M1 MEEF
COMMON TRAINING CORE (common culture of all mentions)
Description of the six modules (INSPE Paris)
2019 - 2020

MODULE n°1 : The organization of the education system at the service of everyone's success

Theme (s) of the common core approach (s)

"The place of the school and its missions, educational policies, democratization, inequalities in academic success and environment of origin; Diversity ; the relationship to families. "

Main skills developed (see the skills reference guide for teaching and education professions in the Official Bulletin of July 25, 2013):
C2. Inscribe its action within the framework of the fundamental principles of the education system and within the regulatory framework of the school,
C5. Support students in their training path, C6. Act as a responsible educator and according to ethical principles,
C10. Cooperate within a team,
C11. Contribute to the action of the educational community,
C12. Cooperate with parents of students,
C13. Cooperate with school partners.

Objectives :

Know and understand the organization and challenges of the French education system.

Description of the module:
Three three-hour lectures

1 / The organization, functioning and actors of the education system:
From the central administration to the implementation of the academic strategy at department level (devolution), the inspection bodies and the various professional categories within schools and establishments, national consultative bodies and national public establishments and regional, sharing of powers between the State and local authorities (decentralization). The general organization of lessons, cycles, programs and common foundation, a curriculum approach.
The evaluation of the education system, inequalities of success and international comparisons.

2 / Priority education, a particular feature of the education system:
From ZEPs to REP and REP +, a compensatory policy to reduce the effect of social inequalities on educational inequalities**.**

3 / Organization and operation of primary schools (MEEF 1st degree) / Organization and operation of middle and high schools, EPLE (MEEF 2nd mention):
Actors, teams, partners and relations with families, school and establishment projects, contractualization.

MODULE n°2 : Values and principles of the republican school

Theme (s) of the common core approach (s)

The values of the Republic and the ethical and institutional framework of the profession

Main skills developed (see the skills reference guide for teaching and education professions in the Official Bulletin of July 25, 2013):

- Sharing the values of the Republic
- Register its action within the framework of the fundamental principles of the education system and within the regulatory framework of the school

Objectives :

Know the values and principles of the republican school, in particular secularism. Know the rights and duties of teachers.

Description of the module:
1.   Values and principles: freedom, equality, fraternity, solidarity, diversity.
2.   Secularism and religious fact
3.   Rights and duties of teachers

MODULE n°3 : Psychological knowledge of the student

- Theme (s) of the common core approach (s)

- Professional gestures related to learning situations
- Knowledge related to the students' path

Main skills developed:
1. Know the students and the learning process
2. Take into account the diversity of students
3. Supporting students in their training journey
4. Build, implement and animate teaching and learning situations taking into account the diversity of students
5.   Organize and ensure a group operating mode that promotes student learning and socialization

Objectives :

Familiarize with the concepts and tools for developing answers to the following questions:

- How is knowledge created in the individual?

- How is knowledge transmitted from one individual to another?

- How to help an individual to overcome his difficulties while ensuring a collective mode of operation?
- - What are the stages of development to take into account in the teacher-learner relationship?

Description of the module

The module consists of 3 lectures, the first two of which are common to students of the first and second degrees, the third being split according to the degree.
- CM1: introduction to the psychology of cognitive development, major development theories (Piaget, Vygotski)
- CM2: psychological mechanisms of learning (attention, memory, executive functions), metacognition and intelligence
- CM3 first mention: emotional and social development (Walloon, Attachment, theory of mind)

- - CM3 second mention: adolescent psychology

MODULE n°4 : Connaissances sociologiques de l'école et de ses publics

Theme (s) of the common core approach (s)
La place de l'école et ses missions, les politiques éducatives, démocratisation, inégalités sociales de réussite scolaire, mixité sociale, rapport aux familles.

Main skills developed
Take into account the diversity of students Contribute to the action of the educational community
Cooperate with parents of students
Build, implement and facilitate teaching and learning situations taking into account the diversity of students

Objectives :

Provide all future teachers with the essential elements allowing them to take a sociological look at the functioning of the School.

Description of the module:

3 lectures of 3 hours.

The first session takes stock of the current state of the French school in relation to social inequalities, after a brief reminder of the history of the school (including the democratization process). The session will continue with a presentation of the main ways in which the sociology of education explains social inequalities in school.

The second session focuses on gender inequalities, after a historical review of the education of girls and boys. This session will continue with the presentation of the main achievements of sociological research shedding light on this inequality.

The third session examines the way in which real or supposed origins, in particular migratory origins, produce inequalities in school. This session will continue with the presentation of the most recent sociological approaches which articulate the various social relationships at stake, which allow gaining in intelligibility on issues still alive today at school (dropouts, ruptures, failures, difficulties, violence school…).

MODULE n°5 : Les principes de gestion de l'hétérogénéité pour la réussite de tous et de chacun

Theme (s) of the common core approach (s)

Professional gestures linked to learning situations: taking into account the diversity of audiences, methods of educational differentiation.
Knowledge related to student pathways: student learning processes, student assessment methods

Main skills developed

3-Know the students and the learning process 4-Take into account the diversity of the students

P3-Build, implement and animate teaching and learning situations taking into account the diversity of students

P4-Organize and ensure a group operating mode that promotes student learning and socialization

P5-Evaluate progress and student achievement
C5-Support the pupil's career on an educational and educational level

Objectives :

Allow future teachers to build a first culture of educational differentiation in response to the heterogeneity of students.

Description of the module:

2 lectures of 3 hours and a 3h tutorial

The first two sessions in CM allow, after having posed the causes of heterogeneity in the classes and recalled the different profiles of heterogeneity, to develop the concept of pedagogical differentiation in response to the management of this heterogeneity.

The institutional, theoretical and educational axes of differentiation will be discussed.
The last session in TD allows us to question effective implementations of teaching differentiation practice from a corpus of texts which presents tried and tested devices in classes and research contributions in the sociology of education.

The students of Master MEEF 2 must choose an option 1 from those offered in this catalogue, according to the half-day of training in the common core, in accordance with the mention (1st, 2nd, Educational supervision) and the course to which they report, and thus to the wave (A or B) to which they belong.

