



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 - 60 credits - 1 year - 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: **EDPH2M5**

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## EDPH2M5 - Introduction

### Introduction

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#### Introduction

The Master's degree in Teaching (section 5) is the educational qualification required to access the profession of upper secondary school teacher. It is acquired at the end of a 60-credit training course.

This qualifying training thus completes the 2nd cycle diploma obtained in the chosen discipline. The disciplinary orientation of the second cycle as well as the disciplinary orientation of the Master's degree in Teaching (section 5) determine the subjects that can be taught in upper secondary education.

The objective of the Master's degree in Teaching (section 5) is to provide the student with initial training that allows them to acquire the foundation of knowledge and skills essential to effectively start out in the teaching profession and to be able to progress positively there.

#### Your profile

You:

- wish to teach (or already teach) your subject in the last three years of upper secondary education
- meet the admission requirements for this program

#### Your future job

Teacher in upper secondary education

#### Your programme

The program is based on:

- a pedagogy that alternates between lectures, small group seminars, conferences and professional practice internships;
- a program approach that closely and complementary combines practice and theory;
- a large place given to internships in upper secondary education with support for professional practices throughout the training
- a responsibility of the student in the acquisition of knowledge, know-how and interpersonal skills related to the teaching profession.

#### Your parcours

With its partners from the universities associated with this program, UCLouvain's intention is to train teaching professionals who are educated, creative, autonomous, ready to work in a team and committed to a democratic project for the School and for Society.

The teacher is called upon to play an essential role with his students, as specified in the Education Code of May 3, 2019:

- promote self-confidence and the development of the person of each student;
- lead all students to appropriate knowledge and acquire skills that make them able to learn throughout their lives and to take an active place in economic, social and cultural life;
- prepare all students to be responsible citizens, capable of contributing to the development of a democratic, united, pluralistic society open to other cultures;
- ensure that all students have equal opportunities for social emancipation.

The initial training of the teacher is based on the mastery of prior skills that the student will have to mobilize and develop through different activities of his/her master's degree:

- the knowledge of the discipline(s) to be taught;
- clear and correct communication in the language of instruction, orally and in writing;
- a critical and autonomous relationship with the reference knowledge (scientific and cultural);
- relational skills linked to the profile of the profession;
- a rich general culture and an openness to the diversity of cultures which allow future students to be aware of the world and its transformations;
- the concern to participate in the democratizing role of the school.

## EDPH2M5 - Teaching profile

### Learning outcomes

At the end of the Master's in Teaching (section 5), the graduate will have acquired and demonstrated mastery of the knowledge and skills listed below. These are defined with reference to the decree of February 7, 2019, amended by the decree of December 2, 2021 on the initial training of teachers.

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

1. The skills of the institutional, social and cultural actor. These skills are reflected in the following capacities:

1.1. act as a social and cultural actor within the school and society, including in their transformation, integrate diversity and develop civic practices for greater social cohesion;

1.2. understand ethical issues and respect the professional ethics and regulatory frameworks from a democratic and responsible perspective;

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 stakeholders in order to:

1.3.1. be part of the school management process and participate in the improvement of the education system of the French Community;

1.3.2. make the school a place where students learn, develop and train in a positive climate, and not a place of selection.

1.4. control one's administrative situation and the monitoring of one's personal administrative file;

2. The skills of the actor of a learning organization in a collective dynamic. These skills are reflected in the following capacities:

2.1. engage in collaborative work within an educational team in order to increase its professionalism and expertise by mobilizing collective intelligence, particularly during discussions;

2.2. identify individual training needs and participate in identifying the training needs of the educational team;

2.3. contribute to the dissemination, within the educational team, of the acquired knowledge linked to the continuing education courses followed or the skills developed by them or through experience.

3. The skills of the organizer and learning facilitator in an evolving dynamic. These skills are reflected in the following capacities:

3.1. master the disciplinary content, its epistemological foundations, its scientific and technological evolution, its didactics and its teaching methodology;

3.2. master the knowledge relating to learning processes, research on the different models and theories of teaching;

3.3. master the written and oral French language in depth to teach and communicate adequately in the various contexts and disciplines related to the profession;

3.4. take into account and develop the language 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 familiarization with it;

3.5. act as a teacher within the classroom and within the school establishment from a collective perspective, in particular through:

3.5.1. the design and implementation of a teaching and learning approach, including a variety of practices designed to strengthen students' motivation and promote their self-confidence and develop their creativity and spirit of initiative and cooperation;

3.5.2. the design, choice and use of teaching materials, textbooks, school software and other educational tools;

3.5.3. the construction and use of observation and assessment materials, the latter being specifically aimed at understanding and training, promoting student accountability and participation in their learning;

3.5.4. the design and implementation of practices for educational differentiation, personalized support for students taking into account their prior learning, their learner profile and, where applicable, their specific needs and based in particular on co-teaching or co-teaching intervention;

3.5.5. the implementation of interdisciplinary learning activities;

3.6. master the integration of digital technologies in their teaching practices;

3.7. take into account media education, EVRAS and gender in a transversal manner;

3.8. create a caring relational framework to facilitate communication with students, their entourage, particularly family, as well as with colleagues;

3.9. manage the class group in an educational and pedagogical situation in a stimulating, structuring and reassuring manner.

