




This learning unit is not open to incoming exchange students!

Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<p>The course is divided into two parts, one relating to the didactics of French as a first language (or language of instruction) and the other relating to the didactics of the modern language for which the student is registered in the master. Each part includes a placement and a seminar to accompany the placement.</p> <p>For the practical training</p> <p>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 the student to develop the testing of his/her professional project, the gradual development of his/her professional identity, the construction of an attitude of reflective practitioner, the deepening of subject knowledge, including the didactics of French and the chosen modern language, as well as pedagogical differentiation, remediation, personalised support and co-teaching, the development of skills linked to the social role of the teacher and the gradual learning of autonomous work and teamwork.</p> <p>In these professional situations, the student-trainee will have to carry out activities in the classroom (observation of teachers and learners, teaching) and activities outside the classroom (for example, observation of the school institution, socio-professional integration/organisational socialisation activities, active participation in year, subject, inter-disciplinary or project consultations, in connection with steering plans, remediation periods, participation in a pedagogical day, a class council, a group or individual parents' meeting, etc.).</p> <p>For the practical training support seminar</p> <p>In terms of support for teaching practice, the group seminars will focus on the creation of a portfolio, teacher identity, trainee representations, the pedagogical, didactic, relational, social and organisational dimensions of professional practice, and reflexivity.</p>
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <ol style="list-style-type: none"> 1 identify and embody the different 2 design, test, evaluate and regulate French and modern Language teaching methods; 3 master the disciplinary and interdisciplinary knowledge that guides teaching action; 4 apply interpersonal skills linked to the demands of the profession: establish a positive pedagogical relationship with pupils, adopt an appropriate position with pupils, work as part of a teaching team; 5 take a reflective look at their practices and develop their skills as a teacher. <p>With reference to the programme's Learning Outcomes (AA), this unit contributes to the development and acquisition of the following learning outcomes.</p> <p>AA.1. The skills of the institutional, social and cultural player</p> <p>AA.1.1. Acting as a social and cultural player within the school and society, including in their transformation, integrating diversity and developing citizenship practices for greater social cohesion;</p> <p>AA.1.2. Understand the ethical issues and respect the ethical and regulatory frameworks of the profession from a democratic and responsible perspective;</p> <p>AA.1.3. Analyse the organisational and institutional environment of the education system and act within it, in particular by interacting with colleagues, parents, management and other players in order to :</p>