MODULE n°6 : Inclusive school: special educational needs

Theme (s) of the common core approach (s)

Taking into account the diversity of students

Main skills developed (
Competency 4: Take into account the diversity of students Competency 10. Cooperate within a team
Competence 11. Contribute to the action of the educational community
Competency P 3: Build, implement and animate teaching and learning situations that take into account the diversity of students with special educational needs.

Objectives :

- Know the main concepts corresponding to students with special educational needs
- Know and take ownership of the different systems and structures at the service of inclusive school
- Work with school partners and resource teachers with a view to implementing a personalized schooling project for students with disabilities.

Description of the module:

Course 1: the concept of BEP: definitions, contextualization, challenges, resources for the classroom and the establishment

Course 2: adaptive structures: the concept of adaptation, legislative texts, systems and individual projects
Course 3: schooling of students with disabilities: the concept of disability; legislative texts; personalized schooling schemes and projects.

M2 MEEF cursus alternant, INSPE PARIS
CATALOGUE
TRONC COMMUN DE FORMATION
2019-2020[1]

The students of Master MEEF 2 must choose two options from the options offered in this catalogue, according to the half-day of core course training, in accordance with the mention (1st, 2nd, Educational supervision) and the course to which they report. They must choose also a project from those proposed in the catalogue, according to the half-day of training in common core, in accordance with the mention (1st, 2nd, Educational supervision) and the course taken up.

OPTIONS 1-2 catalogue

1. The School Climate	
Description	Understanding and acting on the school climate: importance of staff interaction on improving the school climate, facilitator for classroom management Privileged situation and animation thanks to creative techniques
Objectives	Help teachers identify factors that can influence The School Climate, and perceive strategies to prevent violence and manage disruptive behavior
Competences developped	Act as a responsible educator - contribute to the action of the educational community-cooperate within a team organize and ensure a mode of operation of the group promoting learning and socialization of students.
Link with thematic of the common core	Prevention of school violence
2. Enseigner et faire vivre la laïcité	
Description	While the recent attacks struck the entire national community with amazement, they also very widely challenged the teaching community. Whether one has in fact interpreted the events as indicative of old tensions and fractures within the education system, or whether one has seen an opportunity to reaffirm its essential characteristics and its profound aims, it is school in its set that appeared at the crossroads of all questions and all answers. This option thus intends to question what a "secular pedagogy" can cover today, both in terms of its notional characterization and its possible practical and professional transcriptions. What meaning can well, for example, take a concept which is intended to qualify the nature of a state and the foundations of the law when it is taken in school and educational purposes? What do we mean by teaching and making our students understand a principle of this nature?
Objectives	Starting from a clear understanding of the concept of secularism, it will first of all be a question of specifying the modalities of its teaching in establishments and classes, then understanding and responding to its challenges and, finally, determine the most appropriate methods of teaching the religious fact.
Competences developped	1. Sharing the values of the Republic 2. Inscribe its action within the framework of the fundamental principles of the education system and within the regulatory framework of the school. 3. Take into account the diversity of the students. P3: Build, implement and animate teaching and learning situations taking into account the diversity of students
Link with thematic of the common core	Values of the Republic and institutional framework of the profession; professional gestures linked to learning situations (the teacher's neutrality).
3. 3. Inclusive school: cooperate with partners	

Description	starting from the representations of the participants, through scenarios and the analysis of practices, this option proposes to transmit elements of analysis and implementation of team work, while integrating the specific modalities of work with partners in the schooling of pupils with special educational needs (EBEP).
Objectives	Allow trainee teachers to understand the challenges and methods of teamwork. Know how to position yourself within a team. Acquire benchmarks on the schooling of students with special educational needs (EBEP), including working with resource people.
Competences developped	CC2: Inscribe its action within the framework of the fundamental principles of the education system and within the regulatory framework of the school CC4: Take into account the diversity of the students CC5: Supporting students in their training journey CC10: Cooperate within a team CC11: Contribute to the action of the educational community CC12: Cooperating with parents of students CC13: Cooperate with school partners
Link with thematic of the common core	-the values of the Republic (inclusive school) -Knowledge related to the students' journey (teamwork)
Secular teaching of religious facts	
Description	Presentation of current knowledge concerning the three major monotheistic religions. Clarify the notion of religious facts and the secular posture of the teacher. Provide methods for tackling sometimes sensitive issues or themes in class without stirring up tensions.
Objectives	Teach religious facts in the context of French secularism and new elementary school, college and high school programs.
Competences developped	Sharing the values of the Republic Inscribe its action within the framework of the fundamental principles of the education system and within the regulatory framework of the school Take into account the diversity of students Master disciplinary knowledge and its didactics Build, implement and animate teaching and learning situations taking into account the diversity of students
Link with thematic of the common core	The common foundation of knowledge, skills and culture
School and support allophone students and their families in class and in schools / establishments	
Description	- Build on the students' bi-plurilingual language skills to teach them French. - Being able to analyze the specific educational needs of students and develop a personalized path. - Train in the teaching / learning of French language of schooling, language of disciplines. - Analyze and implement differentiated pedagogical practices for the benefit of all students: approaches, tools, supports, digital resources (audio, video), concrete examples, class experiences in French, mathematics, science, EPS, CDI activities, etc. Modalities: Presentations, Scenarios, Inter-categorial and interdisciplinary workshops
Objectives	- Train in taking cultural diversity into account in dialogue with parents and children. - Train in the support and education of multilingual allophone students and in educational differentiation
Competences developped	- Take into account the diversity of the students. - Build, implement and animate teaching and learning situations taking into account the diversity of students. - Foster the success and academic investment of all students.

