OFDE

Observatoire sur la Formation
à la Diversité et l'Équité.

2016 Intercultural and Inclusive Education Curriculum Design Competition

GENERAL DESCRIPTION

This competition is intended for students in teacher education programs in Quebec universities. It invites teacher candidates to create learning and evaluation situations or innovative curriculum projects on themes related to ethnocultural, religious and linguistic diversity for their future students.

The curriculum projects submitted for this competition may or may not be conducted by a team (2 to 4 students maximum). They may be projects for a course dealing with issues of diversity in education supervised by an instructor who has agreed to make this activity an assignment choice for his/her students. Participating instructors will then select the two or three best projects and submit them to the jury. Students whose project is not part of their course work can send their projects directly to the jury.

Initiated at UQAM in 2014-2015 by the *Observatoire sur la formation à la diversité et l'équité* and its partners, the 2016 competition will be open to all Quebec universities for its 2nd year.

This competition aims to support the development of intercultural and inclusive competence in future teachers. Known as the "13th" competence at UQAM, it involves ***two key goals*** generally agreed upon by university educators in the field in Quebec (OFDE Summit, 2014; Groupe interuniversitaire sur les compétences interculturelles et inclusives en éducation, 2015), namely:

1. *Adopt equity practices that take into consideration the ethnocultural, religious, linguistic and migratory experiences of learners, particularly those of minority groups.*

2. *Prepare all learners to live together harmoniously in a pluralistic society and develop a more just and equitable world.*

OBJECTIVES

1. Develop curricular projects on themes related to *the two goals* of intercultural and inclusive education and to all competition criteria.

2. Reward curricular projects that best exemplify intercultural and inclusive education, and circulate these projects on partners' websites to share them with the community of instructors and practitioners in the field (visit www.ofde.ca to watch a video capsule of the 2014-2015 competition).

AWARDS

The ministère de l'Éducation, de l'Enseignement Supérieur et de la Recherche (MEESR) is offering two grand prizes to candidates across Quebec:

- A first grand prize of **$750**
- A second grand prize of **$450**

Two UQAM chairs are also offering themed awards for the best projects by students at UQAM. These awards may possibly be combined with others:

- An art award of **$300,** offered by the Chaire de recherche UQAM pour le développement de pratiques innovantes en art, culture et mieux-être.

- An award of **$200** for digital applications, offered by the Canada Research Chair in Sociological Issues of Digital Technologies in Education.

CONDITIONS

Candidates must be registered in a concurrent or consecutive teacher education program in a Quebec university in winter and summer 2016.

The deadline for submitting projects is **August 19, 2016** and prizes will be awarded during the 2e Rencontre internationale du Réseau international Diversité et Éducation (RIED), to take place in Montreal (UQAM) on October 26-28, 2016. Winners will present their projects during this Rencontre internationale, and the projects will subsequently be posted on the websites of the ministère, the Observatoire (OFDE) and the partners.

Projects may be in French or English.

INSTRUCTIONS FOR STUDENTS

A project must include:

Basic project elements

Format: written report (15 pages) that may include visual and other supports (pictures, objects, videos, audio extracts, websites, etc.)

1. Present the theme, aspects of the issue and overall objectives.
2. Specify the educational aim pursued in relation to the two goals of intercultural and inclusive education.
3. Specify the anticipated impact on students' learning and living well together ("vivre ensemble") at school or within the larger community (development of knowledge, attitudes and behaviour).
4. Take into account the context targeted by the curriculum (e.g., academic level, lived realities and school context of students).
5. Describe the activities and their links with the Quebec Education Program (learning objectives and content).
6. Describe the time, materials, and human resources needed for carrying out the project as well as its different stages (preparation, execution, integration).
7. Specify the pedagogical approaches shaping the project activities (cooperative, democratic, differentiated, etc.) and sources of inspiration.
8. Specify targeted subject area, materials, format or methods used and strategies deployed (e.g., video, Slam, pairing programs, etc.).
9. Describe and justify the partnerships or the local, human and community resources drawn upon.
10. Specify all the sources and references.

SELECTION

The competition will be promoted through the various teacher education programs, in courses that explore diversity in education and in partner networks. Candidates or participating professors must email their project or the best projects of their students to the *Observatoire sur la formation à la diversité et l'équité* at the following address: competition@ofde.ca

The projects will then be submitted to a jury for evaluation in September 2016. This jury will consist of at least one professor or lecturer from each participating university, and at least one representative from the ministère de l'Éducation and the practice environments (school boards). The prizes awarded by the two UQAM chairs will be selected by the chair holders and two other UQAM professors.

JURY EVALUATION CRITERIA

Projects will be evaluated by the jury based on the following criteria:

Relevance and quality: 20%

1. Alignment with all the basic elements mentioned above
2. Relevance of chosen theme and educational intent

Coherence and applicability: 40%

3. Applicability to targeted context (degree of complexity adapted to the group and consideration of the migratory, cultural or linguistic realities of minority students in the class or school)
4. Coherence and clarity of instructions regarding activities; quality of explanation of the different stages (preparation, execution, integration)
5. Clarity of presentation and quality of language

Originality, creativity and impacts: 40%

6. Originality of project, innovation in the models or teaching approaches proposed in relation to the learning objectives of the specific teacher education program
7. Potential impact on learning, in terms of knowledge and changes in attitudes and behaviours
8. Potential impact on "living well together" in class, or at school (fosters a sense of responsibility, engagement, motivation, cooperation, intercultural dialogue between teacher and students and between student and student, responds to the interests of learners, presents a challenge and high expectations)
9. Openness to the environment (partnership approach) and potential impact on the community at large
10. Educational potential in matters of intercultural and inclusive education

2016 JURY MEMBERS

Françoise Armand, professor, Université de Montréal, Director of the Centre d'intervention pédagogique en contexte de diversité, Commission scolaire Marguerite Bourgeoys (CSMB)

Geneviève Audet, Direction des services d'accueil et d'éducation interculturelle du ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR).

Corina Borri-Anadon, professor, Université du Québec à Trois-Rivières, co-director of the *Observatoire sur la formation à la diversité et l'équité* (OFDE)

Monica Cividini, professor, Université du Québec à Chicoutimi

Simon Collin, professor, Université du Québec à Montréal (UQAM), chairholder of the Canda Research Chair in Sociological Issues of Digital Technologies in Education

Zita De Koninck, professor, Université Laval

Réginald Fleury, academic advisor, Commission scolaire de Montréal (CSDM)

David Lefrançois, professor, Université du Québec en Outaouais

Violaine Levasseur, lecturer, Université du Québec à Montréal (UQAM)

Bronwen Low, professor, McGill University

Sunny Man Chu Lau, professor, Bishop University

Annie Pilote, professor, Université Laval

Maryse Potvin, professor, Université du Québec à Montréal (UQAM), director of the *Observatoire sur la formation à la diversité et l'équité* (OFDE)
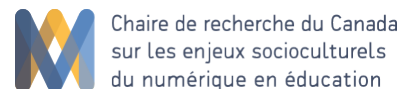
Mary Caroline Rowan, professor, Concordia University

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Christine Touzin, academic advisor, Commission scolaire Marguerite Bourgeoys (CSMB)

Mona Trudel, professor, Université du Québec à Montréal (UQAM), director of the Chaire de recherche UQAM pour le développement de pratiques innovantes en art, culture et mieux-être