



This learning unit is not open to incoming exchange students!

Teacher(s)	Degrave Pauline (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 internship partim (i.e., each of the two languages taught) will be assessed separately. However, failing one of the partims may result in failing the overall internship. 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"). In order to complete their internship, students must demonstrate a C1 level of language proficiency, validated by passing the language tests included in the didactics courses of the target language. 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	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 first internship visit) will be given to interns for each language. They will also be asked to submit a video of a class sequence. During the co-analysis of the video, they will receive a second formative feedback. They will also be required to gradually build and complete a reflective portfolio. The support seminars will be participatory.
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 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	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