UCLouvain

CLAS2M4

2026 - 2027

Master [120] of Education, Section 4 : Ancient Greek and Latin

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 Philosophy, Arts and Letters (FIAL)**
Programme acronym: **CLAS2M4**

Table of contents

Introduction 2
Teaching profile 3
Learning outcomes 3
Programme structure 4
Programme 4
Detailed programme by subject 4
Supplementary classes 8
Course prerequisites 9
The programme's courses and learning outcomes 9
Information 10
Access Requirements 10
Teaching method 12
Evaluation 12
Contacts 12

CLAS2M4 - 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 of the French Community of Belgium . It is awarded on completion of a 120-credit course. This is a second cycle course obtained after a bachelor's degree giving access to this master's in teaching (section 4). The subject orientation of this Master's in Teaching (section 4) determines the subjects that can be taught in upper secondary education.

The aim of the Master of Teaching (Section 4) programme is to provide students with initial training that will enable them to acquire the knowledge and skills that are essential for an effective start in the teaching profession and for positive career development.

Your profile

You wish to teach your subject in the last three years of upper secondary education.

You 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.

CLAS2M4 - Teaching profile

Learning outcomes

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 ;
- help all pupils to acquire the knowledge and skills that will enable them to become lifelong learners and to play an active role 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 that is open to other cultures;
- ensure that all pupils have 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 various activities during 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 pupils to become aware of the world and its transformations;
- a desire to contribute to the democratising role of schools.

At the end of the master's degree in teaching (section 4), the graduate will have acquired and demonstrated mastery of the knowledge and skills listed below. These are defined with reference to the decree of 7 February 2019, amended by the decree of 2 December 2021 on initial teacher training.

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

1. As an institutional, social and cultural player :

1.1. act as a social and cultural player within the school and society, including in their transformation, integrate diversity and develop citizenship 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. As a player in a collective learning organisation:

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. As a organiser and supervisor of learning in an evolving dynamic:

3.1. mastery of subject content, its epistemological foundations, its scientific and technological development, its didactics and teaching methodology;
3.2. master knowledge of learning processes 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 appropriately 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. designing and implementing 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. As a reflective practitioner:

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.

5. Has a thorough understanding of the concepts and processes that underpin the exercise of the skills expected in ancient languages classes;

6 Identifies and elaborates, on the basis of scientific and professional literature, the school knowledge to be taught and organizes its progression;

7. Developed the ability to select ancient texts and link them to other possible media, associating them with specific learning objectives;

8. Knows and has experimented with a variety of didactic devices whose principles he/she can identify, pinpoint their strengths and limitations, situate “history” among school forms, and reflect critically on the various tools available to the teacher (didactic works, textbooks, magazines, various digital resources...);

9. Selects or designs learning devices and sequences to motivate students and engage them in school tasks, and plans a year of teaching in collaboration with peers or colleagues;

10. Reflects on his or her teaching practices (justifies pedagogical choices made in preparation for a lesson, explains the didactic value of the methods adopted);

11. Designs assessment approaches and tools (situations, instruments) for formative (especially diagnostic) and certification purposes;

12. Has practiced taking cues from learning in classroom situations, receiving and evaluating student productions, spotting and understanding learning difficulties, designing adapted and possibly differentiated teaching activities.

Programme structure

The master's degree in teaching (section 4) 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.

CLAS2M4 Programme

Detailed programme by subject

CORE COURSES

- Mandatory
- Optional
- Not offered in 2026-2027
- Not offered in 2026-2027 but offered the following year
- Offered in 2026-2027 but not the following year
- Not offered in 2026-2027 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...)

