



**This learning unit is not open to incoming exchange students!**

Language :	French
Place of the course	Louvain-la-Neuve
Prerequisites	Good command of spoken and written French.
Main themes	<p><b>For the teaching internship:</b></p> <p>In accordance with Title II, Chapter V of the RFIE 2021 decree, the student-intern will be placed in a professional situation within secondary education institutions, whether general or specialized, full-time or in alternating formats, secondary education for social promotion, or reduced-hour artistic secondary education. These professional situations should allow the student to test their professional project, gradually develop their professional identity, build a reflective practitioner attitude, deepen their subject-specific knowledge, including the didactics of their discipline, as well as pedagogical differentiation, remediation, personalized support, co-teaching, the development of skills linked to the social role of the teacher, and the gradual learning of autonomous work and teamwork.</p> <p>In these professional situations, the student-intern will need to carry out activities in the classroom (observing teachers and learners, teaching) and outside the classroom (e.g., observing the school institution, engaging in socio-professional insertion/social organizational activities, actively participating in year-group, subject, interdisciplinary meetings, project work, linked to planning strategies, remediation periods, participating in a pedagogical day, attending a class council, or participating in collective or individual parent-teacher meetings).</p> <p><b>For the internship seminar:</b></p> <p>Regarding the accompaniment of the internships, collective seminars will work, through the creation of a portfolio, on the teaching identity, the representations of the interns, the pedagogical, didactic, relational, social, and organizational aspects of professional practice, and reflexivity. Special attention will be given to the interdisciplinary axis combining the performing arts (both dramatic and non-dramatic theater), visual arts, fine arts, and music.</p>
Learning outcomes	<p><b>At the end of this learning unit, the student is able to :</b></p> <p>In accordance with the program's Learning Outcomes (LO), this teaching unit contributes to the development and acquisition of the following learning outcomes:</p> <p><b>AA.1. Skills of the institutional, social and cultural player</b></p> <p>AA.1.1. act as a social and cultural player within schools and society, including in their transformation, integrating diversity and developing citizenship practices for greater social cohesion;</p> <p>AA.1.2. understand the ethical stakes and respect the profession's deontological and regulatory frameworks in a democratic and responsible perspective;</p> <p>AA.1.3. analyze the organizational 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. participate in the school's management process and in the improvement of the French Community's education system;</p> <p>AA.1.3.2. make the school a place where students learn, develop and train in a positive climate, and not a place of selection;</p> <p>AA.1.4. control one's administrative situation and monitor one's personal administrative file.</p> <p><b>AA.2. Competencies of the player in a learning organization in a collective dynamic</b></p> <p>AA.2.1. take part in collaborative work within an educational team, to enhance professionalism and expertise by mobilizing collective intelligence, particularly during consultations;</p> <p>AA.2.2. identify 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 knowledge acquired through ongoing training or skills developed through training or experience.</p> <p><b>AA3. Skills for organizing and guiding learning in a dynamic evolutionary process.</b></p> <p>AA.3.1. master disciplinary content, its epistemological foundations, scientific and technological developments, didactics and teaching methodology;</p> <p>AA.3.2. master knowledge of learning processes and research into the various models and theories of teaching;</p>