	<p>AA.1.3.1. Be part of the school's management process and take part in processes to improve the French Community's education system;</p> <p>AA.1.3.2. Make the school a place where pupils learn, develop and train in a positive climate, and not a place of selection;</p> <p>AA.1.4. To control one's administrative situation and monitor one's personal administrative file.</p> <p>AA.2. The skills of the player in a learning organisation in a collective dynamic</p> <p>AA.2.1. Involve oneself in collaborative work within an educational team in order to increase professionalism and expertise by mobilising collective intelligence, particularly during consultations;</p> <p>AA.2.2. identify their individual training needs and participate in identifying the training needs of the teaching team;</p> <p>AA.2.3. Contribute to the dissemination, within the educational team, of the knowledge acquired through continuous training or the skills developed through such training or through experience.</p> <p>AA3. The skills of the learning organiser and coach in an evolving dynamic</p> <p>AA.3.1. Mastery of subject content, its epistemological foundations, its scientific and technological development, its didactics and teaching methodology;</p> <p>AA.3.2. Mastery of knowledge relating to learning processes and research into the various models and theories of teaching;</p> <p>AA.3.3. Have a thorough command of written and spoken French in order to teach and communicate adequately in the various contexts and disciplines related to the profession;</p> <p>AA.3.4. Take account of and develop the language dimensions of learning and teaching, paying attention to the language of schooling or language of learning and being aware of the socially and culturally unequal nature of familiarisation with it;</p> <p>AA.3.5. Act as a pedagogue within the class and the school in a collective perspective, in particular through :</p> <p>AA.3.5.1. Designing and implementing a teaching and learning approach, including a variety of practices likely to enhance pupils' motivation and self-confidence and develop their creativity and spirit of initiative and cooperation;</p> <p>AA.3.5.2. The design, choice and use of teaching aids, textbooks, school software and other educational tools ;</p> <p>AA.3.5.3. The construction and use of observation and assessment aids, the latter being specifically designed to be comprehensive and formative, encouraging pupils to take responsibility for and participate in their learning;</p> <p>AA.3.5.4. The design and implementation of differentiated teaching practices and personalised support for pupils, taking account of their prior learning, their learner profile and, where appropriate, their specific needs, and relying in particular on co-teaching or co-intervention;</p> <p>AA.3.5.5. The introduction of interdisciplinary learning activities;</p> <p>AA.3.6. Mastering the integration of digital technologies into teaching practices;</p> <p>AA.3.7. Taking account of media literacy, EVRAS and gender across the board;</p> <p>AA.3.8. Create a caring relational framework to facilitate communication with pupils, their family and friends and colleagues;</p> <p>AA.3.9. Manage the class group in educational and teaching situations in a way that is stimulating, structuring and reassuring.</p> <p>AA4. The skills of the reflective practitioner</p> <p>AA.4.1. Read critically the results of scientific research in education and didactics and draw on them for their teaching activities, as well as drawing on various disciplines in the human sciences to analyse and act in professional situations;</p> <p>AA.4.2. Carry out, individually and with peers, critical and rigorous observation and analysis of their own practices and their impact on pupils in order to regulate their teaching and develop the strategies and conditions for implementing them with a view to effectiveness and equity;</p> <p>AA.4.3. Gradually build up their professional identity, in particular by using personal professional development tools such as the portfolio.</p>
<p>Evaluation methods</p>	<p>Each part of the internship (corresponding to each of the two languages taught) will be assessed separately. However, failure in one of the parts may result in overall failure of the internship. It is not possible to retake an internship in the September session.</p> <p>Weighting of the final mark for each part:</p> <ul style="list-style-type: none"> • 45% for the final internship visit • 45% for the report from the internship supervisor(s) • 10% for the reflective portfolio (including 5% dedicated to the assessment of oral performance in the 'Oral Practice' sessions included in the 'Long French Internship Support Seminar - Partim 1 - Qualification Teaching').

Teaching methods	Assessment grids for formative and certifying purposes will be presented to students and completed by internship supervisors and teaching staff. Several formative feedback sessions will be given to trainees during the support seminar, during the first internship visit or during intervention sessions. They may be asked to provide a video of a class sequence or a case report. They will receive formative feedback during the co-analysis of this video or case. They will also be required to gradually build and complete a reflective portfolio. The support seminars will be participatory.
Content	<p>The 90 hours of internships are divided into 45 hours per language.</p> <p>For each language:</p> <p>10 hours of observation and co-teaching with the regular teacher</p> <p>Teaching classes in pairs (the class is mainly prepared by the regular teacher). From observation to gradually taking over the lessons.</p> <p>25-30 hours of teaching alone</p> <p>Complete responsibility for teaching sequences (preparation and teaching).</p> <p>5-10 hours of extracurricular professional socialisation activities.</p> <p>For example, participation in a school training day or a meeting with parents; organisation of a cultural project (exchange, correspondence, show or play); support for students in difficulty (tutoring, personalised support); design and implementation of recreational or interdisciplinary activities.</p> <p>Please note: If the formative assessment is negative, the student will complete 5 additional hours of teaching (to be deducted from the hours of related activities).</p> <p>These placements will be supervised by a support seminar. Various sessions will be planned throughout the year and will cover the following topics, among others:</p> <ul style="list-style-type: none"> • Formalities, expectations and assessment of placements. • Teaching identity (representations, attitudes). • Classroom observation methodology. • Co-teaching methodology. • Developing a teaching plan. • Supervision of the teaching plan developed by the student. • Group intervention (ideally during the internship): analysis of 'successes' or 'critical incidents'. • Individual intervention based on a classroom video or case report. • Internship review; reflection; setting personal goals (for the next internship or professional practice). • Language proficiency test <p>For languages that students do not already have a C1 level or higher in according to the Common European Framework of Reference (CEFR), based on the results obtained in a mock language proficiency test at the beginning of the academic year, students will be offered ways to improve and strengthen their language skills in order to prepare them for validation of the required level of language proficiency (green light). A level of proficiency equivalent to C1 may be required of the student before he or she can undertake an internship in that language.</p>
Inline resources	The teaching unit is based on the Moodle platform.
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 : French	FRAN2M4	15		
Master [60] of Education, Section 5 : French	FRAN2M5	15		