pour la poursuite de la formation; développer les connaissances de base pour l'analyse et la compréhension des interactions entre les groupes de personnes appartenant à des groupes culturels différents et distincts. Pour les fins d'émission d'un grade de bachelier par cumul de certificats, le secteur de rattachement de ce programme est « ÉDUCATION ».

CONDITIONS D'ADMISSION :

Base collégiale

Être titulaire d'un diplôme d'études collégiales (DEC) ou l'équivalent.

Avoir réussi le programme court de perfectionnement didactique et pédagogique en enseignement en milieu nordique (9021).

Base expérience

Être âgé d'au moins 21 ans et posséder des connaissances appropriées et une expérience jugée pertinente.

Avoir réussi le programme court de perfectionnement didactique et pédagogique en enseignement en milieu nordique (9021).

Lorsque les étudiants sont à l'emploi de Kativik Ilisarniliriniq (KI), le comité de cogestion recommande les nouveaux étudiants pour l'admission, en s'appuyant sur les critères et méthodes de sélection suivants : les nouveaux admis aux programmes sont des enseignants, ils sont déjà en fonction dans les écoles, ils ont un minimum d'un an d'expérience et ils démontrent un engagement dans leur travail, une volonté et une capacité d'entreprendre le programme.

Lorsque les étudiants ne sont pas à l'emploi de Kativik Ilisarniliriniq (KI), ils pourront être admis après avoir réussi le programme court en enseignement au préscolaire et au primaire en milieu nordique (9021).

PLAN DE FORMATION :

Cours obligatoires

ARP1741	Essential Knowledge in Plastic Creation in Nunavik Kindergarten and Elementary School (3 cr.)
DID1345	Writing and Revising Inuktitut Texts (3 cr.) (LIN1341 et LIN1342)
DID1346	Speaking Inuktitut: Teaching and Learning (3 cr.) (LIN1341 et LIN1342)
DID1641	Teaching and Learning Sciences and Technology in Nunavik Kindergarten and Elementary School I (3 cr.)
DID1841	Teaching and Learning the Social World in the Northern Environment (3 cr.)
EDU2344	Nunavik's Intercultural School System and Organization of Education in Quebec (3 cr.)
EDU2345	Educational Intervention in Kindergarten (3 cr.)
LIT1745	Inuktitut Literature (3 cr.) (LIN1341 et LIN1342)
STA1432	Practicum III: Preparation and Evaluation of Educational Practice in Inuit Context (6 cr.)

* : Disponible à distance

Règlements pédagogiques :

Une note minimale (ou une moyenne équivalente) de B- est requise pour obtenir une reconnaissance des acquis.

Un cours suivi depuis plus de 10 ans ne peut faire l'objet d'une reconnaissance d'acquis.

NOTES :

DÉCLARATION DES ANTÉCÉDENTS JUDICIAIRES

Il est important de noter que lors de la sollicitation pour une place d'accueil en milieu de stage, les responsables de l'organisme ou de l'institution peuvent vérifier les antécédents judiciaires et, selon la nature des antécédents, ils pourraient refuser d'accueillir le ou la stagiaire. De plus, conformément au Code des professions, le permis d'exercice devant être obtenu au terme de ce programme d'études, pourrait être refusé à une personne présentant des antécédents judiciaires.

Le Département des sciences de l'éducation informe les étudiants qu'ils devront produire une déclaration des antécédents judiciaires lors de la demande de délivrance de l'autorisation d'enseigner, en raison de mesures législatives adoptées par le ministère de l'Éducation, du Loisir et du Sport.

ARP1741**Essential Knowledge in Plastic Creation in Nunavik Kindergarten and Elementary School**

Objectifs : Providing Inuit students with the knowledge they need to develop the future elementary school teacher skills in making and appreciating artistic creations. Train and equip the student for its future role as a transmitter of an artistic culture in the exercise of its function.

