



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 - 120 credits - 2 years - Day schedule - In French

Dissertation/Graduation Project : **YES** - Internship : **YES**

Activities in English: **NO** - Activities in other languages : **NO**

Activities on other sites : **NO**

Main study domain : **Sciences de l'éducation et Enseignement**

Organized by: **Faculty of Movement and Rehabilitation Sciences (FSM)**

Programme acronym: **EDPH2M4**

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EDPH2M4 - Introduction

Introduction

Introduction

The master's degree in teaching (section 4) is the educational qualification required for access to the teaching profession in upper secondary education. It is awarded on completion of a 120-credit course.

This course is a second cycle course obtained after a bachelor's degree giving access to this master's in teaching (section 4). The subject focus of this Master's in Teaching (section 4) determines the subjects that can be taught in upper secondary education.

The aim of the Master's in Teaching (Section 4) is to provide students with initial training that enables them to acquire the knowledge and skills they need to make an effective start in the teaching profession and to develop positively.

Your profile

You :

- wish to teach your subject in the last three years of upper secondary education
- meet the entry requirements for this programme

Your future job

Teacher in upper secondary education

Your programme

The programme is based on :

- a teaching method that alternates lectures, seminars in small groups, conferences and professional practice placements ;
- a programme approach that closely and complementarily combines theory and practice;
- a strong emphasis on work placements in upper secondary education, with support for professional practice throughout the course
- students are given responsibility for acquiring the knowledge, skills and attitudes associated with the teaching profession.

Your parcours

UCLouvain and its partners in the higher education institutions associated with this programme aim to train teaching professionals who are well-educated, creative, autonomous, ready to work in a team and committed to a democratic project for the school and for society.

Teachers are called upon to play an essential role with their pupils, as set out in the Education Code of 3 May 2019:

- to promote the self-confidence and personal development of all pupils ;
- to help all pupils acquire the knowledge and skills that will enable them to be lifelong learners and to play an active part in economic, social and cultural life;
- prepare all pupils to be responsible citizens, capable of contributing to the development of a democratic, caring and pluralist society open to other cultures;
- provide all pupils with equal opportunities for social emancipation.

Initial teacher training is based on the mastery of prior knowledge that students will have to mobilise and develop through the various activities of their Master's degree:

- knowledge of the subject(s) to be taught ;
- clear and correct communication in the language of instruction, both orally and in writing;
- a critical and independent relationship with reference knowledge (scientific and cultural);
- interpersonal skills related to the profile of the profession;

- a rich general culture and an openness to the diversity of cultures which will enable future students to become aware of the world and its transformations;

- a desire to contribute to the democratising role of schools.

EDPH2M4 - Teaching profile

Learning outcomes

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

1. The skills of the institutional, social and cultural player. These skills are reflected in the following abilities:
 - 1.1. act as a social and cultural player within schools and society, including in their transformation, integrating diversity and developing civic practices for greater social cohesion ;
 - 1.2. understand the ethical issues and respect the ethical and regulatory frameworks of the profession from a democratic and responsible perspective;
 - 1.3. analyse the organisational 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 :
 - 1.3.1. be part of the school's management process and take part in processes to improve the French Community's education system;
 - 1.3.2. make the school a place where pupils learn, develop and train in a positive climate, and not a place of selection.
 - 1.4. control his/her administrative situation and monitor his/her personal administrative file;

2. The skills of the player in a learning organisation in a collective dynamic. These skills are reflected in the following abilities:
 - 2.1. become involved in collaborative working within an educational team in order to increase professionalism and expertise by mobilising collective intelligence, particularly during consultations ;
 - 2.2. identify his/her individual training needs and participate in identifying the training needs of the teaching team;
 - 2.3. contribute to the dissemination, within the educational team, of the knowledge acquired through continuous training or the skills developed through such training or through experience.

3. The skills of the organiser and coach of learning in an evolving dynamic. These skills are reflected in the following abilities:
 - 3.1. mastery of subject content, its epistemological foundations, its scientific and technological development, its didactics and the methodology of its teaching;
 - 3.2. mastery of knowledge relating to the learning process and research into the various models and theories of teaching;
 - 3.3. have a thorough command of written and spoken French in order to teach and communicate adequately in the various contexts and disciplines related to the profession;
 - 3.4. take account of and develop the linguistic dimensions of learning and teaching, paying attention to the language of schooling or language of learning and being aware of the socially and culturally unequal nature of familiarisation with it;
 - 3.5. act as a teacher within the class and the school as a whole, in particular through :
 - 3.5.1. devising and implementing a teaching and learning approach, including a variety of practices designed to boost pupils' motivation and self-confidence and to develop their creativity and their spirit of initiative and cooperation ;
 - 3.5.2. the design, choice and use of teaching materials, textbooks, school software and other teaching aids;
 - 3.5.3. constructing and using observation and assessment aids, the latter being specifically designed to be comprehensive and formative, encouraging pupils to take responsibility for and participate in their learning;
 - 3.5.4. the design and implementation of differentiated teaching practices and personalised support for pupils, taking account of their prior learning, their learner profile and, where appropriate, their specific needs, and relying in particular on co-teaching or co-intervention;
 - 3.5.5. setting up interdisciplinary learning activities;
 - 3.6. master the integration of digital technologies into their teaching practices;
 - 3.7. take account of media literacy, EVRAS and gender in a cross-curricular way;
 - 3.8. create a supportive relational framework to facilitate communication with pupils, their environment, particularly their families, and with colleagues;
 - 3.9. manage the class group in educational and teaching situations in a way that is stimulating, structuring and reassuring.