Link with thematic of the common core	Students with special educational needs

Violence à l'école et climat scolaire, comprendre et agir

Description	The issue of violence and the school climate has been highlighted in the priorities of National Education, especially since 2010, in relation to societal facts. By relying on theoretical references, on practical cases experienced by teachers, beginners or not, on experiences implemented in certain establishments and on tools made available to teachers, we will seek to define the notions of violence and school climate, their different dimensions, their consequences on pupils' education. We will see how these questions influence the teacher's posture and attitudes, the principles to be implemented to limit violence and to strive towards a more peaceful climate. We will conclude that dealing with violence at school involves individualizing the responses to be provided to the situations encountered, each case being unique, teamwork open to families and external partners and we will see some possible implementations
Objectives	Bring students and trainees, teachers, daycare centers, teacher-librarians and PsyEN, to identify the problems of violence within an establishment and to build responses to improve The School Climate according to the situations they face, in particular by reflecting to his professional posture, and to the elements of it that contribute to fostering or not peaceful environments in the classroom and in the establishment
Competences developped	COMMUNES 1. Sharing the values of the Republic 3. Know the students 4. Take into account the diversity of students 6. Act as a responsible educator and according to ethical principles 10. Cooperate within a team 11. Contribute to the action of the educational community 13. Cooperate with school partners 14. Engage in an individual and collective approach to professional development. PROFESSORS P4 .: Organize and ensure a mode of operation of the group promoting learning and socialization of students. P3: Build, implement and animate teaching and learning situations taking into account the diversity of students.
Link with thematic of the common core	Values of the Republic and institutional framework of the profession; Professional gestures related to learning situations; Knowledge related to student journeys; Appropriation of cross-cutting education themes (citizenship education, etc.) and major societal subjects.

The teaching instructions

Description	Being concerned with the way his students understand school instructions is now an integral part of the teacher's mission for the success of all students. From theoretical contributions, experiments carried out in classes, student productions and filmed sessions in the establishment, we will define the notion of instruction, its function and its effects in learning, the polysemy of terms used in that -this, the implicit it entails. We will identify the types of difficulties that students face when faced with the instruction in relation to the proposed situation and the discipline taught. We will define the mental procedures that the students must implement to respond to an instruction in a relevant way. We will draw from it principles as to how to construct instructions, to implement them and to regulate them allowing students to acquire the targeted learning.
Objectives	- Identify the concept of instructions - Identify the difficulties encountered by the pupils in the face of an instruction.

	- Define the procedures necessary for the appropriation of instructions by the students. - Build and implement instructions adapted to the learning objectives and the types of situations proposed (discovery, problem situation, systematization, etc.)
Competences developed	3. Know the students and the learning process 4. Take into account the diversity of students 5. Supporting students on their training journey 14. Engage in an individual and collective approach to professional development 7. Master the French language for communication purposes P1-P5 (the set of skills common to all teachers) C5. Support the student's journey on an educational and pedagogical level
Link with thematic of the common core	Professional gestures linked to learning situations - Knowledge related to the students' journey
Pedagogies to arouse the desire to learn: new education (Montessori, Decroly, Freinet…), critical pedagogies (Paulo Freire, bellhooks, Henry Groux, Claudie Solar…)	
Description	This option aims to familiarize student teachers with two pedagogical trends, that of "new education", a heterogeneous trend bringing together reformist pedagogues of the 20th century (Montessori, Decroly, Freinet etc.) and that of critical and feminist pedagogies (Paulo Freire , bellhooks ...). How do these pedagogies make it possible to arouse the desire to learn, by a renewal of the figure of the pupil, of the conception of learning, of teaching? Then, through a more sociological prism, we will ask the question of the links between new education, critical pedagogies and the fight against school failure and for social justice.
Objectives	- Knowledge of the educational theories of new education, critical pedagogies: discovery of some great authors. - New pedagogies, critical pedagogies and the fight against school failure and for social justice: the contributions of research
Competences developed	4. take into account the diversity of the students.
Link with thematic of the common core	P3: Build, implement and animate teaching and learning situations taking into account the diversity of students.
The dropout student: understanding and reacting	
Description	Taking charge of pupils in difficulty is a mission of the teacher which is sometimes difficult to assume in the face of certain pupils, especially those who are dropping out. Education professionals often feel helpless to support these students so that they do not go to join the 10% of students leaving the system without qualifications. During this option, we will seek, through theoretical contributions, practical situations, analysis of tools and devices, to understand the transition from academic difficulty to dropping out, the reasons and consequences of this problem. We will consider how to identify these pupils and remedy them by considering the tools, devices and partnerships to be implemented. We will understand the place of each of the actors in the system to reduce this phenomenon. The knowledge and skills worked in this option will allow the trainee teacher to develop his ability to adapt to students in difficulty in order to better take into account the diversity of students
Objectives	Understanding the phenomenon of dropping out of school and understanding the resources to prevent and counter it
Competences developped	3. Know the students and the learning process 4. Take into account the diversity of students 5. Supporting students on their training journey 6. Act as a responsible educator and according to ethical principles 10. Cooperate within a team 13. Cooperate with school partners

	14. Engage in an individual and collective approach to professional development
	P3: Build, implement and animate teaching and learning situations taking into account the diversity of students
	P4: Organize and ensure a group operating mode that promotes student learning and socialization
	P5: Assess students' progress and achievements
	C5: Support the pupil's career on an educational and educational level
	C7: Participate in the construction of the student paths
	C8: Working in an educational team
Link with thematic of the common core	Professional gestures related to learning situations (taking into account the diversity of audiences, methods of educational differentiation and support for students with difficulties); knowledge related to the student path (approach by skills, common base of knowledge, skills and culture, methods of student evaluation, student learning process)
**School difficulties and educational adaptations**

Description	Through different theoretical contributions, proposals for tools and video supports, exchanges of practices, scenarios and analysis of tools will be encouraged to enable trainee teachers and students: - to understand the notion of academic difficulty,
	  - to understand, to identify, to take into account the difficulties of the students.
	  - to build and implement differentiation methods and educational adaptations in line with the needs of the students

