



This learning unit is not open to incoming exchange students!

Language :	French
Place of the course	Louvain-la-Neuve
Main themes	For the work placement : In accordance with Title II, Chapter V of the RFIE 2021 decree, the student-trainee will be placed in a professional situation in ordinary or specialised secondary schools, whether full or part-time, secondary schools for social advancement or secondary arts schools with reduced timetables. These professional situations should enable them to develop their professional project, gradually develop their professional identity, build a reflective practitioner attitude, deepen their subject knowledge, including subject didactics, as well as pedagogical differentiation, remediation, personalised support and co-teaching, develop skills linked to the social role of the teacher and gradually learn to work independently and as part of a team. In these professional situations, the student-trainee will be required to carry out classroom activities (observation of teachers and learners, teaching) and out-of-class activities (e.g. observation of the school institution, socio-professional integration/organisational socialisation activities, active participation in year, subject, interdisciplinary or project meetings, in connection with steering plans, remedial periods, participation in a pedagogical day, a class council, a group or individual parents' meeting, etc.). For the placement support seminar: In terms of support for placements, the group seminars will work, through the creation of a portfolio, on teaching identity, the representations of trainees, the pedagogical, didactic, relational, social and organisational dimensions of professional practice, and reflexivity. In Physical Education, the seminar deals with themes directly related to the specific skills of the profession (professionalism, preparation, interpersonal skills, didactics and communication, progression and coherence, empathy, motivation/mobilisation, heterogeneity at school, health education). Staff, trainers and placement supervisors are invited on several occasions to share their experience in the field on one or other of these topics and to enrich the discussions with the students.
Learning outcomes	At the end of this learning unit, the student is able to : • Identify and embody the different aspects of the teaching profession; • Design teaching methods, test them, evaluate them and adjust them; • Master the disciplinary and interdisciplinary knowledge that guides teaching practice; • Implement interpersonal and pedagogical skills related to the requirements of the profession: establish a positive relationship with students, adopt an appropriate position with students, integrate into a teaching team; • Reflect on one's practices and engage in professional development; • Transform students' motor skills and respect the fundamentals of physical education.
Teaching methods	Internship and interactive seminars
Content	Seminar: • Before: - Teaching identity (representations, teaching postures) - Formalities, expectations, and internship evaluation (handbook) - Portfolio (development, self-assessment, integrative) - Preparation for classroom observation / out-of-class support - Preparation for teaching sequence (planning, didactic preparation (objectives, common thread, etc.), student documentation, tools, assessment, etc.) - Video analysis - (test on disciplinary prerequisites) • During: - Self-assessment of teaching and pedagogical skills - Areas for improvement developed individually and together (stances, preparation, etc.) - Student assessment

	- Analysis of critical incidents: internship experience or video analysis • After: - Reflective assessment Internship: Work placement: 130 hours of work placement in transitional and/or vocational education, divided into two placement periods, including 90 hours of independent work. During the internship, the student intern must ensure the use of digital technology (covered within the framework of the teaching, pedagogy and communication teaching units) In accordance with Article 36(3) of the Decree of 7 February 2019 defining initial teacher training, students enrolled on the second cycle of the Master's in Education – Section 5 who are working in upper secondary education may, subject to certain conditions, have their professional experience recognised as equivalent to the placements specified in the programme. This recognition is possible provided that there is a correspondence between the content taught as part of this role and the subject of physical education covered by the Master's in Education.
Other infos	The resources are available on Moodle. Details of the activities can be found in the course materials and in the agreements available on Moodle and/or Teams.
Faculty or entity in charge	FSM

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] of Education, Section 4 : Physical Education	EDPH2M4	15		
Master [60] of Education, Section 5 : Physical Education	EDPH2M5	15		