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SOCIAL, EDUCATIONAL AND LEGAL SERVICES

EARLY CHILDHOOD EDUCATION

PROGRAM OF STUDY

322.A0

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322.A0

Early Childhood Education

2000

Type of certification : Diploma of college studies

Number of credits : 91

Total duration : 2 490 hours of instruction

General education component :	660 hours of instruction
Program-specific component :	1 830 hours of instruction

Specific admission requirements : - None

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TABLE OF CONTENTS

Introduction to the Program	1
Vocabulary	3
Part One	
<hr/>	
Goals of the Program.....	7
Goals of the General Education Program	9
Educational Intentions of the General Education Component	13
List of Program Objectives	15
General education common to all programs	15
General education adapt to programs.....	15
Complementary general education	16
Specific program component.....	17
Harmonization	19
Part Two	
<hr/>	
Objectives and Standards – General education common to all programs.....	23
Objectives and Standards – General education adapted to programs	37
Objectives and Standards – Complementary general education.....	45
Objectives and Standards – Specific program component	59
0190 To examine the job functions of an educator	61
0191 To observe children’s behaviour	63
0192 To identify a child’s needs with respect to his or her overall development	65
0193 To function safely in the work environment.....	67
0194 To establish an affective relationship with children	69
0195 To intervene with respect to a child’s health	71
0196 To promote good nutrition	75
0197 To communicate in the workplace.....	77
0198 To analyze a child’s family life and social life and determine the effects on his or her behaviour	79
0199 To analyze a child’s specific needs	81
019A To provide support to a child	83
019B To use creativity in a work context	85
019C To define the educational approach to be taken with children.....	87
019D To design activities promoting overall child development.....	89

019E	To organize educational activities	91
019F	To lead educational activities	93
019G	To work as a member of a team.....	95
019H	To establish a partnership relationship with parents and resource people.....	97
019J	To intervene with respect to the behaviour of a child or a group of children	101
019K	To design and review the educational program	103
019L	To organize a childcare establishment	105
019M	To provide educational services to a group of children	109

INTRODUCTION TO THE PROGRAM

The *Early Childhood Education* program (322.A0) is in keeping with the aims and orientations of technical education that guide the Direction générale de la formation professionnelle et technique. It has been designed in accordance with the framework for developing technical programs, which requires participation by partners working in the field and in the community.

This program is based on competencies, formulated in terms of objectives and standards. It was designed using an approach that takes into account training needs, the job analysis and the general goals of technical education, and it serves as the basis for the definition and evaluation of learning activities. In addition, it lends itself to the application of the program-based approach.

The *Early Childhood Education* program includes a general education component common to all programs (16 2/3 credits), a general education component adapted to this program (6 credits), a complementary general education component (4 credits) and a program-specific component (64 1/3 credits).

This document has two parts. Part One presents an overview of the program, and Part Two describes the objectives and standards for the general education components and the program-specific component.

VOCABULARY USED

Program

An integrated set of learning activities leading to the achievement of educational objectives based on set standards (*College Education Regulations*, section 1).

Competency

For the specific program component of a technical program: an integrated set of cognitive and psychomotor skills and socio-affective behaviours that enable a student to exercise a role or function, perform a task or carry out an activity at entry level on the job market (*Cadre technique d'élaboration de la partie ministérielle des programmes d'études techniques*, p. 3).

Objective

The competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, section 1).

Statement of the competency

For the specific program component of a technical program, the statement of the competency is the result of an analysis of the work situation, the general goals of technical education and, in certain cases, other factors. It consists of an action verb and an object. It must be clear and unequivocal.

For the general education component, the statement of the competency is the result of an analysis of the needs of general education.

Elements of the competency

For the specific program component of a technical program, the elements of the competency include only what is necessary in order to understand the competency. They specify the major steps in exercising the competency or the essential elements of the competency.

For the general education component, the elements of the objective, formulated in terms of a competency, specify the essential elements of the competency. They include only what is necessary in order to understand and attain the competency.

Standard

The level of performance at which an objective is considered to be achieved (*College Education Regulations*, section 1).

Achievement context

For the specific program component of a technical program, the achievement context corresponds to the situation in which the competency is exercised at entry level on the job market. The achievement context does not specify the context for learning or evaluation.

Performance criteria

For the specific program component of a technical program, the performance criteria define the requirements that make it possible to judge the attainment of each of the elements of the competency and consequently of the competency itself. The performance criteria are based on the requirements at entry level on the job market. The performance criteria are not the evaluation instrument but, rather, they serve as a reference for the development of the evaluation instrument. Each element of the competency requires at least one performance criterion.

For the general education component, the performance criteria define the requirements for recognition of the attainment of the standard. All the criteria must be respected for the objective to be attained.

Learning activities

For the specific program component of a technical program, the learning activities are classes (labs, workshops, seminars, practicums or other educational activities) designed to ensure the attainment of the targeted objectives and standards. Colleges are entirely responsible for defining the learning activities and applying the program-based approach.

For the general education component, the elements of the learning activities that may be determined in whole or in part by the Minister are the field of study, the discipline(s), the weightings, the total hours of instruction, the number of credits and any details deemed essential.

PART ONE

GOALS OF THE PROGRAM

The goals of the program take into account the requirements of the early childhood education profession and reflect specific orientations. The program goals also reflect the general orientations of technical education.

Presented below are the desired outcome of training and a general description of the occupation, as well as the educational intentions of the general goals of technical and general education.

Desired outcome

The Early Childhood Education program is intended to produce graduates qualified to work as educators in a childcare setting.

Description of the occupation

Educators work with children from birth to 12 years of age. Their main task is to create an environment conducive to the child's physical, psychomotor, cognitive, language, socioaffective and moral development by establishing an affective relationship with the child. Their role is also to develop, organize, lead and evaluate educational activities that foster the overall development of the child.

Educators are called upon to establish a close partnership with parents and other partners in the field so that any intervention with children takes place in an atmosphere of consultation. Thus, they must actively participate in teamwork with their colleagues on a regular basis. Early childhood education requires a great capacity for listening, open-mindedness, creativity and good organization skills.

Educators can work in a variety of settings: childcare centres in a facility, home daycares, school daycares, for-profit daycares, drop-in centres and nursery schools. It is important for educators to be versatile since they must be capable of working in each of these types of childcare settings.

Educational intentions

In keeping with the general goals of technical education, the aims of the program-specific component of the Early Childhood Education program are:

- to enable students to acquire competence in the practice of the occupation, performing the tasks and activities of the occupation at a level acceptable for entry into the job market;
- to help students integrate into working life by giving them a knowledge of the job market in general and of the specific context of the occupation;
- to encourage continuing professional development;
- to provide for the future job mobility of students by helping them to acquire career-management skills and, especially, entrepreneurial skills.

The program reconciles two requirements of college training: technical competency and versatility. Technical competency is ensured through the acquisition of specific competencies required to practise the occupation in various childcare settings. Versatility is ensured through the acquisition of general competencies that will enable educators to have a solid basic training in child development, to be familiar with concepts of sociology in order to understand children's behaviours and needs, regardless of age and home environment, and to apply the principles and techniques of communication and teamwork. Versatility is also ensured through the consideration, in specific competencies, of aspects particular to the various settings in which the occupation is practised, thereby promoting the professional mobility of graduates.

THE GOALS OF GENERAL EDUCATION

In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school) during which students acquire basic knowledge and skills. It represents a major crossroads in that there is greater emphasis on the cultural aspect of academic subjects and leads students directly to the labour market or to university. The college system is responsive to current needs with respect to technical and pre-university education. It allows students to further their education without, however, narrowing their options, since they may switch from one type of program to the other. Finally, it provides students with a well-rounded, balanced education.

Each college program features a general education component that is common to all programs, one that is adapted to the specific field of study, and one that is complementary. The goals of general education are to provide students with a common cultural core, to help them learn and develop generic skills, and to foster desirable attitudes. The desired outcomes are to educate students, to prepare them for their role as responsible members of society and to enable them to share in the common cultural heritage.

The common cultural core

Transmission of the common cultural core is aimed at allowing students to develop or acquire the following:

- mastery of the language of instruction as a tool for communication and reflection, and mastery of the basic rules of rational thought, discourse and argumentation;
- the ability to communicate in other languages, primarily French or English;
- openness to the world and to cultural diversity;
- appreciation of the riches of their cultural heritage through familiarization with the accomplishments of human civilization;
- the ability to situate themselves with respect to the major schools of thought;
- the ability to think critically, independently and reflectively;
- personal and social ethics;
- mastery of knowledge relevant to the development of physical and intellectual well-being;
- awareness of the need to develop habits conducive to good health.

Generic skills

General education allows students to acquire and develop the following generic skills:

- conceptualization, analysis and synthesis;
- coherent reasoning;
- critical judgment;
- articulate expression;
- the ability to apply what they have learned in analyzing situations;

- the ability to apply what they have learned in determining appropriate action;
- mastery of work methods;
- the ability to reflect on what they have learned.

Desirable attitudes

Cultural literacy and generic skills help students to acquire and develop the following attitudes:

- autonomy;
- a critical sense;
- awareness of their responsibilities toward themselves and others;
- openmindedness;
- creativity;
- openness to the world.

These outcomes apply to the three general education components, more specifically:

- General education common to all programs, which is allotted 16 2/3 credits distributed as follows:
 - language of instruction and literature: 7 1/3 credits;
 - humanities or *philosophie*: 4 1/3 credits;
 - physical education: 3 credits;
 - second language: 2 credits.
- General education adapted to programs, which introduces tasks or learning situations that are relevant to the field of study. The breakdown of credits, for a total of 6, is as follows:
 - language of instruction and literature: 2 credits;
 - humanities or *philosophie*: 2 credits;
 - second language: 2 credits.
- Complementary general education, which allows students to complete their training with learning activities chosen with a view to achieving balance and complementarity in relation to the program-specific component. Students may choose courses for a total of 4 credits in the following areas:
 - social sciences;
 - science and technology;
 - modern languages;
 - mathematics literacy and computer science;
 - art and aesthetics.

The general and the specific education components are designed to contribute to students' education in an integrative fashion. In other words, the knowledge and skills transmitted in one component are reinforced and, whenever possible, reapplied in the other.

Each college-level institution must provide such general education through learning activities that are consistent with its educational project, within the framework of the stated outcomes, the given subject areas and ministerial guidelines.

All the sets of objectives and standards in the general education component are developed in keeping with the provisions of the *College Education Regulations* (R.S.Q., c. C-29, s. 18; 1993, c. 25, s. 11). Revised Edition, August 1998.

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

The educational intentions explain in detail the contribution of each field of studies included in the three components of general education (common to all programs, adapted to programs or complementary) to the achievement of the goals of general education. For the first two components, the educational intentions include a general statement of the role of each field of studies, the principles which underlie this role, the contribution of each field, in the form of outcome objectives, to the achievement of the goals of general education in terms of knowledge, abilities and attitudes, and an explanation of the sequence of objectives and standards.

The integral text of the educational intentions is at the end of this document.

LIST OF PROGRAM OBJECTIVES

GENERAL EDUCATION COMMON TO ALL PROGRAMS

(16 2/3 credits)

- 0004 To analyze and produce various forms of discourse.
- 0005 To apply a critical approach to literary genres.
- 0006 To apply a critical approach to a literary theme.
- 00B2 To apply a logical analytical process to how knowledge is organized and used.
- 000G To apply a critical thought process to world views.
- 0017 Appliquer les notions de base de la communication en français courant.
or
- 000A Communiquer en français avec une certaine aisance.
or
- 000B Communiquer avec aisance en français.
or
- 000C Traiter d'un sujet culturel et littéraire.
- 0064 To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.
- 0065 To improve one's effectiveness when practising a physical activity.
- 0066 To demonstrate one's responsibility for being physically active in a manner which promotes health.

GENERAL EDUCATION ADAPTED TO PROGRAMS**(6 credits)**

- 000L To communicate in the forms of discourse appropriate to one or more fields of study.
- 000U To apply a critical thought process to ethical issues relevant to the field of study.
- 0018 Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.
or
000Q Communiquer en français dans un champ d'études particulier.
or
000R Communiquer avec aisance en français dans un champ d'études particulier.
or
000S Dissserter en français sur un sujet lié au champ d'études.