4. The skills of the reflective practitioner. These skills translate into the following abilities:

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 rely on various disciplines of the human sciences to analyze and act in a professional situation;

4.2. conduct, individually and with peers, a critical and rigorous observation and analysis of their own practices and their impact on students in order to regulate their teaching and to develop the strategies and conditions of implementation with a view to efficiency and equity;

4.3. gradually build their professional identity, in particular by mobilizing personal professional development tools such as the portfolio.

## Programme structure

The "master's degree in teaching (section 5)" is organized in reference to the decree of February 7, 2019, amended by the decree of December 2, 2021 relating to the initial training of teachers in the Wallonia-Brussels Federation and to the decree of December 17, 2003 organizing the neutrality inherent in subsidized official education and containing various measures in terms of education.

The master's program in teaching (section 5), totaling 60 credits, is organized as a joint degree between the University and the Higher Education Institutions. 30 credits are supported by the University and 30 credits by the Higher Education Institutions. It is organized around several categories of training:

- didactics and pedagogy
- human and social sciences
- internships
- Research and integration

## EDPH2M5 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...)

#### o Didactics and pedagogy (20 credits)

● LEISS2101	<a href="#">Pédagogie générale</a> [C] <i>Cours dispensé à LLN en horaire de jour</i>		[FR] [q1] [37.5h] [5 Credits] 🌐
● LEPHY2133	<a href="#">Teaching and learning physical and health education in the core curriculum</a> [C]		[FR] [q1] [37.5h] [5 Credits] 🌐
● LEPHY2135	<a href="#">Didactics of physical education part 1</a> [C]		[FR] [q1] [30h] [5 Credits] 🌐
● LEPHY2235	<a href="#">Didactics of physical education part 2</a> [C]		[FR] [q1] [30h] [5 Credits] 🌐

#### o Humanities and social sciences (15 credits)

● LEISS2105	<a href="#">Communication en contexte scolaire</a> [C] <i>Cours dispensé à LLN en horaire décalé</i>		[FR] [q1] [22.5h+15h] [5 Credits] 🌐
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#### o Psychology of development and learning

Choose a course

✘ LEISS2201	<a href="#">Psychologie du développement et des apprentissages</a> [C] <i>Cours dispensé à LLN en horaire de jour</i>		[FR] [q2] [37.5h+15h] [4 Credits] 🌐
✘ LEISS2202	<a href="#">Psychologie du développement et des apprentissages</a> [C] <i>Cours dispensé à LLN en horaire décalé</i>		[FR] [q2] [37.5h+15h] [4 Credits] 🌐

#### o A social, cultural and political approach to education

Choose a course

✘ LEISS2203	<a href="#">Approches sociale, culturelle et politique de l'éducation</a> [C] <i>Cours dispensé à LLN en horaire de jour</i>		[FR] [q2] [37.5h+15h] [4 Credits] 🌐
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⌘ LEISS2204	Approches sociale, culturelle et politique de l'éducation [C] Cours dispensé à LLN en horaire décalé		FR [q2] [37.5h+15h] [4 Credits] ⓘ
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**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] ⓘ
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⌘ LEISS2206	Ethique de l'éducation, neutralité et citoyenneté [C] Cours dispensé à LLN en horaire décalé		FR [q2] [22.5h] [2 Credits] ⓘ
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**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] ⓘ
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o LEPHY2236	Long course (130 hrs) and accompanying seminar in physical education [C]		FR [q1+q2] [45h+15h] [15 Credits] ⓘ
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**o Research and integration (5 credits)**

o LEISS2900	Méthodologie des usages de la recherche [C] Cours dispensé à LLN en horaire décalé		FR [q1] [15h] [2 Credits] ⓘ
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o LEPHY2237	Support seminar for integrated work and integrated work [C]		FR [q1+q2] [15h] [3 Credits] ⓘ
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## The programme's courses and learning outcomes

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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.

For each UCLouvain training program, a learning outcomes framework specifies the skills expected of all graduates at the end of the program.

The descriptive sheets of the program's teaching units specify the learning outcomes targeted by the teaching unit as well as its contribution to the program's learning outcomes framework

## EDPH2M5 - Information

### Access Requirements

#### SUMMARY

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

#### Specific access requirements

Under the decree of February 7, 2019, amended by the decree of December 22, 2021, organizing the initial training of teachers, a French language proficiency test is mandatory for students enrolled in a master's degree in teaching (section 4 and section 5).

This mandatory test is generally organized on the 3rd Tuesday of October. The test pass mark is 10/20. In the event of failure, the student will have a 5-credit French language proficiency unit added to their PAE. Under no circumstances will they be able to graduate if this unit is not passed.

#### 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

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**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

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### 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](#)



