

2021-2022 Intercultural and Inclusive Education Curriculum Design Competition

GENERAL DESCRIPTION

This competition by the *Observatoire sur la formation à la diversité et l'équité (OFDE)* is intended for students in **teacher education programs in Quebec universities**. It is limited to students in undergraduate and postgraduate programs leading to a teaching certificate. Initiated at UQAM in 2014-2015, the competition is the result of a partnership between the OFDE, and the Direction de l'intégration linguistique et de l'éducation interculturelle of the Ministère de l'Éducation du Québec (MEQ).

The competition aims to support the development of activities, learning situations or curriculum projects on themes related to intercultural and inclusive education, namely:

1. *Adopt equity practices that take into account the ethnocultural, religious, linguistic and migratory experiences of learners, particularly those in minority groups.*
2. *Prepare all learners to live together harmoniously in a pluralistic society and develop a more just and equitable world.*

OBJECTIVES

1. Design curriculum projects on themes related to diversity and the two goals of intercultural and inclusive education in keeping with competition criteria.
2. Reward curriculum projects that best exemplify intercultural and inclusive education and post these projects on partners' websites to share them with the community of instructors and practitioners in the field.

AWARDS

The Ministère de l'Éducation du Québec (MEQ) is offering two grand prizes to candidates across Quebec:

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

The CRIFPE-UQ is also offering themed awards. That prize may possibly be combined with others:

- An award of **\$200**, offered by the Interuniversity Research Centre on Teachers' Training and Teaching Profession – Network of Universities of Quebec (CRIFPE-UQ). Prizes will be awarded during an OFDE event in Fall 2022. As well, the projects will be posted on the websites of the Observatoire (www.ofde.ca) and the partners.

CONDITIONS

The competition is promoted through the various teacher education programs and on the partners' websites. Projects (whether or not part of a course) may be submitted by the students themselves or by the instructors (professors or lecturers in charge). Projects may be in French or English. Submissions must be sent to concours@ofde.ca. The deadline is **April 30, 2022**.

SELECTION

The projects will be submitted for evaluation to a jury composed of an odd number of members including professors or lecturers from different universities, and representatives from the Ministry of Education and from the practice environments (school boards).

All projects will be evaluated by at least 3 members of the committee.

INSTRUCTIONS FOR STUDENTS

A project must include and present the following:

Basic elements

1. Theme and overall objectives
2. Specifics regarding context (e.g., students' academic level, realities and experiences)
3. Relevance
4. Educational goal in relation to the two goals of intercultural and inclusive education
5. Pedagogical approaches (cooperative, democratic, differentiated, etc.) and sources of inspiration
6. Detailed description of proposed activities and teaching/learning stages (preparation, execution, integration)
7. Links with the Quebec Education Program competencies (subject-specific and cross-curricular), objectives and progression of learning
8. Resources, methods and strategies deployed, in respect of copyright
9. Accompanying documentation and all documents distributed to students
10. Partners or resources (human, community) involved

EVALUATION CRITERIA

Projects will be evaluated based on the following criteria:

Completeness and quality of presentation: 20%

1. Alignment with all above-mentioned elements;
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 taking into account the migration, cultural or linguistic realities of minority students in the classroom or school);
4. Coherence and clarity of instructions for activities;
5. Presentation and quality of language;

Originality, creativity and impacts: 40%

6. Originality of the project, innovation of proposed teaching approaches in connection with the learning objectives of the student's program;
7. Positive outcomes on learning, in terms of knowledge and changes in attitudes and behaviors;
8. Positive outcomes on living together in class or at school (promotes empowerment, commitment, motivation, cooperation, intercultural dialogue between teacher and students and between students, meets the interests of learners, presents a challenge and high expectations);
9. Openness to the environment (partnership approach) and impacts on the wider community;
10. Educational potential in intercultural and inclusive education.