Objectives	Better understand the concept of school difficulties Identify, prevent and take into account the difficulties of the students Adapt your teaching to the needs of all students
Competences developped	Common skills: - C3: Know the students and the learning process - C4: Take into account the diversity of the students C8. Work in an educational team Teacher skills: P3: Build, implement and animate teaching and learning situations taking into account the diversity of students P4. Organize and ensure a group operating mode that promotes student learning and socialization P5. Evaluate student progress and achievements
Link with thematic of the common core	Professional gestures related to learning situations, including methods of educational differentiation and taking into account the diversity of students in their teaching
**The school faced with diversity: the teaching / educational staff and psychologists facing LGBT + questions**
Description	The objective of the training, after a period of awareness of the issues of sexuality, gender identity, and more broadly gender diversity, is to put the trainees facing concrete situations: reacting to situations of exposure. the gap or harassment, respond to insults or LGBTphobic violence, make his professional practices more open to the diversity of families. It will also be a question of thinking about how to establish a partnership with associations which benefit from the approval of the Ministry of National Education when the question arises in the establishment or simply to be yourself an actor in " an attitude turned towards raising awareness among students. Finally, the trainees will be led to think about how to bring these subjects in relation to the management, colleagues or parents who may be skeptical or hostile to these questions which remain sensitive.
Objectives	Give teachers, educators and psychologists the tools to fight against LGBTphobic discrimination, whether it be day-to-day relationships with students or those with parents
Competences developped	1. Sharing the values of the Republic 4. Take into account the diversity of students

	6. Act as a responsible educator and according to ethical principles 14. Engage in an individual and collective approach to professional development P3. Build, implement and animate teaching and learning situations taking into account the diversity of students P4: Organize and ensure a group operating mode that promotes student learning and socialization
Link with thematic of the common core	Values of the Republic (fight against discrimination and culture of equality between women and men); professional gestures linked to learning situations (taking into account the diversity of audiences, methods of educational differentiation)
Take care of behavioral difficulties	
Description	Understand better to better take into account the difficulty of behavior within the class. Between the contributions of institutional pedagogy and cultural mediation, the main objective of this option is to build tools and practices intended to encourage the entry of all students in the class into learning.
Objectives	- Take care of daily behavioral difficulties; - Address the behavioral difficulty from the angle of psychological difficulty; - Develop a class practice favoring the entry of all students into learning; - Discover and take into account the concepts of attention deficit, motor restlessness, attention / concentration, capacity function and feeling of belonging to a group, understanding of school expectations.
Competences developped	Common skills: - CC1: Sharing the values of the Republic - CC3: Knowing the students and the learning process - CC4: Take into account the diversity of the students - CC10: Cooperate within a team Teacher skills: - P3: Build, implement and animate teaching and learning situations taking into account the diversity of students - P4: Organize and ensure a mode of operation of the group promoting learning and socialization of students Competences of the CPEs: - C1: Organize the living conditions of the students in the establishment - C2: Guarantee compliance with the rules of life and law in the establishment
Link with thematic of the common core	- Prevention of school violence - Taking into account the diversity of audiences and students with disabilities - Education to citizenship - Artistic and cultural education
School and supporting of allophone students and their families in class and in schools / establishments	
Description	- Build on the students' bi-plurilingual language skills to teach them French. - Being able to analyze the specific educational needs of students and develop a personalized path. - Train in the teaching / learning of French language of schooling, language of disciplines. - Analyze and implement differentiated teaching practices for the benefit of all students: approaches, tools, supports, digital resources (audio, video), concrete examples, class experiences in French, mathematics, science, EPS, permanent activities… Modalities: Presentations, Scenarios, Inter-categorial and interdisciplinary workshops
Objectives	- Train in taking cultural diversity into account in dialogue with parents and children. - Train in the support and education of multilingual allophone students and in educational differentiation

Competences developped	- Take into account the diversity of the students. - Build, implement and animate teaching and learning situations taking into account the diversity of students. - Foster the success and academic investment of all students.
Link with thematic of the common core	Students with special educational needs

Motivational psychology: foster engagement, act against resignation	
Description	We will draw on the main results of research in motivational psychology to identify concrete educational paths aimed at: - foster students' interest in school learning, - to stimulate, increase and consolidate the motivation of the pupils, in particular that of the most resigned. Modalities: theoretical contributions and case studies
Objectives	- Identify the psychological processes involved in student motivation Encourage motivation to learn
Competences developped	3. Know the students and the learning process 4. Take into account the diversity of students 6. Act as a responsible educator and according to ethical principles 14. Engage in an individual and collective approach to professional development P3: Build, implement and animate teaching and learning situations taking into account the diversity of students P4: Organize and ensure a group operating mode that promotes student learning and socialization P5: Assess students' progress and achievements
Link with thematic of the common core	- professional gestures linked to learning situations (methods of pedagogical differentiation and support for pupils in difficulty) knowledge linked to pupils 'journeys (pupils' learning processes)

Media and Information Education	
Description	This option will allow you to understand the challenges of EMI (Media and Information Education), transversal education. By discovering the CLEMI, the trainee will know the great useful devices to set up in his class and will take advantage of the sessions to work in NDE and develop the critical spirit of his students vis-à-vis the media. The option will allow you to start a media activity with your students (webradio, writing articles, school newspaper, blog, webTV, photo report, etc.): legal framework, construction of the project, handling of equipment, workshop for making a radio program in the studios of the academic radio station Radio Clype.
Objectives	- Raising awareness of the challenges of EMI (Media and information education), - Presenting CLEMI, an institutional actor, its role, its resources and its systems (Press and Media Week, Médiatiks and Zero cliché competition…)) - Learn to decipher media messages and images. - Set up EMI sequences linked to the programs. - Train students in critical thinking. Engage students in a media production project (article, newspaper, photo report, radio, etc.).
Competences developped	EMI, EMC (Citizen's journey) skills, fundamental learning (reading, writing, speaking, respecting others), IT
Link with thematic of the common core	

Play / Learn / Teach	
Description	This option is linked to the resources of the toy library. It must allow trainee teachers to familiarize themselves with this type of teaching. Efficient use of the game requires

	a good appreciation of the advantages and limits of the chosen devices. The games studied can be borrowed for a classroom experiment.
Objectives	Understand the relevance of the fun activity in the school environment. Experiment with playful situations. Analyze games related to the learning situations of each class.
Competences developped	
Link with thematic of the common core	Education to citizenship