4. The skills of the reflective practitioner. These skills are reflected in the following abilities:
 - 4.1. read critically the results of scientific research in education and didactics and draw on them for their teaching activities, as well as drawing on various disciplines in the human sciences to analyse and act in professional situations ;
 - 4.2. carry out, individually and with his/her peers, critical and rigorous observation and analysis of his/her own practices and their impact on his/her pupils, in order to regulate his/her teaching and develop the strategies and conditions for its implementation with a view to effectiveness and equity;
 - 4.3. gradually build up their professional identity, in particular by using personal professional development tools such as the portfolio.

Programme structure

The 'master en enseignement (section 4)' degree course is organised with reference to the decree of 7 February 2019, amended by the decree of 2 December 2021 on initial teacher training in the Wallonia-Brussels Federation and the decree of 17 December 2003 organising the neutrality inherent in official subsidised education and laying down various measures relating to education.

The Master's programme in teaching (section 4), totalling 120 credits, is organised as a joint degree between the University and the Hautes Écoles. 80 credits are paid for by the University and 40 credits by the Hautes Écoles. It is organised around several training categories:

- subject-based
- didactics and pedagogy
- human and social sciences
- internships
- research and integration

EDPH2M4 Programme

Detailed programme by subject

CORE COURSES

- 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...)

				Year	
				1	2
o Didactics and pedagogy (25 credits)					
● LEISS2101	Pédagogie générale [C] <i>Cours dispensé à LLN en horaire de jour</i>		FR [q1] [37.5h] [5 Credits] 🌐	X	
● LEISS2108	Ecole et diversités [C]		FR [q1] [22.5h+15h] [5 Credits] 🌐		X
● LEPHY2133	Teaching and learning physical and health education in the core curriculum [C]		FR [q1] [37.5h] [5 Credits] 🌐	X	
● LEPHY2135	Didactics of physical education part 1 [C]		FR [q1] [30h] [5 Credits] 🌐	X	
● LEPHY2235	Didactics of physical education part 2 [C]		FR [q1] [30h] [5 Credits] 🌐		X
o Humanities and social sciences (15 credits)					
● LEISS2105	Communication en contexte scolaire [C] <i>Cours dispensé à LLN en horaire décalé</i>		FR [q1] [22.5h+15h] [5 Credits] 🌐	X	
o Psychology of development and learning					
<i>Choose a course</i>					
⊗ LEISS2201	Psychologie du développement et des apprentissages [C] <i>Cours dispensé à LLN en horaire de jour</i>		FR [q2] [37.5h+15h] [4 Credits] 🌐	X	
⊗ LEISS2202	Psychologie du développement et des apprentissages [C] <i>Cours dispensé à LLN en horaire décalé</i>		FR [q2] [37.5h+15h] [4 Credits] 🌐		X
o A social, cultural and political approach to education					
<i>Choose a course</i>					
⊗ LEISS2203	Approches sociale, culturelle et politique de l'éducation [C] <i>Cours dispensé à LLN en horaire de jour</i>		FR [q2] [37.5h+15h] [4 Credits] 🌐	X	
⊗ LEISS2204	Approches sociale, culturelle et politique de l'éducation [C] <i>Cours dispensé à LLN en horaire décalé</i>		FR [q2] [37.5h+15h] [4 Credits] 🌐		X

o Educational ethics, neutrality and citizenship

A course to choose from

⌘ LEISS2205	Ethique de l'éducation, neutralité et citoyenneté [C] Cours dispensé à LLN en horaire de jour		FR [q2] [22.5h] [2 Credits] 🌐	X	
⌘ LEISS2206	Ethique de l'éducation, neutralité et citoyenneté [C] Cours dispensé à LLN en horaire décalé		FR [q2] [22.5h] [2 Credits] 🌐	X	

o Work placements (20 credits)

o LEPHY2136	Observation placement in physical and health education as part of the core curriculum (25 hours) and accompanying seminar [C]		FR [q1] [15h] [5 Credits] 🌐	X	
o LEPHY2236	Long course (130 hrs) and accompanying seminar in physical education [C]		FR [q1+q2] [45h+15h] [15 Credits] 🌐		X

o Disciplinary training (40 credits)

