Certificat en éducation au préscolaire et en enseignement au primaire en milieu nordique I - 5340

RESPONSABLES :

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SCOLARITÉ :

42 crédits, Premier cycle

OBJECTIFS :

Ce programme vise à développer des ressources humaines inuit capables de prendre en main le développement des services éducatifs des communautés inuit du Nunavik. Il vise la formation pédagogique des enseignantes et enseignants, et des autres agentes et agents de l'éducation, actrices et acteurs du projet éducatif du secteur préscolaire et primaire de ces communautés. Le cheminement prévu favorise le développement de connaissances et d'habiletés psychopédagogiques et sociopédagogiques dans la perspective de l'intégration des savoirs d'expérience et des savoirs théoriques. Dans ce cheminement, le concept de recherche-action supporte une intervention qui s'inspire d'une approche interculturelle visant chez les individus la prise en charge de leur pratique. Ce programme a pour caractéristique première, la reconnaissance de l'identité culturelle des populations auxquelles il s'adresse.

CONDITIONS D'ADMISSION :

Base collégiale

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

Base études universitaires

Avoir au moins 18 ans et avoir réussi un minimum de trois cours universitaires.

Advenant l'identification de difficultés importantes chez une étudiante ou un étudiant admis sur cette base, cette personne pourra être redirigée vers un programme préparatoire aux études universitaires en développement à l'UQAT (UQAT-UQAC-TÉLUQ).

Base expérience

Avoir au moins 18 ans. Avoir une connaissance des enfants, un sens de l'écoute, un sens de l'organisation, des connaissances culturelles ou linguistiques autochtones appropriées ou une expérience en enseignement jugée pertinente en entrevue.

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

Lorsque les étudiantes ou étudiants ne sont pas à l'emploi Kativik Ilisarniliriniq (KI), ces personnes pourront être admises sur une base « études universitaires ».

PLAN DE FORMATION :

Cours obligatoires

DID1343	Writing Inuktitut: Teaching and Learning (3 cr.) (LIN1341 et LIN1342)
DID1441	Teaching and Learning Natural Numbers and Integers (3 cr.)
DID1442	Teaching and Learning Operations on Natural Numbers and Statistics (3 cr.)
EDU1340	Introduction to the Teaching Profession and Methodology of Academic Intellectual Work (3 cr.)
EDU1433	Adult-Child Educational Relationship (3 cr.)
EDU1438	Cultural Identity and Education (3 cr.)
EDU1439	Planning and Preparation of Learning Activities (3 cr.)
EDU2340	Classroom Management (3 cr.)
EDU2341	Pedagogical Use of Media Technologies (3 cr.)
EDU2342	Cultural Identity and the Social World in the Northern Context (3 cr.)
LIN1341	Structure of Inuktitut (3 cr.)
LIN1342	First Language Acquisition (3 cr.) (LIN1341)
STA1430	Practicum I: Introduction of Educational Practice in Inuit Context (3 cr.)

1 cours complémentaire

Cours complémentaires

L'étudiant choisit un cours de spécialisation parmi les suivants :

ADM3640	Leadership, Ethic and Power in Inuit Context (3 cr.)
DID1745	Teaching and Learning Plastic Creation in Nunavik Kindergarten and Elementary School (3 cr.)
EDU1741	Methodology of Academic Intellectual Work (3 cr.)
EDU1742	Professional Development Project in an Inuit Context (3 cr.)
EDU1743	Special Subject (3 cr.)
EDU1744	Special Subject II (3 cr.)
LIN1701	English as Second Language (3 cr.)
LIN1702	French as Second Language (3 cr.)

*** : Disponible à distance**

Règlements pédagogiques :

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

Remarque relative à l'autorisation d'enseigner :

Selon l'information publiée par le ministère de l'Éducation, du Loisir et du Sport dans le « Répertoire des programmes approuvés de formation des maîtres », l'étudiante ou l'étudiant qui réussit ce programme est susceptible d'obtenir, moyennant une recommandation favorable des autorités compétentes, un permis d'enseigner aux niveaux préscolaire et primaire en milieu nordique.

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 étudiantes et étudiants qu'elles ou 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.

