

Teacher(s)	Clesse Grégory (coordinator) ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	The EU is divided into two groups based on the languages included in the ETD program. Each part includes a teaching internship and a seminar accompanying that internship. LGLOR9403L and LGLOR9403G . For the teaching internship: 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. 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). For the seminar accompanying the internship: 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.
Learning outcomes	
Evaluation methods	Weighting of the final grade for each partim: • 45% for the final internship visit • 45% for the report from the internship supervisor(s) • 10% for the reflective portfolio (of which 5% is dedicated to the evaluation of oral performance during the "Oral Communication Practices" sessions included in the "Seminar Supporting the Long-Term Internship in French—Part 1—Qualifying Instruction"). A failure based on internship performance is final. Given the academic calendar for compulsory education, and in accordance with Article 78 of the RGEE, the internship cannot be retaken during the third evaluation session, and the failing grade will be considered to apply to each of the evaluation sessions for the academic year.

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	The 125 hours of placements, including a minimum of 50 hours of independent teaching, are distributed as follows: For each language: observation and co-teaching with the supervising teacher Team-teaching sessions (the lesson is mainly prepared by the supervising teacher). Progression from observation to gradually taking responsibility for teaching sequences. independent teaching hours Full responsibility for teaching sequences (planning and delivery). classroom activity hours For example: marking, formative and summative feedback, organization of a cultural project (exchange, correspondence, performance, play, other school activity, etc.); support for struggling students (tutoring, personalized support); design and implementation of engaging or interdisciplinary activities; participation in a professional development day or a meeting with parents, etc. These placements will be supported by a guidance seminar. Various sessions will be scheduled throughout the year and will address, among others, the following topics: • Classroom observation methodology. • Co-teaching methodology. • Development of a didactic plan. • Supervision of the didactic plan developed by the student. • Group peer reflection (ideally during the placement): analysis of “successes” or “incidents.” • Individual reflection based on a classroom video. • Placement review; reflective practice; formulation of personal objectives (for the next placement 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. Pursuant to Article 36, Section 3, of the Decree defining initial teacher training, students enrolled in the Master 60 in Education, Section 5, who are currently employed in upper secondary education, may have their work performed in that capacity recognized as equivalent to activities related to long-term teaching practicum, provided that the position held strictly falls within a disciplinary component of the Master 60 in Education, Section 5, in question. The procedure is described on the faculty's website.
Faculty or entity in charge	FIAL