UCLouvain

ROM2A

2018 - 2019

Teacher Training Certificate (upper secondary education) - French and Romance Languages and Literatures

At Louvain-la-Neuve - 30 credits - 1 year - Customized schedule - In french
Dissertation/Graduation Project : **NO** - Internship : **YES**
Activities in English: **NO** - Activities in other languages : **NO**
Activities on other sites : **NO**
Main study domain : **Langues, lettres et traductologie**
Organized by: **Faculté de philosophie, arts et lettres (FIAL)**
Programme acronym: **rom2a** - Francophone Certification Framework: 7

Table of contents

Introduction 2
Teaching profile 3
- Learning outcomes 3
- Programme structure 3
- Detailled programme 5
  - Programme by subject 5
  - The programme's courses and learning outcomes 6
Information 7
- Admission 7
- Teaching method 8
- Evaluation 8
- Contacts 8

ROM2A - Introduction

Introduction

ROM2A - Teaching profile

Learning outcomes

Teaching French and Romance Languages and Literatures to students in secondary education, such is the challenge that the aggregation student (didactics course) prepares to face. The vision of aggregation in French and Romance Languages and Literatures (didactics course) is to provide him or her with an initial training that will enable the student to mobilize the necessary skills to start out effectively in the profession of teacher and to develop positively.

Today's teachers are called on to play an essential role for their students, so say the "mission decrees" of 24 July 1997:

- to promote self-confidence and the development of the person of each student;
- to show the students how to assimilate knowledge and acquire the skills to make them able to learn throughout their lives and take an active place in economic, social and cultural life;
- to prepare all students to become responsible citizens, capable of contributing to the development of a democratic, solidarist, pluralist society open to other cultures;
- to guarantee all students equal opportunities for social emancipation.

The initial teacher training is based on the command of existing skills and abilities (developed in part in the core of the programme) that the student must mobilize and developing through different aggregation activities (didactics course):

- the knowledge and discipline(s) to be taught;
- clear, correct communication in the language of teaching, both oral and written;
- a critical, autonomous relation with the reference knowledge (scientific and cultural);
- relational capacities associated with the profile of the profession;
- a rich general knowledge and an openness to the diversity of cultures allowing future students to be made receptive to the world;
- the concern of participating in the role of democratization of the school.

At the end of the programme of aggregation in French and Romance Languages and Literatures (didactics course) the graduate will have acquired and demonstrated command of the knowledge and skills mentioned below. These latter are defined in reference in the Decree of 8 February 2001 on the initial training for upper secondary education aggregation.

On successful completion of this programme, each student is able to :

1. Intervening in a school context, in partnership with different actors

1.1. Situating and appropriating the role assigned to the teacher within the school institution, with reference to the legal texts.

1.2. Mobilizing knowledge in human sciences for a correct interpretation of situations experienced in and around the classroom and for a better adaptation to school publics.

1.3. Mastering and mobilizing the communicational and relational skills essential for exercising the profession of teacher.

1.4. Dialoguing and collaborating constructively with the education partners involved in the training activities (in seminars and training courses: headmasters, supervisors, course leaders and other persons in the training course).

2. Teaching in authentic, varied situations

2.1. Integrating teaching attitudes and behaviours on the service of the individual and collective training and the management of the class group.

2.2. Acquiring and using the didactics and disciplinary epistemology that guide pedagogic action.

2.3. Transposing reference learned knowledge and cultural practices into taught knowledge.

2.4. Conceiving and planning teaching-training situations, including assessment, according to the students concerned and in connection with the skills referentials and programmes.

2.5. Steering and adjusting the implementation of teaching-training situations.

2.6. Being capable of commanding new disciplinary and interdisciplinary knowledge to be taught.

2.7. Exploring new approaches and disciplinary, interdisciplinary and technological pedagogic tools.

3. Exercising critical faculties and pursuing a logic of continuous development

3.1. Measuring the main ethical issues in connection with day-to-day practice.

3.2. Challenging one's initial representations and conceptions with a view to developing them.

3.3. Adopting a reflective attitude on one's teaching practices with reference to didactic and pedagogic principles and research in education.