ADM3640

Leadership, Ethic and Power in Inuit Context

Objectifs : Become familiar with the different types of power and leadership. Have a better understanding of the ethical issues and social responsibilities within organizations. Become aware of the ethical considerations in the organisation's internal activities and in its relationship to the environment. Reflect on the importance of sound management in positions of power so as to contribute to the coordinated development of community and nation. Take a critical look at power and leadership.

Contenu : Definitions: leadership, power or any kind of influence. Description and analysis of the different types of power and leadership. Social an ethical responsibility: basics and characteristics. Inuit' ideas about power and leadership. The main administrative mechanisms in Indigeneous communities. The rights and responsiblities of a leader. Conflict prevention and management. Critical views on the notions of leadership and ethics. Reflections on economic, social and cultural development of Inuit communities and First nations, and integration of the notions of leadership, ethics and power.

DID1343

Writing Inuktitut: Teaching and Learning

Objectifs : Providing Inuit students with the knowledge they need to develop the best practices in teaching writing that consider how children's minds develop. To develop skills to produce practical applications of the first language curriculum, including writing components, in order to integrate reading and speaking. To become familiar with the teaching material while thinking about it critically. To become aware of pupils' difficulties in learning to write and to be able to diagnose them. To evaluate students' learning using writing.

Contenu : The main trends in the teaching of writing. The nature of the act of writing: recipient, intention, context of production, etc. Current models of teaching writing. The stages of the writing process: planning, composition, revision, evaluation, publication and their audiences. Getting students excited about writing. Teaching and learning strategies for writing: the structure of texts (text diagrams, text consistency), sentence grammar, spelling. Evolution of the writer in elementary school. Encouraging and promoting writing in kindergarten. Difficulties in learning to write. Acquisition of writing evaluation criteria. Formative assessment of writing skills: analysis of some tools. Deepening of the curriculum for the study of the first language in elementary school in writing.

DID1441

Teaching and Learning Natural Numbers and Integers

Objectifs : Introduction to the general context of teaching mathematics in a perspective of integration the cultural, human and historical dimensions. Allow the student to consolidate their understanding and mastery of the numbers (natural numbers and whole numbers) and their oral and written designation. Understand the role of problem solving by developing skills related to this mathematical activity and about learning arithmetic (natural numbers and whole numbers). Develop skills to design, pilot and analyze teaching-learning situations in relation with the concepts of this course, as addressed in preschool and elementary school, to make meaningful and in-depth learning possible for Inuit students. Enrich the understanding of its role and its teaching action regarding student learning. Develop a critical stance on different didactic and pedagogical approaches to favor the Inuit students' learning. To be familiar with the foundations and organization of an official mathematics training program and learn how to interpret the current program from a didactic perspective. To be familiar with the assessment of a student's learning progress.

Contenu : Representation and study of the development of mathematical problem-solving activity and mathematical knowledge in kindergarten and elementary school children. Study of the different mathematical notions (concepts and processes) and the history of their development: Natural numbers, whole numbers, enumeration, comparison, ordering, oral and written numbers. Construction of a didactic perspective on his practice of teaching mathematics. Development and analysis of learning situations (educational intentions and mathematical tasks). Observation and analysis of student manifestations regarding learning specific to arithmetic (natural numbers and whole numbers). Familiarization with the difficulties of teaching and learning mathematics. Use and critical analysis of teaching materials and technological tools in the math class: textbooks, abacus, multibase blocks, slide bars, rulers, calculator, computer, etc.

DID1442

Teaching and Learning Operations on Natural Numbers and Statistics

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 operations on natural numbers and statistics. Deepen its understanding of the role of problem solving in the development of this mathematical activity, of learning content specific to arithmetic (sense of operations, calculation process) and statistics. Develop skills to design, pilot and analyze teaching-learning situations relating to the concepts of this course, as addressed in kindergarten and elementary school. Empower the student to teach the concepts of this course, in Inuktitut, kindergarten and elementary school. Enrich its understanding and interpretation of an official program from a didactic perspective. Enhance skills necessary for assessing Inuit students' progress of learning.