Gender diversity, Girls and boys at school - Egalitarian pedagogies

Description	While education is mixed in France, that girls and boys receive education considered to be identical, what is it really? This option aims to measure the unequal "treatment" of girls and boys in the education system, first on the basis of figures. After a few terminological clarifications and a brief history of the major stages which led to proposing the same teaching to both, we will focus on the possible explanations for these differences in treatment. We will seek to see in what what is proposed, implemented ... in teaching and education contributes or not to widen the gaps between them, to (re) produce gender stereotypes. To do this, we will draw on research findings and on the analysis of institutional materials (programs, official texts, etc.), on the analysis of materials (textbooks, children's literature, etc.), 'analysis of educational and pedagogical situations (videos, corpus of interactions ...).
Objectives	Analyze and understand socio-gender inequalities at school, the challenges of mixed education at school to participate in developing the culture of gender equality and fight against discrimination, particularly gender
Competences developped	1. Sharing the values of the Republic 4. Take into account the diversity of students 6. Act as a responsible educator and according to ethical principles 14. Engage in an individual and collective approach to professional development P3. Build, implement and animate teaching and learning situations taking into account the diversity of students P4: Organize and ensure a group operating mode that promotes student learning and socialization
Link with thematic of the common core	Values of the Republic (fight against discrimination and culture of equality between women and men); professional gestures linked to learning situations (taking into account the diversity of audiences, methods of educational differentiation)

Escape games and the development of digital games in the classroom

Description	Playing is an essential part of contemporary culture. However, education remains very cautious about its integration beyond kindergarten. And yet, since the 1990s, the number of serious games developed for education has continued to grow and the practice of escape games begins to invade the classes. The objective of this option will be to take stock of the use of digital games from kindergarten to high school, to demonstrate their interest with the use of innovative teaching techniques and to learn programming for games for the class. The course will include workshops to discover, manipulate, analyze and program games on several digital media.
Objectives	Discovering escape games and existing digital games on the internet or in the form of applications for different media, mastering the differentiation techniques linked to the use of digital, learning about tools, techniques and programming languages suitable for a classroom use (from kindergarten to high school)
Competences developped	9. Integrate the elements of digital culture necessary for the exercise of this profession; P3. Build, implement and animate teaching and learning situations taking into account the diversity of students; CC4 Take into account the diversity of students

Link with thematic of the common core	Appropriation of cross-cutting education themes
Defying homophobia	
Description	Methodological and didactic approaches will be favored, from a multidisciplinary perspective, on a subject participating in "lively questions" (homosexualities, same-sex unions, marriage for all, same-sex parents, transgender identities, queers and intersex people). the training is aimed at beginner teachers from kindergarten to the final grades of high schools, particularly for these disciplines: moral and civic education, history, geography, letters, music, documentation, philosophy, but the other disciplines can of course be mentioned by participants in the option (English, plastic arts, sport, life and earth sciences, cpe, psychology etc.), since teachers of the first degree are interested in these different subjects and for teachers of the second degree in a perspective of inter or transdisciplinary work. We will use the terms "homosexual" and "homophobia" to address both female and male homosexuality, questions relating to bisexualities and transgender, queer and intersex themes (lgbtqi +) which, historically, have been inseparable since the 19th century in western societies. We will start with an approach to deconstruct stereotypes. Then we will study a historical framework (construction of homosexuality as an object of knowledge and society from the nineteenth century, stigmatization and penalization of homosexuality, persecution of homosexuals in particular during Nazism, impact of the AIDS epidemic, movement of emancipation for equal rights, texts of laws penalizing homophobia, transgender movements, queer and intersex people) and texts of framing on the vivid questions. We will approach the major social and cultural evolutions of these last years (acceptance of differences, same-sex couples, questions around gender and others). We will provide precise information on the French and European legal framework which combats discrimination based on sexual orientation. At the international level (UN, World Conferences) Gender Mainstreaming which promotes an integrated approach to gender equality in public policies has a different declination depending on the country. We will discuss sexual health education and the issue of hiv. We will give an overview of the main associations and institutions that exist and work on these issues with national education (crips, help, contact, inpes, homophobia etc.) as well as digital resources made available by the National Education (Eduscol, Canopé Network and others). We will discuss didactic and pedagogical approaches, in particular with the contribution of "QueerSchooling" and inclusive pedagogical approaches. The implementation will be resolutely dynamic, with an approach based on cultural and social representations and their evolutions and the methodology of the debate argued in class. We will see how to stimulate or participate in an inter or transdisciplinary project involving a dimension relating to lgbtqi + questions, how to participate in the health and sexuality education committee of the establishment, how to work with the school nurse or doctor , with the institutional and associative environment. We will work on texts (literary works, historical, legal and other sources), iconographic or audio sources, the media playing a major role in this field (radio programs, films, newspapers and magazines, comics). The sessions will encourage questions and debates, anchoring in or even feedback from classroom practice.
Objectives	Bring reliable scientific knowledge, lay down the legislative and regulatory framework, train beginner teachers in a didactic and pedagogical approach to homosexuality (LGBTQI +) and their history, in the question of gender and gender identities. Introduce the issue of sexual health education at school and the issue of HIV. To train in the organization of debates argued on a "socially lively" question which implies the values of the Republic on a great subject of society and a complex reality which concerns the pupils in their diversity. Train in participation in a multidisciplinary project on the fight against discrimination, gender issues or sexual health education. The option will offer differentiated approaches according to levels

