



THEA2A

2024 - 2025

THEA2A - Introduction

Introduction

THEA2A - Teaching profile

Learning outcomes

Teaching Performing Arts to students in secondary education, such is the challenge that the aggregation student (didactics course) prepares to face. The vision of aggregation in Performing Arts (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 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.

THEA2A 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.

- 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) Teaching language (FR, EN, ES, NL, DE, ...)

Click on the course title to see detailed informations (objectives, methods, evaluation...)

○ Content:

○ A) Placements in an educational environment (6 credits)

The 50 hours of placement are evenly spread over the Master programme but will only be validated in the second bloc.

○ LTHEA2890	Observation and teaching practice : performing arts.	Véronique Lemaire (coord.)	(FR) [q1+q2] [50h] [6 Credits] 🌐
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○ B) Disciplinary courses and seminars (11 credits)

○ Teacher training in the discipline (7 credits)

○ LTHEA2310	Teaching performing arts (secondary education)	Véronique Lemaire	(FR) [q1+q2] [22.5h+7.5h] [4 Credits] 🌐
○ ETHEA2340	Performing arts didactic This course combines the teaching from IAD 2129 and IAD 2133		(FR) [q1+q2] [30h] [3 Credits] 🌐

○ Analysing teaching practices and their context (4 credits)

⌘ LAGRE2020P	Comprendre l'adolescent en situation scolaire, Gérer la relation interpersonnelle et animer le groupe classe.	Nathalie Roland Morgane Senden (compensates Baptiste Barbot)	PK [q2] [22.5h+22.5h] [4 Credits] 🌐
⌘ LAGRE2020Q	Comprendre l'adolescent en situation scolaire, Gérer la relation interpersonnelle et animer le groupe classe.	Nathalie Roland Morgane Senden (compensates Baptiste Barbot)	PK [q2] [22.5h+22.5h] [4 Credits] 🌐

○ Séminaire d'observation et d'analyse de l'institution scolaire et de son contexte

L'étudiant choisit une des deux activités suivantes. Le cours et le séminaire doivent être suivis durant le même quadrimestre.

⌘ LAGRE2120P	Observation et analyse de l'institution scolaire et de son contexte (en ce compris le stage d'observation)	Branka Cattonar	PK [q1] [22.5h+25h] [4 Credits] 🌐
⌘ LAGRE2120Q	Observation et analyse de l'institution scolaire et de son contexte (en ce compris le stage d'observation)	Vincent Dupriez	PK [q2] [22.5h+25h] [4 Credits] 🌐
○ LAGRE2220	General didactics and education to interdisciplinarity L'étudiant choisit soit LAGRE2220A (1+2q) soit LAGRE2220S (2q)	Stéphane Colognesi Severine De Croix Myriam De Kesel Jean-Louis Dufays Anne Ghysseleinckx Véronique Lemaire Benoît Verducruysse	PK [q1+q2] [37.5h] [3 Credits] 🌐
○ LAGRE2400	See specifications in french	Xavier Delgrange Hervé Pourtois (coord.) Pierre-Etienne Vandamme	

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.

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.

Teaching method

The programme is divided into various kinds of activities : lectures, seminars in small interdisciplinary or intradisciplinary groups and a variety of teaching practice (observation of classes, 2- or 3-day immersion in an educational institution, teaching practice in pairs and individually in different classes and different types of teaching).

It is particularly important for students, when developing their skills, to be actively involved in realisation and analysis of their periods of teaching practice, in the seminars organised in small groups and general in the individual and group work which forms the basis of various assessments.

The workload involved in the overall programme (especially the 40 hours of teaching practice) is significant and requires real investment throughout the academic year. It cannot be combined with another programme worth more than 30 credits.

