

4.0 credits

22.5 h + 25.0 h

Teacher(s) :	Grootaers Dominique ; Letor Caroline ; Cattonar Branka ; Lannoye Christian ;
Language :	Français
Place of the course	Louvain-la-Neuve
Main themes :	<p>"The school institution and its context"</p> <p>.. Content and method</p> <ul style="list-style-type: none"> - The unfairness in school achievement - The disparity between schools - The disparity between school attendance - The students motivation for learning - The teachers' investment in innovative projects - The actors and partners of school to day - The relations between school and family - The evolution of democratisation in education - Some elements to compare the main education systems - The main edicts and juridical rules governing education - The school webs and the structure of secondary education - The role of the institution project - The status and the responsibility of the teachers - The impositions and duties of the function <p>o These themes will be tackled in the light of the three complementary aspects above starting from an analysis of the edict Missions,</p> <p>Methods</p> <p>The course includes three non dissociable parts :</p> <ul style="list-style-type: none"> o Lectures (22h50) o An observation training (10h00) o A seminar (15) <p>o The lectures develops the themes quoted above by means of several analyses structures and problem solving processes. The matter here is not to overwhelm the student with exhaustive information but well to help him/her acquire the necessary tools to adopt a reflexive attitude.</p> <p>o The observation training will take place in one or two school establishments, whatever the network. It allows the student to discover the management and functioning of the school in its educational, organisational, pedagogical and extra-curricular options. Two days full attendance in the partner schools will be privileged</p> <p>o The seminar is ensured by a multidisciplinary team of teachers. It is a privileged interface allowing the students to compare their mutual experience and to have a critical glance on the observations carried out in the school institution.</p> <p>The themes analysed during the seminar are chosen by a teacher and student's team according to the questions raised by the students tackling the school environment.</p>
Aims :	<p>. Objectives</p> <ul style="list-style-type: none"> o To put the bases of an overall professional culture shared by all future AESS : to sensitize the students to the primary importance of the context in which the lessons are given in a school insitution; o To teach how to decipher the problems and the stakes of the current school situations; o To allow the students to know the current organisation of the education system in the French Community of Belgium. <p>Three further perspectives will be adopted :</p> <ul style="list-style-type: none"> o The sociological aspect aims at sensitizing the teachers to-be at the social stakes of to day and to morrow school. The effects of the mutations of the society and of the family on the teacher role, the students profile and the feeling inside the school institutions will be analysed; o The historical aspect should allow to better understand the current context, especially since 1945. Some elements of comparison with systems used in other countries will allow to deepen the thinking and to enlarge it to european dimension; o The juridical and political aspect aims at showing how the education system is organised and framed by law rules and administrative rules. An information about the main juridical rules governing school, the academic personnel and the students schooling should allow the teachers to be to have a better knowledge of their responsibilities.

