



AGRE2100 Séminaire d'observation et d'analyse de l'institution scolaire et de ses acteurs

[15h] 2 credits

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Language: French
Level: Second cycle

Aims

The training fills an important place in the starting education of the teacher ing. However, it cannot alone warrant an harmonious integration of theory and practice. The seminar of observation and analysis of school institution and of its actors, ensured by a multidisciplinary team of teachers, is a privileged interface allowing the students :

- to compare their mutual experiences and to have a critical glance on the observations carried out in the school institution;
- to analyse the school components observed within the framework of their training, by using conceptual frames and analysis grids;
- to reflect on the elaboration of a teaching deontology in order to make up its own professional ethics.

Main themes

* The seminar leans upon the exploitation of an observation training conceived as a student's immersion into the school institution, during which various jobs will be proposed (e.g. to meet the management, to read and to understand an institution project, to get acquainted with the internal rules, to identify and to meet the various partners in education, to live and to decode the environment of a teachers' room, etc.)

* The fields analysed during the seminar will be chosen by the teachers' team with the students according to the questions raised by the students tackling the school environment.

Content and teaching methods

The fields analysed during the seminar will be chosen by the teachers' team with the students according to the questions raised by the students tackling the school environment.

For example :

- What is the administrative machinery of the school as an institution ?
- How could I characterise the school wherein I am training?
- What relations may I or should I keep up with the colleagues, the management, the inspectors, the parents... ?
- What are the differences between general, technical and professional education ?
- How could I adapt myself to the various school populations?
- What are the constraints and duties of the teacher function?
- What are the institutional strategies established to cope with demotivation, dropping out, violence ?

The approach should be inductive and collective.

Inductive : the contents will be defined from the situations and problems presented by the students;

Collective : the exchanges will lead the students to compare their representations of the school institution and to identify its various components;

The tools chosen by the team of teachers will principally aim at evoking skills for institutional analysis.

Other information (prerequisite, evaluation (assessment methods), course materials recommended readings, ...)

Prerequisites

This seminar requires to attend the course "The school institution and its context". It is organised alternately with the observation trainings. The team of teachers will consult the training director to ensure this alternation. They will also settle the special features of organisation.

Evaluation

The evaluation lies on two criteria:

- o active participation to the seminar
- o an integrative thinking asserting that the student has gained knowledge of the tools analysed during the seminar. The team of teachers will define the form of this thinking and how it will be asserted.

Other elements of information

The seminar is given by a multidisciplinary team of teachers. It also appeals to the pedagogic collaboration of field practitioners (school directors, training tutors, teachers).

Programmes in which this activity is taught

AGES2A	Agrégation de l'enseignement secondaire supérieur (sciences économiques, sociales et juridiques)
ARKE2A	Agrégation de l'enseignement secondaire supérieur (histoire de l'art, archéologie et musicologie)
EDPH2A	Agrégation de l'enseignement secondaire supérieur (éducation physique)
GERM2A	Agrégation de l'enseignement secondaire supérieur (langues et littératures germaniques)
ISP2A	Agrégation de l'enseignement secondaire supérieur (philosophie)
PSP2A	Agrégation de l'enseignement secondaire supérieur (sciences psychologiques et sciences de l'éducation)
RELI2A	Agrégation de l'enseignement secondaire supérieur (sciences religieuses)
SC2A	Agrégation de l'enseignement secondaire supérieur (sciences exactes)

Other credits in programs

AGES2A	Agrégation de l'enseignement secondaire supérieur (sciences économiques, sociales et juridiques) (2 credits)	
ARKE2A	Agrégation de l'enseignement secondaire supérieur (histoire de l'art, archéologie et musicologie) (2 credits)	
EDPH2A	Agrégation de l'enseignement secondaire supérieur (éducation physique)	Mandatory
GERM2A	Agrégation de l'enseignement secondaire supérieur (langues et littératures germaniques) (2 credits)	
GLOR2A	Agrégation de l'enseignement secondaire supérieur (langues et littératures anciennes - modernes et anciennes - arts du spectacle) (2 credits)	Mandatory
HIST2A	Agrégation de l'enseignement secondaire supérieur (histoire) (2 credits)	
ISP2A	Agrégation de l'enseignement secondaire supérieur (philosophie)	
PSP2A	Agrégation de l'enseignement secondaire supérieur (sciences psychologiques et sciences de l'éducation)	Mandatory
RELI2A	Agrégation de l'enseignement secondaire supérieur (sciences religieuses) (2 credits)	Mandatory
ROM2A	Agrégation de l'enseignement secondaire supérieur (langues et littératures romanes) (2 credits)	
SC2A/G	Agrégation de l'enseignement secondaire supérieur (Géographie) (Géographie)	Mandatory
SC2A/M	Agrégation de l'enseignement secondaire supérieur (Mathématique) (Mathématique)	Mandatory
SC2A/P	Agrégation de l'enseignement secondaire supérieur (Physique) (Physique)	Mandatory
SC2A/S	Agrégation de l'enseignement secondaire supérieur (Sciences naturelles) (Sciences naturelles)	Mandatory