	(from kindergarten to final grades of high schools) and disciplines. It is also a question of raising awareness of discriminatory realities and school violence (verbal or physical) of which lesbians, gay, bisexual, intersex, transgender and queer (and others) may be victims. It is important to know that for example in middle school or high school young heterosexual boys are victims of physical violence because they are considered by other pupils as "effeminate") in school establishments or at the exit of these establishments. Contribution of an up-to-date bibliography on these questions.
Competences developped	1. Sharing the values of the Republic 2. Inscribe its action within the framework of the fundamental principles of the education system and within the regulatory framework of the school 3. Know the students and the learning process 4. Take into account the diversity of students 6. Act as a responsible educator and according to ethical principles 10. Cooperate within a team 11. Contribute to the action of the educational community 13. Cooperate with school partners 14. Engage in an individual and collective approach to professional development P1. Master disciplinary knowledge and its didactics P3. Build, implement and animate teaching and learning situations taking into account the diversity of students D4. Contribute to the opening of the educational establishment to the educational, cultural and professional environment, local and regional, national, European and international C3. Promote and coordinate the educational component of the school project C8. Work in an educational team
Link with thematic of the common core	Fight against discrimination. Health education. Prevention of school violence

Reducing educational inequalities: relation to knowledge and socio-cognitive misunderstandings

Description	PISA assessments have shown that France is characterized by significant differences in success depending on the social background of the students. This option aims to understand and analyze the production processes of educational inequalities in student learning through the notions of relation to knowledge and socio-cognitive misunderstanding. After a few terminological clarifications, the work undertaken will allow us to question how certain class supports, certain pedagogical devices and certain teaching practices can participate, without their knowledge, in the academic difficulty of students and in the production of educational inequalities. Based on videos and descriptions of lived situations, after analyzing the elements that can lead to misunderstandings, we will highlight how to transform and implement situations to reduce inequalities.
Objectives	Understand the learning processes of students through the notions of relationship to knowledge and socio-cognitive misunderstandings; analyze school class situations to highlight the elements involved in the co-construction of learning difficulties at school and inequalities in academic success according to backgrounds
Competences developped	3. Know the students and the learning process 4. Take into account the diversity of students 5. Supporting students on their training journey 6. Act as a responsible educator and according to ethical principles 14. Engage in an individual and collective approach to professional development P1: Mastering disciplinary knowledge and its didactics P3: Build, implement and animate teaching and learning situations taking into account the diversity of students

	P4: Organize and ensure a group operating mode that promotes student learning and socialization C5: Support the pupil's career on an educational and educational level
Link with thematic of the common core	professional gestures linked to learning situations (taking into account the diversity of audiences, methods of educational differentiation and support for pupils with difficulties); knowledge related to the student journey (student learning process)
Differentiation, a way to put all students on the way of success	
Description	Adapting to students, differentiating their teaching is a task perceived as necessary by all teachers, the heterogeneity of students in a class no longer being questioned, especially since it brings better success all of the students. Taking this into account must be a constant in the educational act which is not always easy to implement in order to respond to the diversity of the pupils, and in particular to the educational difficulty of some of them. During this option, we will seek through theoretical contributions to understand the challenges of differentiation and its limits. To do this, we will identify the different types of heterogeneity, the challenges of evaluation as a tool for identifying these differences. Then from texts, filmed sessions and descriptions of devices, we will highlight the axes on which to intervene to differentiate within the class, we will build a corpus of differentiation strategies to respond to heterogeneity, but also we will understand the out-of-class devices and their implementation, in particular to respond to the academic difficulty. Finally, by relying on the own differentiation tools implemented by the teacher-trainees, we will try to assess the relevance of the adequacy of the proposed device with the type of difficulties encountered. This knowledge around the issue of pedagogical differentiation and its implementation will allow student teachers to develop their analytical skills in order to offer education aimed at the success of each student by responding to the academic difficulty of some but also to the needs of successful students.
Objectives	Respond to the heterogeneity of students by building tools, professional gestures, organizational methods and adapted pedagogical approaches
Competences developped	3. Know the students and the learning process 4. Take into account the diversity of students 5. Supporting students on their training journey 6. Act as a responsible educator and according to ethical principles 9. Integrate the elements of digital culture necessary for the exercise of your profession 10. Cooperate within a team 14. Engage in an individual and collective approach to professional development P3. Build, implement and animate teaching and learning situations taking into account the diversity of students P4. Organize and ensure a group operating mode that promotes student learning and socialization P5. Evaluate student progress and achievements C5. Support the pupil's journey on an educational and educational level C8. Work in an educational team
Link with thematic of the common core	-Professional gestures linked to learning situations (taking into account the diversity of audiences, methods of educational differentiation and support for students with difficulties) -Knowledge related to student pathways (skills approach, student assessment methods, student learning process)
Psychology of motivation: fostering engagement, acting against resignation	
Description	We will draw on the main results of research in motivational psychology to identify concrete educational paths aimed at: - foster students' interest in school learning,

	- to stimulate, increase and consolidate the motivation of the pupils, in particular that of the most resigned. Modalities: theoretical contributions and case studies
Objectives	- Identify the psychological processes involved in motivating students - Foster motivation to learn
Competences developped	3. Know the students and the learning process 4. Take into account the diversity of students 6. Act as a responsible educator and according to ethical principles 14. Engage in an individual and collective approach to professional development P3: Build, implement and animate teaching and learning situations taking into account the diversity of students P4: Organize and ensure a group operating mode that promotes student learning and socialization P5: Assess students' progress and achievements
Link with thematic of the common core	- professional gestures linked to learning situations (methods of pedagogical differentiation and support for pupils in difficulty) knowledge linked to pupils 'journeys (pupils' learning processes)
Secularism in schools	
Description	The word "laïcité" is difficult to translate into other languages, it seems to some typically French. But once it is defined as a principle ensuring equal treatment and consideration between believers, agnostics and atheists, this word takes on a particular meaning in the development of a common framework of respect for each person's particularities. Addressing the situation of relations between the state and religions, this option will of course deal with the law of 1905 but also with the different regimes that exist in other countries, especially in countries or regions placed under a concordatory regime. The place of Islam in Europe will also be discussed from this perspective, as will the recent debates following the attacks in Paris against the satirical weekly Charlie Hebdo and then at Bataclan.
Objectives	It is about acquiring the necessary knowledge on one of the crucial challenges of the current educational world and being able to put this knowledge into practice in concrete situations, in relation to official texts.
Competences developed	Share the values of the Republic and place its action within the framework of the fundamental principles of the education system and within the regulatory framework of the school; take into account the diversity of students.
Link with thematic of the common core	The values of the Republic
Critical mind are you there? For training in critical thinking, one element of response: Setting up a workshop with a philosophical aim	
Description	Critical mind are you there Of the impact of the philosophical in the pedagogical or how to improve and the results of the pupils and the climate of the class by organizing times of reflection with philosophical aim For the training with the critical spirit, an element of answer: the implementation philosophical workshops. An educational module at the service of entry into the profession. From the presentation of different methods of philosophical practices (Lévine, Liman, Tozzi, Brenifier), the trainees are invited to project themselves into their practical implementation. An inter-degree exchange is expected so that everyone can appropriate the specifics of the level for which they are responsible by and with mutual knowledge. Is it possible to escape time? What is the point of explaining a work of art? Does work divide men? Here are some subjects from BAC 2019 that can be anticipated from kindergarten to 1st grade and serve both learning and classroom management.
Objectives	Pedagogy at the service of entry into the 1st and 2nd mention professions together