Contenu : Representations of mathematical knowledge and activity in relation with problem solving and study of their development in preschool and elementary school children. Different mathematical notions (concepts and processes) and history of their development: operations on natural numbers. Statistics: organization and interpretation of data, meanings and averaging, diagrams, diagrams and tables. Construction of a didactic perspective on his practice of teaching mathematics. Development and analysis of learning situations (educational intentions and mathematical tasks). Observation and analysis of student manifestations regarding learning specific to arithmetic (operations on natural numbers) and statistics. Familiarization with the difficulties of teaching and learning mathematics. Use and critical analysis of teaching materials and technological tools in the math class: textbooks, multibase blocks, crimps, calculator, computer, etc.

DID1745

Teaching and Learning 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 to design and pilot learning and assessment situations in the visual arts. Appropriate the components specific to each of the disciplinary skills in the visual arts, as defined in the School Training Program. Be trained and equipped for exercising the future role of transmitter of an artistic culture in the exercise of his function.

Contenu : Planning of learning and evaluation situations integrating the visual arts to contribute to the accomplishment of the school's mission and to the cultural enrichment of future students. Critical examination of different didactic models for initiation to the visual arts in kindergarten and elementary school. Mastery of the principles of experiential learning in the visual arts. Development of the learners' reflexive capacity by implementing creative tools. In-depth study of the Québec School Training Program: the three disciplinary skills, the four categories of essential knowledge, the creative process, the appraisal process. Exploration of teaching resources appropriate to the implementation of artistic education from a cultural perspective, including museum education. Understanding of the interdisciplinary orientation of the training program in a transversal approach and in connection with the general areas of training.

EDU1340

Introduction to the Teaching Profession and Methodology of Academic Intellectual Work

Objectifs : To develop the representation of Kindergarten and, Elementary 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 and professional training project. In particular: knowing the professional competencies, insisting on competencies relating to mediation, professional partners, communication, ethics and professional development. Bringing students to discover efficient ways of studying and intellectual work methods by knowing more about cognitive processes at play in new and complex knowledge acquisition and personal and professional development (learning strategy, problem solving strategies, cognitive, affective and meta-cognitive strategies).

Contenu : Kindergarten and Elementary school teaching: initial personal representation, competences required by the "ministère de l'Éducation et de l'Enseignement Supérieur du Québec" and training curriculum. Introduction to teaching as a complex professional practice within the framework of today's educational system in Nunavik, 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. Awareness to various problematic issues relating to student learning and success, in particular: low education, poverty, and boys' failure in school, motivation; consequences on the teaching practice. Organization, planning, time management and resources management. Data perception and observation and data organization strategies. Problem-solving processes and strategies applied to university learning.

EDU1433

Adult-Child Educational Relationship

Objectifs : Providing Inuit students with the knowledge they need to develop knowledge related to the particular Inuit children educational situation according to historical process and the context of education. To develop knowledge from current learning theories. To study educational purposes and objectives from occidental perspective. To develop understanding of the transformation of the way of life and the educational and teaching practice. To develop understanding of the educational bicultural reality of the schooling situation. As a teacher, to understand and to develop meanings of the collaboration with the pupils' parents and/or grandparents that leads youth to educational success.

Contenu : Characteristics of the adult and child relationship occurred from the past to nowadays: survival context, residential schools and through settlement. Strengths of adult and child relationship and way of life that are relevant to be revived nowadays. Concepts, strategies and conditions of collaboration between teachers and parents in the schooling activities. Planning project, leading parents, grandparents and community partners to collaborate with teachers to support the

pupils' learning process. Introduction to psychology of childhood and child development, according to the actual adult and child relationship contexts. Components of human relations leading to emotional and social interaction: ability to trust other people, to be autonomous, to take risks, to show empathy, and to be self-confident. To define and put into practice relevant activity aiming to respond to the needs of the pupils in a relevant way.

EDU1438

Cultural Identity and Education

Objectifs : Acquiring knowledge about the concept of cultural identity. Drawing a critical statement of school and society contribution in the cultural identity development process. Identifying perspectives regarding the role the school and society should play towards that development process. Developing perspectives and skills to analyse the educational situation of the people of Nunavik, and the accelerated social changes Inuit's' are facing. Understanding of the intercultural communication concepts and the issues it can raise. To develop knowledge necessary for the inuitisation of education led by communities.

