
Programme court 1er cycle de perfectionnement didactique et pédagogique en enseignement en milieu nordique

RESPONSABLE :

Véronique Paul
819 762-0971 poste 2539

SCOLARITÉ :

18 crédits, Premier cycle

OBJECTIFS :

Ce programme vise l'enrichissement du développement de l'identité professionnelle des enseignants inuit et d'autres ressources en éducation. Il fournit des outils concrets et aborde des concepts pédagogiques cohérents avec l'acte pédagogique. Le cheminement d'apprentissage proposé favorise l'acquisition de connaissances et de compétences spécifiques à la planification, la didactique, l'évaluation, la gestion de classe et l'intervention sociale.

CONDITIONS D'ADMISSION :

Base collégiale

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

Base expérience

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

PLAN DE FORMATION :

Cours obligatoires

DID1344	Reading Inuktitut: Teaching and Learning (3 cr.) (LIN1341 et LIN1342)
DID1443	Teaching and Learning Geometry and Measurement (3 cr.)
EDU1425	Evaluation of Pupil Learning (3 cr.)
EDU1426	Learning Process and Pedagogical Approach (3 cr.)
EDU2343	Students' Learning and Behavior Difficulties, Social Problematics and Intervention (3 cr.)
STA1431	Practicum II: Analysis of Educational Practice and Classroom Management in Inuit Context (3 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.

DID1344**Reading Inuktitut: Teaching and Learning**

Objectifs : Providing Inuit students with the knowledge they need to develop a teaching approach that considers what children's minds do when they read. To develop skills to produce practical applications of the reading portion of the first language curriculum, in order to integrate it with writing and speaking. To become familiar with the teaching material while thinking about it critically. To become aware of pupils' difficulties in learning to read and be able to diagnose them. To evaluate students' learning in reading. To reinvest the skills in writing assessment.

Contenu : The main trends in the teaching of reading. Study of reading processes and strategies to develop for beginner readers. Interaction between the reader and the text. Teaching of text comprehension and information processing strategies in reading: diagram, inference, and how texts are structured. Evolution of the reader from kindergarten to the end of elementary school. Encouraging reading in kindergarten. Deepening of the first language curriculum in elementary school. Educational support for reading activities. Attitudes and interventions to encourage reading. Critical review of teaching materials in reading. Different types of readers and the learning difficulties that arise from them: means of intervention and prevention. Formative evaluation of learning in reading and critical analysis of some instruments. Reinvestment of learning in writing assessment. Review of issues according to written Inuktitut. Role of literacy in Nunavik, history of writing in Inuktitut. Dialect differences in written texts.

DID1443**Teaching and Learning Geometry and Measurement**

Objectifs : Enrich the understanding of its role and its teaching action regarding student learning with a view to integrating the cultural, human and historical dimension of mathematics. Allow the student to consolidate their understanding and mastery of the concepts related to geometry and measurement. Deepen understanding of the role of problem solving in the development of this mathematical activity and the learning specific to geometry and measurement. Develop skills to design, pilot and analyze teaching-learning sequences on geometry and measurement as tackled in kindergarten and elementary school. Empower the student to teach the concepts of this course, in Inuktitut, preschool and elementary school. Refine understanding and interpretation of official documents and programs from a didactic perspective. Consolidate competence to assess Inuit students' progress of learning.

Contenu : Representations of mathematical knowledge and activity in relation to problem solving and study of its development in preschool and elementary school children. Study of the

different mathematical notions (concepts and processes) and the history of their development: Spatial sense, geometry in the plane (plane figures, polygons) and in space (solids, polyhedral), constructions, congruence, geometric transformations. Estimation process and measurement of length, area, volume, angle, etc. SI system. Construction of a didactic perspective of its own practice of teaching mathematics. Development and analysis of situations and learning sequences (educational intentions, mathematical tasks and progressions). Observation and analysis of student manifestations regarding learning content specific to geometry, measurement, probability and statistics. Familiarization with the difficulties of teaching and learning mathematics. Use and critical analysis of teaching materials and technological tools in the mathematics class: textbooks, crimps, mosaic blocks, geoplan, mirror, balance, compass, square, protractor, geometric solids, measuring instruments, calculator, computer, etc.

