

15.00 credits

52.5 h


Q1 and Q2


This learning unit is not open to incoming exchange students!

Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<p>The Teaching Unit is divided into two parts: one related to the didactics of Latin and the other to the didactics of Ancient Greek. Each part includes a teaching internship and a seminar accompanying that internship.</p> <p>For the teaching 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 in secondary education institutions, whether ordinary or specialized, full-time or in alternating courses, social promotion secondary schools, or reduced-hours artistic secondary schools. These professional situations must enable the student to test their professional project, progressively build their professional identity, develop a reflective practitioner attitude, deepen their disciplinary knowledge, including the didactics of Latin and Ancient Greek, as well as work on pedagogical differentiation, remediation, personalized support, co-teaching, develop competencies related to the social role of the teacher, and progressively learn autonomous work and teamwork.</p> <p>In these professional settings, the student-intern will perform activities in the classroom (observing teachers and learners, teaching) and outside the classroom (e.g., observing the educational institution, socio-professional insertion/social organizational socialization activities, active participation in year-group, subject, interdisciplinary, or project-based discussions, related to steering plans, remediation periods, participation in a pedagogical day, class councils, or collective or individual parent meetings).</p> <p>For the seminar accompanying the internship:</p> <p>In the seminar accompanying the internships, the collective sessions will work, through the creation of a portfolio, on teacher identity, the trainees' representations, and the pedagogical, didactic, relational, social, and organizational dimensions of professional practice, as well as reflexivity.</p>
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <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>Learning outcomes at the end of the teaching unit</p> <p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> • identify and embody the different dimensions of the teaching profession ; • design, test, evaluate and regulate French and Latin teaching methods; • master the disciplinary and interdisciplinary knowledge that guides teaching action; • 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; • take a reflective look at their practices and develop their skills as a teacher. <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>
<p>Evaluation methods</p>	<p>Certification assessment score:</p> <ul style="list-style-type: none"> • 45% for the visit by the coordinator • 45% for the report from the internship supervisor(s) • 10% for the reflective portfolio

Teaching methods	Formative and summative assessment grids presented to students and completed by internship supervisors and teaching staff. Several formative feedback sessions (during the support seminar and the internship visits) will be given to interns for each language. 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> <ul style="list-style-type: none"> - 10 hours of co-teaching with the regular teacher <p>Teaching classes in pairs (the class is mainly prepared by the regular teacher). From observation to gradually taking over the lessons.</p> <ul style="list-style-type: none"> - 25-30 hours of teaching alone <p>Complete responsibility for teaching sequences (preparation and teaching).</p> <ul style="list-style-type: none"> - 5-10 hours of related activities <p>For example: organizing a cultural project (exchange, correspondence, other school activity, ...); supporting students in difficulty (tutoring, personalized support); designing and implementing fun or interdisciplinary activities; attending other meetings in the school, ...</p> <p>These internships 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"> • Classroom observation methodology. • Co-teaching methodology. • Development of a teaching plan. • Supervision of the teaching plan developed by the student. • Group intervision (ideally during the internship): analysis of “successes” or “incidents.” • Individual intervision based on a classroom video. • Internship review; reflection; formulation of personal goals (for the next internship or professional practice).
Inline resources	Moodle
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 : Ancient Greek and Latin	CLAS2M4	15		
Master [60] of Education, Section 5 : Ancient Greek and Latin	CLAS2M5	15		