RESPONSABLE :
Véronique Paul
819 762-0971 poste 2539

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 (S440).

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 (S440).

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 (S440).

PLAN DE FORMATION :

Cours obligatoires

<table>
<thead>
<tr>
<th>Code</th>
<th>Titre</th>
<th>Crédits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DID1347</td>
<td>Learning Difficulties in First Language (3 cr.) (LIN1341 et LIN1342)</td>
<td>3</td>
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<tr>
<td>DID1444</td>
<td>Teaching and Learning Rational Numbers and Probability (3 cr.)</td>
<td>3</td>
</tr>
<tr>
<td>DID1642</td>
<td>Teaching and Learning Sciences and Technology in Nunavik Kindergarten and Elementary School II (3 cr.)</td>
<td>3</td>
</tr>
<tr>
<td>DID1842</td>
<td>Teaching and Learning Inuit History in Relations with the Contemporary World (3 cr.)</td>
<td>3</td>
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<tr>
<td>EDU2346</td>
<td>Educational Training Project and Institutional Development (3 cr.)</td>
<td>3</td>
</tr>
<tr>
<td>LIN1344</td>
<td>Inuktitut Orthography, Phonology and Morphology (3 cr.) (LIN1341 et LIN1342)</td>
<td>3</td>
</tr>
<tr>
<td>STA1433</td>
<td>Practicum IV: Teaching and Learning Practice Proficiency in Inuit Context (9 cr.)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>1 cours complémentaire</td>
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</tbody>
</table>

Cours complémentaires

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

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

* : 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'exercer 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 Indigenous 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 of reasoning and mathematical 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 related 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 the 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 teaching-learning sequences (curricular intentions, mathematical tasks and progressions). Observation and analysis of student manifestations regarding learning levels, in relation 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 competences to design and implement teaching-learning situations based on data from science and technology.


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, economic development, intercultural relations from nomadism to sedentary life, accelerated lifestyle changes. Reflection on school, family and community role in terms of transmission of their 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, such as planning (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.


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 non-Inuit context, in various respects (classroom management, differentiation, evaluation, pedagogical approaches, etc.). Evaluate and reflect on its consequences 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, who 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, who 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 characteristics 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.

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

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