	<p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>
<p>Content :</p>	<p>Content and method</p> <ul style="list-style-type: none"> - The unfairness in school achievement - The disparity between schools - The disparity between school attendance - The students motivation for learning - The teachers' investment in innovative projects - The actors and partners of school to day - The relations between school and family - The evolution of democratisation in education - Some elements to compare the main education systems - The main edicts and juridical rules governing education - The school webs and the structure of secondary education - The role of the institution project - The status and the responsibility of the teachers - The impositions and duties of the function <p>o These themes will be tackled in the light of the three complementary aspects above starting from an analysis of the edict Missions,</p> <p>Methods</p> <p>The course includes three non dissociable parts :</p> <ul style="list-style-type: none"> o Lectures (22h50) o An observation training (10h00) o A seminar (15) <p>o The lectures develops the themes quoted above by means of several analyses structures and problem solving processes. The matter here is not to overwhelm the student with exhaustive information but well to help him/her acquire the necessary tools to adopt a reflexive attitude.</p> <p>o The observation training will take place in one or two school establishments, whatever the network. It allows the student to discover the management and functioning of the school in its educational, organisational, pedagogical and extra-curricular options. Two days full attendance in the partner schools will be privileged</p> <p>o The seminar is ensured by a multidisciplinary team of teachers. It is a privileged interface allowing the students to compare their mutual experience and to have a critical glance on the observations carried out in the school institution.</p> <p>The themes analysed during the seminar are chosen by a teacher and student's team according to the questions raised by the students ????? the school environment.</p>
<p>Other infos :</p>	<p>Further information : evaluation, prerequisite, evaluation procedures, support,</p> <p>.</p> <p>The evaluation will consist in two parts :</p> <ul style="list-style-type: none"> o A collective and multidisciplinary job o An individual task <p>o The collective task written by groups of 4 students of different faculties includes a description part (presentation of the school establishment/institution) and a reflexion part starting from a theme in connection with the analyses and questions dealt with in the lectures (emphasizing the stakes, the organizational institutional and social implications of the strategies, etc</p> <p>o The individual task consists for each student in reading again the written group task in order to think about what he/she would do and according to which values. This way of working allows the student to think about the elaboration of a teaching deontology in order to make up his/her own professional ethics.</p> <p>o The students will have a portfolio at their disposal. The given references where to get information will allow the future teachers to update it.</p> <p>o The structuring of the different parts (lectures, observation training and seminar) implies an active participation to the complete set. Moreover the analysis task written by a multi-disciplinary team during the seminar requires the effective attendance of each of the students. This attendance is a prerequisite for the final evaluation</p> <p>Other elements of the specifications : supervision/management, means</p> <p>The activity lecture - seminar will be dealt with /given by multidisciplinary team of teachers. The seminars follow the lectures and are organised in afternoons of days. Field actors will attend.</p> <p>This activity will happen three times, the student will have the possibility to follow it during the first or second quarter.</p>

<p>Cycle and year of study :</p>	<p>> Teacher Training Certificate (upper secondary education) - History of Art and Archaeology, general > Master [120] in History of Art and Archaeology : General</p> <p>> Teacher Training Certificate (upper secondary education) - Ancient and Modern Languages and Literatures > Master [120] in Ancient and Modern Languages and Literatures</p> <p>> Teacher Training Certificate (upper secondary education) - French and Romance Languages and Literatures > Master [120] in French and Romance Languages and Literatures : General</p> <p>> Teacher Training Certificate (upper secondary education) - Performing Arts > Master [120] in Performing Arts</p> <p>> Teacher Training Certificate (upper secondary education) - History > Master [120] in History</p> <p>> Teacher Training Certificate (upper secondary education) - Physical Education > Master [120] in Motor Skills: Physical Education</p> <p>> Teacher Training Certificate (upper secondary education) - Philosophy > Master [120] in Philosophy</p> <p>> Teacher Training Certificate (upper secondary education) - Modern Languages and Literatures : General > Master [120] in Modern Languages and Literatures : General</p> <p>> Master [120] in Biblical Studies</p> <p>> Teacher Training Certificate (upper secondary education) - Theology > Master [120] in Theology</p> <p>> Teacher Training Certificate (upper secondary education) - Modern Languages and Literatures : German, Dutch and English > Master [120] in Modern Languages and Literatures : German, Dutch and English</p> <p>> Teacher Training Certificate (upper secondary education) - Ancient Languages and Literatures : Classics > Master [120] in Ancient Languages and Literatures: Classics</p> <p>> Master [120] in Biology of Organisms and Ecology</p> <p>> Master [120] in Biochemistry and Molecular and Cell Biology</p> <p>> Teacher Training Certificate (upper secondary education) - Biology</p> <p>> Teacher Training Certificate (upper secondary education) - Mathematics > Master [120] in Mathematics</p> <p>> Master [120] in Geography : General</p> <p>> Teacher Training Certificate (upper secondary education) - Geography > Master [120] in Physics</p> <p>> Teacher Training Certificate (upper secondary education) - Physics</p> <p>> Teacher Training Certificate (upper secondary education) - Psychology and Education</p> <p>> Teacher Training Certificate (upper secondary education) - Chemistry > Master [120] in Chemistry</p>
<p>Faculty or entity in charge:</p>	<p>EDEF</p>