

COMPETENCY N° 3

To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.

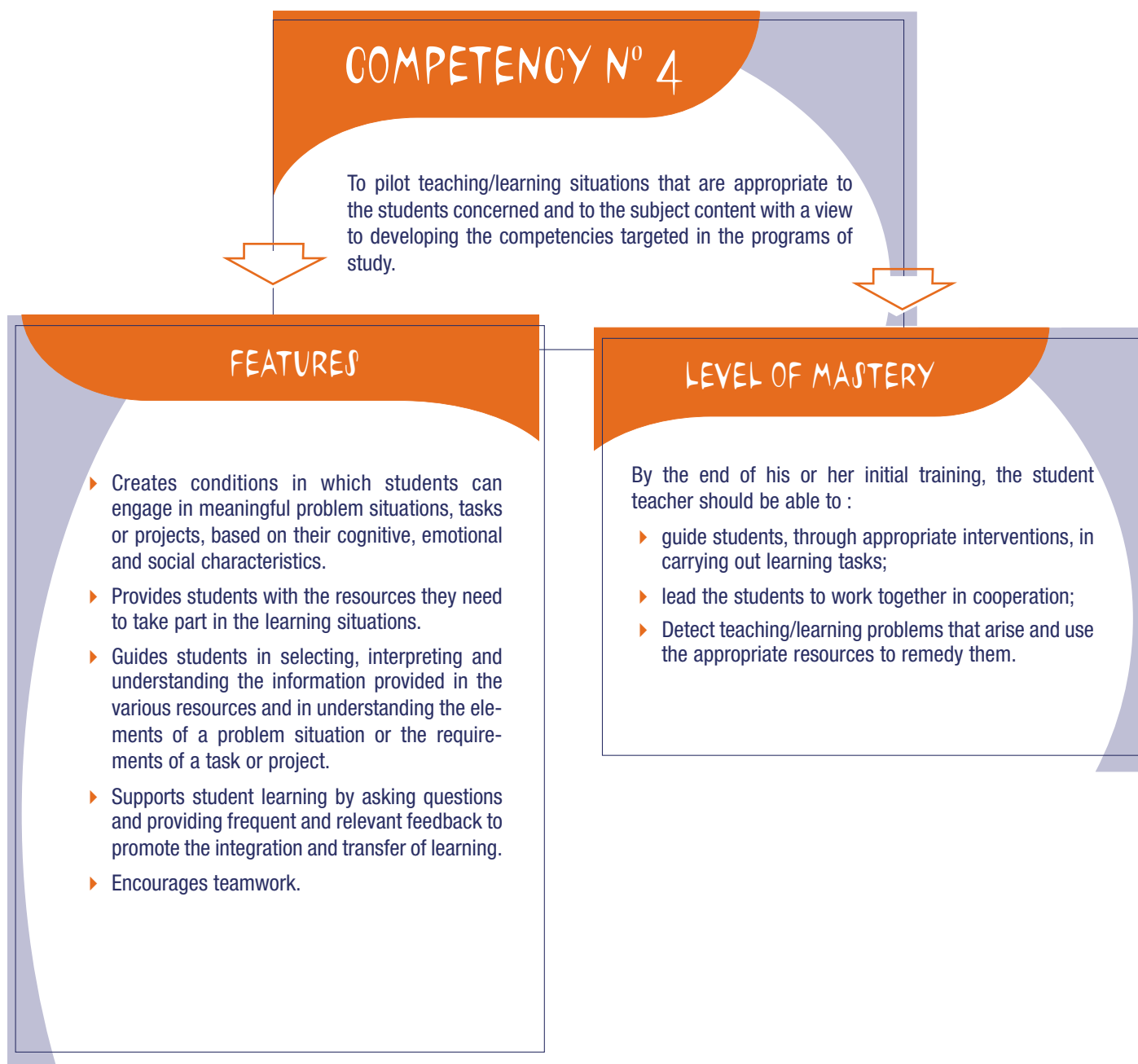
FEATURES

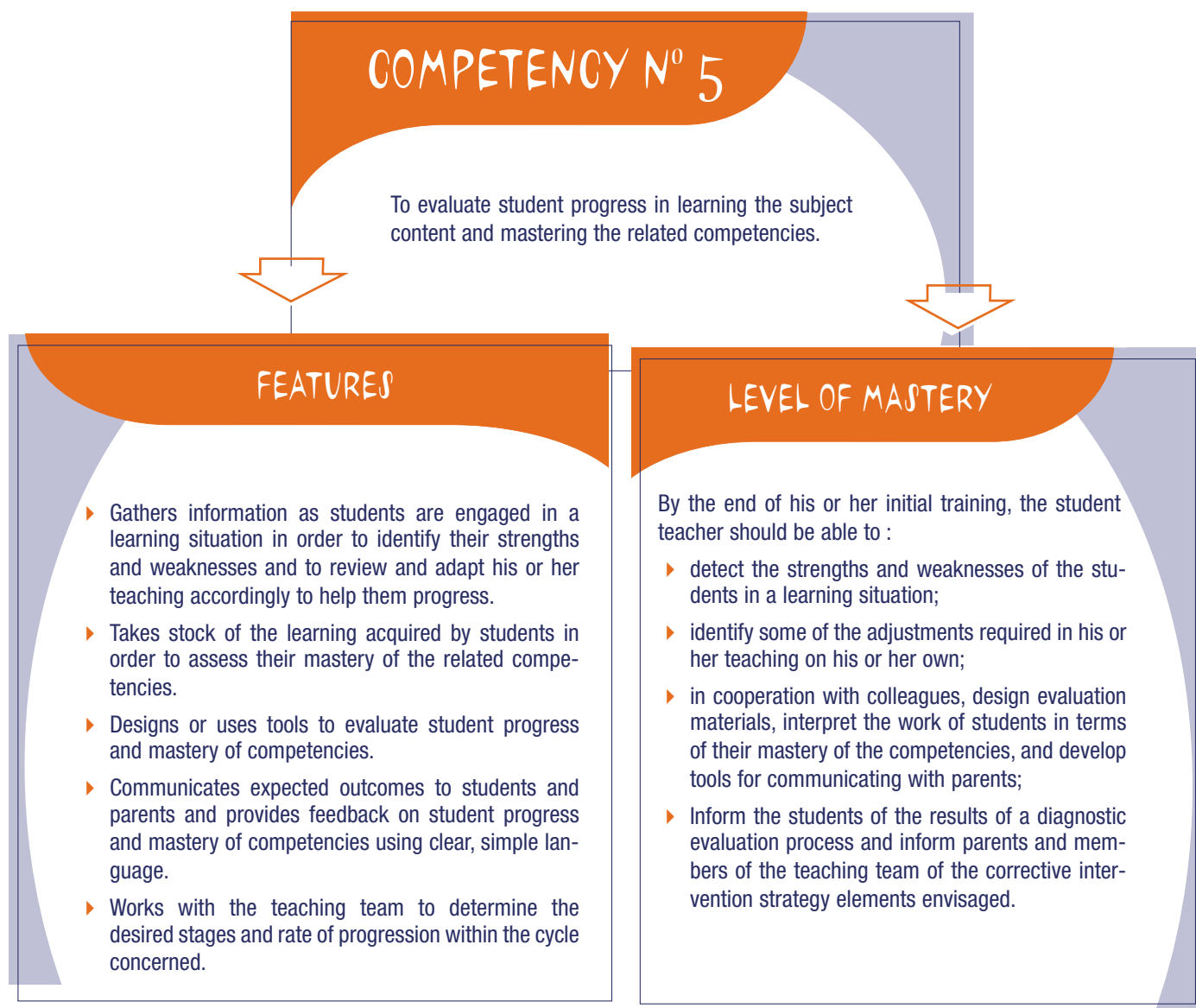
- ▶ Bases the selection and content of teaching sequences on data drawn from recent didactical and pedagogical research.
- ▶ Selects and interprets subject-specific knowledge in terms of the aims, competencies and subject content specified in the program of study.
- ▶ Plans teaching and evaluation sequences taking into account the logic of the content to be taught and the development of learning.
- ▶ Takes into account the prerequisites, conceptions, social differences (i.e. gender, ethnic origin, socio-economic and cultural differences), needs and special interests of the students when developing teaching/learning situations.
- ▶ Selects diverse instructional approaches that are suited to the development of the competencies targeted in the programs of study.
- ▶ Anticipates obstacles to learning posed by the content to be taught.
- ▶ Plans learning situations that provide opportunities to apply competencies in different contexts.