COMPLEMENTARY GENERAL EDUCATION**(4 credits)**

- 000V To estimate the contribution of the social sciences to an understanding of contemporary issues.
- 000W To analyze one of the major problems of our time using one or more social scientific approaches.
- 000X To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.
- 000Y To resolve a simple problem by applying the basic scientific method.
- 000Z To communicate with limited skill in a modern language.
- 0010 To communicate on familiar topics in a modern language.
- 0067 To communicate with relative ease in a modern language.
- 0011 To recognize the role of mathematics or informatics in contemporary society.
- 0012 To use various mathematical or computer concepts, procedures and tools for common tasks.
- 0013 To consider various forms of art produced by aesthetic practices.
- 0014 To produce a work of art.

SPECIFIC PROGRAM COMPONENT**(64 1/3 credits)**

- 0190 To examine the job functions of an educator.
- 0191 To observe children's behaviour.
- 0192 To identify a child's needs with respect to his or her overall development.
- 0193 To function safely in the work environment.
- 0194 To establish an affective relationship with children.
- 0195 To intervene with respect to a child's health.
- 0196 To promote good nutrition.
- 0197 To communicate in the workplace.
- 0198 To analyze a child's family life and social life and determine the effects on his or her behaviour.
- 0199 To analyze a child's specific needs.
- 019A To provide support to a child.
- 019B To use creativity in a work context.
- 019C To define the educational approach to be taken with children.
- 019D To design activities promoting overall child development.
- 019E To organize educational activities.
- 019F To lead educational activities.
- 019G To work as a member of a team.
- 019H To establish a partnership relationship with parents and resource people.
- 019J To intervene with respect to the behaviour of a child or a group of children.
- 019K To design and review the educational program.
- 019L To organize a childcare establishment.
- 019M To provide educational services to a group of children.

HARMONIZATION

A comparative analysis of the programs of study offered in the Social, Educational and Legal Services sector was carried out in order to show where harmonization was possible. The four programs involved are Social Service, Early Childhood Education, Community Recreation Leadership Training, and Special Care Counselling.

Harmonization of these programs is intended to make it easier for students to move from one program to another without having to repeat course content previously covered. Equivalence tables were drawn up to show the links among the various harmonized programs.

The tables below show the programs involved in harmonization. The left side of each table shows the codes and competencies of the Early Childhood Education program, while the right side indicates the equivalent competencies in the three other programs. Thus a student who has acquired one or more competencies in this program would be able to have the equivalent competencies recognized in the other programs if he or she chose to transfer to one of the other programs.

FROM

TO

Early Childhood Education		Community Recreation Leadership Training	
Code	Competency	Code	Competency
0191	To observe children's behaviour	01AF	To recognize significant indicators for recreation leadership
019B	To use creativity in a work context	01AJ	To use creativity in a work context
0197 019G	To communicate in the workplace To work as a member of a team	01AK	To interact in the workplace

FROM

TO

Early Childhood Education		Special Care Counselling	
Code	Competency	Code	Competency
0193	To function safely in the work environment	01A4 019V	To protect their personal well-being To assist a client in need of help
0197	To communicate in the workplace	019Q	To communicate with clients and members of a work team

FROM

TO

Early Childhood Education		Social Service	
Code	Competency	Code	Competency
0193	To function safely in the work environment	018U	To protect their personal well-being
0197 019G	To communicate in the workplace To work as a member of a team	018Q	To function within a team

PART TWO

**OBJECTIVES AND STANDARDS -
GENERAL EDUCATION COMMON TO ALL
PROGRAMS**

GENERAL EDUCATION COMMON TO ALL PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE		CODE : 0004
OBJECTIVE		STANDARD
Statement of the competency		
To analyze and produce various forms of discourse.		
Elements		Performance criteria
1	To identify the characteristics and functions of the components of discourse.	1.1 Accurate explanation of the denotation of words. 1.2 Adequate recognition of the appropriate connotation of words. 1.3 Accurate definition of the characteristics and function of each component.
2	To determine the organization of facts and arguments of a given discourse.	2.1 Clear and accurate recognition of the main idea and structure. 2.2 Clear presentation of the strategies employed to develop an argument or thesis.
3	To prepare ideas and strategies for a projected discourse.	3.1 Appropriate identification of topics and ideas. 3.2 Adequate gathering of pertinent information. 3.3 Clear formulation of a thesis. 3.4 Coherent ordering of supporting material.
4	To formulate a discourse.	4.1 Appropriate choice of tone and diction. 4.2 Correct development of sentences. 4.3 Clear and coherent development of paragraphs. 4.4 Formulation of a 750-word discourse.
5	To edit the discourse.	5.1 Thorough revision of form and content.
LEARNING ACTIVITIES		
Discipline :	English	
Weighting :	2-2-4, 1-3-4	
Credits :	2 2/3	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE		CODE : 0005
OBJECTIVE		STANDARD
Statement of the competency To apply a critical approach to literary genres. Elements 1 To distinguish genres of literary discourse. 2 To recognize the use of literary conventions within a specific genre. 3 To situate a discourse within its historical and literary period. 4 To explicate a discourse representative of a literary genre.		Performance criteria 1.1 Clear recognition of the formal characteristics of a literary genre. 2.1 Accurate recognition of the figurative communication of meaning. 2.2 Adequate explanation of the effects of significant literary and rhetorical devices. 3.1 Appropriate recognition of the relationship of a text to its period. 4.1 Selective use of appropriate terminology. 4.2 Effective presentation of a 1000-word integrated response to a text.
LEARNING ACTIVITIES		
Discipline : English Weighting : 2-2-3 Credits : 2 1/3		

GENERAL EDUCATION COMMON TO ALL PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE		CODE : 0006
OBJECTIVE		STANDARD
Statement of the competency To apply a critical approach to a literary theme.		
Elements 1 To recognize the treatment of a theme within a literary text. 2 To situate a literary text within its cultural context. 3 To detect the value system inherent in a literary text. 4 To explicate a text from a thematic perspective.		Performance criteria 1.1 Clear recognition of elements within the text which define and reinforce a theme and its development. 1.2 Adequate demonstration of the effects of significant literary and rhetorical devices. 2.1 Appropriate recognition of a text as an expression of cultural context. 2.2 Adequate demonstration of the effects of significant literary and rhetorical devices. 3.1 Appropriate identification of expression (explicit/implicit) of a value system in a text. 4.1 Selective use of an appropriate terminology. 4.2 Effective presentation of a 1000-word integrated response to a text.
LEARNING ACTIVITIES		
Discipline : English Weighting : 2-2-3 Credits : 2 1/3		

GENERAL EDUCATION COMMON TO ALL PROGRAMS : HUMANITIES CODE : 00B2	
OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To apply a logical analytical process to how knowledge is organized and used.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 To recognize the basic elements of a field of knowledge. 2 To define the modes of organization and utilization of a field of knowledge. 3 To situate a field of knowledge within its historical context. 4 To organize the main components into coherent patterns. 5 To produce a synthesis of the main components. 	<p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Appropriate description of the basic elements. 1.2 Appropriate use of terminology relevant to fields of knowledge. 2.1 Adequate definition of the dimensions, limits, and uses of fields of knowledge. 3.1 Accurate identification of the main components in the historical development of fields of knowledge. 3.2 Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge. 4.1 Coherent organization of the main components. 5.1 Appropriate analysis of the components. 5.2 Coherent synthesis of the main components. 5.3 Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge.
LEARNING ACTIVITIES	
<p>Discipline : Humanities</p> <p>Weighting : 3-1-3</p> <p>Credits : 2 1/3</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : HUMANITIES CODE : 000G	
OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To apply a critical thought process to world views.</p> <p>Elements</p> <p>1 To describe world views.</p> <p>2 To explain the major ideas, values, and implications of a world view.</p> <p>3 To organize the ideas, values and experiences of a world view into coherent patterns.</p> <p>4 To compare world views.</p>	<p>Performance criteria</p> <p>1.1 Accurate description of a society or group with a distinctive world view.</p> <p>1.2 Appropriate use of terminology relevant to these societies or groups.</p> <p>2.1 Adequate explanation of the salient components of a world view.</p> <p>3.1 Coherent organization of ideas about a world view.</p> <p>3.2 Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views.</p> <p>4.1 Comparative analysis of these world views.</p> <p>4.2 Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis.</p>
LEARNING ACTIVITIES	
<p>Discipline : Humanities</p> <p>Weighting : 3-0-3</p> <p>Credits : 2</p>	

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU I) CODE : 0017	
OBJECTIF	STANDARD
<p>Énoncé de la compétence</p> <p>Appliquer les notions de base de la communication en français courant.</p> <p>Éléments</p> <p>1 Dégager le sens d'un message oral simple.</p> <p>2 Émettre un message oral simple.</p> <p>3 Dégager le sens d'un texte.</p> <p>4 Rédiger un texte simple.</p>	<p>Critères de performance</p> <p>1.1 Repérage précis des difficultés de compréhension du message.</p> <p>1.2 Utilisation pertinente des techniques d'écoute choisies.</p> <p>1.3 Distinction précise du sens général et des idées essentielles du message.</p> <p>1.4 Description précise du sens général et des idées essentielles du message.</p> <p>2.1 Repérage précis des difficultés d'expression.</p> <p>2.2 Utilisation pertinente des techniques d'expression orales choisies.</p> <p>2.3 Emploi pertinent du vocabulaire courant.</p> <p>2.4 Expression intelligible du propos.</p> <p>3.1 Repérage précis des difficultés de compréhension du texte.</p> <p>3.2 Utilisation pertinente des techniques de lecture choisies.</p> <p>3.3 Distinction claire des principaux éléments du texte.</p> <p>3.4 Description précise du sens général et des idées essentielles d'un texte de 500 mots.</p> <p>4.1 Repérage précis des difficultés d'écriture.</p> <p>4.2 Utilisation pertinente des techniques d'écriture choisies.</p> <p>4.3 Emploi pertinent du vocabulaire courant.</p> <p>4.4 Formulation claire et cohérente d'un texte de 100 mots.</p>
LEARNING ACTIVITIES	
<p>Discipline : Français, langue seconde</p> <p>Pondération : 2-1-3</p> <p>Unités : 2</p>	

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU II)		CODE : 000A
OBJECTIF		STANDARD
Énoncé de la compétence Communiquer en français avec une certaine aisance.		
Éléments 1 Interpréter un texte oral simple de trois minutes en français courant. 2 Produire un texte oral planifié de cinq minutes en français courant. 3 Interpréter un texte écrit en français courant. 4 Rédiger un texte simple en français courant.		Critères de performance 1.1 Distinction claire des principaux éléments du texte oral. 1.2 Explication précise du sens des mots dans le texte. 1.3 Repérage précis des idées et des sujets traités dans le texte. 2.1 Emploi pertinent du vocabulaire courant. 2.2 Respect du niveau de langue, du code grammatical et des règles de la prononciation. 2.3 Formulation claire et cohérente du propos. 3.1 Distinction claire des principaux éléments du texte. 3.2 Explication précise du sens des mots dans le texte. 3.3 Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots. 4.1 Respect du code grammatical et orthographique. 4.2 Utilisation judicieuse des principaux éléments du corpus. 4.3 Formulation claire et cohérente des phrases. 4.4 Articulation cohérente des paragraphes. 4.5 Rédaction d'un texte de 200 mots.
LEARNING ACTIVITIES		
Discipline : Français, langue seconde Pondération : 2-1-3 Unités : 2		

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU III)		CODE : 000B
OBJECTIF		STANDARD
Énoncé de la compétence Communiquer avec aisance en français.		
Éléments 1 Produire un texte oral planifié de cinq minutes de complexité moyenne. 2 Commenter un texte écrit de complexité moyenne. 3 Rédiger un texte de complexité moyenne.		Critères de performance 1.1 Emploi pertinent du vocabulaire courant. 1.2 Adaptation à l'interlocuteur ou à l'interlocutrice. 1.3 Respect du niveau de langue, du code grammatical et des règles de la prononciation. 1.4 Formulation claire et cohérente du propos. 1.5 Agencement pertinent des idées. 2.1 Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots. 2.2 Explication précise du sens des mots dans le texte. 2.3 Distinction précise des idées principales et secondaires, des faits et des opinions. 2.4 Formulation d'éléments implicites. 3.1 Respect du code grammatical et orthographique. 3.2 Adaptation au lecteur ou à la lectrice. 3.3 Utilisation judicieuse des principaux éléments du corpus. 3.4 Formulation claire et cohérente des phrases, dont au moins trois sont complexes. 3.5 Articulation cohérente des paragraphes. 3.6 Rédaction d'un texte de 350 mots.
LEARNING ACTIVITIES		
Discipline : Français, langue seconde Pondération : 2-1-3 Unités : 2		