Didactics and pedagogy (25 credits)

One of the following courses:

				Year 1	Year 2
Optional LEISS2101	General pedagogy *Cours dispensé à LLN en horaire de jour*	Lara Hérinne	FR [q1] [37.5h] [5 Credits]	x	
Optional LEISS2102	General pedagogy *Cours dispensé à LLN en horaire décalé*	Yaovi Ayivor	FR [q1] [37.5h] [5 Credits]	x	
Optional MEISS2103	General pedagogy *Cours dispensé à Mons en horaire décalé*	Pierrick Renuart	FR [q1] [30h] [5 Credits]	x	
Mandatory LEISS2107	School and diversities	Jean Brunelli Tess Malcourant	FR [q1] [22.5h+15h] [5 Credits]		x
Mandatory LFRA2003	Teaching and learning core French and ancient languages	Thomas Claus	FR [q1] [37.5h] [5 Credits]	x	
Mandatory LGLOR2401	Latin didactics	Grégory Clesse	FR [q1+q2] [30h+15h] [5 Credits]	x	
Mandatory LGLOR2402	Greek Didactics	Grégory Clesse	FR [q1+q2] [30h+15h] [5 Credits]	x	

Humanities and Social Sciences (15 credits)

Un cours parmi :

Optional LEISS2201	Developmental and learning psychology *Cours dispensé à LLN en horaire de jour*	Véronique Leroy (compensates Baptiste Barbot) Nathalie Roland Nathalie Roland (compensates Baptiste Barbot) Morgane Senden Morgane Senden (compensates Baptiste Barbot)	FR [q2] [37.5h+15h] [4 Credits]	x	
Optional LEISS2202	Developmental and learning psychology *Cours dispensé à LLN en horaire décalé*	Véronique Leroy Nathalie Roland Morgane Senden	FR [q2] [37.5h+15h] [4 Credits]	x	

Un cours parmi :

Optional LEISS2203	Social, cultural, and political approaches to education *Cours dispensé à LLN en horaire de jour*	Branka Cattonar Vincent Dupriez	FR [q2] [37.5h+15h] [4 Credits]	x	
Optional LEISS2204	Social, cultural, and political approaches to education *Cours dispensé à LLN en horaire décalé*	Samir Barbana (compensates Vincent Dupriez) Branka Cattonar	FR [q2] [37.5h+15h] [4 Credits]	x	

Un cours parmi :

Optional LEISS2205	Ethics of education, neutrality, and citizenship *Cours dispensé à LLN en horaire de jour*	John Pitseys (compensates Hervé Pourtois)	FR [q2] [22.5h] [2 Credits]	x	
Optional LEISS2206	Ethics of education, neutrality, and citizenship *Cours dispensé à LLN en horaire décalé*	John Pitseys	FR [q2] [22.5h] [2 Credits]	x	

Un cours parmi :

				Year 1	2
⛒ LEISS2104	Communication in school contexts *Cours dispensé à LLN en horaire de jour*	Yaovi Ayivor Isabelle Bouchez Maxim Peeters Virginie Tricot Sophie Welvaert	FR [q1] [22.5h+15h] [5 Credits]	x	
⛒ LEISS2105	Communication in school contexts *Cours dispensé à LLN en horaire décalé*	Gilles Debeer Lara Hérinne Jessy Ketels Laurence Martin Magali Siroul Céline Van Cauwenberghe	FR [q1] [22.5h+15h] [5 Credits]	x	
⛒ MEISS2106	Communication in school contexts *Cours dispensé à Mons en horaire décalé*	Pierrick Renuart	FR [q1] [15h+15h] [5 Credits]	x	

Internships (20 credits)

LFRA9103	Observation internship and support seminar in basic education French and ancient languages classes	Thomas Claus (coord.) Maxim Peeters (coord.)	FR [q1] [15h] [5 Credits]	x	
LGLOR9403	Long-term teaching internship and support seminar in ancient languages - (125h)	Cécile Brulard (coord.) Grégory Clesse (coord.)	FR [q1+q2] [52.5h] [15 Credits]		x

Disciplinary training (40 credits)

In even-numbered years, students take the following courses :

LGLOR2222	Historical Linguistics of Greek	Sarah Béthume Audrey Mathys	FR [q2] [45h+22.5h] [5 Credits]	x	x
LGLOR2232	Pre-classical Latin and introduction to Sabellian languages	Nicolas Meunier	FR [q1] [45h+22.5h] [5 Credits]	x	x
LGLOR2422	Greek Authors Seminar	Louise Willocx (compensates Charles Doyen)	FR [q1] [45h] [5 Credits]	x	x
LGLOR2532	Latin Literature Seminar	Aaron Kachuck	FR [q2] [45h] [5 Credits]	x	x