o LFSM1301	Data analysis methodology [C]		FR [q2] [22.5h+22.5h] [4 Credits] 🌐	X	
o LFSM1314	Adapted physical and sports activities [C]		FR [q2] [22.5h+30h] [4 Credits] 🌐	X	
o LEPHY2106	Motor skills data collection method [C]		FR [q1] [22.5h] [3 Credits] 🌐	X	
o LEPHY2130	Socio-motor cooperation and citizenship in a school context [C]		FR [q1] [15h+15h] [3 Credits] 🌐	X	
o LEPHY2108	Psychology of physical and sports activities [C]		FR [q2] [30h] [4 Credits] 🌐	X	
o LEPHY2131	Developing motor skills and expression in a school context [C]		FR [q2] [15h+15h] [3 Credits] 🌐	X	
o LEPHY2201	Nutrition for physical activity and sport [C]		FR [q1] [22.5h+7.5h] [3 Credits] Δ 🌐	X	
o LEPHY2204	Theories of physically active lifestyle interventions [C]		FR [q1] [30h] [4 Credits] Δ 🌐		X
o LEPHY2230	Inclusive approaches in health and physical education [C]		FR [q1] [15h+15h] [3 Credits] Δ 🌐		X
o LEPHY2231	Planning and using digital technology in health and physical education [C]		FR [q1] [15h+15h] [2 Credits] Δ 🌐		X
o LEPHY2251	Psychomotor education for children [C]		FR [q1] [22.5h+15h] [3 Credits] Δ 🌐		X
o LEDPH2137	research methodology in movement sciences	Dominique De Jaeger (coord.) Sophie Patris	FR [q1] [30h] [4 Credits] 🌐		X

o Research and integration (20 credits)

o LEISS2902	Initiation à la recherche en éducation [C] Cours dispensé à LLN en horaire de jour		FR [q1] [15h] [2 Credits] 🌐		X
o LEPHY2238	Seminar to support the dissertation [C]		FR [q1+q2] [15h] [3 Credits] Δ 🌐		X
o LEPHY2239	Memory [C]		FR [q1+q2] [15h] [15 Credits] Δ 🌐		X

Course prerequisites

There are no prerequisites between course units (CUs) for this programme, i.e. the programme activity (course unit, CU) whose learning outcomes are to be certified and the corresponding credits awarded by the jury before registration in another CU.

The programme's courses and learning outcomes

For each UCLouvain training programme, a [reference framework of learning outcomes](#) specifies 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.

For each UCLouvain education programme, a learning outcomes framework specifies the competences expected of all graduates at the end of the programme. The description sheets for the programme's teaching units specify the learning outcomes targeted by the teaching unit and its contribution to the programme's learning outcomes framework.

EDPH2M4 - Information

Access Requirements

SUMMARY

- > [General access requirements](#)
- > [Specific access requirements](#)
- > [University Bachelors](#)
- > [Non university Bachelors](#)
- > [Holders of a 2nd cycle University degree](#)
- > [Access based on validation of professional experience](#)
- > [Admission and Enrolment Procedures for general registration](#)

Specific access requirements

Pursuant to the decree of 7 February 2019, amended by the decree of 22 December 2021, organising initial teacher training, a test of mastery of the French language is compulsory for students enrolled in a master's degree in teaching (section 4 and section 5).

This compulsory test is generally organised on the 3rd Tuesday in October. The pass mark for the test is 10/20. If a student fails the test, 5 credits of French language proficiency will be added to his/her PAE. Under no circumstances will the student be awarded a diploma if this UE is not passed.

University Bachelors

Diploma	Special Requirements	Access	Remarks
UCLouvain Bachelors			
Others Bachelors of the French speaking Community of Belgium			
Bachelors of the Dutch speaking Community of Belgium			
Foreign Bachelors			

Non university Bachelors

Holders of a 2nd cycle University degree

Diploma	Special Requirements	Access	Remarks
"Licenciés"			
Masters			

Access based on validation of professional experience

Admission and Enrolment Procedures for general registration

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

SSS/FSM

Denomination

Faculty of Movement and Rehabilitation Sciences ([FSM](#))

Sector

Health Sciences ([SSS](#))

Acronym

FSM

Postal address

Place Pierre de Coubertin 1 - bte L8.10.01

1348 Louvain-la-Neuve

Tel: [+32 \(0\) 10 47 44 19](tel:+32210474419) - Fax: [+32 \(0\) 10 47 31 06](tel:+32210473106)

Mandate(s)

- Dean : Marc Francaux

Commission(s) of programme

- Commission d'encadrement en éducation par le mouvement ([EDPM](#))
- Commission d'encadrement en sport, exercices physiques et santé ([EXRC](#))
- Commission d'encadrement en physiologie et biomécanique de la locomotion ([LOCO](#))
- Commission d'encadrement en réadaptation et médecine physique ([READ](#))

Useful Contact(s)

- Head of faculty administration: [Emmanuel Ugeux](#)