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU IV)		CODE : 000C
OBJECTIF	STANDARD	
Énoncé de la compétence		
Traiter d'un sujet culturel et littéraire.		
Éléments	Critères de performance	
1 Analyser un texte culturel ou littéraire.	1.1 Formulation personnelle des éléments principaux du texte. 1.2 Inventaire des thèmes principaux. 1.3 Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique. 1.4 Repérage des valeurs véhiculées. 1.5 Repérage juste de la structure du texte. 1.6 Articulation claire d'un point de vue personnel.	
2 Rédiger un texte sur un sujet culturel ou littéraire.	2.1 Respect du sujet. 2.2 Respect du code grammatical et orthographique. 2.3 Adaptation au lecteur ou à la lectrice. 2.4 Utilisation judicieuse des principaux éléments du corpus. 2.5 Formulation claire et cohérente d'un texte de 500 mots. 2.6 Articulation claire d'un point de vue personnel.	
LEARNING ACTIVITIES		
Discipline :	Français, langue seconde	
Pondération :	3-0-3	
Unités :	2	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION CODE : 0064	
OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 To establish the relationship between one's lifestyle and one's health. 2 To be physically active in a manner which promotes health. 3 To recognize one's needs, abilities, and motivational factors with respect to being physically active on a regular basis. 4 To propose physical activities which promote health. 	<p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Proper use of documentation. 1.2 Appropriate relationships between the main lifestyle behaviours and their impact on health. 2.1 Observance of the rules involved in the physical activity, including safety guidelines. 2.2 Respect of one's abilities when practising physical activities. 3.1 Appropriate use of the physical quantitative and qualitative data. 3.2 Statement of one's main physical needs and abilities. 3.3 Statement of one's main motivational factors with respect to being physically active on a regular basis. 4.1 Appropriate and justified choice of physical activities according to one's needs, abilities, and motivational factors.
LEARNING ACTIVITIES	
<p>Discipline : Physical Education</p> <p>Weighting : 1-1-1</p> <p>Credits : 1</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION CODE : 0065	
OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To improve one's effectiveness when practising a physical activity.</p> <p>Elements</p> <p>1 To use a process designed to improve one's effectiveness in the practice of a physical activity.</p>	<p>Performance criteria</p> <p>1.1 Initial assessment of one's abilities and attitudes when practising a physical activity.</p> <p>1.2 Statement of one's expectations and needs with respect to one's ability to practise the activity.</p> <p>1.3 Appropriate formulation of personal objectives.</p> <p>1.4 Statement of the means to achieve one's objectives.</p> <p>1.5 Observance of the rules involved in the physical activity, including safety guidelines.</p> <p>1.6 Periodic evaluation of one's abilities and attitudes when practising a physical activity.</p> <p>1.7 Meaningful interpretation of the progress achieved and the difficulties experienced during the activity.</p> <p>1.8 Pertinent and periodic adjustments of objectives or action plan.</p> <p>1.9 Appreciable improvement of the motor skills required by the activity.</p>
LEARNING ACTIVITIES	
<p>Discipline : Physical Education</p> <p>Weighting : 0-2-1</p> <p>Credits : 1</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION		CODE : 0066
OBJECTIVE		STANDARD
Statement of the competency To demonstrate one's responsibility for being physically active in a manner which promotes health.		
Elements 1 To combine effective practice with a health promotional approach to physical activity. 2 To manage a personal physical activity program.		Performance criteria 1.1 Integration of effective practice with factors which promote health in the practice of a physical activity. 2.1 Statement of one's priorities according to the needs abilities, and motivational factors with respect to being active on a regular basis. 2.2 Proper formulation of objectives to achieve in one's personal program. 2.3 Appropriate choice of activity or activities for one's personal program. 2.4 Appropriate planning of how the activity or activities in the personal program are carried out. 2.5 Appropriate choice of criteria to measure program objective attainment. 2.6 Periodic statement of the time invested and the activities carried out during the program. 2.7 Meaningful interpretation of the progress achieved and difficulties experienced during the activity. 2.8 Appropriate and periodic adjustment of objectives or action plan.
LEARNING ACTIVITIES		
Discipline : Physical Education Weighting : 1-1-1 Credits : 1		

**OBJECTIVES AND STANDARDS -
GENERAL EDUCATION ADAPTED TO PROGRAMS**

GENERAL EDUCATION ADAPTED TO PROGRAMS :
LANGUAGE OF INSTRUCTION AND LITERATURE

CODE : 000L

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To communicate in the forms of discourse appropriate to one or more fields of study.</p> <p>Elements</p> <p>1 To identify the forms of discourse appropriate to given fields of study.</p> <p>2 To recognize the discursive frameworks appropriate to given fields of study.</p> <p>3 To formulate a discourse.</p>	<p>Performance criteria</p> <p>1.1 Accurate recognition of specialized vocabulary and conventions.</p> <p>1.2 Accurate recognition of the characteristics of the form of discourse.</p> <p>2.1 Clear and accurate recognition of the main ideas and structure.</p> <p>2.2 Appropriate distinction between fact and argument</p> <p>3.1 Appropriate choice of tone and diction.</p> <p>3.2 Correctly developed sentences.</p> <p>3.3 Clearly and coherently developed paragraphs.</p> <p>3.4 Appropriate use of program-related communication strategies.</p> <p>3.5 Formulation of a 1000-word discourse.</p> <p>3.6 Thorough revision of form and content.</p>
LEARNING ACTIVITIES	
<p>Discipline : English</p> <p>Total Contact Hours : 60</p> <p>Credits : 2</p>	

GENERAL EDUCATION ADAPTED TO PROGRAMS : HUMANITIES		CODE : 000U
OBJECTIVE	STANDARD	
Statement of the competency To apply a critical thought process to ethical issues relevant to the field of study.		
Elements 1 To situate significant ethical issues, in appropriate world views and fields of knowledge. 2 To explain the major ideas, values, and social implication of ethical issues. 3 To organize the ethical questions and their implications into coherent patterns. 4 To debate the ethical issues.	Performance criteria 1.1 Accurate recognition of the basic elements of ethical issues. 1.2 Appropriate use of relevant terminology. 1.3 Adequate identification of the main linkages with world views and fields of knowledge. 2.1 Adequate description of the salient components of the issues. 3.1 Coherent organization of the ethical questions and their implications. 3.2 Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues. 4.1 Adequate development of substantiated argumentation including context and diverse points of view. 4.2 Clear articulation of an individual point of view.	
LEARNING ACTIVITIES		
Discipline : Humanities Total Contact Hours : 45 Credits : 2		

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU I)		CODE : 0018
OBJECTIVE		STANDARD
Énoncé de la compétence Appliquer des notions fondamentales de la communication en français, liées à un champ d'études. Elements 1 Dégager le sens d'un message oral simple lié à un champ d'études. 2 Dégager le sens et les caractéristiques d'un texte lié à un champ d'études. 3 Émettre un message oral simple lié à un champ d'études. 4 Rédiger un court texte lié à un champ d'études.		Performance criteria 1.1 Repérage précis des difficultés de compréhension du message. 1.2 Distinction juste des caractéristiques du message. 1.3 Repérage juste du vocabulaire spécialisé. 1.4 Utilisation pertinente des techniques d'écoute choisies. 1.5 Distinction claire des principaux éléments du message. 1.6 Description précise du sens général et des idées essentielles du message. 2.1 Repérage précis des difficultés de compréhension du texte. 2.2 Distinction juste des caractéristiques du texte. 2.3 Repérage précis du vocabulaire spécialisé. 2.4 Utilisation pertinente des techniques de lectures choisies. 2.5 Distinction claire des principaux éléments du texte. 2.6 Description précise du sens général et des idées essentielles du texte. 3.1 Repérage précis des difficultés d'expression orale. 3.2 Utilisation pertinente des techniques d'expression orale choisies. 3.3 Utilisation pertinente du vocabulaire courant et spécialisé. 3.4 Expression intelligible du propos. 4.1 Repérage précis des difficultés d'écrire. 4.2 Utilisation pertinente des techniques d'écriture choisies. 4.3 Utilisation pertinente du vocabulaire courant et spécialisé. 4.4 Formulation claire et cohérente du texte.
ACTIVITÉS D'APPRENTISSAGE		
Discipline : Français, langue seconde Nombre d'heures-contact : 45 Nombre d'unités : 2		

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU II)		CODE : 000Q
OBJECTIVE		STANDARD
Énoncé de la compétence Communiquer en français dans un champ d'études particulier.		
Elements 1 Distinguer les types de textes propres au champ d'études. 2 Interpréter des textes représentatifs du champ d'études. 3 Utiliser des techniques de production de textes appropriées au champ d'études.		Performance criteria 1.1 Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées. 2.1 Distinction claire des principaux éléments du texte. 2.2 Interprétation claire du vocabulaire spécialisé. 2.3 Repérage précis des idées et des sujets traités. 2.4 Utilisation pertinente des techniques de lecture et d'écoute. 3.1 Emploi pertinent du vocabulaire spécialisé et des conventions. 3.2 Respect du niveau de langue et du code grammatical. 3.3 Formulation claire et cohérente du propos. 3.4 Utilisation pertinente des techniques d'expression.
ACTIVITÉS D'APPRENTISSAGE		
Discipline : Français, langue seconde Nombre d'heures-contact : 45 Nombre d'unités : 2		

**OBJECTIVES AND STANDARDS -
COMPLEMENTARY GENERAL EDUCATION**

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To estimate the contribution of the social sciences to an understanding of contemporary issues.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Recognize the focus of one or more of the social sciences and their main approaches. 2 Identify some of the issues currently under study in the social sciences. 3 Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will write an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues. • Documents and data from the field of social sciences may be used. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Formulation of the focus specific to one or more of the social sciences. 1.2 Description of the main approaches used in the social sciences. 2.1 Association of issues with the pertinent areas of research in the social sciences. 3.1 Presentation of contemporary issues by emphasizing the interpretation of the social sciences. 3.2 Illustration of the interaction between certain social changes and the contribution of the social sciences.
LEARNING ACTIVITIES	
<p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p>	

COMPLEMENTARY GENERAL EDUCATION: SOCIAL SCIENCES		CODE: 000W
OBJECTIVE		STANDARD
Statement of the competency To analyze one of the major problems of our time using one or more social scientific approaches.		Achievement context <ul style="list-style-type: none"> Students will work alone. They will write an essay of approximately 750 words on a topic related to human existence. Reference materials from the field of social sciences may be used.
Elements 1 Formulate a problem using one or more social scientific approaches. 2 Deal with an issue using one or more social scientific approaches. 3 Draw conclusions.		Performance criteria 1.1 Presentation of the background to the problem. 1.2 Use of appropriate concepts and language. 1.3 Brief description of individual, collective, spatio-temporal and cultural aspects of the problem. 2.1 Clear formulation of an issue. 2.2 Selection of pertinent reference materials. 2.3 Brief description of historical, experimental and survey methods. 3.1 Appropriate use of the selected method. 3.2 Determination of appropriate evaluation criteria. 3.3 Identification of strengths and weaknesses of the conclusions.
LEARNING ACTIVITIES		
Number of student-contact hours : 45 Number of credits : 2		

COMPLEMENTARY GENERAL EDUCATION: SCIENCE AND TECHNOLOGY CODE: 000X	
OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Describe the standard scientific mode of thought and method. 2 Demonstrate how science and technology are complementary. 3 Explain the context and the stages related to several scientific and technological discoveries. 4 Deduce different consequences and questions resulting from certain recent scientific and technological developments. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will use a written commentary on a scientific discovery or technological development. • They will write an essay of approximately 750 words. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Brief description of the essential characteristics of the scientific mode of thought, including quantification and demonstration. 1.2 Organized list and brief description of the essential characteristics of the main steps in the standard scientific method. 2.1 Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions. 3.1 Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries. 3.2 List of the main stages of scientific and technological discoveries. 4.1 Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries. 4.2 Formulation of relevant questions and credibility of responses to the questions formulated.
LEARNING ACTIVITIES	
<p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p>	

COMPLEMENTARY GENERAL EDUCATION: SCIENCE AND TECHNOLOGY CODE: 000Y	
OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To resolve a simple problem by applying the basic scientific method.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Describe the main steps of the standard scientific method. 2 Formulate a hypothesis designed to solve a simple scientific and technological problem. 3 Verify a hypothesis by applying the fundamental principles of the basic experimental method. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone or in groups. • They will be given a scientific and technological problem that is not complex and that can be resolved by applying the standard scientific method. • Common scientific instruments and reference materials (written or other) may be used. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Organized list and brief description of the characteristics of the steps of the standard scientific method. 2.1 Clear, precise description of the problem. 2.2 Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.). 3.1 Pertinence, reliability and validity of the experimental method used. 3.2 Observance of established experimental method. 3.3 Appropriate choice and use of instruments. 3.4 Clear, satisfactory presentation of results. 3.5 Validity of the connections established between the hypothesis, the verification and the conclusion.
LEARNING ACTIVITIES	
<p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p>	

COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES		CODE: 000Z
OBJECTIVE	STANDARD	
Statement of the competency To communicate with limited skill* in a modern language. (*This refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.) Elements 1 Understand the meaning of a verbal message. 		

COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES		CODE: 0010
OBJECTIVE	STANDARD	
Statement of the competency To communicate on familiar topics in a modern language.	Achievement context <ul style="list-style-type: none">Students will have a conversation that includes at least 15 lines of dialogue.They will write a text consisting of at least 20 sentences for Latin-alphabet languages.They will write a text consisting of at least 10 sentences for languages not using the Latin alphabet.Students will be exposed to:<ul style="list-style-type: none">common situations in everyday lifesimple topics from everyday lifeReference materials may be used.	
Elements 1 Understand the meaning of a verbal message.	Performance criteria The acquisition of a modern language requires an awareness of the culture of the people who use the language. 1.1 Accurate identification of words and idiomatic expressions. 1.2 Clear recognition of the general meaning and essential ideas of messages of average complexity. 1.3 Logical connection between the various elements of the message.	
2 Understand the meaning of a written message.	2.1 Accurate identification of words and idiomatic expressions. 2.2 Clear recognition of the general meaning and essential ideas of messages of average complexity. 2.3 Logical connection between the various elements of the message.	
3 Express a simple message verbally, using sentences of average complexity.	3.1 Appropriate use of language structures in main or subordinate clauses. 3.2 Appropriate application of grammar rules. 3.3 Use of verbs in the present indicative. 3.4 Appropriate use of enriched basic vocabulary and idiomatic expressions. 3.5 Understandable pronunciation. 3.6 Coherent sequence of sentences of average complexity. 3.7 Conversation	
4 Write a text on a given subject, using sentences of average complexity.	4.1 Appropriate use of language structures in main or subordinate clauses. 4.2 Appropriate application of grammar rules. 4.3 Use of verbs in the present and past indicative. 4.4 Appropriate use of enriched basic vocabulary and idiomatic expressions. 4.5 Coherent sequence of sentences of average complexity. 4.6 Acceptable application of graphic rules for writing systems other than the Latin alphabet.	
LEARNING ACTIVITIES		
Number of student-contact hours : : 45		
Number of credits : 2		

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To communicate with relative ease in a modern language.</p> <p>Elements</p> <p>1 Understand the meaning of a verbal message in everyday language.</p> <p>2 Understand the meaning of a text of average complexity.</p> <p>3 Have a conversation on a subject.</p> <p>4 Write a text of average complexity.</p>	<p>Achievement context</p> <ul style="list-style-type: none"> Students will work alone. They will have a conversation that includes at least 20 lines of dialogue. They will write a text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages). They will use documents of a sociocultural nature. Reference materials for the written text may be used. <p>Performance criteria</p> <p>The acquisition of a modern language requires an awareness of the culture of the people who use the language.</p> <p>1.1 Accurate explanation of the general meaning and essential ideas of the message.</p> <p>1.2 Clear identification of structural elements of the language.</p> <p>2.1 Accurate explanation of the general meaning and essential ideas of the text.</p> <p>2.2 Clear identification of structural elements of the language.</p> <p>3.1 Appropriate use of the structural elements of the language according to the message to be expressed.</p> <p>3.2 Appropriate use of everyday vocabulary.</p> <p>3.3 Accurate pronunciation and intonation.</p> <p>3.4 Normal flow in a conversation in everyday language.</p> <p>3.5 Coherence of the message expressed.</p> <p>3.6 Pertinent responses to questions.</p> <p>4.1 Appropriate use of the structural elements of the language according to the text to be written.</p> <p>4.2 Accurate vocabulary.</p> <p>4.3 Coherence of the text as a whole.</p> <p>4.4 Observance of presentation and writing rules applicable to the text.</p>
LEARNING ACTIVITIES	
Number of student-contact hours :	45
Number of credits :	2

COMPLEMENTARY GENERAL EDUCATION: MATHEMATICS LITERACY AND COMPUTER SCIENCE		CODE: 0011
OBJECTIVE	STANDARD	
Statement of the competency To recognize the role of mathematics or informatics in contemporary society. Elements 1 Demonstrate the acquisition of basic general knowledge of mathematics or informatics. 2 Describe the evolution of mathematics or informatics. 3 Recognize the contribution of mathematics or informatics to the development of other areas of knowledge. 4 Illustrate the diversity of mathematical or informatics applications. 5 Evaluate the impact of mathematics or informatics on individuals and organizations.	Achievement context <ul style="list-style-type: none">Students will work alone.They will write an essay of approximately 750 words, using numerous concrete examples that they themselves will have selected. Performance criteria 1.1 Identification of basic notions and concepts. 1.2 Identification of main branches of mathematics or informatics. 1.3 Appropriate use of terminology. 2.1 Descriptive summary of several major phases. 3.1 Demonstration of the existence of important contributions, using concrete examples. 4.1 Presentation of a range of applications in various areas of human activity, using concrete examples. 5.1 Identification of several major influences. 5.2 Explanation of the way in which mathematics or informatics have changed certain human and organizational realities. 5.3 Recognition of the advantages and disadvantages of these influences.	
LEARNING ACTIVITIES		
Number of student-contact hours : 45 Number of credits : 2		

COMPLEMENTARY GENERAL EDUCATION: MATHEMATICS LITERACY AND COMPUTER SCIENCE		CODE: 0012
OBJECTIVE	STANDARD	
Statement of the competency To use various mathematical or computer concepts, procedures and tools for common tasks. Elements 1 Demonstrate the acquisition of basic functional knowledge in mathematics or informatics. 2 Select mathematical or computer tools and procedures on the basis of specific needs. 3 Use mathematical or computer tools and procedures to carry out tasks and solve problems. 4 Interpret the quantitative data or results obtained using mathematical or computer tools and procedures.	Achievement context <ul style="list-style-type: none">• Students will work alone.• They will carry out a task or solve a problem based on everyday needs.• Familiar tools and reference materials may be used. Performance criteria 1.1 Brief definition of concepts. 1.2 Correct execution of basic operations. 1.3 Appropriate use of terminology. 2.1 List of numerous possibilities available with mathematical and computer tools and procedures. 2.2 Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures. 2.3 Appropriate choice according to needs. 3.1 Planned, methodical process. 3.2 Correct use of tools and procedures. 3.3 Satisfactory results, given the context. 3.4 Appropriate use of terminology specific to a tool or procedure. 4.1 Accurate interpretation, given the context. 4.2 Clear, precise formulation of the interpretation.	
LEARNING ACTIVITIES		
Number of student-contact hours : 45 Number of credits : 2		

COMPLEMENTARY GENERAL EDUCATION: ART AND AESTHETICS		CODE: 0013
OBJECTIVE		STANDARD
Statement of the competency To consider various forms of art produced by aesthetic practices.		Achievement context <ul style="list-style-type: none"> Students will work alone. They will use a specified work of art and write a commentary of approximately 750 words.
Elements <ol style="list-style-type: none"> Develop an appreciation for the dynamics of the imagination in art. Describe art movements. Give a commentary on a work of art. 		Performance criteria <ol style="list-style-type: none"> Precise explanation of a creative process connected to the construction of an imaginary universe. Descriptive list of the main characteristics of three art movements from different eras, including a modern movement. Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a justified description of the meaning of the work of art.
LEARNING ACTIVITIES		
Number of student-contact hours : 45 Number of credits : 2		

COMPLEMENTARY GENERAL EDUCATION: ART AND AESTHETICS		CODE: 0014
OBJECTIVE	STANDARD	
Statement of the competency To produce a work of art. Elements 1 Recognize the primary forms of expression of an artistic medium. 2 Use the medium.	Achievement context <ul style="list-style-type: none">Students will work alone.of the language and techniques specific to the medium selected. Performance criteria 1.1 Identification of specific features: originality, essential qualities, means of communication, styles, genres. 2.1 Personal, coherent use of elements of language. 2.2 Satisfactory application of artistic techniques. 2.3 Observance of the requirements of the method of production.	
LEARNING ACTIVITIES		
Number of student-contact hours :	45	
Number of credits :	2	

**OBJECTIVES AND STANDARDS -
SPECIFIC PROGRAM COMPONENT**

Code: 0190	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To examine the job functions of an educator.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To describe the occupation and the working conditions. 2. To examine the tasks and operations related to the occupation. 3. To examine the abilities and behaviours necessary to practise the occupation. 4. To examine the regulations governing the practice of the occupation. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Referring to recent information about the occupation and organizations in the field. • Referring to the regulations in effect and any other relevant reference documents. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Gathering of relevant information. 1.2 Thorough examination of the general characteristics of the occupation and the working conditions. 1.3 Recognition of the distinguishing characteristics of various types of childcare establishments in terms of organization, procedures and clientele. 1.4 Recognition of entrepreneurial opportunities in the field. 2.1 Thorough examination of the operations, performance conditions and performance criteria for each task. 2.2 Determination of the relative importance of the tasks. 2.3 Correlation of steps in working methods with the tasks of the occupation. 3.1 Establishment of relevant links between the skills and behaviours and the various tasks involved in the practice of the occupation. 4.1 Proper examination of the laws and regulations governing work in general and the occupation in particular. 4.2 Recognition of the consequences of failing to abide by a law or regulation.

Code: 0191	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To observe children's behaviour.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To prepare for the observation process. 2. To perceive and record facts pertaining to the behaviour of a child or a group of children. 3. To analyze the data collected. 4. To evaluate the observation process. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In a variety of work situations with groups of children of different ages: infants, toddlers, preschoolers and school-age children. • Using observation tools. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Accurate determination of the purpose and subject of the observation process. 1.2 Appropriate choice of observation method and tool. 1.3 Relevance of creating new tools or adapting existing tools. 2.1 Perception of all significant facts. 2.2 Objectivity of facts noted. 2.3 Identification of factors that facilitate or hinder the observation process. 2.4 Clarity and accuracy of data recorded. 3.1 Establishment of relevant links between the various facts noted. 3.2 Identification of constants and variables. 3.3 Logical explanation of the facts noted. 4.1 Complete, critical analysis of the process. 4.2 Relevance and appropriateness of modification to be made to the process.

