

**Certificat de développement de la pratique enseignante en milieu nordique - 5540**

**RESPONSABLE :**

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**SCOLARITÉ :**

30 crédits, Premier cycle

**OBJECTIFS :**

Ce programme vise l'amélioration de la pratique professionnelle des enseignants et des autres ressources en éducation en tant qu'acteurs du projet d'école de la communauté. Les compétences professionnelles à développer dans le cadre de ce programme sont de deux ordres : des compétences reliées à l'acquisition de savoirs propres aux différentes disciplines scolaires enseignées en inuktitut en vue de l'amélioration de leur enseignement, et des compétences résultant de savoirs liés à la création ou l'adaptation de méthodes et de moyens pour faciliter l'enseignement des diverses disciplines scolaires en inuktitut. Dans ce contexte, la progression des apprentissages chez l'élève constitue la perspective de l'enseignement dispensé. L'acquisition des deux types de compétences mentionnées devrait permettre une amélioration significative de la pratique enseignante en milieu inuit. 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 certificat en éducation au préscolaire et en enseignement au primaire en milieu nordique II (5440).

**Base expérience**

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

Avoir réussi le certificat en éducation au préscolaire et en enseignement au primaire en milieu nordique II (5440).

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 certificat en éducation au préscolaire et en enseignement au primaire en milieu nordique II (5440).

**PLAN DE FORMATION :**

**Cours obligatoires**

DID1347	Learning Difficulties in First Language (3 cr.) (LIN1341 et LIN1342)
DID1444	Teaching and Learning Rational Numbers and Probability (3 cr.)
DID1642	Teaching and Learning Sciences and Technology in Nunavik Kindergarten and Elementary School II (3 cr.)
DID1842	Teaching and Learning Inuit History in Relations with the Contemporary World (3 cr.)
EDU2346	Educational Training Project and Institutional Development (3 cr.)
LIN1344	Inuktitut Orthography, Phonology and Morphology (3 cr.) (LIN1341 et LIN1342)
STA1433	Practicum IV: Teaching and Learning Practice Proficiency in Inuit Context (9 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.)
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.)
DID1745	Teaching and Learning Plastic Creation in Nunavik Kindergarten and Elementary School (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.

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.

**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 responsibilities 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.

**DID1347****Learning Difficulties in First Language**

**Objectifs :** Providing Inuit students with the knowledge they need for the prevention, identification and correction of learning difficulties in the first language among Kindergarten and Elementary students, both in reading, writing and oral communication. To recognize the importance of learning from mistakes. To develop the students' skills to work with parents and after-school teachers in an intervention plan, as well as develop attitudes free from discrimination towards children with learning difficulties.

**Contenu :** Study of the common difficulties linked to school learning in the first language. Identification of the causes and consequences of these difficulties. Exploration of ways of helping children with learning problems, of strategies that increase the effectiveness of learning, activities based on mental management or another approach as a means of preventing learning difficulties. Learning how to identify learning problems and tests that experts use to diagnose them. Awareness of the importance of working with the parents of children with difficulties and the development of a good collaboration with teachers. Awareness of reading disorders (dyslexia), writing disorders (dysorthography) and speaking disorders (dysphonia).

**DID1444****Teaching and Learning Rational Numbers and Probability**

**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 its understanding and mastery of the concepts related to rational numbers and probabilities. Deepen understanding of the role of problem solving in the development of this mathematical activity and the learning specific to rational numbers and probabilities. Develop skills to design, pilot and analyze teaching-learning sequences relating to rational numbers and probabilities as addressed in preschool and elementary school. Continue to develop a critical stance on different didactic and pedagogical approaches likely to promote the learning of Inuit students. 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 with 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: rational numbers (fractions, decimals) and the operations on these numbers; Probabilities: notions of chance, random experience, probable event, combinatorial analysis.

Construction of a didactic perspective on his 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 specific to arithmetic (rational numbers) and probability. 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, mosaic blocks, calculator, computer, etc.

**DID1642****Teaching and Learning Sciences and Technology in Nunavik Kindergarten and Elementary School II**

**Objectifs :** Providing Inuit students with the knowledge they need to integrate the necessary skills for teaching science and technology in elementary school while promoting awareness of the interdependence between scientific discoveries and technological progress. Develop the competence to design and implement teaching-learning situations based on data from science and technology.