In odd-numbered years, students take the following courses :

LGLOR2221	Greek dialectology	Audrey Mathys	FR [q1] [45h+22.5h] [5 Credits]	x	x
LGLOR2231	Latin metrics and imperial, vernacular and late Latin	Nicolas Meunier	FR [q2] [45h+22.5h] [5 Credits]	x	x
LGLOR2431	Latin Authors Seminar	Aaron Kachuck	FR [q1] [45h] [5 Credits] *> English-friendly*	x	x
LGLOR2541	Greek Literature Seminar	Charles Doyen	FR [q2] [45h] [5 Credits] *> English-friendly*	x	x

Research and Integration (20 credits)

Les trois UE doivent obligatoirement être suivies la même année.

LEISS2902	Introduction to educational research *Cours dispensé à LLN en horaire de jour*	Stéphane Colognesi	FR [q1] [15h] [2 Credits]		x
LGLOR2910	Master's thesis support seminar		FR [q1+q2] [] [3 Credits]		x
LGLOR2930	Dissertation	Sébastien Moureau (coord.)	FR [q1+q2] [] [15 Credits]		x

Maîtrise de la langue française

Une épreuve liminaire de maîtrise de la langue française (EMLF) devra être présentée par les étudiants inscrits en master en enseignement (section 4 et section 5). Cet examen OBLIGATOIRE est généralement organisé le 3e mardi d'octobre. Le seuil de réussite de l'examen est fixé à 10/20. En cas d'échec, l'étudiant.e se verra ajouter à son PAE une UE de 5 crédits portant sur la maîtrise de la langue française. Il ne pourra en aucun cas être diplômé si cette UE n'est pas réussie. Inscription à l'épreuve liminaire via la plateforme de l'EMLF. *Pour plus d'information*

From 0 to 5credit(s)

LEISS2207	French language mastery for teaching *L'UE sera retirée du programme annuel de l'étudiant en cas de réussite de l'épreuve liminaire*	Caroline Scheepers	FR [q2] [37.5h+7.5h] [5 Credits]	x	

Supplementary classes

To access this Master, students must have a good command of certain subjects. If this is not the case, in the first annual block of their Masters programme, students must take supplementary classes chosen by the faculty to satisfy course prerequisites.

The list of additional courses below is not exhaustive. The final content of the module is determined by the jury.

- O Mandatory
- ⊠ Optional
- △ Not offered in 2026-2027
- ⊘ Not offered in 2026-2027 but offered the following year
- ⊕ Offered in 2026-2027 but not the following year
- △ ⊕ Not offered in 2026-2027 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...)

⊠ Greek and Latin languages

⊠ LFIAL1770	Greek I - Initiation (beginner level)	Grégory Clesse	FR [q1] [30h+30h] [5 Credits]
⊠ LGLOR1270	Greek II - Language, texts and culture (intermediate level)	Sarah Béthume	FR [q2] [45h+30h] [5 Credits]
⊠ LGLOR1321	Greek IIIA - Language structures: reflective approach and translation (advanced level)	Audrey Mathys	FR [q1+q2] [45h+52.5h] [5 Credits] ⊘
⊠ LGLOR1322	Greek IIIB- Language structures: reflective approach and translation (advanced level)	Audrey Mathys	FR [q1+q2] [45h+52.5h] [5 Credits] ⊕
⊠ LFIAL1180	Latin I - Beginners	Grégory Clesse	FR [q1] [30h+30h] [5 Credits]
⊠ LGLOR1230	Latin II - Languages, texts and culture (intermediate level)	Guillaume Delmeulle (compensates Nicolas Meunier)	FR [q2] [30h+30h] [5 Credits]
⊠ LGLOR1331	Latin IIIA - Language structures: reflective approach and translation (advanced level)	Nicolas Meunier	FR [q1+q2] [45h+52.5h] [5 Credits] ⊘
⊠ LGLOR1332	Latin IIIB - Language structures; reflective approach and translation (advanced level)	Nicolas Meunier	FR [q1+q2] [45h+52.5h] [5 Credits] ⊕

