

GERM2A - Introduction

Introduction

GERM2A - Teaching profile

Learning outcomes

Teaching Modern Languages and Letters : German, Dutch and English 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 Letters : German, Dutch and English (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 Modern Languages and Letters : German, Dutch and English (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 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.

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

O The school institution and its context

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	🕒 [q89 .599995 Tm [([q89 .599995 Tm [([q89 .599995 Tm [(
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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.

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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