EDU1425**Evaluation of Pupil Learning**

Objectifs : Providing Inuit students with the knowledge they need to clarify the concepts relating to the evaluation finality and components of the students' learnings. To acquire and put into practice a basic process to evaluate the learning stream of pupils. To understand and apply main concepts, approaches, rules and policies of learning measures and evaluations. To know the various measuring instruments normally used in class. To develop measuring instruments and using them. To analyse and develop a position regarding issues presented and discussed in class. To plan, experiment and analyse the learning evaluation process.

Contenu : Nature and function of the evaluation regarding the pupil's learning process: formative evaluation, summative evaluation. Evaluation steps: data gathering, data measuring, analysis and judgement, decision making. Relationship between evaluation, planning of teaching and learning support. Traditional approach. Type of exams. Evaluation in real-life situations (tasks, portfolio, self-evaluation, retroaction, regulation). Observation and correction grid. Rating, report cards and communication with parents.

EDU1426**Learning Process and Pedagogical Approach**

Objectifs : Providing Inuit students with the knowledge they need to study various teaching models, pedagogical approaches, teaching strategies and methods (ways of doing) including Inuit traditional approaches to teach children. To understand how to refer to appropriate knowledge of a child's development and learning process to analyse and understand real practice situations. To understand and to put into practice basic theoretical knowledge or action principles that could be facilitating and supporting the pupil's learning process. To become aware of the

organic links existing between teaching approaches and the pupil's learning process and results. To develop competency to select relevant learning and teaching strategies and methods according to the pupil's needs.

Contenu : Educational Inuit philosophy and learning principles. Introduction to current learning and child development theories: behaviorism, cognitive, gestalt, constructivism, social constructivism. How to observe and consider a child's learning style at kindergarten and elementary teaching levels. Updating one's reflexive teaching practice analysis referring to theoretical knowledge and ways of learning in the family context. Paralleling traditional Inuit knowledge and out-of-context learning knowledge. Traditional and contemporary pedagogical models and action principles.

EDU2343**Students' Learning and Behavior Difficulties, Social Problematics and Intervention**

Objectifs : Become aware of the various factors involved in the learning and behaviour difficulties of some students. Acquiring appropriate skills to observe the learning stream and performance of students having difficulties. Developing basic skills to analyse schooling difficulties according to approaches recommended in this context.

Developing basic skills to plan, lead and evaluate in-class adapted teaching and learning activities.

Contenu : Introduction to school difficulties experienced by pupils: nature, origin, demonstration, and impact. Identification of intervention possibilities in the school context and of co-operation interventions with the family and community organisations. Control of the difficulty observation and analysis process, and control of the intervention planning process. Experimentation and evaluation of the remedial instruction intervention. Relation between the conception of the difficulty of adaptation and the attitudes and interventions recommended. Analysis of problem situations and construction of interventions based on the recommended approaches. Construction of his/her personal intervention model according to his/her experience as teacher working with students with behavioral difficulties.

STA1431**Practicum II: Analysis of Educational Practice and Classroom Management in Inuit Context**

Objectifs : To develop and polish students' intervention skills and representation of the teaching/learning process in real-life educative intervention situations. To observe and evaluate the conduct of that process in the teaching practice. To initiate the development of a discourse on teaching practices. To put emphasis on developing skills in classroom management and professional action analysis. To learn how to solve problems in classroom intervention contexts.

Contenu : Integration of concepts related to the teaching/learning process. Preparation of teaching/learning activities, resolution of problems with the students, and evaluation of the learning results and process, of the activities conducted and their preparation. Acquisition and usage of an evaluation grid for in-class practice. Production and/or adaptation of activities and material. Increase the capacity to reflect upon the teaching practice in a perspective of continuous professional development. Theorisation: set the relationship between concepts and observations.