3.4. Integrating a logic of continuous apprenticeship and development essential for developing positively in the school environment, linked to societal reality.

Programme structure

These skills are developed through three different kinds of activities :

- periods of practice at the higher levels of secondary education (60 hours);
- seminars in small groups;
- formal and less formal lectures.

One part of these activities is common to all subjects (they have the code LAGRE (13 credits); the other part is subject-based (these activities have the subject code). In total, the activities are for 300 hours (30 credits).

The training for the Agrégation de l'enseignement secondaire supérieur qualification is organised with reference to the Decree of 8 February 2001 relating to the initial training of teachers at the higher levels of secondary education in the French Community of Belgium and to the Decree of 17 December 2003 which requires neutrality in subsidised official education and other measures relating to teaching.

The detailed programme corresponds to the 30 credits of the teaching focus where it is organised. If no teaching focus is offered in the subject, a specific agrégation programme will offer the three different kinds of activities, in line with the requirements of the above-mentioned Decrees.

ROM2A Detailled programme

Programme by subject

IMPORTANT NOTE: In accordance with article 138 para. 4 of the decree of 7 November 2013 concerning higher education and the academic organisation of studies, teaching practice placements will not be assessed in the September session. Students are required to make every effort to successfully complete the teaching practice in the June session, subject to having to retake the year.

A) Placements in an educational environment (6 credits)

LROM9011	Observation and teaching practice in French and Romance languages and literature (parts A and B)		50h	6 Credits	1 + 2q

B) Disciplinary courses and seminars (11 credits)

Teacher training in the discipline

LROM2950	Didactics and practice of spoken French as the mother tongue	Jean-Louis Dufays	45h+30h	7 Credits	1 + 2q

Analysing teaching practices and their context

LROM2920	Theory and analysis of methods of teaching French	Jean-Louis Dufays	15h+15h	4 Credits	2q

C) Cross-disciplinary courses and seminars (13 credits)

LAGRE2020	To understand the adolescent in school situation, to manage the interpersonal relationship and to animate the class group	James Day Véronique Leroy (compensates James Day) Nathalie Roland (compensates James Day) Pascale Steyns	22.5h+22.5h	4 Credits	1 ou 2q
LAGRE2120	The school institution and its context	Branka Cattonar Vincent Dupriez	22.5h+25h	4 Credits	1 ou 2q
LAGRE2220	General didactics and education to interdisciplinarity	Myriam De Kesel Jean-Louis Dufays (coord.) Anne Ghysselinckx Jim Plumat Marc Romainville Cedric Roure Bernadette Wiame	37.5h	3 Credits	2q
LAGRE2400	See specifications in french	Michel Dupuis Anne Ghysselinckx	20h	2 Credits	2q

The programme's courses and learning outcomes

For each UCLouvain training programme, a reference framework of learning outcomes specifies the competences expected of every graduate on completion of the programme. You can see the contribution of each teaching unit to the programme's reference framework of learning outcomes in the document *"In which teaching units are the competences and learning outcomes in the programme's reference framework developed and mastered by the student?"*

ROM2A - Information

Admission

In the event of the divergence between the different linguistic versions of the present conditions, the French version shall prevail.
Decree of 7 November 2013 defining the landscape of higher education and the academic organization of studies.
The admission requirements must be met prior to enrolment in the University.

SUMMARY

• General requirements
• French language proficiency examination
• Specific Admission Requirements

General requirements

Secondary school teacher training (AESS) is open only to holders of a Master's (second-cycle) degree awarded within the French Community of Belgium or a degree obtained abroad and deemed equivalent in accordance with this Decree, a European directive, an international convention or other legislation, subject to the same requirements.