Contenu : Learn more about Inuit identity, culture and reality in the 21st century and find strategies to enhance Inuit ways and knowledge through concepts such as cultural security and decolonisation. Basic cultural identity-related concepts: culture, enculturation, acculturation, deculturation and assimilation. Educational and schooling processes and their impacts on cultural identity development. Problematic situation regarding heritage language. Introduction to the association between the concept of communication and the one of culture in contemporary societies. Historical and comparative approach to culture and language evolution. Role and function of the school curriculum in youth socialisation. Study of basic data on the education level of a given population. Study of socialisation and intercultural concepts. Analysis of school success in Nunavik in relation with the history of the Quebec school system. Conceptualisation of educational finalities and strategies.

EDU1439

Planning and Preparation of Learning Activities

Objectifs : Providing Inuit students with the knowledge they need to acquire basic activity planning concepts, conducting activities in class, and analysing their experimentation. Being able to use acquired knowledge in activity preparation, in-class conduct, and analysis.

Contenu : Study of the teaching planning process and components in the short, medium and long term. Study of learning activity preparation process: learning needs, program content, learning objectives, skills, teaching activities, learning activities, evaluations, etc. Familiarisation with pre-active, interactive and post-active phases of teaching and learning activity. Link between concept and cultural and linguistic context. Usage of studied concepts in a sequence of planning and analysis of teaching and learning activities.

EDU1741

Methodology of Academic Intellectual Work

Objectifs : Allow the student to: update their intellectual potential and increase their cognitive efficiency; better understand the cognitive, metacognitive and affective processes involved in the acquisition of new and complex knowledge, as well as in the resolution of personal and professional problems; learn to control and adjust these processes (learning and problem-solving strategies, cognitive, affective and metacognitive); to discover and experience effective methods of study and intellectual work. To initiate the student in his role of mediator in teaching, in the development and updating of learning strategies with the students, in order to support them in the development of their metacognition and their cognitive efficiency.

Contenu : The brain and intellectual functioning: cognitive, metacognitive, affective and motivational processes and their implications for learning and problem solving (needs, motivation, perception, memory, information processing, decision making, application). Intelligence and efficiency: education of intelligence and updating of intellectual potential. Attribution, self-image, sense of competence and motivation to face challenges. Impulsivity control and management of emotional and intellectual challenges. Organization, planning and management of their time and resources. Attention, concentration and memory functioning and memorization strategies. Data perception and strategies for observing and organizing information. Learning and problem-solving strategies applied to university learning and teaching in preschool, elementary and secondary schools.

EDU1742

Professional Development Project in an Inuit Context

Objectifs : Carry out a comparative study between the reality of the Inuit school environment and another school environment in a northern context, in various respects (classroom management, differentiation, evaluation, pedagogical approaches, etc.). Evaluate and reflect about its own learning in teacher training. Develop and carry out an internship project helping to consolidate its own professional skills in a different cultural environment.

Contenu : Collaboration (distance and face-to-face) with a team of trainers from the host environment, in particular using digital technology (email, videoconferencing, etc.). Cultural and professional exchanges in different respects (classroom management, differentiation, evaluation, pedagogical approaches…). Comparative study of school systems (home and host). Appropriation of program elements specific to the internship level assigned. Transfer of professional skills in a culturally different environment (similarities and differences to be expected).

EDU1743

Special Subject

Objectifs : Providing Inuit students with the knowledge they need to carry out a personal study of a subject relating to the field of education.

Contenu : Course requested by a student on a particular subject contributing to deepen his/her knowledge and the advancement of his/her professional development and/or teaching intervention project. The student submits his lesson plan to the professor and determines the objectives, content and activities. The teacher plays a supervisory role with the student.

EDU1744

Special Subject II

Objectifs : Providing Inuit students with the knowledge they need to carry out a personal study of a subject relating to the field of education.