Code: 0192	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To assess a child's needs with respect to his or her overall development.</p> <p>Elements of the Competency</p> <p>1. To observe the child's behaviours in terms of his or her overall development.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In a variety of work situations with groups of children of different ages: infants, toddlers, preschoolers and school-age children. • Based on data pertaining to the child's age and characteristics. • In cooperation with parents and colleagues. • In cooperation with professionals from other disciplines. • Referring to relevant reference documents and tools for recording observations. <p>Performance Criteria</p> <p>1.1 Record of the child's behaviour with respect to his or her psychomotor and sensory development.</p> <p>1.2 Record of the child's expression of his or her emotions.</p> <p>1.3 Record of the child's social skills.</p> <p>1.4 Record of the child's language skills.</p> <p>1.5 Record of the child's cognitive behaviour and dispositions with respect to moral judgment.</p> <p>1.6 Record of the child's sexual behaviour.</p> <p>1.7 Relevance of the observations made.</p> <p>1.8 Demonstration of objectivity with respect to the observations.</p>

Code: 0192	
2. To analyze the behaviours observed in terms of the stages in the child's overall development.	<p>2.1 Establishment of relevant links between the behaviours observed and the behaviours demonstrated by the child during the different stages of his or her development.</p> <p>2.2 Gathering of data that complement the observation and facilitate analysis.</p> <p>2.3 Consideration of factors that can explain differences noted.</p> <p>2.4 Appropriate integration of the information collected through observation.</p> <p>2.5 Demonstration of tact, openness and professional ethics in discussions with the individuals consulted.</p> <p>2.6 Appropriateness of the individuals consulted.</p>
3. To determine the behaviours and skills to be developed in the child.	<p>3.1 Accurate determination of the behaviours and skills to be developed, taking into consideration the stages of the child's overall development.</p> <p>3.2 Consideration of the child's age, personal characteristics, rate of development, and home environment.</p> <p>3.3 Relevance of consultations carried out with parents, colleagues and resource people.</p> <p>3.4 Long-term evaluation, based on research and established theory, of the consequences of a lack of specific skills.</p> <p>3.5 Consideration of the interaction of various factors on human development.</p> <p>3.6 Demonstration of judgment and a positive attitude in the opinions expressed.</p>

Code: 0193	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To function safely in the work environment.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In a variety of work situations and with representatives of different types of childcare establishments. • Around children and staff. • In cooperation with resource people. • Referring to the regulations in effect and relevant reference documents. • Using the necessary material: lists of organizations and resource people, accident report forms, safety devices, etc.
<p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To recognize hazardous situations and evaluate the consequences on health. 2. To apply hygiene practices intended to prevent contamination. 3. To supervise the children. 	<p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Identification of all potential and actual sources of contamination and danger. 1.2 Careful evaluation of the seriousness of the situation and the consequences of each hazard to their own health and that of others. 2.1 Choice of practices appropriate to the situation. 2.2 Correct application of standard hygiene practices. 2.3 Correct and rigorous application of universal precautions. 2.4 Consideration of the body's vulnerability. 3.1 Correct and constant application of effective methods of supervision. 3.2 Implementation of means intended to ensure whole room awareness. 3.3 Consideration of health and safety rules when choosing methods of supervision. 3.4 Adoption of ergonomic work positions. 3.5 Demonstration of sustained attention to the children's activities and behaviours.

Code: 0193	
4. To prevent hazardous situations and accidents.	<p>4.1 Implementation of appropriate prevention and control measures.</p> <p>4.2 Rigorous application of the regulations concerning personal safety.</p> <p>4.3 Demonstration of judgment in evaluating hazardous situations and accidents.</p> <p>4.4 Correct application of first-aid techniques.</p> <p>4.5 Ability to act quickly and demonstration of calm and self-control in an emergency.</p>
5. To detect and report indications of neglect, mistreatment or child abuse.	<p>5.1 Noting of significant observations.</p> <p>5.2 Formulation of hypotheses.</p> <p>5.3 Confirmation of the proposed hypotheses with appropriate individuals.</p> <p>5.4 Application of measures intended to ensure the confidentiality of information.</p> <p>5.5 Correct application of reporting procedures.</p>
6. To apply strategies intended to protect their own physical and mental health.	<p>6.1 Adoption of ergonomic work positions.</p> <p>6.2 Correct application of techniques for lifting and carrying children and loads.</p> <p>6.3 Recognition of personal stress limits.</p> <p>6.4 Consideration of factors liable to increase their own stress levels.</p> <p>6.5 Use of means intended to prevent burn-out.</p>
7. To write accident and incident reports.	<p>7.1 Production of clearly written, precise and accurate reports of events.</p> <p>7.2 Presence of all the information that should be included in this type of report.</p>

Code: 0194	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To establish an affective relationship with children.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To evaluate the children's affective needs. 2. To create affective ties with the children, both individually and as a group. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In a variety of situations. • With children. • In cooperation with parents and colleagues. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Use of appropriate means of evaluation. 1.2 Identification of children's behaviours that are significant in terms of affective relationships. 1.3 Establishment of relevant links between their observations and the personality of each child. 1.4 Careful evaluation of the affective needs of the children, both individually and as a group. 2.1 Choice of strategies appropriate to the age and personalities of the children as well as the characteristics of the group. 2.2 Consideration of the factors liable to contribute to or hinder the development of affective ties. 2.3 Correct application of the strategies selected. 2.4 Observance of professional limits with respect to the development of affective ties with the children. 2.5 Adoption of attitudes that favour the development in the child of feelings of security, confidence, and self-esteem, as well as a sense of belonging to the group. 2.6 Demonstration of unconditional affection towards the children, without favouritism.

Code: 0194	
3. To maintain the affective relationship that has been established with the children.	<p>3.1 Appropriateness of the means used to maintain the quality of the relationship that has been established.</p> <p>3.2 Identification of any change in the quality of the relationship with the child or the group of children.</p> <p>3.3 Gathering, from parents and colleagues, of information that might explain the changes observed.</p> <p>3.4 Critical analysis of the results of their observations and the information gathered.</p> <p>3.5 Determination of the elements that may be responsible for the change in the quality of the relationship established.</p> <p>3.6 Appropriateness of the action taken with the child or the group of children in order to reinforce the relationship that has been established.</p>

Code: 0195	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To intervene with respect to a child's health.</p> <p>Elements of the Competency</p> <p>1. To evaluate the child's needs.</p> <p>2. To determine a course of action.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • With children, from birth to 12 years of age. • In cooperation with the parents and colleagues. • In cooperation with professionals from other disciplines. • Referring to the necessary documents: regulations in effect, the child's file, registration forms, medication authorization forms, medication records, etc. • Using the necessary equipment and material. <p>Performance Criteria</p> <p>1.1 Statement of needs to be satisfied in terms of hygiene, comfort, relaxation and sleep.</p> <p>1.2 Identification of unusual signs and symptoms or illness.</p> <p>1.3 Correct use of means to collect more specific data on the child's needs and his or her health.</p> <p>1.4 Relevance of consultations with parents and resource people.</p> <p>1.5 Careful evaluation of the seriousness of the child's condition.</p> <p>2.1 Accurate determination of the nature of the action to be taken based on the observations made and the information gathered.</p> <p>2.2 Demonstration of judgment in the decisions made.</p> <p>2.3 Observance of professional limits.</p>

Code: 0195	
3. To provide personal care to the child and encourage the development of appropriate health and hygiene habits.	<p>3.1 Correct preparation of the material depending on the care to be given.</p> <p>3.2 Use of appropriate products.</p> <p>3.3 Correct application of techniques for changing diapers, washing parts of the child's body, brushing teeth and aspirating nasal secretions.</p> <p>3.4 Use of appropriate methods for teaching the child personal hygiene and autonomy.</p> <p>3.5 Rigorous application of hygiene and safety measures for themselves and the child.</p> <p>3.6 Use of means intended to transform a routine activity into a pleasant activity for the child.</p> <p>3.7 Demonstration of individualized attention towards the child.</p>
4. To provide care pertaining to the child's need for comfort, relaxation and sleep.	<p>4.1 Use of measures appropriate to the child's age and needs.</p> <p>4.2 Adoption of behaviours and attitudes conducive to establishing a calm atmosphere.</p> <p>4.3 Observance of health and safety rules.</p>
5. To administer medication to the child.	<p>5.1 Application of correct procedures for administering medication.</p> <p>5.2 Use of means to reassure the child and ensure his or her comfort.</p> <p>5.3 Observance of the regulations in effect and instructions from the parents.</p>
6. To interact with health organizations and services.	<p>6.1 Appropriateness of the organizations and services consulted in a given situation.</p> <p>6.2 Relevance, accuracy and clarity of the information provided and the questions asked.</p> <p>6.3 Observance of procedures that pertain to untreated illnesses and mandatory reporting as well as communicable diseases.</p> <p>6.4 Demonstration of professional behaviour in communications with resource people.</p> <p>6.5 Observance of professional limits in interactions with individuals.</p>

Code: 0195	
7. To record information concerning the child's health and any actions taken.	<p>7.1 Relevance of the documents used.</p> <p>7.2 Complete and accurate documenting of information.</p> <p>7.3 Observance of the regulations in effect.</p> <p>7.4 Quality of written expression.</p> <p>7.5 Demonstration of tact and judgment in the recording of information.</p> <p>7.6 Use of measures intended to protect the confidentiality of the information recorded.</p>

Code: 0196	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To promote good nutrition.</p> <p>Elements of the Competency</p> <p>1. To create a menu for meals and snacks.</p> <p>2. To prepare meals and snacks.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> Based on work situations that are representative of the various types of childcare establishments. Referring to the regulations in effect, <i>Canada's Food Guide</i> and any other relevant reference documents. Using the necessary equipment, material and food. <p>Performance Criteria</p> <p>1.1 Appropriate choice of food, based on the children's age and their nutritional needs.</p> <p>1.2 Inclusion of each food group.</p> <p>1.3 Consideration of the children's tastes and the need to help them discover new foods.</p> <p>1.4 Observance of rules concerning special diets.</p> <p>1.5 Consideration of need to avoid allergenic foods and foods that could be dangerous to young children.</p> <p>1.6 Proper writing of menu.</p> <p>2.1 Rigorous application of hygiene rules that apply to the handling of food.</p> <p>2.2 Observance of safety rules concerning the use of material presenting an accident risk for the children.</p> <p>2.3 Observance of rules concerning the storage of food.</p> <p>2.4 Adoption of behaviours that show respect for the beliefs and food habits of the children's families.</p> <p>2.5 Relevance of the information given to the children about food and its preparation.</p> <p>2.6 Proper preparation and attractive presentation of food.</p> <p>2.7 Adoption of an ergonomic work position.</p>

Code: 0196	
3. To feed children.	<ul style="list-style-type: none"> 3.1 Correct preparation of the required material. 3.2 Application of appropriate feeding techniques. 3.3 Rigorous application of health and safety measures. 3.4 Adoption of attitudes geared to facilitating the feeding of children. 3.5 Demonstration of calm and sustained attention towards the children during meals.
4. To supervise meals and snacks.	<ul style="list-style-type: none"> 4.1 Careful verification, based on <i>Canada Food Guide</i> criteria, of the content of meals and snacks brought in by the children. 4.2 Use of means and attitudes intended to create a calm climate and promote healthy eating. 4.3 Open-mindedness with respect to specific food habits. 4.4 Identification of food that could be dangerous to a child. 4.5 Careful supervision of any behaviour on the part of the child that could represent a danger to his or her safety or that of the other children during meals and snacks. 4.6 Adoption of an ergonomic work position.
5. To record information concerning the child's nutrition.	<ul style="list-style-type: none"> 5.1 Accuracy and precision in recording the type and quantities of food eaten by the child. 5.2 Recording of any relevant comments concerning the child's nutrition. 5.3 Demonstration of judgment and tact when making comments to the parents. 5.4 Clarity and neatness of written material.

Code: 0197	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To communicate in the workplace.</p> <p>Elements of the Competency</p> <p>1. To receive and transmit information.</p> <p>2. To participate in discussions of professional matters.</p> <p>3. To produce information documents.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In a variety of work situations. • With parents, children, staff and resource people. • Referring to relevant reference documents. • Using conventional and electronic communication media. <p>Performance Criteria</p> <p>1.1 Attentive listening to the information received</p> <p>1.2 Appropriate interpretation of verbal and nonverbal cues specific to different social settings.</p> <p>1.3 Correct application of techniques for rephrasing, mirroring and repeating.</p> <p>1.4 Transmission of clear, relevant information.</p> <p>1.5 Adoption of a level of language appropriate to the individual to whom the information is addressed.</p> <p>1.6 Correct interpretation of nonverbal messages.</p> <p>2.1 Clear explanation based on ideas and opinions.</p> <p>2.2 Adoption of attitudes of self-control and openness to the opinions of others.</p> <p>2.3 Demonstration of receptiveness to comments.</p> <p>2.4 Observance of the rules of professional ethics.</p> <p>2.5 Use of language that is appropriate to the individuals concerned in a given situation.</p> <p>3.1 Correct use of a word-processing program.</p> <p>3.2 Observance of grammar, spelling and syntax rules.</p> <p>3.3 Clarity, accuracy and coherence of text, in keeping with the message.</p> <p>3.4 Production of clean, legible documents.</p> <p>3.5 Use of appropriate terminology, adapted to the recipient of the document.</p>

Code: 0197	
4. To evaluate the quality of their communication.	4.1 Critical analysis of strengths and weaknesses. 4.2 Determination of specific means to improve the quality of their communication.

Code: 0198	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To analyze a child's family life and social life and determine the effects on his or her behaviour.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To analyze the living conditions in which the child is being raised. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Based on a variety of work situations. • Based on observations made during their encounters with the child and during meetings with the child's parents. • In cooperation with the parents and colleagues. • In cooperation with professionals from other disciplines. • Within professional limits. • Referring to relevant reference documents. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Gathering of relevant information. 1.2 Preparation of a realistic profile of the socioeconomic situation of the child's family. 1.3 Establishment of relevant links between the economic situation of the child's family and the sociopolitical context. 1.4 Critical objectivity with respect to spontaneous judgments concerning the child's family.