Students in the final stages of a minimum 120-credit Master's degree at an institution in the French Community may simultaneously enrol for teacher training. However, students admitted on these terms cannot be officially accepted until they have obtained the necessary Master's degree.

French language proficiency examination

Anyone not demonstrating sufficient proficiency in French (https://uclouvain.be/en/study/inscriptions/language-requirements.html) will not be admitted to teacher training (AESS) examinations.

Specific Admission Requirements

Specific Admission Requirements

Le programme est accessible à tout étudiant détenteur d'une licence ou d'un master :

• licence en langues et littératures romanes;
• master (60 et 120) en langues et littératures françaises et romanes, orientation générale;

L'étudiant qui souhaite s'inscrire à l'AESS devra être porteur d'un diplôme de la Communauté Française de Belgique (CFB) ; à défaut, il devra réussir l'examen de maîtrise de la langue française afin de démontrer qu'il a, dans sa communication orale et écrite, des compétences en langue française d'un niveau équivalent au niveau C1 du cadre européen commun de références pour les langues (pour plus de précisions : https://uclouvain.be/fr/etudier/inscriptions/emlf-aess.html (https://uclouvain.be/fr/etudier/inscriptions/emlf-aess.html)).

L'étudiant déjà détenteur d'un master 120 d'une finalité spécialisée ou approfondie qui souhaite obtenir une agrégation peut s'inscrire soit à ce programme d'agrégation isolée, soit au master à finalité didactique en langues et littératures françaises et romanes, orientation générale.

Spécific Admission and Enrolment Procedures for General Registation

Outre l'inscription au rôle de l'UCL (Halles universitaires, Service des inscriptions), les étudiants sont tenus de s'inscrire au secrétariat de leur faculté.
> Inscription et financement (https://uclouvain.be/inscription)

Teaching method

The programme is divided into various kinds of activities : lectures, seminars in small interdisciplinary or intradisciplinary groups and a variety of teaching practice (observation of classes, 2- or 3-day immersion in an educational institution, teaching practice in pairs and individually in different classes and different types of teaching).

It is particularly important for students, when developing their skills, to be actively involved in realisation and analysis of their periods of teaching practice, in the seminars organised in small groups and general in the individual and group work which forms the basis of various assessments.

The workload involved in the overall programme (especially the 40 hours of teaching practice) is significant and requires real investment throughout the academic year. It cannot be combined with another programme worth more than 30 credits.

Evaluation

The evaluation methods comply with the regulations concerning studies and exams (https://uclouvain.be/fr/decouvrir/rgee.html). More detailed explanation of the modalities specific to each learning unit are available on their description sheets under the heading "Learning outcomes evaluation method".

Contacts

Attention, you are currently reading an archived page: below contact informations were for program study 2018-2019 only. To get current contact informations please got to current program study site.

Curriculum Management

Faculty

Structure entity	SSH/FIAL
Denomination	Faculty of Philosophy, Arts and Letters (FIAL) (https://uclouvain.be/repertoires/entites/fial)
Sector	Human Sciences (SSH) (https://uclouvain.be/repertoires/entites/ssh)
Acronym	FIAL
Postal address	Place Blaise Pascal 1 - bte L3.03.11 1348 Louvain-la-Neuve Tel: +32 (0) 10 47 48 50
Web site	http://www.uclouvain.be/fial

Mandate(s)

- Doyen : Cédrick Fairon
- Directeur administratif de faculté : Bérengère Bonduelle

Commission(s) of programme

- Commission de programme en langues et lettres françaises et romanes (ROM (https://uclouvain.be/fr/repertoires/entites/ROM))

Academic supervisor: Damien Zanone

Jury

- Jean-Louis Dufays
- Damien Zanone
- Pascale Steyns

Useful Contact(s)

- Fiorella Flamini

Attention, you are currently reading an archived page: below contact informations were for program study 2018-2019 only. To get current contact informations please got to current program study site.