



ARKE2A

2024 - 2025

Teacher Training Certificate (upper secondary education) -

History of Art and Archaeology, general



## ARKE2A - Introduction

### Introduction

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## ARKE2A - Teaching profile

### Learning outcomes

**Teaching History of Art and Archaeology to students in secondary education, such is the challenge that the aggregation student (didactics course) prepares to face. The vision of aggregation in History of Art and Archaeology (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 History of Art and Archaeology (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) ; 634.50299072 Tm [(Programme structogrammehg001ios referentials and

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.

## ARKE2A 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.**

#### REMARQUE IMPORTANTE

En vertu de l'article 76 alinéa 3 du décret du 31 mars 2004 définissant l'enseignement supérieur, favorisant son intégration à l'espace européen de l'enseignement supérieur et finançant les universités, les leçons publiques ne seront plus organisées à la session de septembre. En cas d'échec, l'étudiant sera contraint à recommencer son année.

- Mandatory
  - ✘ Optional
  - △ Not offered in 2024-2025
  - Not offered in 2024-2025 but offered the following year
  - ⊕ Offered in 2024-2025 but not the following year
  - △ ⊕ Not offered in 2024-2025 or the following year
  - Activity with requisites
  - 🌐 Open to incoming exchange students
  - 🚫 Not open to incoming exchange students
- [FR][FR]

⌘ LAGRE2020P

Comprendre l'adolescent en situation scolaire, Gérer la relation interpersonnelle et animer le groupe classe.

Nathalie Roland  
Morgane Sendeclass.

## 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.

## ARKE2A - 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](#)
- [Specific access requirements](#)
- [French language proficiency examination](#)
- [Reduced credit registration](#)
- [Open to adults](#)
- [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.

### Specific access requirements

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

- Licence en histoire de l'art et archéologie
- Master [60] in History of Art and Archaeology: General
- Master [120] in History of Art and Archaeology: General\*

(\* Students holding Master [120] in History of Art and Archaeology: 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).