Code: 0198	
2. To analyze the structure and functioning of the child's family.	<p>2.1 Recognition of the type of family to which the child belongs and its effects on his or her behaviour.</p> <p>2.2 Identification of family models that affect the child's behaviour.</p> <p>2.3 Establishment of relevant links between the family values noted and the ethnic origin of the family.</p> <p>2.4 Perception of the roles assumed within the family.</p> <p>2.5 Establishment of relevant links between the roles observed and the social transformation of family roles.</p> <p>2.6 Logical explanation of the differences in family behaviours based on ethnic origin.</p> <p>2.7 Critical objectivity with respect to spontaneous judgments concerning the child's family.</p> <p>2.8 Observance of the rules of professional ethics in meetings and discussions with the parents, colleagues and resource people.</p>
3. To establish links between the context of the child's life and his or her behaviour in the childcare setting.	<p>3.1 Identification of the effect of social problems on the functioning of the child's family.</p> <p>3.2 Establishment of relevant links between the family problems in question and the child's behaviour.</p> <p>3.3 Critical objectivity with respect to spontaneous judgments concerning the family.</p>

Code: 0199	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To analyze a child's specific needs.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To analyze the needs of a child with an adjustment or behavioural problem. 2. To analyze the needs of a child from a family of newly arrived immigrants. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Based on a variety of work situations involving children with specific needs. • In cooperation with parents and colleagues. • In cooperation with professionals from other disciplines. • Referring to relevant reference documents. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Identification of the child's behaviours and responses in an individual and group situation. 1.2 Use of strategies and means to identify the causes for the child's behaviour. 1.3 Demonstration of judgment, tact and professional ethics when consulting with people. 1.4 Relevance of the information gathered. 1.5 Establishment of relevant links between the child's behaviour, the information gathered and the child's needs to be satisfied. 2.1 Identification of the cultural characteristics of the child's family. 2.2 Identification of the child's language difficulties. 2.3 Identification of a refusal on the part of the group of children to accept a child from a different ethnic background. 2.4 Relevance of consultations with colleagues and resource people in order to clarify their understanding of the situation. 2.5 Establishment of relevant links between the child's living situation and his or her needs.

Code: 0199	
3. To analyze the needs of a child with handicaps.	<ul style="list-style-type: none"> 3.1 Identification of the disabilities or functional limitations resulting from the child's physical or intellectual impairment. 3.2 Establishment of a relevant relationship between the child's reactions and behaviours and the impairment in question. 3.3 Identification of a refusal on the part of the group to accept the child. 3.4 Use of professional resources likely to facilitate their understanding of the situation in question. 3.5 Demonstration of judgment in their communication with professionals. 3.6 Establishment of relevant links between the child's situation and his or her needs. 3.7 Accurate determination of changes to be made to the facilities and equipment and to the organization of activities. 3.8 Accurate determination of needs for adapted material.

Code: 019A	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To provide support to a child.</p> <p>Elements of the Competency</p> <p>1. To perceive and evaluate the child's need for support.</p> <p>2. Intervention with the child.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In daily activities. • With children of various ages. • Based on a need identified by the educator or a need expressed by the child. • In cooperation with the parents and colleagues. <p>Performance Criteria</p> <p>1.1 Perception of the child's needs, both expressed and not expressed.</p> <p>1.2 Accurate determination of the child's ability to take care of his or her needs.</p> <p>1.3 Accurate determination of the nature and extent of the support to be given to the child.</p> <p>1.4 Consideration of the stage of the child's development and the particulars of the situation.</p> <p>1.5 Gathering of relevant information and transmission of that information to parents and colleagues.</p> <p>2.1 Appropriateness of means used, based on the nature of the support to be given to the child.</p> <p>2.2 Consideration of the need to develop the child's autonomy.</p> <p>2.3 Use of strategies to help the child take part in the problem-solving process.</p> <p>2.4 Adoption of support attitudes that promote the development of the child's self-esteem.</p> <p>2.5 Sharing of information with colleagues and parents concerning the nature of the action taken with respect to the child.</p>

Code: 019A	
3. To evaluate the appropriateness of the actions taken with respect to the child.	<p>3.1 Identification of the results obtained and the child's reaction.</p> <p>3.2 Relevance of the adaptation of strategies and means used.</p> <p>3.3 Relevance of the consultations with parents and colleagues.</p> <p>3.4 Appropriateness of the strategies and means newly selected.</p>

Code: 019B	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To use creativity in a work context.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To identify a need for creativity. 2. To generate and propose ideas. 3. To select an idea and develop it. 4. To evaluate their potential for creativity. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Based on a variety of work situations. • Referring to reference documents likely to inspire creative ideas. • Using the necessary material. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Identification of a need based on a given situation. 1.2 Clarification of the need based on the desired effects. 2.1 Use of appropriate research tools and methods. 2.2 Demonstration of curiosity and open-mindedness. 2.3 Proposal of innovative ideas, based on the need identified. 2.4 Demonstration of enthusiasm and self-confidence when proposing ideas. 3.1 Correct application of creative techniques. 3.2 Formulation of complementary details in order to give a more defined shape to the idea selected. 3.3 Demonstration of innovativeness. 4.1 Demonstration of capacity for self-criticism. 4.2 Determination of means likely to improve their creative potential.

Code: 019C	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To define the educational approach to be taken with children.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To examine the learning situation. 2. To analyze, in light of existing pedagogical models, the possible approaches they could take with the child. 3. To define the strategies and means to be used in their approach with the child. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • For actions to be taken with children, on an individual basis or as part of a group. • In keeping with the basic principles of the educational program for early childhood centres (CPEs) and school daycares. • Referring to relevant reference documents. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Identification of the elements relating to the characteristics of the child or the group of children. 1.2 Identification of the elements relating to the situation. 1.3 Identification of factors external to the learning situation that are liable to affect the behaviour of the child or the group of children. 2.1 Recognition of the roles attributed to the child and the adult based on the various pedagogical models. 2.2 Establishment of coherent links between the principles and the underlying values of the various models and the pedagogical approaches possible. 2.3 Accurate perception of the effects of the various approaches on the learning situation in question. 2.4 Demonstration in their research of a concern for selecting a quality approach. 3.1 Definition of relevant strategies and means, based on the pedagogical model(s) selected. 3.2 Consideration of the characteristics of the learning situation in question.

Code: 019D	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To design activities promoting overall child development.</p> <p>Elements of the Competency</p> <p>1. To plan the development of activities.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In order to conduct learning activities with a group of children of various ages and with different age groups: infants, toddlers, preschoolers and school-age children. • Individually or with the participation of colleagues or the children, depending on the stages. • Based on the needs identified. • In keeping with the focus of the educational program and the operating conditions of the workplace. • Referring to reference documents and a collection of activities. <p>Performance Criteria</p> <p>1.1 Careful analysis of the interests and developmental needs of a child or group of children.</p> <p>1.2 Consideration of the age of the child or group of children.</p> <p>1.3 Appropriate choice of the nature and types of activities, based on the results of the analysis and the focus of the educational program.</p> <p>1.4 Demonstration of a desire to include various outings and themes in the planning.</p> <p>1.5 Appropriateness of the sources used.</p> <p>1.6 Accurate determination of the human, material and financial resources needed to conduct the activities.</p> <p>1.7 Consideration of the characteristics of the child's development, at various ages.</p> <p>1.8 Consideration of the safety of the children.</p>

Code: 019D	
2. To design and develop new educational activities.	<p>2.1 Appropriateness of the activities designed based on the results of the analysis and the context.</p> <p>2.2 Consideration of the age and the needs of the child as well as the importance of play in his or her overall development.</p> <p>2.3 Competent writing up of the activities, in keeping with all of the elements to be included.</p> <p>2.4 Demonstration of creativity when designing activities.</p> <p>2.5 Quality of written communication.</p>
3. To adapt existing activities.	<p>3.1 Appropriate choice of the activity to be adapted.</p> <p>3.2 Relevance of the modifications made based on the context, age and needs of the child or group of children.</p> <p>3.3 Consideration of the resources available in the childcare establishment.</p>
4. To undertake consultations with respect to the activities.	<p>4.1 Relevance of the consultations undertaken and appropriateness of the people consulted.</p> <p>4.2 Receptiveness to the comments and suggestions made by the children and colleagues.</p> <p>4.3 Precision and clarity of requests.</p> <p>4.4 Adoption of professional behaviours and openness in their communication with people.</p> <p>4.5 Respect for operating procedures specific to the workplace.</p>

Code: 019E	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To organize educational activities.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • For a group of children of different ages and for different groups of children of the same age: infants, toddlers, preschoolers, and school-age children. • Based on activities designed in advance as well as spontaneous activities. • With the participation of educational staff, children and parents. • In different work contexts and a variety of play areas. • Using the necessary equipment and educational materials.
<p>Elements of the Competency</p> <p>1. To prepare educational material.</p> <p>2. To set up the environment for the activities.</p>	<p>Performance Criteria</p> <p>1.1 Careful evaluation of the material resources to be obtained, depending on the resources available.</p> <p>1.2 Accurate assessment of the financial costs of activities.</p> <p>1.3 Appropriateness of the means selected for funding activities.</p> <p>1.4 Appropriate and complete preparation of the material required for the activity.</p> <p>1.5 Demonstration of resourcefulness and efficiency.</p> <p>1.6 Use of strategies and means aimed at getting the children involved in preparing the educational material.</p> <p>2.1 Appropriate arrangement of play areas based on planning and health and safety rules.</p> <p>2.2 Consideration of the need to ensure that the activity runs smoothly and safely.</p> <p>2.3 Use of strategies and means aimed at getting the children involved in preparing the play areas.</p> <p>2.4 Demonstration of creativity.</p>

Code: 019E	
3. To organize outings.	<p>3.1 Appropriate implementation of steps intended to ensure that outings go smoothly and without risk to the health and safety of participants.</p> <p>3.2 Appropriateness of means used to ensure the cooperation of parents and colleagues.</p> <p>3.3 Appropriate communication with parents and colleagues.</p> <p>3.4 Clarity and accuracy of the information provided to parents about outings with the children.</p> <p>3.5 Demonstration of resourcefulness and organization skills.</p>
4. To prepare to lead activities and to prepare participants.	<p>4.1 Careful evaluation of the preparation required, based on the nature of the activities and their personal aptitudes.</p> <p>4.2 Use of appropriate means for ensuring that activities are exciting and appealing to the children.</p> <p>4.3 Appropriate preparation of the children for the various activities.</p> <p>4.4 Clear communication to parents of expectations concerning their involvement in activities.</p> <p>4.5 Relevance of consultations with colleagues.</p>

Code: 019F	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To lead educational activities.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To initiate the activity with the children or the participants. 2. To conduct the activity. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • With a group of children of different ages and with different groups of children of the same age: infants, toddlers, preschoolers and school-age children. • Based on an established plan. • With the involvement of educational staff. • In a variety of places and play areas. • Using the necessary equipment and educational material. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Appropriate explanation of the activity, the manner in which it will proceed and any related instructions. 1.2 Appropriateness of means used to interest the children. 1.3 Demonstration of energy and enthusiasm. 2.1 Appropriate choice of techniques for leading the activity, depending on the time of day. 2.2 Appropriate application of the techniques for leading the activity, in individual, group and joint leadership situations. 2.3 Use of strategies and means aimed at ensuring the children's participation in the activity. 2.4 Ongoing evaluation of the children's reactions during the activity. 2.5 Appropriateness of modifications made to the way in which the activity is conducted, based on the reactions observed and in unexpected situations. 2.6 Demonstration of energy and enthusiasm. 2.7 Demonstration of constant concern for the safety of the children.

