

ROGE2A - Introduction

Introduction

ROGE2A - Teaching profile

Learning outcomes

Teaching Modern 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 Modern Languages and Literatures : General (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 [Teacher Training Certificate \(upper secondary education\) - Modern Languages and Literatures : General](#) (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).

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.

ROGE2A - 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.

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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.

Specific access requirements

1° Be the holder of one of the following second level university degree issued in the French Community of Belgium:

- Master [60] in Modern Languages and Literatures: General
- Master [1200] in Modern Languages and Literatures: General*

(*) Students holding Master [120] in Modern Languages and Literatures: General with a professional or a research focus, who wish to obtain a teaching qualification, will enrol in the **teaching focus** of that Master's degree (30-credit programme).

The Teacher Training Certificate (upper secondary education) in Modern Languages and Literatures: General is also open to students holding a Master [120] in Translation (combination of one Germanic language and one Romance language). Students holding a Master [120] in Translation (combination of one Germanic language and one Romance language) will enrol in the teaching focus of their Master's programme (30-credit programme).

Subject to the opinion of the jury after examination of the application file, students who have completed the Master [120] in Multilingual Communication and hold a Bachelor in Modern Languages and Literature: General may be admitted to this Teacher Training Certificate, but the teaching qualification obtained will be considered sufficient. Enrolment in the Master [120] in Modern Languages and Literatures: General with a teaching focus will enable the required qualification to be obtained for teaching the languages studied.

Candidates whose degree was not issued in the Wallonia-Brussels Federation must obtain a

French language proficiency examination

Anyone not demonstrating [sufficient proficiency in French](#) will not be admitted to teacher training (AESS) examinations.

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.

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

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Faculty

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Denomination

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Acronym

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