



This learning unit is not open to incoming exchange students!

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"). For ancient languages, and especially for Latin, practices will be done both in the upper and the lower grade of secondary teaching. 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 90 hours of internships are divided into 45 hours per language. For each language: - 10 hours of co-teaching with the regular teacher Teaching classes in pairs (the class is mainly prepared by the regular teacher). From observation to gradually taking over the lessons. - 25-30 hours of teaching alone

	Complete responsibility for teaching sequences (preparation and teaching). - 5-10 hours of related activities 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, ... 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: • 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. 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