



## AGRE2420 L'institution scolaire et son contexte

[22.5h] 2 credits

**Teacher(s):** Etienne Bocquet, André Buron (coord.), Dominique Grootaers  
**Language:** French  
**Level:** Second cycle

### Aims

#### Objectives

- 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.

### Main themes

Three further perspectives will be adopted :

- 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.

### Content and teaching methods

#### Content and method

- 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
- o These themes will be tackled in the light of the three complementary aspects above from an analysis of the edict Missions,
- o The course will be organised in the form of conferences - debates (with possible attendance of exterior experts). The matter here is not to overwhelm the students with exhaustive informations, but well to tackle some themes likely to concern them, to awake their curiosity, so that they will become aware of these realities.
- o The students will have a portfolio at their disposal. Indication of the references where to get the informations will allow the future teachers to update it.

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

...)

The students will accomplish their observation stage in school institution at the same time. So far as possible, they should already have started a first teaching stage.

The evaluation will be based on a personal research. The form and the details of this research will be defined by the team of teachers.

The course is given by a multidisciplinary team of teachers. They will organise the conferences - debates, the portfolio and the link of the course content with the seminar of observation and analysis of the school institution.

### Other credits in programs

<b>AGES2A</b>	Agrégation de l'enseignement secondaire supérieur (sciences économiques, sociales et juridiques)	(2 credits)	
<b>ARKE2A</b>	Agrégation de l'enseignement secondaire supérieur (histoire de l'art, archéologie et musicologie)	(2 credits)	
<b>EDPH2A</b>	Agrégation de l'enseignement secondaire supérieur (éducation physique)		Mandatory
<b>GERM21/BD</b>	Première licence en langues et littératures germaniques (Anglais et Allemand)	(2 credits)	
<b>GERM21/BN</b>	Première licence en langues et littératures germaniques (Anglais et Néerlandais)	(2 credits)	
<b>GERM21/DB</b>	Première licence en langues et littératures germaniques (Allemand et Anglais)	(2 credits)	
<b>GERM21/DN</b>	Première licence en langues et littératures germaniques (Allemand et Néerlandais)	(2 credits)	
<b>GERM21/NB</b>	Première licence en langues et littératures germaniques (Néerlandais et Anglais)	(2 credits)	
<b>GERM21/ND</b>	Première licence en langues et littératures germaniques (Néerlandais et Allemand)	(2 credits)	
<b>GERM22/BD</b>	Deuxième licence en langues et littératures germaniques (Anglais et Allemand)	(2 credits)	
<b>GERM22/BN</b>	Deuxième licence en langues et littératures germaniques (Anglais et Néerlandais)	(2 credits)	
<b>GERM22/DB</b>	Deuxième licence en langues et littératures germaniques (Allemand et Anglais)	(2 credits)	
<b>GERM22/DN</b>	Deuxième licence en langues et littératures germaniques (Allemand et Néerlandais)	(2 credits)	
<b>GERM22/NB</b>	Deuxième licence en langues et littératures germaniques (Néerlandais et Anglais)	(2 credits)	
<b>GERM22/ND</b>	Deuxième licence en langues et littératures germaniques (Néerlandais et Allemand)	(2 credits)	
<b>GERM2A</b>	Agrégation de l'enseignement secondaire supérieur (langues et littératures germaniques)	(2 credits)	
<b>GLOR2A</b>	Agrégation de l'enseignement secondaire supérieur (langues et littératures anciennes - modernes et anciennes - arts du spectacle)	(2 credits)	Mandatory
<b>HIST2A</b>	Agrégation de l'enseignement secondaire supérieur (histoire)	(2 credits)	
<b>PSP2A</b>	Agrégation de l'enseignement secondaire supérieur (sciences psychologiques et sciences de l'éducation)		Mandatory
<b>ROM21</b>	Première licence en langues et littératures romanes	(2 credits)	
<b>ROM22</b>	Deuxième licence en langues et littératures romanes	(2 credits)	
<b>ROM2A</b>	Agrégation de l'enseignement secondaire supérieur (langues et littératures romanes)	(2 credits)	