Code: 019F	
3. To evaluate the results of the activity.	<p>3.1 Accurate evaluation of satisfactory and unsatisfactory elements.</p> <p>3.2 Appropriateness of the evaluation means and tools used.</p> <p>3.3 Consideration of comments from the children, parents and educational staff.</p> <p>3.4 Determination of appropriate modifications to be made to the activity or the way in which it is conducted.</p>

Code: 019G	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To work as a member of a team.</p> <p>Elements of the Competency</p> <p>1. To take part in team and staff meetings.</p> <p>2. To take part in daily activities with the educational staff.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In a variety of situations. • Using the necessary equipment and material. <p>Performance Criteria</p> <p>1.1 Accurate distinction made between the roles and responsibilities of each member of the team or group.</p> <p>1.2 Respect for the roles and responsibilities assigned.</p> <p>1.3 Active participation in discussions and decision making.</p> <p>1.4 Demonstration of respect and openness towards the other members of the team or group.</p> <p>1.5 Observance of the procedural rules established by the team or group.</p> <p>1.6 Demonstration of support for the decisions made by the team or group.</p> <p>1.7 Accurate evaluation of the quality of their participation in team or staff meetings.</p> <p>2.1 Demonstration of fairness with respect to sharing tasks and responsibilities.</p> <p>2.2 Transmission, at the appropriate times, of relevant information concerning daily activities.</p> <p>2.3 Use of means to promote communication and harmony within the team.</p> <p>2.4 Willingness to share in successes and difficulties.</p> <p>2.5 Adoption of supportive attitudes and behaviours.</p> <p>2.6 Accurate evaluation of the quality of their cooperation with the educational staff.</p>

Code: 019G	
3. To deal with conflict.	<ul style="list-style-type: none"> 3.1 Identification of signs of conflict. 3.2 Careful analysis of the situation. 3.3 Use of strategies and means intended to create a climate conducive to conflict resolution. 3.4 Proposal of constructive, relevant solutions, in keeping with the situation. 3.5 Demonstration of attitudes conducive to establishing and maintaining effective communication. 3.6 Consideration of their physical and emotional limits when interacting with people. 3.7 Accurate evaluation of their ability to deal with conflict.

Code: 019H	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To establish a partnership relationship with parents and resource people.</p> <p>Elements of the Competency</p> <p>1. To welcome parents to the childcare establishment.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In a variety of work situations. • Based on policies and rules set by the childcare establishment. • Referring to relevant reference documents. • Using the necessary material. <p>Performance Criteria</p> <p>1.1 Proper application of the procedure for greeting parents and presenting the services offered.</p> <p>1.2 Appropriateness of means used to present the services offered.</p> <p>1.3 Demonstration of a respectful welcoming attitude.</p> <p>1.4 Absence of prejudice in their first contact with the parents.</p>

Code: 019H	
2. To cooperate with parents with respect to the development of their child.	<p>2.1 Use of strategies and means promoting the development of a relationship of trust with the parents and the sharing of information concerning the personal experience of their child.</p> <p>2.2 Establishment of an approach that will elicit the agreement of the parents concerning the educational interventions to be undertaken with respect to the children.</p> <p>2.3 Appropriateness of interventions undertaken in a supportive context with respect to the parents.</p> <p>2.4 Observance of the rules of professional ethics and professional limits in their relationship with the parents.</p> <p>2.5 Demonstration of a willingness to listen, receptiveness, patience, availability, and self-control in their relationship with the parents.</p> <p>2.6 Openness and tolerance with respect to cultural and educational differences (values).</p> <p>2.7 Recognition and observance of limits concerning requests addressed to parents asking them to take part in activities.</p>
3. To cooperate with resource people.	<p>3.1 Implementation of strategies and means intended to ensure the effective cooperation of those called upon to intervene with respect to a child.</p> <p>3.2 Clarity, accuracy and appropriateness of the information transmitted to those concerned.</p> <p>3.3 Use of tools to support their account of specific situations and facts.</p> <p>3.4 Adoption of professional behaviours with resource people whose cooperation is solicited.</p> <p>3.5 Observance of professional limits.</p>

Code: 019H	
4. To give an oral and written report of the child's personal experience.	<p>4.1 Relevance of the information provided with respect to the overall development of the child.</p> <p>4.2 Use of accurate, clear terminology appropriate to the message.</p> <p>4.3 Absence of any prejudice in their written and oral comments.</p> <p>4.4 Demonstration of tact when making comments.</p> <p>4.5 Quality of their written and oral expression and the presentation of the report.</p> <p>4.6 Application of measures for ensuring the confidentiality of the information.</p>

Code: 019J	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To intervene with respect to the behaviour of a child or a group of children.</p> <p>Elements of the Competency</p> <p>1. To plan the intervention.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In daily activities. • Based on specific situations or needs. • With children from birth to 12 years of age. • Taking into account the results of the analysis of the family and social lives of the child or children. • In cooperation with parents, colleagues and resource people. • Referring to relevant reference documents. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Accurate definition of the purpose and objectives of the intervention. 1.2 Careful analysis of the factors liable to influence the decisions to be made with respect to the intervention. 1.3 Appropriate choice of strategies and means to be used, taking into account educational values and principles. 1.4 Relevance of consultations with parents, colleagues and resource people. 1.5 Demonstration of professional ethics in communications with those consulted. 1.6 Critical objectivity with respect to their own opinions concerning the child, the group of children and their families.

Code: 019J	
2. To implement intervention strategies and means.	<p>2.1 Appropriate implementation of actions intended to stimulate the child and help him or her face reality.</p> <p>2.2 Correct application of direct and indirect intervention techniques.</p> <p>2.3 Demonstration of supportive attitudes in keeping with objectives.</p> <p>2.4 Use of intervention means appropriate to various situations.</p> <p>2.5 Consideration of the characteristics of the child and the group of children, the children's particular needs and the need to protect their own physical and mental health.</p> <p>2.6 Consideration, at the time of an intervention with the child, of the possible repercussions on the group of children.</p> <p>2.7 Relevance of the observations made and any modifications to the intervention strategy.</p> <p>2.8 Effective communication with the child and the group of children.</p>
3. To evaluate the quality of their interventions with the child and the group of children.	<p>3.1 Establishment of relevant links between the actions taken and the observations made.</p> <p>3.2 Accurate evaluation of the gaps between the results obtained and the objectives.</p> <p>3.3 Determination of modifications to be made in future interventions.</p>
4. To record information concerning the interventions made and to transmit it to those concerned.	<p>4.1 Accuracy and precision of the information recorded and transmitted.</p> <p>4.2 Demonstration of judgment and tact in the comments made.</p> <p>4.3 Observance of the confidentiality of the information and the rules of professional ethics.</p>

Code: 019K	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To design and review the educational program.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To determine, with the committee members, the work to be done. 2. To write up the components of the educational program with the committee members. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Based on the childcare centre's master program or the school's educational project. • In cooperation with the committee set up for this purpose. • Referring to relevant reference documents. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Identification of the principles and values defined in the master program or the educational project. 1.2 Determination of the content elements to be included. 1.3 Consideration of the characteristics of the childcare establishment and its clientele. 1.4 Active participation in discussions and decision making. 1.5 Use of appropriate techniques for promoting concerted action on the part of team members. 2.1 Clear, accurate writing. 2.2 Observance of the basic principles and values defined in the master program or the educational project. 2.3 Demonstration of attitudes that promote effective, harmonious team work. 2.4 Quality of written texts.

Code: 019K	
3. To update the educational program with the committee members.	<p>3.1 Careful determination of the program elements likely to be modified.</p> <p>3.2 Demonstration of willingness to listen to and show respect for the opinion of the individual concerned.</p> <p>3.3 Use of strategies and means aimed at obtaining consensus on the changes to be made to the educational program.</p> <p>3.4 Clear and accurate text outlining the modifications agreed to by the committee.</p> <p>3.5 Observance of the rules of grammar.</p>

Code: 019L	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To organize a childcare establishment.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To carry out a feasibility study of the project. 2. To determine the criteria aimed at ensuring the quality of the childcare establishment to be organized. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Either as part of a group promoting the establishment of a new childcare centre (CPE) or school daycare, or in a more autonomous manner in order to set up a home childcare establishment. • In cooperation with the parents, decision-makers and resource-persons who may intervene at certain stages of implementation of the project. • Referring to the laws and regulations in effect with respect to setting up a childcare establishment. • Referring to relevant reference documents. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Gathering and detailed analysis of information concerning the need for childcare. 1.2 Consideration, at the time of the analysis, of the regulations in effect and the specific requirements of the various organizations concerned. 1.3 Serious examination of the feasibility of the project, taking into consideration the human, material, financial and pedagogical resources needed. 1.4 Presentation of a clear, detailed proposal that corresponds to the needs analyzed. 2.1 Correct use of existing evaluation tools. 2.2 Appropriate choice of the quality criteria to be used in setting up the childcare establishment. 2.3 Consideration of the educational values and principles established in the master program or the educational project.

Code: 019L	
3. To plan the layout of the facilities and the purchase of material resources.	<p>3.1 Preparation of a plan respecting the principles and rules for setting up play, service and circulation areas.</p> <p>3.2 Appropriate cooperation and communication with the members of the sponsoring group and the other individuals concerned.</p> <p>3.3 Accurate and precise determination of needs in terms of equipment, furniture, toys and games, and educational material.</p> <p>3.4 Observance of the regulations in effect.</p> <p>3.5 Consideration of health and safety.</p>
4. To draw up budgets or take part in drawing up budgets, as the case may be.	<p>4.1 Accurate evaluation of the costs involved in arranging the facilities or transmission of data that can be used to determine such costs.</p> <p>4.2 Accurate evaluation of the costs involved in purchasing equipment, furniture, toys and games, and educational material.</p> <p>4.3 Realistic evaluation of the expenses involved in setting up and running the childcare establishment.</p> <p>4.4 Realistic evaluation of subsidies and other sources of revenue needed for the start-up and operating budget.</p> <p>4.5 Active and appropriate participation in the working group.</p> <p>4.6 Relevance of consultations with those involved in the project.</p> <p>4.7 Demonstration of discernment and judgment when making decisions.</p> <p>4.8 Careful setting of priorities when allocating the budget, based on the funds available and the established priorities.</p>
5. To determine the purchases to be made.	<p>5.1 Determination of the purchases to be made, based on needs and the budget.</p> <p>5.2 Demonstration of judgment in choosing the equipment, furniture, toys and games, and educational material.</p> <p>5.3 Consideration of health and safety.</p>

Code: 019L	
6. To establish operating rules for the childcare establishment.	6.1 Consideration of the regulations in effect. 6.2 Clear, accurate establishment of internal rules covering the services offered. 6.3 Demonstration of judgment. 6.4 Relevance of consultations with those interested in the project. 6.5 Accurate writing of registration forms and service contracts with the parents. 6.6 Clarity and neatness of the documents produced.
7. To hire or take part in hiring personnel.	7.1 Careful evaluation of needs. 7.2 Complete, detailed write-up of the responsibilities, tasks and qualifications of the position to be filled. 7.3 Correct application of interview techniques. 7.4 Adoption of behaviours in keeping with the rules of professional ethics. 7.5 Judicious selection of the candidates to be hired or to be proposed to the working group. 7.6 Drafting of a work contract appropriate to the position to be filled. 7.7 Observance of the regulations in effect.
8. To promote the services offered.	8.1 Creation of promotional tools appropriate to the services offered. 8.2 Consideration of the professional image to be projected. 8.3 Correct application of marketing principles. 8.4 Focus on the advantages of the services offered. 8.5 Demonstration of creativity, enthusiasm and resourcefulness. 8.6 Quality of written and oral communication.

Code: 019M	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To provide educational services to a group of children.</p> <p>Elements of the Competency</p> <p>1. To plan the educational approach.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In a setting offering childcare services to children from birth to 12 years of age. • Based on childcare operating standards and a bank of educational activities. • Individually or in cooperation with colleagues, depending on the steps involved. • Taking into account the focus of the educational program. • Based on the regulations in effect and relevant reference documents. • Using the appropriate equipment and material. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Careful evaluation of the characteristics of the group: number of children, age, needs and preferences. 1.2 Appropriate choice of educational activities, depending on the group of children and the need to alternate the types of activities used and the manner in which they are conducted. 1.3 Verification of the availability of the human and material resources required for the activities. 1.4 Preparation of a realistic, detailed weekly plan of the educational activities to be conducted and the other activities inherent in their tasks. 1.5 Appropriate scheduling of educational activities in terms of place, time and duration. 1.6 Consideration of factors that are liable to affect this schedule. 1.7 Relevance of alternate solutions selected. 1.8 Observance of operating standards specific to the childcare establishment in question.