Competences developped	Oral practices and moral and civic education • Skills developed in AVP (Philosophically Aimed Workshop): • Listen to your peers • Respect his word and his arguments • Discuss • Be able to develop your point of view • Decenter • Submit a thesis • Argue and be able to present reasons • Distinguish the example of a definition or an argument • Put into play objections, counter-examples • Move from the specific and subjective case to the general idea • Clarify notions, ideas, enrich your oral practice • Having a concern for objectivity, being in the search for meaning and truth. • Become aware of the value of truth
Link with thematic of the common core	Work between mentions: implement, analyze and exchange; conceptualize and take over ethics from philosophical subjects, vectors of learning dynamics
Learn to learn	
Description	Learning is a complex process, which is often implicit in school. The cerebral functioning involved in this task is better and better understood and research shows the interest of explaining it to the students. This option offers to present the basics of the functioning of the brain during learning tasks, in order to allow teachers to use it to present it in turn to their students and to set up in their classes strategies adapted to their students. It also provides tools to make autonomous students in their learning and support work at home
Objectives	- Discover and understand the functioning of the main brain structures involved in learning - Become familiar with the methods and the current state of knowledge in Neuro-education. - Discover and experiment with working methods that promote classroom learning - Discover and develop tools to promote learning in the classroom and at home - Construct sequences by integrating different evaluations (evaluation of the students, of the system).
Competences developped	Know the students and the learning process
Link with thematic of the common core	Knowledge related to student journey (student learning process
Assessment and learning	
Description	- Define the different evaluation situations (diagnostic, formative, summative, certification) - Define the different evaluation methods (alone, in a group, self-evaluation, peer evaluation, levels, notes, letters ...) - Understand the institutional assessment times from kindergarten to bac - Analyze its positioning and its evaluation practices in relation to the teacher's repository - Appropriate different evaluation tools - Build sequences by integrating different evaluations
Objectives	
Competences developped	Evaluate students' progress and achievements
Link with thematic of the common core	Knowledge related to student pathways (student assessment methods, specificity of education levels)
Family-school relations: implementing co-education	

Description	The promotion of "co-education" is one of the levers of the School's overhaul. Law n ° 2013-595 of July 8, 2013 for orientation and programming for the refoundation of the school of the Republic, affirms in its article 2 that "the school builds with the participation of parents, whatever their social origin". This project therefore aims to study the links between school and families at different levels of education. This will include discussing the analyzes in terms of parental resignation or school consumers to study the different strategies mobilized by parents in school according to the social environments considered. This first moment of analysis will be combined with a second time devoted to the presentation, clarification and illustration of the devices aimed at promoting, in the field of practice, school-family coeducation by establishing a relationship of trust and establishing a constructive dialogue.
Objectives	The relationship between families and school is not obvious, however professionals agree that once established, collaboration between parents and school plays a decisive role in the success of students. Project specific objectives: -Understand the different types of parental involvement in school and their effects on teaching work, - Define the principles of successful coeducation - Know the different school-family collaboration arrangements and act on these arrangements, - Develop the representations and practices of trainees in the area of family / school relations.
Competences developed	Competency n ° 4: take into account the diversity of the students Competence n ° 6: act as a responsible educator and according to ethical principles Competency 12: cooperating with parents
Link with thematic of the common core	Reports to families Family strategies School democratization
Cognitive development 2: automatization, expertise and metacognition	
Description	Anyone can register for this option, but it is primarily designed for students who have followed the psychology module of TCF M1, or the "Cognitive development 1" option of TCF M2 in the first semester. This option will make it possible, by explaining the process of automatizing the processing of the information that each one (child as adult) implements daily, to deepen the understanding of the general mechanisms of learning. We will explain what makes the difference between a "novice" and an "expert" and we will try to describe the behaviors to adopt to help students reach a form of expertise, a concept which will be illustrated with detailed contributions on the development of two essential skills are oral language and arithmetic skills. We will finally see how to use recent research data on the theme of metacognition to support students towards the development of a form of intellectual autonomy.
Objectives	deepen the knowledge covered in the common core M1 or during option 1 "Cognitive development 1", by focusing on the mechanisms that allow the automation of cognitive processes. Make the link between these mechanisms and the development of a form of expertise. Practice metacognition and use it in class
Competences developed	3. Know the students and the learning process 4. Take into account the diversity of studentsP3 : Construire, mettre en oeuvre et animer des situations d'enseignement et d'apprentissage prenant en compte la diversité des élèves
Link with thematic of the common core	Professional gestures related to learning situations, knowledge related to the students' journey
Work in groups	
Description	In order to shed as much light as possible on the issue of group work, we will articulate a psychological and educational approach that will allow us to build a

