UCLouvain	**CLAS2A** *2025 - 2026*	Teacher Training Certificate (upper secondary education) - Ancient Languages and Literatures : Classics

⚠️ *The version you're consulting is not definitive. This programme still may change. The final version will be published on 1th June.*

At Louvain-la-Neuve - 30 credits - 1 year - Day 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: **Faculty of Philosophy, Arts and Letters (FIAL)**
Programme acronym: **CLAS2A** - Francophone Certification Framework: 7

Table of contents

CLAS2A - **Introduction**

Introduction

Introduction

ATTENTION :

Cette formation n'est plus ouverte aux nouvelles inscriptions. Les personnes qui y étaient inscrites avant 2025 peuvent cependant s'y réinscrire pour la terminer. Les étudiants réinscrits en 2025-26 qui n'auront pas obtenu leur diplôme à l'issue de 2025-26 auront l'année académique 2026-27 pour valider les unités d'enseignement manquantes. Si le diplôme n'est pas acquis fin 2026-27, il faudra alors s'inscrire dans un Master en enseignement section 5.

Dès septembre 2025, pour vous former à enseigner à partir de la 4ème année de l'enseignement secondaire, il vous faut entamer

- soit un master en enseignement section 4 (120 crédits), après un bachelier disciplinaire (180 crédits)
- soit un master en enseignement section 5 (60 crédits), après un master disciplinaire (60 ou 120 crédits)

Voir la liste des Masters en enseignement.

CLAS2A - Teaching profile

Learning outcomes

Teaching Ancient Languages and Letters : Classics to students in secondary education, such is the challenge that the aggregation student (didactics course) prepares to face. The vision of aggregation in Ancient Languages and Letters : Classics (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 Ancient Languages and Letters: Classics (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;
2.8. Master different methods and strategies for teaching students to translate ancient texts accurately and in a manner that is relevant;
2.9. Master different tools and strategies for teaching students to produce personal, independent commentaries;
2.10. Master the main tools provided by new technologies to ensure that pupils are more engaged in learning ancient languages.

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.

CLAS2A Programme

Detailed 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.

- **O** Mandatory
- **⊗** Optional
- **△** Not offered in 2025-2026
- **⊘** Not offered in 2025-2026 but offered the following year
- **⊕** Offered in 2025-2026 but not the following year
- **△ ⊕** Not offered in 2025-2026 or the following year
- 🟨 Activity with requisites
- **⊕** Open to incoming exchange students
- **⊛** Not open to incoming exchange students
- [FR] Teaching language (FR, EN, ES, NL, DE, ...)

Click on the course title to see detailed informations (objectives, methods, evaluation...)

o *Content:*

o A) Placements in an educational environment

O LGLOR9001	Observation and teaching practice : ancient languages and literatures [S] *In the master's programme, the 50 hours of work placement are spread equally over the two annual blocks but will be accredited in the second annual block.*		FR [q1+q2] [50h] [6 Credits] ⊕

o B) Disciplinary courses and seminars

o Teacher training in the discipline

O LGLOR2540	Didactics of Ancient Languages - Reflections on School Programs and Scientific Communication [S]	Grégory Clesse	FR [q1+q2] [45h+30h] [7 Credits] ⊕

o Analysing teaching practices and their context

O LGLOR2550	Theory and Analysis of Teaching Procedures in Ancient Languages and Literatures [S] *In the master's programme, the practice analysis exercises, which are based on supervision and review of the work placements, are spread over the two annual blocks but will be accredited in the second block.*		FR [q2] [30h] [4 Credits] ⊕

C) Cross-disciplinary courses and seminars

To understand the adolescent in school situation, to manage the interpersonal relationship and to animate the class group
L'étudiant choisit une des deux activités suivantes. Le cours et le séminaire doivent être suivis durant le même quadrimestre.

⊗ LAGRE2020P	Comprendre l'adolescent en situation scolaire, Gérer la relation interpersonnelle et animer le groupe classe.		FR [q2] [22.5h+22.5h] [4 Credits] ⊕
⊗ LAGRE2020Q	Comprendre l'adolescent en situation scolaire, Gérer la relation interpersonnelle et animer le groupe classe.		FR [q2] [22.5h+22.5h] [4 Credits] ⊕

The school institution and its context
L'étudiant choisit une des deux activités suivantes. Le cours et le séminaire doivent être suivis durant le même quadrimestre.

