



Cross-Curricular Competencies

and

Outcomes at the End of Preschool Education

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Extracted from

The Québec Education Program

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Cross-Curricular Competencies Developmental Profile

The Québec Education Program contains nine cross-curricular competencies grouped in four categories:

Intellectual competencies:

to use information, to solve problems, to exercise critical judgment, to use creativity

Methodological competencies:

to adopt effective work methods, to use ICT

Personal and social competencies:

to construct his/her identity, to cooperate with others

Communication-related competency:

to communicate appropriately

Cross-Curricular Competencies Developmental Profile

Intellectual Competencies

The intellectual competencies call on even the youngest students to go beyond superficial memorization of content and mindless conformity, and to aim for a higher level of skills. They define an active relationship to knowledge, and enable students to relate to reality to grasp, interpret and understand it. Intellectual competencies draw on attitudes such as open-mindedness, intellectual curiosity, willingness to make an effort and intellectual rigour. They are fueled by the love of learning, the desire to succeed, the need for autonomy, and creativity.

Intellectual Competencies

to use information, to solve problems, to exercise critical judgment, to use creativity

COMPETENCY 1 • TO USE INFORMATION

The children can recognize the various information sources placed at their disposal. They obtain information essentially by listening and observing, and take an interest in picture books. In an appropriate context, they are able to share their discoveries with their classmates.

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COMPETENCY 2 • TO SOLVE PROBLEMS

The children are able to take action to solve simple, concrete problems. They are capable of diversifying their strategies to make repeated efforts to solve a problem. If the problem interests them, they are capable of showing considerable persistence.

COMPETENCY 3 • TO EXERCISE CRITICAL JUDGMENT

Children are capable of expressing their preferences and distinguishing between what is allowed and what is forbidden. They realize that their actions have consequences for others. They are aware of certain events and phenomena in their immediate surroundings. They can express an opinion as to whether these events or phenomena are ordinary or unusual and whether they are acceptable, and can communicate what they think and feel about them, but they tend to model their viewpoints on those of others or even simply to repeat what they hear.

COMPETENCY 4 • TO USE CREATIVITY

The children give their imagination free rein. They say whatever they think, with no effort at censorship. They are influenced by the way in which activities are presented to them. They are interested in exploring strategies and techniques that are new to them. They express their preferences and are eager to present their creations.

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Methodological Competencies

The methodological competencies concern the use of effective work methods and information and communications technologies (ICT). They involve the development of attitudes such as a sense of responsibility, pride in work well done, discipline and rigour. They generally find expression in the ability to organize activities and persevere in them and in a form of creativity in action. These competencies enable students to enjoy the pleasure of work well done.

Methodological Competencies

to adopt effective work methods, to use ICT

COMPETENCY 5 • TO ADOPT EFFECTIVE WORK METHODS

The children can plan simple, short-term activities and reproduce a certain number of steps in carrying out an activity.

COMPETENCY 6 • TO USE INFORMATION AND COMMUNICATIONS TECHNOLOGIES (ICT)

The children learn to use the keyboard and mouse. They become familiar with the basic procedures and vocabulary and use games and educational applications. They perform tasks and do creative work using a drawing program. They spontaneously explore, and can follow a visual guide to procedures.

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Personal and Social Competencies

The personal and social competencies are associated with the development and affirmation of students' personal and social identity. They concern both the cognitive and socio-affective dimensions of learning and are expressed in cooperation and in standing up for one's values while showing respect for others. They also involve attitudes related to open-mindedness, adaptability, commitment and mutual aid.

Personal and Social Competencies

to construct his/her identity, to cooperate with others

COMPETENCY 7 • TO CONTRUCT HIS/HER IDENTITY

The children's horizons are still quite limited, and their reactions are highly egocentric. Nevertheless, they learn to identify their tastes, interests, and physical, cognitive, emotional and social needs, which they observe are sometimes similar to and sometimes different from those of others. They express their feelings and carry out their intentions by imitating models or by taking more personal action. They can describe what they have experienced and recognize some of their strengths and weaknesses.

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Personal and Social Competencies (cont)
to construct his/her identity, to cooperate with others

COMPETENCY 8 • TO COOPERATE WITH OTHERS

The children become familiar with life in the classroom and begin learning to share and cooperate. They share toys, games, learnings and discoveries. They recognize that other people have feelings, emotions and interests that are different from their own. Realizing that their behaviours may influence their interpersonal relations, they behave in ways that foster respectful relations. They participate actively in group projects, which allows them to observe the contribution of each person and participate appropriately in discussions. They also take part in the development of rules of conduct for the class.

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Communication-Related Competency

The communication-related competency allows students to share information with others, directly or through various media, and to convey messages in clear, appropriate language. This competency has a major impact on academic, social and occupational success.

Communication-Related Competency to communicate appropriately

COMPETENCY 9 • TO COMMUNICATE APPROPRIATELY

The children express themselves spontaneously and organize the content of their communications through action. They explore various modes of communication. They are beginning to show an interest in what other people say and do.

Outcomes at the End of Preschool Education

COMPETENCY 1 • TO PERFORM SENSORIMOTOR ACTIONS EFFECTIVELY IN DIFFERENT CONTEXTS

The children, having been placed in a variety of classroom situations that hold real challenges, have broadened their repertoire of actions. They adjust their actions to their physical and human environment and follow safety rules, performing in accordance with the task and their level of development. The ease of movement they have acquired prepares them for learning requiring greater coordination and dexterity.

COMPETENCY 2 • TO AFFIRM HIS/HER PERSONALITY

The children have a better appreciation of their strengths and begin to deal with their limits. They know themselves better and they are able to present themselves as individuals and identify what distinguishes them from others. They are able to put forward their ideas and explain them and to act autonomously and responsibly.

COMPETENCY 3 • TO INTERACT HARMONIOUSLY WITH OTHERS

The children are able to live harmoniously with others. They communicate with various people and are able to share, offer help and encourage others. They appreciate individual differences and take part in group activities.

Outcomes at the End of Preschool Education

COMPETENCY 4 • TO COMMUNICATE USING THE RESOURCES OF LANGUAGE

The children are able to express and explain themselves so as to be understood by other children and adults. They are able to listen to questions or instructions and to respond appropriately. They react positively to activities involving their language skills, specifically in the areas of reading and writing. They have been introduced to the various forms and functions of language and they adapt them to different communication situations.

COMPETENCY 5 • TO CONSTRUCT HIS/HER UNDERSTANDING OF THE WORLD

The children know the pleasure of learning. They are curious and are able to use their learnings and creativity in play and projects. They use some basic elements from various subject areas: the arts, social sciences, mathematics, science and technology. They share their discoveries.

COMPETENCY 6 • TO COMPLETE AN ACTIVITY OR PROJECT

The children complete individual, team or class projects appropriate to their level. When they become involved in an activity or project, they apply their previous learnings in planning it. They anticipate the main steps and are able to describe the method to be used. At the end of the activity or project, they can state the learnings acquired. In this way they develop abilities and skills that will serve as the basis for further learning.