Contenu : Introduction to the field of art from a cultural perspective. Discovery and appropriation of plastic language, mediums, transformative gestures and disciplinary vocabulary specific to the plastic arts. Experimentation with the creation process and understanding of the different phases' dynamics. Familiarization with the process of works of art appreciating, media images and cultural objects of artistic heritage in a double approach (sensitive and rational). Introduction to art history: current and major works from diverse cultural sources. Meaning and relevance of creativity teaching in Inuit context.

DID1345**Writing and Revising Inuktitut Texts**

Objectifs : Providing Inuit students with the knowledge they need to develop how to write various texts relevant to the university and the world of education. To write well at an adult level. To increase their ability to revise and correct their texts as well as those of others, both in terms of the structure of the text and the grammar of the sentence. To discover tools, especially digital, relevant for planning, writing, revision and correction.

Contenu : Writing as a process: planning, composing and editing. Differences between revision and correction. Writing, editing and proof-reading strategies. Common text genres used in education. Text grammar: textual consistency; recovery of information; reported speech, text organization; temporal cohesion. Sentence grammar: syntactic maturity. Studying common grammatical errors and lack of clarity in texts. Introduction to relevant digital tools for writing, revising and correcting.

DID1346**Speaking Inuktitut: Teaching and Learning**

Objectifs : Providing Inuit students with the knowledge they need to develop speaking and communication skills, including the ability to talk about language. To develop the ability to communicate adequately in different contexts. To encourage the pupils to use appropriate registers (levels of formality) of language according to the context. To think about how they use language. To plan and test oral activities in a school context. To develop a responsible attitude towards the spoken language as a future teaching professional.

Contenu : Perceptions of the spoken language and its teaching. The process of oral communication. Fundamental

concepts in oral communication (properties of the spoken language, standard language and language variation, oral genres, techniques of oral expression). Non-verbal language. The level of formality in language as determined by context (Language Register). How to organize a class discussion. Language and metalanguage skills. Role of questioning in the construction of school knowledge. How to give a presentation. How to debate and communicate persuasively in the class context. Review issues of spoken Inuktitut. The primary role of the spoken language in communication. Ways to teach the speaking Inuktitut language and different ways to test for oral proficiency.

DID1641**Teaching and Learning Sciences and Technology in Nunavik Kindergarten and Elementary School I**

Objectifs : Providing Inuit students with the knowledge they need to develop the necessary skills and acquiring objects of knowledge and process towards the learning and teaching of science and technology in primary school and fostering awareness of cultural and social issues of science and technology in daily living. Develop a critical sense regarding scientific and technological knowledge included in the elementary school program to support children. Learn how to design and implement teaching-learning situations based on data from science and technology didactics.

Contenu : Summary analysis of the structure of science as well as an examination of the integrative value of this field of interdisciplinary studies. The main trends in science and technology education. Study of pedagogical strategies appropriate to science and technology in kindergarten and elementary. Experimental approach and investigation process. Analysis of the science and technology program and the progression of learning. Identification of cultural landmarks promoting the integration of learning. Review of traditional knowledge according to those aspects. Critical analysis of the knowledge to be taught. The development of critical thinking in the student. Introduction to science and technology in kindergarten and elementary. Information and communication technologies relating to the teaching of this field of study. Elaboration and conducting of learning-teaching activities suited for the cultural context. Analysis of the training challenges of science and technology. Analysis of the place of representations: notion of representation and link with learning, methods of exploring representations, analysis of some examples among students and teachers. Analysis of the place of constructivism.

DID1841**Teaching and Learning the Social World in the Northern Environment**

Objectifs : Strengthen the skills necessary for teaching geography, history and citizenship education in

kindergarten and primary education in the northern context. Explore the links of interdisciplinarity and interdependence between geography and history as well as the other disciplines to be taught. Define the teaching contents of Social Sciences highlighting Inuit culture. Develop skills for the conceptualization of teaching and learning Social Sciences in a northern context. Design educational scenarios using different approaches. Learn about the potential of ICT for the preparation and piloting of teaching-learning activities in the field of Social Sciences in a Nordic context.