**Contenu :** Deepening of the foundations of the teaching and learning approach in science and technology (experimental approach and investigation process). Deepening of the pedagogical strategies in teaching science and technology in elementary school (pedagogical differentiation, contributions and limits of traditional didactic material and ICT, theoretical and practical aspects of interdisciplinarity in teaching science and technology). Pedagogical intervention in class at a single level and at multiple

levels. Review of traditional knowledge according to those aspects. Analysis of the normal learning difficulties inherent in this field of study. Oral and written practices in science and technology classes in elementary school. Development of science and technology projects based on problem solving. Technological analysis. Formative evaluation of scientific and technological learning. Critical analysis of some instruments. Critical review of teaching materials in science and technology. Different pedagogical approaches (pedagogy by project, cooperative learning, etc.). Elaboration and conducting of learning-teaching activities suited for the cultural context.

**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.

**DID1842****Teaching and Learning Inuit History in Relations with the Contemporary World**

**Objectifs :** Study and analysis of the Inuit history: politics, geography, environment and survival in a northern context. To explore the main features of the history of northern societies: religion, politics, economy, arts, science and technique. To understand the extent to which the geography of the North has influenced the fate of the society. To develop a critical analysis of historical knowledge. Develop an understanding of Inuit people relations with the environment, other population and institutions.

**Contenu :** Transformation of northern societies through social science. Study of Nordic societies from different dimensions: social organisation, economy, politics, adult-child relations, family values, health and medical care, and spirituality. Links between those aspects and today's situations: cultural shock, intercultural and international relations from nomadism to sedentary life, accelerated lifestyle changes. Reflection on school, family and community role in terms of transmission of historical knowledge and values. Survive in Arctic climate.

**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.

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## Description des cours

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**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.

### EDU2346

#### Educational Training Project and Institutional Development

**Objectifs** : To practice a reflective analysis of the teaching practice. To become aware and formulate training needs regarding the aims of education in general and the school's educational project in particular. To develop its own educational training project.

**Contenu** : Aims of education and school. School socialization function. Concept of the educational project applicable to the student, the teacher, the school, the school service centre and its implications. Study of some personal, professional and institutional educational projects. Development by the student of her or his educational training project according to an immediate practical application or in an internship. Intervention strategies: integration of subjects, open activities, pedagogy by project. Connection of her or his individual training project with the educational project of the host school.

Construction or adjustment of Inuktitut or other Indigenous language terminology.

### LIN1344

#### Inuktitut Orthography, Phonology and Morphology

**Objectifs** : Providing Inuit students with the knowledge they need to consolidate knowledge of the Inuktitut linguistic system. To discover and use recent linguistic resources.

**Contenu** : Sound patterns in human languages (phonology). How sound systems are organized, how sounds interact, and how they can be grouped together within words. How words and sentences are built and structural differences between Inuktitut and European languages. The writing system (orthography). Creation of new words (word formation). How languages change over time. Lexical and semantic change, role of language contact, key aspects of language revitalization.

### 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.

### STA1433

#### Practicum IV: Teaching and Learning Practice Proficiency in Inuit Context

**Objectifs** : To consolidate skills of the teaching profession in the school environment, and to get to know concretely all the dimensions of the school environment (observation, data collection) and integrating into this environment; to collaborate, to plan, to carry out and analyze educational and relational interventions; to evaluate students' learning and to implement a professional development project; to carry out continuous reflexive analyzes of their practices and learning and to reflect on their teaching behavior in the light of ethical principles related to his/her profession.

**Contenu** : Preparation of mid-term and long-term planning and elaboration of an innovation project. Project planning and elaboration as a first step towards reinvestment of skills acquired in the teacher training courses. Elaboration and conduction of teaching-learning situations according to the pupils needs and targeting skills to develop under the training program. Student's adaptation of interventions to the needs and characteristics of the pupils experiencing difficulties. Evaluation of the learning progress and skills acquisition level of pupils regarding the teaching contents. Organization and supervision of the group-class modus operandi in order to foster pupils' learning and socialization. Ways to communicate clearly and efficiently in the teaching language, both orally and in writing, in context of the teaching profession. The use of numerous tools; cooperation with team-school colleagues and partners of the social environment; initiation of a professional development process; ethic

and responsible actions during one's duties.