Contenu : Course requested by a student on a particular subject contributing to deepen his/her knowledge and the advancement of his/her professional development and/or teaching intervention project. The student submits his lesson plan to the professor and determines the objectives, content and activities. The teacher plays a supervisory role with the student.

EDU2340

Classroom Management

Objectifs : Understanding how the class management concept has changed. Knowing and applying various intervention models and strategies in relation to the organizational structure of the learning environment, to learning and socialization support, to motivation and to discipline management.

Contenu : Historical overview. Foundations of class management. Practical and theoretical models of class management. Class management styles. Main components of classroom management and their implementation. Organization of the class (rules of conduct, planning, time management, routines, transitions, grouping of students). Establishment and maintenance of a class climate favorable to the learning and socialization of students. Educational differentiation (process, structure, content, evaluation). Learning management (learning styles). Educational intervention (CLASS model). Motivation to learn (motivational theories, school experience, demotivation and disengagement). Intervention on disruptive behavior and positive reinforcement to promote the adoption of good behaviors. Problem solving. Intervention in crisis situations. Integrating information and communication technologies into classroom management and educational planning.

EDU2341

Pedagogical Use of Media Technologies

Objectifs : Providing Inuit students with the knowledge they need to develop autonomy and critical thinking allowing them to choose the relevant digital tools and to use them judiciously. Identify the contributions of digital in various teaching and learning approaches. Develop skills to use digital for learning in accordance with the training program. Develop skills to use digital for the preparation and conduct of teaching and learning activities that integrate knowledge. Develop skills to use digital for management and career development purposes. Develop skills to use digital for management and professional development, by adopting an ethical and responsible posture.

Contenu : Notions of generational change such as the concept of 'Digital Natives'. Study and experimentation of the various functions of digital technology for the purposes of learning and managing the teaching of different disciplines (language, mathematics, etc.). Advantages and limits of digital in teaching context. Issues and challenges for the teacher and the student. Experiences about the use of digital in class. Knowledge and know-how related to cultural identity. Information literacy and collaboration using digital. Ethical posture. Analysis of digital resources.

EDU2342

Cultural Identity and the Social World in the Northern Context

Objectifs : To acquire knowledge about what is the Inuit cultural identity. To understand the cultural tradition concept as a group of people joined by a historical and cultural experience. To identify divergences and similarities existing between and within societies. To develop the understanding of their role as an heir and critic of knowledge and culture when teaching students. To interpret concepts, themes and methods specific to the social sciences discipline at the elementary level and, through them, education for citizenship. To develop knowledge of the school curriculum learning content in geography, history and citizenship education in northern territory. To identify the key concepts of the study of the social environment, the natural environment and culture in order to understand the issues related to identity, communities, minority and nations. Understanding of the intercultural communication concepts and the issues it can raise. To assess critically the intercultural and eco-citizen values and norms that guide human action. To develop effective working methods in geography, history and citizenship education.

Contenu : Concepts, notions and methodologies in geography and history with particular attention to the social and territorial realities of Nunavik and Northern Quebec. Study of Inuit nomadic

societies, Nouvelle-France, British Empire, Treaties with Indigenous people, Quebec-Canada transformations and Quiet revolution. Sense of Place. Understand social, political, territorial and environmental changes using the social sciences theoretical frameworks. Develop ways to research data from a critical point of view in the post-colonialist context. Reflect on Inuit social sciences and Intercultural education to define contemporary practices. Introduction to cultural pluralism and the challenges of developing a strong and proud Inuit identity. Integrating cultural identity in Inuit school. In harmony with the knowledge transmitted from generation to generation, anchor cultural identity in a globalizing perspective of the 21st century.

LIN1341

Structure of Inuktitut

Objectifs : Providing Inuit teachers with the knowledge they need to teach reading, writing, and speaking. Developing a deeper knowledge of the structure and rules of Inuktitut. To understand categories and properties of the Inuktitut language. To improve skills in the use of the syllabic writing system. To be able to connect theory and practice by having a solid knowledge of the structure of the language. Developing an appreciation of Inuktitut as a language of communication that can be used in all spheres of life, particularly through learning the material covered in the school curriculum.