Code: 019M	
2. To organize the work.	<ul style="list-style-type: none"> 2.1 Methodical organization of the work. 2.2 Demonstration of initiative and resourcefulness. 2.3 Appropriate and effective use of available resources. 2.4 Consideration of the characteristics of the group of children.
3. To carry out the work.	<ul style="list-style-type: none"> 3.1 Completion of all of the work activities required. 3.2 Application of efficient work methods. 3.3 Creation of a harmonious work environment. 3.4 Demonstration of autonomy, enthusiasm, a sense of responsibility, flexibility and an ability to adapt to different situations. 3.5 Observance of professional limits and the rules of professional ethics. 3.6 Observance of safety measures, the regulations in effect, and the operating procedures of the childcare establishment. 3.7 Quality of communication with children, parents and colleagues. 3.8 Reporting of significant facts observed during their educational interaction with the children.
4. To evaluate the quality of the educational approach.	<ul style="list-style-type: none"> 4.1 Careful analysis of the results of their educational actions with the children and the quality of their relationships with parents and colleagues. 4.2 Consideration of the educational values and principles defined. 4.3 Use of appropriate tools and means for self-evaluation. 4.4 Demonstration of judgment and critical thinking. 4.5 Consideration of comments from those concerned. 4.6 Demonstration of a positive, receptive attitude to criticism. 4.7 Accurate evaluation of areas of their work requiring improvement and means for optimizing their effectiveness.

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

GENERAL EDUCATION COMMON TO ALL PROGRAMS AND GENERAL EDUCATION ADAPTED TO PROGRAMS

English, Language of Instruction and Literature

General Education Common to All Programs

The three sets of objectives and standards in English, Language of Instruction and Literature, pursue two general goals : mastery of the language of instruction and exploration of the riches of the literary heritage. Achievement of these goals is intended to bring the students to a college level of proficiency in the areas of reading, writing, listening and speaking. Building on the skills developed by students on completion of secondary school, the English programme places a marked emphasis on written production and reading comprehension while at the same time consolidating listening and speaking skills.

The mastery of language skills will be achieved through regular and ongoing observance of the rules of correct writing and speaking and the production of texts supported by reading and the study of literature. Students will also be encouraged to develop an appreciation of literature by becoming acquainted with a number of significant literary works representative of various genres and periods and expressing a variety of literary themes. Both the aesthetic and cultural value of these texts and their formal aspects will be the objects of study.

All students entering college will begin their English studies with an introductory set of objectives and standards. This set has two possible formats. While both provide a range of reading, writing and literary activities, one includes additional reinforcement of reading and writing skills.

General Education Adapted to Programs

The set of objectives and standards for English, Language of Instruction and Literature, is placed in the context of general education and is a complement to the general education common to all programs. Students will develop the skills required in order to communicate in the forms of discourse appropriate to their field of study.

Outcome Objectives

Students who have achieved the general education objectives in English, Language of Instruction and Literature, will be able to :

- Demonstrate a college level of proficiency in the areas of reading, writing, listening and speaking.
- Develop their own ideas into arguments and theses, organize them and edit their work.
- Understand basic vocabulary and terminology used when discussing literature.
- Analyze literary works.

Humanities

Humanities, as part of the core curriculum, is intended to promote personal and social development and to give students a foundation that will help them understand their roles in contemporary society as members of the labour force, citizens, and individuals. The three sets of objectives and standards in Humanities propose common frameworks for understanding the experiences, ideas and values of humankind and their diversity. They are aimed at developing critical thinking, reinforcing the ancillary skills involved in careful reading, organized writing, and well-developed oral presentations, and, where appropriate, improving media and computer literacy. Once students have mastered the three-stage process of analysis, synthesis and evaluation, they will be able to reflect in an informed manner and to communicate what they have learned in an organized and coherent fashion.

Principles

- 1) Humanities constitutes a thematic, multidisciplinary, at times transdisciplinary, exploration of humankind, including its accomplishments, failures, abilities, creations, ideas, and values.
- 2) Humanities helps students to recognize, define and classify information and provides them with common frameworks for diverse methods of analyzing, synthesizing and evaluating conceptions of society, knowledge and values.
- 3) Humanities aims to prepare students for common civic responsibilities and the exercise of rights.
- 4) Humanities pursues the general goal of developing critical thought, valuing it, and recognizing its limitations.

Outcome Objectives

Students who have achieved the general education objectives in Humanities will be able to :

- Describe, explain and organize main elements, ideas, values and implications of a world view in a coherent fashion.
- Compare world views.
- Recognize the basic elements in a specific example of the organization, transmission, and use of knowledge.
- Define the dimensions, limits, and uses of knowledge in appropriate historical contexts.
- Identify, organize and synthesize the salient elements of a particular example of knowledge.
- Situate important ethical and social issues in their appropriate historical and intellectual contexts.
- Explain, analyze and debate ethical issues in a personal and professional context.

Sequence of Objectives and Standards

The first two sets of objectives and standards in Humanities, which are part of the general education component common to all programs, develop similar skills in a recursive fashion.

The first set, the emphasis is on how knowledge is defined, acquired, classified, transmitted, and applied. Students examine both messages and media to identify the strengths and limitations of each. Students learn to situate knowledge in a social, historical and personal context, a skill they will need in order to become lifelong learners.

The second set focuses on how individuals, groups, societies or nations organize ideas, perceptions and values into explanatory patterns. Students explore major ideas and value systems by which diverse individuals, groups, societies or nations seek to explain the world and their place in it.

The third set, which is part of the general education component adapted to programs is aimed at deepening and reinforcing the critical thinking skills developed in the first two sets. It is, therefore, sequenced so that students can build on the critical skills, knowledge and insights developed in the first two sets. By situating these issues in their appropriate world view and knowledge contexts, students develop a critical and autonomous approach to ethical values in general and to the values involved in their own fields of interest in particular. This final set also provides students with an opportunity to consolidate personal and social values.

Français, langue seconde

L'enseignement du français, langue seconde, contribue à la formation fondamentale de la personne, en même temps qu'il a pour objet de lui permettre de communiquer efficacement avec ses concitoyens et concitoyennes.

Principes

- 1) La maîtrise du français, langue seconde, est essentielle pour quiconque veut participer pleinement à la vie de la société québécoise, dont le français est la langue officielle. En conséquence, la formation générale en français, langue seconde, a pour finalité de rendre les étudiants et les étudiantes aptes à utiliser de façon efficace les moyens dont dispose la langue pour communiquer en société. À cette fin, ils devront acquérir des connaissances en vue de les déployer dans les formes de discours qu'il leur faudra pratiquer.
- 1) À leur arrivée au collégial, les étudiants et les étudiantes ont déjà acquis des compétences dans les quatre habiletés langagières, à savoir : parler, lire, écouter et écrire, mais sont, de façon générale, plus compétents en matière d'expression orale. En conséquence, la formation porte sur le développement des quatre habiletés langagières tout en mettant l'accent sur la lecture et l'écriture.
- 2) En tant que partie intégrante de la formation générale, le français, langue seconde, contribue au développement de la pensée critique et de l'expression structurée.

Résultats attendus

Tout étudiant ou toute étudiante qui a atteint les objectifs de formation générale en français, langue seconde, pourra, selon son niveau de compétence, montrer :

- sur le plan des connaissances, qu'il ou elle :
 - sait faire une présentation orale structurée;
 - connaît les différentes formes du discours;
 - connaît les différentes techniques de lecture et d'écriture;

- sur le plan des habiletés, qu'il ou elle :
 - est capable de questionner, d'analyser, de juger, et d'argumenter en français;
 - est apte à entretenir des rapports sociaux et à partager la vie culturelle du Québec;
 - est apte à établir, à poursuivre et à pratiquer des rapports professionnels en français;
- sur le plan des attitudes, qu'il ou elle :
 - fait preuve d'ouverture par rapport aux différents aspects de la culture québécoise;
 - a conscience des différences et des similitudes entre sa culture d'origine et la culture québécoise francophone;
 - a la préparation voulue pour s'insérer dans la vie sociale et économique.

Séquence des objectifs et des standards

Pour répondre aux divers besoins d'apprentissage des étudiants et des étudiantes du collégial, les ensembles en français, langue seconde, sont répartis selon quatre niveaux. Chacun de ces niveaux permet d'amener les étudiants et les étudiantes à interpréter et à produire des textes de plus ou moins grande complexité.

La formation générale en français, langue seconde, comporte deux ensembles prévus en séquence. Le premier, qui fait partie de la formation générale commune à tous les programmes, a pour objet de consolider les connaissances linguistiques déjà acquises et de les développer pour amener les étudiants et les étudiantes à communiquer de façon plus précise sur le plan tant du vocabulaire et de la syntaxe que de l'organisation textuelle.

Le second ensemble, qui fait partie de la formation générale propre aux programmes, s'appuie sur les acquis développés dans le premier ensemble en les enrichissant d'éléments de compétence liés aux champs d'études de l'étudiant ou de l'étudiante. On cherche à développer la précision de l'expression dans des situations de communication particulières qui relèvent du champ d'études de l'étudiant ou de l'étudiante.

Physical Education

Physical Education, as part of the core curriculum, is aimed at promoting the development of the whole person and at encouraging students to acquire responsible behaviours with respect to their health and quality of life.

Principles

- 1) Physical Education introduces students to different ways of being physically active with a view to making them aware that they are responsible for their health. Students learn concepts and acquire knowledge drawn from the literature and methodically apply them to physical activities apt to lead them to adopt behaviours characteristic of a healthy lifestyle.
- 2) Physical Education enables students to improve their proficiency in an activity and, in doing so, serves to increase their motivation and perseverance to remain physically active, and makes them aware of the contributing factors. To this end, students use a learning process designed to enhance their aptitudes for a given physical activity (i.e., their skills and attitudes).

- 3) Physical Education contributes to making students responsible for assuming responsibility for their health through the maintenance and improvement of their physical fitness and through the sensible practice of physical activity. Students learn to combine being physically active in an effective manner with factors which promote health.
- 4) Physical Education makes students aware of the importance of sharing the knowledge they have acquired. The pleasure and sense of well-being students get out of Physical Education classes motivate them to encourage others to be physically active and to adopt healthy behaviours.

Outcome Objectives

Students who have achieved the general education objectives in Physical Education will be able to demonstrate :

- their knowledge of :
 - The relationship between physical activity, lifestyle and health based on the findings of scientific research.
 - The scientific principles for improving or maintaining one's fitness.
 - Ways to assess their abilities and needs with respect to activities which can enhance their health.
 - The rules, techniques and conditions involved in different types of physical activity.
 - A method for setting goals.
 - The factors which facilitate making physical activity part of one's lifestyle.
- their ability to :
 - Choose physical activities on the basis of their motivation, abilities and needs.
 - Establish relationships between lifestyle and health.
 - Apply the rules, techniques and conditions involved in different types of physical activity.
 - Set goals that are realistic, measurable, challenging, and situated within a specific time frame.
 - Improve their mastery of the basic techniques, tactics and strategies associated with sports, outdoor and expression-oriented activities.
 - Use their creative and communication skills, particularly in group activities.
 - Evaluate their skills, their attitudes and their progress with respect to different forms of physical activity.
 - Maintain or increase their physical activity level and fitness level on their own.
 - Manage a personal physical activity program and assume responsibility in the organization of physical activities.
- their capacity to (i.e., their attitudes):
 - Recognize the importance of taking charge of their health.
 - Be aware of the need to evaluate and respect their abilities and how the activity is to be carried out, before initiating the activity.
 - Foster self-confidence, self-control, respect for others and cooperation, through the knowledge they have acquired and through participation in physical activity.
 - Respect the environment in which the activities are held.
 - Appreciate the aesthetic and play value of physical activity.
 - Promote a balanced and active lifestyle as a social value.

Sequence of Objectives and Standards

The three sets of objectives and standards in Physical Education are designed in a learning sequence. The first two are prerequisites for the third.

The first set focuses on the relationship between good health and physical activity as related to a healthy lifestyle. Students are required to try one or more activities and to relate them to their abilities, needs, motivation, lifestyle and knowledge of health promotion. This enables them to make an appropriate and justified choice of physical activities.

The second set looks at the improvement of effectiveness through the use of a goal-oriented approach in a sport, outdoor or expression-oriented activity. After an initial assessment, students are called upon to evaluate their abilities and attitudes with respect to a physical activity, to set goals, and to interpret their progress.

The third set is aimed at bringing students to integrate physical activity into their lifestyle, more particularly through more effective management of factors which facilitate such an integration. During contact-hours with the teacher, students apply the knowledge they have acquired in the first two sets. This is done through the safe and effective practice of physical activity and through the development, realization and evaluation of a personal physical activity program, which students follow and validate under their teacher's supervision. The hours allotted for personal work enable students to complete their personal program.