	<p>AA.3.3. master the written and spoken French language to teach and communicate adequately in the various contexts and disciplines related to the profession;</p> <p>AA.3.4. take into account and develop the linguistic dimensions of learning and teaching, being attentive to the language of schooling or language of learning and aware of the socially and culturally unequal nature of familiarization with it;</p> <p>AA.3.5. act as a pedagogue within the classroom 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 designed to boost motivation and promote self-confidence in pupils, and to develop their creativity and spirit of initiative and cooperation;</p> <p>AA.3.5.2. design, selection and use of teaching aids, textbooks, school software and other pedagogical tools;</p> <p>AA.3.5.3. the construction and use of observation and assessment tools, the latter being specifically designed to be comprehensive and formative, encouraging students to take responsibility for and participate in their own learning;</p> <p>AA.3.5.4. the design and implementation of differentiated teaching practices and personalized support for students, taking into account 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. implement interdisciplinary learning activities;</p> <p>AA.3.6. master the integration of digital technologies into teaching practices;</p> <p>AA.3.7. consider media literacy, EVRAS and gender across the board;</p> <p>AA.3.8. create a supportive relational framework to facilitate communication with students, their families and colleagues;</p> <p>AA.3.9. manage class groups in educational and pedagogical situations in a stimulating, structuring and reassuring manner.</p> <p><b>AA4. Skills of the reflective practitioner</b></p> <p>AA.4.1. critically read the results of scientific research in education and didactics and draw inspiration from them for their teaching action, as well as draw on various disciplines in the human sciences to analyze and act in professional situations;</p> <p>AA.4.2. conduct, individually and with peers, a critical and rigorous observation and analysis of one's own practices and their impact on students, in order to regulate one's teaching and develop strategies and implementation conditions with a view to efficiency and equity;</p> <p>AA.4.3. gradually build their professional identity, in particular by mobilizing personal professional development tools such as the portfolio.</p> <p><b>Learning outcomes at the end of the teaching unit</b></p> <p>"At the end of this teaching unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and embody the different dimensions of the teaching profession</li> <li>• design, test, evaluate and regulate teaching methods</li> <li>• Master the disciplinary and interdisciplinary knowledge that guides pedagogical action</li> <li>• Apply interpersonal skills related to the demands of the profession: establish a positive pedagogical relationship with students, adopt an appropriate position with students, work as part of a teaching team</li> <li>• Take a reflective look at one's own practices, and plan for professional development</li> </ul>
<p>Evaluation methods</p>	<p>Students must keep a written logbook in which they summarize what they have learned from observing the educational institution and participating in internships, the difficulties they face in their teaching practice, and their future challenges as teachers.</p> <p>They will specifically develop three thematic questions of their choice that relate to their teaching practice or observations.</p> <p>They will compile their own "theater teaching lexicon."</p> <p>The logbook will be presented orally to the teacher in charge of the activity.</p>
<p>Teaching methods</p>	<p>The teaching method is based on the student being supported by the long internship and seminar supervisor. This support aims to:</p> <p>Encourage the student to identify the strengths and difficulties of teaching theater and the arts in schools;</p> <p>Encourage students to think critically and self-evaluate their teaching;</p> <p>Make them aware of their progress and difficulties in teaching;</p> <p>Ensure that they make relevant connections between the Performing Arts Education course and the practice of teaching the arts;</p> <p>Encourage them to develop their own personalized "teacher's lexicon" (what kind of teacher am I, what are my own keywords for teaching theater and performance practice, etc.);</p> <p>Ensure that they do not lose sight of their teaching objectives (why teach theater, what responsibilities, what methods for which target class, etc.);</p> <p>Identify initial ideas for creating their logbook (Assessment)</p>
<p>Content</p>	<ul style="list-style-type: none"> <li>• Internship visits: supervision of internships by the supervisor (two visits per student)</li> <li>• Educational monitoring of internships:</li> </ul>

	<ol style="list-style-type: none"> <li>1. after the first visit to the internship site: individual debriefing with the student at the end of their teaching practice, based on their self-assessment of the lesson they gave and on the teacher's assessment. Establishment of guidelines for progress.</li> <li>2. After the second visit to the internship site: individual debriefing with the student at the end of their teaching practice, based on their self-assessment of the lesson they have given and on the teacher's assessment. Critical reflection by the student on the progress they have made since the teacher's first visit and on the obstacles to be overcome. Evaluation by the teacher.</li> <li>3. Establishment of the first guidelines for the logbook <ul style="list-style-type: none"> <li>• Exchange and analysis of practices: internship supervisors' day. Intramural (UCLouvain) meetings and thematic exchanges between student interns, internship supervisors, and the long internship and seminar supervisor. (7 hours)</li> <li>• Practical work day, intra-muros (UCLouvain), on the "Dramaturgy of the theater workshop" (Q2) with the course instructor and an external collaborator. (7 hours)</li> </ul> </li> </ol>
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

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [60] of Education, Section 5 : Performing Arts and Broadcasting and Communication Techniques	ARTD2M5	5		