Contenu : Grammatical features: Categories of words (noun, verb, etc.), tense, clause type markers, case markers, agreement, number, etc. Introduction to oral and written language: first language teaching and learning tools. Dealing with the students' language proficiency level based on the specific teaching requirements.

LIN1342

First Language Acquisition

Objectifs : Providing Inuit students with the knowledge they need to develop knowledge on theories of language development in a bilingual context.

Contenu : Current theory and data regarding how children learn their first language. Research relating to grammatical theory and learnability theory to empirical studies of children. Infants' abilities at birth, prelinguistic development, the first words, phonological, syntactic and semantic development. Social variables influencing language acquisition, bilingualism, models of development, language play. Language change and maintenance, nature and significance of dialect differences. Prescriptive versus descriptive approaches to languages. Diglossia. Types of bilingualism: healthy and unhealthy bilingualism (i.e., Additive vs. subtractive bilingualism).

LIN1701

English as Second Language

Objectifs : Understand and express oneself spontaneously, both orally and in writing, effectively and coherently during various exchanges and under various circumstances. Use English flexibly and efficiently in social, academic and professional life. Master the phonetic and semantic components allowing to understand long and complex speeches in both their explicit and implicit meanings. Continue studying and deepen your understanding of grammatical, syntactic and punctuation rules in order to be able to participate in a debate. Produce formal texts (200-250 words) related to professional situations using appropriate language. Understand texts written in a sustained vocabulary and following complex lexical and linguistic structures, grasp their ironic, humorous, critical tone, etc.

Contenu : Communication strategies to give and follow directions, indications; give an opinion, justify its point of view; expose advantages, disadvantages, conditions; suggest, accept and reject ideas and arguments. Discuss about goals, opinions, events. Argue in a discussion. Understand and be able to summarize the main ideas of a complex text: technical manual, vulgarisation book. Using the past to report facts, events and ideas. Reading and writing letters, emails. Use and conjugation of verbs in the present, past and future indicative, in the present conditional and in the imperfect. Use of affirmative and negative forms of all times and all modes studied. Consolidation of knowledge for commonly used determinants, pronouns, adverbs, conjunctions and prepositions.

LIN1702

French as Second Language

Objectifs : Understand and express oneself spontaneously, both orally and in writing, effectively and coherently during various exchanges and under various circumstances. Use French flexibly and efficiently in social, academic and professional life. Master the phonetic and semantic components allowing to understand long and complex speeches in both their explicit and implicit meanings. Continue studying and deepen your understanding of grammatical, syntactic and punctuation rules in order to be able to participate in a debate. Produce formal texts (200-250 words) related to professional situations using appropriate language. Understand texts written in a sustained vocabulary and following complex lexical and linguistic structures, grasp their ironic, humorous, critical tone, etc.

Contenu : Communication strategies to give and follow directions, indications; give an opinion, justify its point of view; expose advantages, disadvantages, conditions; suggest, accept and reject ideas and arguments. Discuss about goals, opinions, events. Argue in a discussion. Understand and be able to summarize the main ideas of a complex text: technical manual, vulgarisation book. Using the past to report facts, events and ideas. Reading and writing letters, emails. Use and conjugation of verbs in the present, past and future indicative, in the present conditional and in the imperfect. Use of affirmative and negative forms of all times and all modes studied. Consolidation of knowledge for commonly used determinants, pronouns, adverbs, conjunctions and prepositions.

STA1430

Practicum I: Introduction of Educational Practice in Inuit Context

Objectifs : To learn about the various aspects of the teaching task. To acquire basic knowledge to analyse one's teaching practice. To develop teaching analysis skills and implement them in a real in-class teaching situation, especially in an Inuktitut teaching practice. Elaborating teaching-learning situations to develop and/or test and adapt the teaching-learning material.

Contenu : Study and acquisition of the teaching practice analysis. Acquisition of concepts of existing situations, desired situations, needs and objectives according to learning and teaching practice components and to the development of professional competencies. Use of concepts to analyse personal teaching practice situations. Application of analysis process to situations shared by various people. Identification of training needs and formulation of a training project to meet those needs. Development of a work plan to update the teaching program content and relevant teaching and learning means. Study of professional, ethical and accountable teaching practices