⊗ LAGRE2120P	Observation et analyse de l'institution scolaire et de son contexte (en ce compris le stage d'observation)		FR [q1] [22.5h+25h] [4 Credits] ⊕
⊗ LAGRE2120Q	Observation et analyse de l'institution scolaire et de son contexte (en ce compris le stage d'observation)		FR [q2] [22.5h+25h] [4 Credits] ⊕
O LAGRE2220	General didactics and education to interdisciplinarity *L'étudiant choisit soit LAGRE2220A (1+2q) soit l'AGRE2220S (2q).*	Stéphane Colognesi	FR [q1+q2] [37.5h] [3 Credits] ⊕
O LAGRE2400	See specifications in french		FR [q2] [20h] [2 Credits] ⊕

The programme's courses and learning outcomes

For each UCLouvain training programme, a reference framework of learning outcomes specifies the the skills expected of every graduate on completion of the programme. Course unit descriptions specify targeted learning outcomes, as well as the unit's contribution to reference framework of learning outcomes.

CLAS2A - Information

Access Requirements

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.

Unless explicitly mentioned, the bachelor's, master's and licentiate degrees listed on this page are to be understood as those issued by an institution of the French, Flemish or German-speaking Community, or by the Royal Military Academy.

In the event of the divergence between the different linguistic versions of the present conditions, the French version shall prevail.

SUMMARY

- General access requirements
- Admission and Enrolment Procedures for registration

General access 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.

Admission and Enrolment Procedures for registration

Requests for **further information** regarding admission to this Teacher Training Certificate should be addressed to info-fial@uclouvain.be.

All applications for **admission, enrolment or re-enrolment** (from a Belgian or international candidate) must be submitted online to the UCLouvain Enrolment Service: https://uclouvain.be/en/study/inscriptions.

Additional information

Attendance at the **information sessions** organised during the first week of the academic year and presence at the courses is strongly recommended for the proper conduct of the programme.

Registration after the 30th September is not permitted for this Teacher Training Certificate.

For more information about the **Teacher Training Certificate in the Faculty of Philosophy, Arts and Letters**: https://uclouvain.be/fr/facultes/fial/etudiant-en-agregation.html

For more information on the **admission and registration procedures for the Faculty of Philosophy, Arts and Letters**: https://uclouvain.be/fr/facultes/fial/admission-et-inscription.html

Specific professional rules

Successful completion of the Teacher Training Certificate (upper secondary education) leads to the award of the title of secondary school education specialist.

The Réforme des Titres et Fonctions ("Titles and Functions Reform"), in force since 1 September 2016, is intended to harmonise the titles, functions and pay scales of basic and secondary education professionals in French Community of Belgium networks.

It also aims to guarantee the priority of preferred titles over minimum titles and to establish a regime for titles in short supply.

AESS holders can learn which functions they can carry out and the pay scales from which they can benefit by clicking here.

The university cannot be held responsible for any problems that students may encounter at a later date with a view to a teaching appointment in the French Community of Belgium.

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. 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

Curriculum Management

Faculty

Structure entity	SSH/FIAL
Denomination	Faculty of Philosophy, Arts and Letters (FIAL)
Sector	Human Sciences (SSH)
Acronym	FIAL
Postal address	Place Cardinal Mercier 31 - bte L3.03.11
	1348 Louvain-la-Neuve
	Tel: +32 (0) 10 47 48 50
Website	http://www.uclouvain.be/fial

Mandate(s)

- Dean : Elisabeth Degand
- Administrative director : Valérie Loutsch

Commission(s) of programme

- Ecole d'histoire, arts et cultures (EHAC)

Academic supervisor: Sébastien Moureau

Jury

- President: Grégory Clesse
- Secretary: Severine De Croix
- 3rd member of the small panel: Véronique Lemaire

Useful Contact(s)

- For any information additional request: info-fial@uclouvain.be