Contenu : Reminder of the history of northern citizens: geography, environment and survival. Make explicit the links to be established between Inuit community values and eco-citizenship. Enhancement of Inuit perception of their historical and geographical background. Northern environment and Inuit knowledge: renewal of subsistence activities. Wildlife resources and their habitats, secure access to land and sea, intergenerational needs. Climate change and sustainable development, land use in categories I, II and III, protected areas, exploration and mining, oil and gas, industrial development, air, sea and land traffic and their consequences on wildlife resources. Use of history and geography in learning other disciplines: Inuktitut, mathematics, science and technology. Analysis of the opportunities arising from different didactic approaches in the humanities: questioning, project, document analysis, situation-problem, etc.

EDU2344**Nunavik's Intercultural School System and Organization of Education in Quebec**

Objectifs : Become familiar with the concept of school as a social organization and institution for education. Learn about the education system in northern regions. Know the education system in Quebec and Nunavik. Become aware of the historic process of the education system of Indigenous. Understand and describe the evolution of educational services in the community, in an intercultural context.

Contenu : Overview of the structure, functioning and context of school systems in northern regions, especially those of Nunavut, Alaska and Greenland. General knowledge of the Quebec school system as a social institution, its structure, operation and development. The history of the establishment and development of the educational institution and their socio-cultural effects in northern communities and especially in Nunavik.

EDU2345**Educational Intervention in Kindergarten**

Objectifs : Providing Inuit students with the knowledge they need to develop an understanding of the developmental approach, the educational quality of pre-school education, the attachment theory, the inclusive approach, the

welcoming diversity. Develop skills to organize the physical environment of the classroom and to plan cultural activities. Become aware of collaboration with the family and the community. Learn about pedagogical approaches to preschool education. Take ownership of the Preschool Education Programs in Nunavik, Quebec and elsewhere. Start building the professional identity of the pre-school teacher.

Contenu : Foundations of the quality of preschool education: needs and well-being of the preschool child. Development axes and components: attachment, psychological security, caring environment. Collaboration with the family and the community. Pedagogical approaches to pre-school education: pedagogy of play, inclusive approach, welcoming diversity, social interactions. Observation of the child and development of the educational interventions. Educational practices appropriate to the overall development of preschool children: cultural experiences and activities, spontaneous activities. Preschool education programs. Construction of the professional identity of the teacher in pre-school education.

LIT1745**Inuktitut Literature**

Objectifs : Providing Inuit students with the knowledge they need to develop and to deepen their knowledge in the field of children's literature. To introduce pupils to Inuit culture via children's books. To raise awareness of the importance of children's literature in learning the subjects taught in elementary school, including reading. To develop and test teaching and learning activities based on literary texts in a classroom setting for kindergarten and elementary school. To establish links between the world of stories and the world of children.

Contenu : History of children's literature. Literature and culture. Literary texts in school: storytelling, albums and picture books, nursery rhymes, stories, novels, short stories, comic books. Youth literature and oral communication (storytelling, shared reading, etc.). Judging the quality of a book to be used in class. Understanding literary texts. Intervention strategies in literary reading. Reactions to literary texts. Discussion of the texts (reading circles). Text comprehension and response activities. Writing school literary texts. The use of documentaries and the research process. Assessment of literary reading: portfolio, self-assessment sheets, etc. Youth literature and school subjects.

STA1432**Practicum III: Preparation and Evaluation of Educational Practice in Inuit Context**

Objectifs : To consolidate knowledge about teaching and learning (didactical) concepts, integrating them into daily in-class practicum. To consolidate and adjust an ongoing evaluative analysis process about the preparation and performance of learning activities.

Contenu : Preparing the learning activities of each discipline contained in

Description des cours

the program according to the didactical practice protocol: choosing a content, identifying the learning task, choosing or developing learning material in Inuktitut, and conducting activities by integrating the three teaching time segments.

Narration and analysis of spontaneous situations as opportunities to work on knowledge acquisition. Evaluation and reinvestment of learnings. Links between training learnings and school project objectives and orientations. Reflection on pupils' commitment to suggested learning activities in relation with the teaching practice. Analysis of complex professional situations experienced in classrooms in terms of resources to mobilize.