




This learning unit is not open to incoming exchange students!

Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<p>For the Internship:</p> <p>In accordance with Title II, Chapter V of the RFIE 2021 decree, the student-intern will be placed in a professional setting within secondary education institutions, whether general or specialized, full-time or alternating, social promotion secondary education, or part-time artistic secondary education. These professional situations should allow the student-intern to test their career project, progressively develop their professional identity, build a reflective practitioner attitude, deepen their subject knowledge—including its didactics—as well as explore pedagogical differentiation, remediation, personalized support, co-teaching, the development of skills related to the social role of the teacher, and the gradual acquisition of both autonomous work and teamwork.</p> <p>In these professional settings, the student-intern will carry out both in-class activities (observing teachers and students, teaching) and out-of-class activities (e.g., observing the school institution, engaging in socio-professional integration/organizational socialization activities, actively participating in annual, disciplinary, interdisciplinary, or project-related meetings, contributing to pilot plans, remediation sessions, attending a pedagogical day, a class council, or a collective or individual parent-teacher meeting).</p> <p>For the Support Seminar on Internships:</p> <p>Regarding internship support, collective seminars will focus on building a portfolio to explore teaching identity, interns' perceptions, and the pedagogical, didactic, relational, social, and organizational dimensions of professional practice, as well as fostering reflexivity.</p>
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <p>With regard to the learning outcomes framework (LO) of the programme, this Teaching Unit contributes to the development and acquisition of the following learning outcomes:</p> <p>LO1. The competencies of the institutional, social, and cultural actor</p> <p>LO1.1. Act as a social and cultural actor within the school and society, including in their transformation, integrating diversity and developing civic practices for greater social cohesion.</p> <p>LO1.2. Understand ethical issues and adhere to the professional ethical and regulatory frameworks within a democratic and responsible perspective.</p> <p>LO1.3. Analyze the organizational and institutional environment of the education system and act within it, notably by interacting with colleagues, parents, school leadership, and other stakeholders, in order to:</p> <p>LO1.3.1. Engage in school management processes and participate in improving the educational system of the French Community.</p> <p>LO1.3.2. Make the school a place where students learn, develop, and grow in a positive atmosphere, rather than a site of selection.</p> <p>LO1.4. Master administrative processes and the follow-up of one's personal administrative file.</p> <p>LO2. The competencies of the actor in a learning organization within a collective dynamic</p> <p>LO2.1. Invest in collaborative work within an educational team to enhance professionalism and expertise through the mobilization of collective intelligence, notably during consultations.</p> <p>LO2.2. Identify personal training needs and contribute to identifying the training needs of the educational team.</p> <p>LO2.3. Contribute to the dissemination, within the educational team, of knowledge gained from ongoing training or the skills developed through such training or experience.</p> <p>LO3. The competencies of the organizer and facilitator of learning in an evolving dynamic</p> <p>LO3.1. Master the subject-specific content, its epistemological foundations, scientific and technological developments, didactics, and teaching methodology.</p> <p>LO3.2. Master knowledge related to learning processes and research on different teaching models and theories.</p> <p>LO3.3. Master written and spoken French in-depth to teach and communicate effectively in various contexts and disciplines related to the profession.</p> <p>LO3.4. Take into account and develop the linguistic dimensions of learning and teaching, being attentive to the language of schooling or learning language, and aware of the socially and culturally unequal familiarity with it.</p> <p>LO3.5. Act as a pedagogue within the classroom and the educational institution from a collective perspective, notably through:</p>

	<p>LO3.5.1. Designing and implementing an approach to teaching and learning, incorporating varied practices that enhance motivation and promote self-confidence, creativity, initiative, and cooperation.</p> <p>LO3.5.2. Designing, selecting, and using didactic materials, textbooks, educational software, and other pedagogical tools.</p> <p>LO3.5.3. Constructing and using observation and assessment tools, with a focus on comprehension and formative assessment, fostering student responsibility and participation in their learning.</p> <p>LO3.5.4. Designing and implementing pedagogical differentiation practices, personalized support for students based on their prior knowledge, learning profile, and, where applicable, their specific needs, notably through co-teaching or co-intervention practices.</p> <p>LO3.5.5. Setting up interdisciplinary learning activities.</p> <p>LO3.6. Master the integration of digital technologies into pedagogical practices.</p> <p>LO3.7. Address media education, sexual education (EVRAS), and gender in a transversal manner.</p> <p>LO3.8. Create a supportive relational framework to facilitate communication with students, their families, and colleagues.</p> <p>LO3.9. Manage the classroom in an educational and pedagogical context in a stimulating, structuring, and secure way.</p> <p>LO4. The competencies of the reflective practitioner</p> <p>LO4.1. Critically read research findings in education and didactics and use them to inform teaching practices, drawing from various human sciences disciplines to analyze and act in professional situations.</p> <p>LO4.2. Conduct, individually and with peers, a critical and rigorous observation and analysis of one's own practices and their impact on students to regulate teaching and evolve strategies and conditions for implementation in a perspective of effectiveness and equity.</p> <p>LO4.3. Gradually build one's professional identity, notably by using personal professional development tools such as a portfolio.</p> <p>Learning Outcomes at the end of the Teaching Unit</p> <p>At the end of this Teaching Unit, the student is able to:</p> <ul style="list-style-type: none"> • Identify and embody the different dimensions of the teaching profession. • Design teaching plans, test them, evaluate them, and regulate them. • Master disciplinary and interdisciplinary knowledge that guides pedagogical action. • Implement relational skills related to the profession's requirements: establish a positive pedagogical relationship with students, adopt an appropriate stance with students, and integrate into an educational team. • Reflect on their practices and engage in professional development planning.
Other infos	In formal education, the ban on wearing religious symbols, when stipulated in the school's internal regulations, also applies to student teachers.
Faculty or entity in charge	FIAL

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] of Education, Section 4 : History of Art and Archaeology	ARKE2M4	15		
Master [60] of Education, Section 5 : History of Art and Archaeology	ARKE2M5	15		