



This learning unit is not open to incoming exchange students!

Teacher(s)	Meunier Fanny (coordinator) ;
Language :	French
Place of the course	Louvain-la-Neuve
Prerequisites	• C1 level in the target languages taught. • Successful completion of the corresponding language Didactics courses.
Main themes	The EU is divided into two groups based on the languages included in the ETD curriculum. Each part includes an internship and a seminar to accompany the internship. LLMOD9003A , LLMOD9003D , LLMOD9003E , LLMOD9003F , LLMOD9003N For the internship: In accordance with Title II, Chapter V of the RFIE 2021 decree, student trainees will be placed in professional situations. These professional situations should enable them to test their professional project, gradually develop their professional identity, build a reflective practitioner attitude, deepen their subject knowledge, including the didactics of the languages taught, 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 (for example, observation of the school institution, socio-professional integration/organisational socialisation activities, active participation in year, subject, interdisciplinary or project consultations, in connection with steering plans, remedial periods, participation in a pedagogical day, a class council, a group or individual parents' meeting, etc.). For the seminar: In terms of support for placements, the group seminars will work on teaching identity, the representations of trainees, the pedagogical, didactic, relational, social and organisational dimensions of professional practice, and reflexivity
Learning outcomes	
Evaluation methods	Each placement partim (i.e. each of the two languages taught) will be assessed separately. Nevertheless, failure in one partim may result in failing the entire placement module. To be allowed to carry out the placement, the student must demonstrate C1-level language proficiency, as evidenced by passing a language proficiency test that will be administered as part of the didactics course. Weighting of the final grade for each partim: • 45% for the final internship visit • 45% for the report(s) 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 Course"). A failing grade on the internship 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	Several instances of formative feedback will be given to the student teachers, during the accompanying seminar, during a placement visit, or during intervision sessions. They may also be asked to submit a classroom video or a case report; joint analysis of this material will be followed by formative feedback. They will also be required to progressively compile a reflective portfolio. The accompanying seminars will be participatory. Formative and summative assessment grids will be presented to students and filled in by the mentor teachers and pedagogical collaborators.

Content	• Observation and co-teaching with the regular teacher : co-teaching lessons in pairs (the lesson is prepared primarily by the regular teacher). Progressing from observation to gradually taking charge of lesson sequences. • Independent teaching : full responsibility for teaching units (preparation and delivery). • Classroom activities : for example, grading, formative and summative feedback, participation in a homeroom meeting, a school professional development day, or a parent-teacher conference; organizing a cultural project (exchange program, pen-pal program, etc.); providing support to struggling students (tutoring, personalized support); and collaboratively designing and implementing fun or interdisciplinary activities. These placements will be supported by an accompanying seminar. Several sessions will be scheduled throughout the year and will address, among other things: • Classroom observation methodology. • Co-teaching methodology. • Development of a didactic/lesson plan. • Supervision of the lesson plan developed by the student. • Group intervision (ideally during the placement): analysis of "successes" or "critical incidents." • Individual intervision based on a classroom video or case report. • Placement debriefing; reflective practice; formulation of personal objectives (for the next placement or for future professional practice).
Inline resources	See on Moodle the common e-learning space for all modern languages (LLMOD9003), as well as potential spaces dedicated to the organization of internships in specific languages (such as Stages en FLE on UCLearn).
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