⊠ Greek and Latin authors

⊠ LGLOR1721	Advanced Greek Authors A	Charles Doyen	FR [q1+q2] [45h] [5 Credits] ⊘
⊠ LGLOR1722	Advanced Greek Authors B	Louise Willocx (compensates Charles Doyen)	FR [q1+q2] [45h] [5 Credits] ⊕
⊠ LGLOR1731	Advanced Latin Authors A	Aaron Kachuck	FR [q1+q2] [45h] [5 Credits] ⊘
⊠ LGLOR1732	Advanced Latin Authors B	Aaron Kachuck	FR [q1+q2] [45h] [5 Credits] ⊕

⊠ Greek and Latin literature

⊠ LGLOR1422	Ancient Greek Literature	Charles Doyen	FR [q2] [45h+22.5h] [5 Credits] ⊕
⊠ LGLOR1431	Latin Literature	Aaron Kachuck	FR [q1+q2] [45h+22.5h] [5 Credits] ⊘

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 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.

CLAS2M4 - Information

Access Requirements

SUMMARY

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

University Bachelors

Diploma	Special Requirements	Access	Remarks
UCLouvain Bachelors			
		Direct access	
		Access with additional training	
		Access based on application	
		Access based on application	
Others Bachelors of the French speaking Community of Belgium			
		Direct access	
		Access with additional training	
		Access based on application	
		Access based on application	
Bachelors of the Dutch speaking Community of Belgium			
		Access based on application	
Foreign Bachelors			
		Access based on application	

Non university Bachelors

Holders of a 2nd cycle University degree

Diploma	Special Requirements	Access	Remarks
"Licenciés"			
Masters			

Holders of a non-University 2nd cycle degree

Access based on validation of professional experience

Access based on application

Admission and Enrolment Procedures for general registration

Teaching method

In collaboration with its partners at the Hautes Écoles, UCLouvain offers a dynamic program designed to train teachers of ancient languages who are committed, competent and open to the world.

The program integrates various types of courses (theory classes, seminars in small intra- or interdisciplinary groups) as well as gradual immersion in the profession through internships: observation of teaching practices in the classroom, immersion for a few days in a school, co-teaching with the internship supervisor, active teaching practices at different levels. These activities are organized and supported by a teaching team that includes teaching assistants ready to share their experience in the field.

In the field of ancient languages, the training program pays particular attention to reflective analysis and the development of teaching methods adapted to the learning and progressive acquisition of the knowledge, skills and competencies expected by the reference frameworks and curricula of the Wallonia-Brussels Federation. It combines the development of teaching practices most conducive to learning with an introduction to innovative approaches to developing students' language and (inter)cultural skills.

Throughout the course, students are actively involved in their own training, building their knowledge through experience, reflection and exchange. Internships, seminars and assignments (individual and group) are designed to foster autonomy, critical thinking and collaboration, as well as lifelong learning.

Evaluation

The evaluation methods comply with the Academic regulations and procedures . More detailed explanation of the modalities specific to each learning unit are available on their description sheets under the heading "Learning outcomes evaluation method".

Assessment is carried out using a combination of formative and certificative methods, including practical work in a school context, oral presentations, written reports and oral or written examinations. This variety of assessment methods makes it possible to evaluate the development and final mastery of skills throughout the course.

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 de philosophie (EFIL)
- Ecole d'histoire, arts et cultures (EHAC)
- Ecole de langues et lettres (ELAL)
- Commission de programme en études de genre (GENR)
- Louvain School of Translation and Interpreting (LSTI)

Academic supervisor: sebastien.moureau@uclouvain.be

Jury

- President: sebastien.moureau@uclouvain.be
- Secretary: gregory.clesse@uclouvain.be
- 3rd member of the small panel: stephane.colognesi@uclouvain.be

Useful Contact(s)

- For further information: info-fial@uclouvain.be