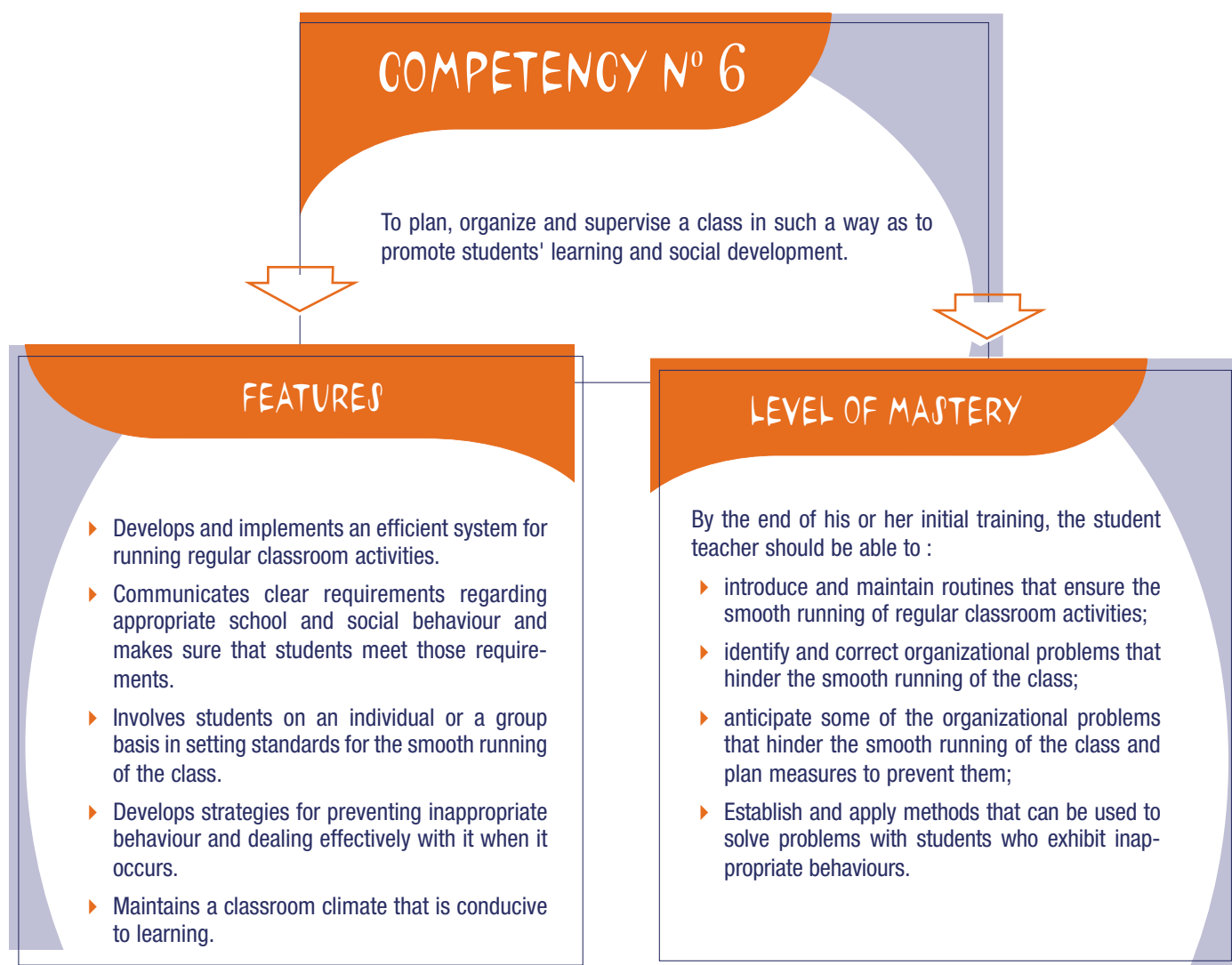
LEVEL OF MASTERY

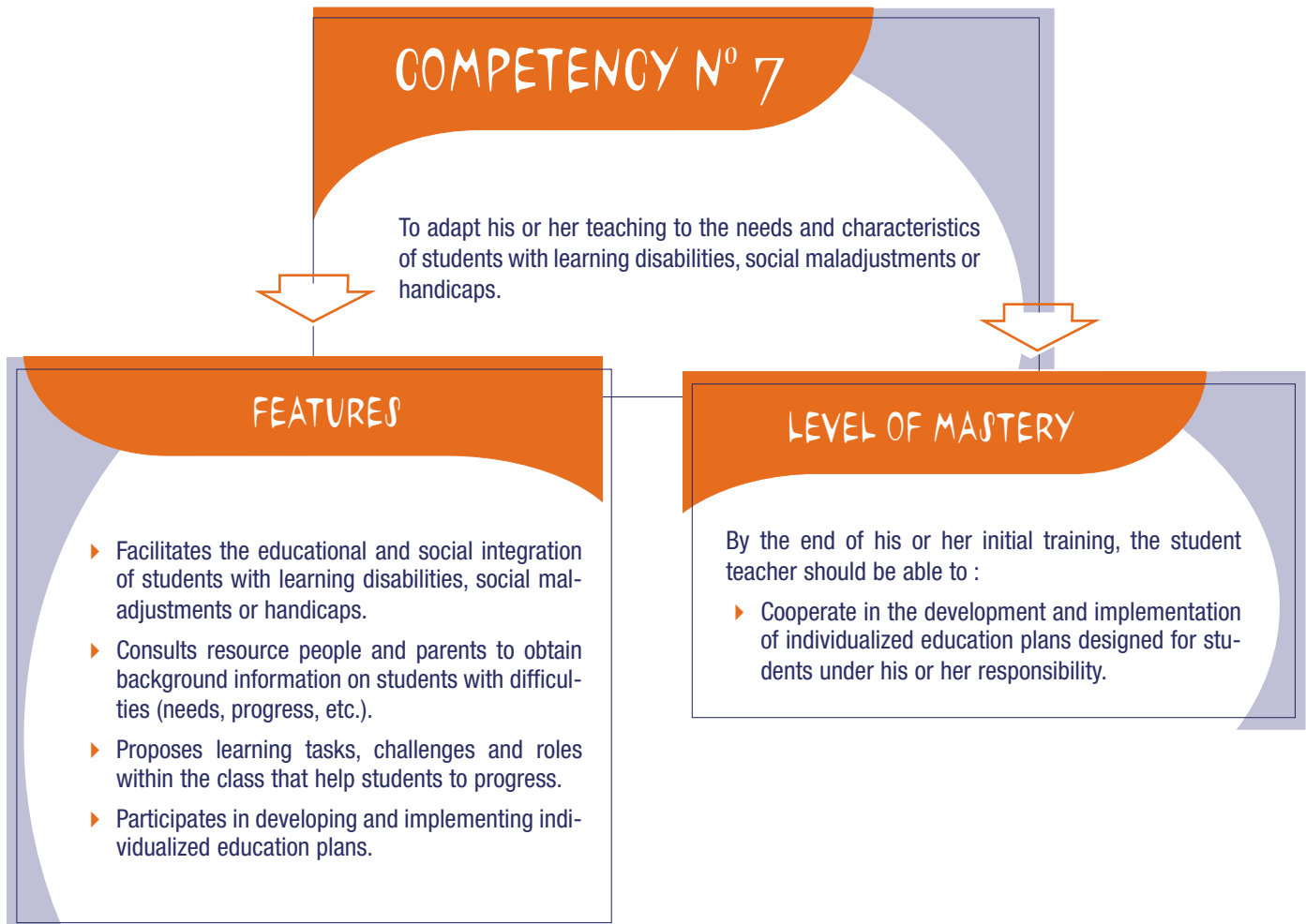
By the end of his or her initial training, the student teacher should be able to :

- ▶ develop appropriate and varied teaching/learning situations involving a reasonable level of complexity that enable students to progress in the development of their competencies;
- ▶ Build these activities into a long-term plan.









COMPETENCY N° 8

To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.



FEATURES

- ▶ Exercises critical judgment regarding the real benefits and limitations of ICT as teaching and learning resources, and regarding the social issues they raise.
- ▶ Assesses the instructional potential of computer applications and networking technology in relation to the development of the competencies targeted in the programs of study.
- ▶ Communicates using various multimedia resources.
- ▶ Uses ICT effectively to search for, interpret and communicate information and to solve problems.
- ▶ Uses ICT effectively to build networks that facilitate information sharing and professional development with respect to his or her own field of teaching or teaching practice.
- ▶ Helps students to familiarize themselves with ICT, to use ICT to carry out learning activities, to assess their own use of ICT, and to exercise critical judgment regarding the information they find on the Internet.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

- ▶ demonstrate critical judgment regarding the real benefits and limitations of ICT as teaching and learning resources;
- ▶ demonstrate a general understanding of the possibilities offered by ICT (and the Internet in particular) for teaching and learning, and know how to integrate ICT in a functional manner into teaching/learning activities, when appropriate;
- ▶ use ICT effectively in different aspects of his or her intellectual and professional life: communication, research, information processing, evaluation, interaction with colleagues or experts, etc.;
- ▶ Effectively transmit the ability to use ICT to his or her students in order to support the collective construction of learning in a well-structured, critical manner.