	reflection on this modality of class and work organization, which is often trivialized. of social psychology, we will discover what characterizes group functioning in the classroom and we will focus on the study of social interactions and socio-emotional relationships implemented in the group (ex: sense of belonging, cohesion, conflict, leadership , rejection, etc.). On the other hand, based on theoretical contributions, we will define the transversal learning objectives as well as the stages of construction of learning in games in group work. Finally, we will work from filmed sessions in class and from teacher-trainee practices to determine the conditions under which the type of group, its operating mode and the way it is regulated by the teacher allow effective learning of students. Please note: this option is mainly intended for primary and secondary teachers.
Objectives	- Identify the mechanisms of the dynamics of a group and its effects on learning. - Identify the objectives of group work. - Ask yourself about the operating rules for effective group work. - Define the learning stages within group work
Competences developped	3. Know the students and the learning process 4. Take into account the diversity of students 14. Engage in an individual and collective approach to professional development P3: Build, implement and animate teaching and learning situations taking into account the diversity of students P4: Organize and ensure a group operating mode that promotes student learning and socialization
Link with thematic of the common core	Professional gestures linked to learning situations. - Knowledge related to the students' journey. - Psychological and educational inputs
Projets innovants et projet d'établisseInnovative projects and establishment projectment	
Description	
Objectives	How to build an educational project as a team and what support for innovative projects.
Competences developped	• Cooperate within a team • Contribute to the action of the educational community
Link with thematic of the common core	On the establishment project
The use of the interactive whiteboard and tablets in class	
Description	Interactive whiteboards, interactive video projectors and tablets are increasingly present in educational establishments. However, it is clear that their use is not always obvious. Likewise, their integration into a learning device often reinforces frontal pedagogy (BIT) or consumerist uses (tablets, proprietary software). The objective of this workshop is twofold: 1. to train in the use of these technologies and related software; 2. to discover and experiment the most efficient educational devices based on collaboration, experimentation and the use of creativity in class
Objectives	Faire un bilan de l'usage des TBI/TNI/VPI et tablettes en éducation, apprendre à utiliser des méthodes pédagogiques adaptées aux technologies numériques, développer un esprit d'expérimentation à l'aide des technologies récentes
Competences developped	9. Integrate the elements of digital culture necessary for the exercise of sound job ; P3. Build, implement and animate situations teaching and learning taking into account the diversity of students; CC4 Take into account the diversity of the students.
Link with thematic of the common core	Appropriation of cross-cutting education themes
Humanist-transpersonal psychology and complex thinking	

in education	
Description	The objective / subjective invariants, conscious / unconscious of the teaching paradigm. This links the "objects" to be taught and the "subjects" which transmit them to those who learn them. The notions of project, intention, conscience. Variety and richness of situations and educational practices that arise of these cross-cutting approaches. Giving meaning and interest to the teaching / learning activity, in particular by creating a link between those involved. Reference books: - Sallaberry, J.-C. (dir.), 2017. Perspectives pour la transdisciplinarité. Année de la recherche en sciences de l'éducation. L'Harmattan. ISBN 978-2-343-10282-5 - Nicolescu, B. (dir.), 2016. Le tiers caché dans les différents domaines de la connaissance. Paris : Éditions Le Bois d'Orion. EAN 978-2-909201- 64-1.
Objectives	conduct a transversal and didactic professional reflection in order to link two aspects that found the profession of teacher and school psychologist: situations and training contexts
Competences developped	Cooperate within a team. Engage in an individual and collective approach to professional development. Take into account the diversity of studentss
Link with thematic of the common core	learning process, common foundation of knowledge, skills and culturee
Artistic and cultural education and mediation	
Description	How to set up an artistic and cultural education course in your class? We will come back to the issues of EAC (*Ecole supérieure technique en Art et Communication*) at school and college and the logic of the course. This will involve linking knowledge to practical experiences for the student (spectators, dancers, artists, etc.), preparing and experimenting outings together (shows, museums) and building the tools and mediation games necessary for feed a course
Objectives	Have benchmarks and tools to build a path that involves the arts (arts, live arts) in a trans-disciplinary logic. Meet cultural partners and work as a team Establishment of a "route" combining practices and cultures
Competences developped	Work with a partner, acquire skills to teach around a theme in the context of versatility, work around a project
Link with thematic of the common core	Work with a partner, acquire skills to teach around a theme in the context of versatility, work around a project
Guiding teamwork	
Description	Orientation is an act that the teacher often discovers late. However, it represents a highlight of the school trajectory for the students. The purpose of this option is to show what paths are offered to students at different levels of schooling, how the orientation procedures work, what is the place of the different actors as regards these. During this, we will try to understand what are the orientation processes, which partners are solicited. We will see what role each actor can play in the future path, in the construction throughout the schooling of the personal project of the pupil. In this area of guidance, everything related to discrimination, including gender, and how the teacher and the daycare center can combat it will be addressed. The study of these different points will be based on theoretical and institutional data, on practical cases.
Objectives	Encourage understanding of the orientation mechanisms for the teacher / CPE trainee in order to improve student support. Know the learning process and procedures
Competences developped	4. Take into account the diversity of the students. 5. Accompany the students in their training course. 10: cooperate within a team. 12: cooperate with the parents of students. 14. Engage in an individual and collective approach to professional development.

	D3: Responsible for the resource center and the dissemination of information within the establishment. C5: Support the pupil's course on an educational and educational level. C7: Participate in the construction of the students' routes. C8: Working in an educational team
Link with thematic of the common core	Values of the Republic (culture of equality between women and men) Professional gestures linked to learning situations (taking into account the diversity of pupils) Knowledge linked to pupils' journeys (skills-based approach, assessment methods students, student orientation process) Appropriation of cross-cutting education themes

Blog management for the class

Description	The class blog pursues several objectives: it federates the group around a tool at the service of lessons, it provides feedback on the course, opens training in other disciplines (with possible involvement of colleagues), allows develop new relationships with parents and, in general, it opens the class to society. However, it is important to ensure that the law is respected (publication rights, image rights, personal rights), and the question of moderation will be particularly central.
Objectives	Design a blog for the class, administered by the teacher, with the active participation of students, possibly colleagues and parents of students.
Competences developped	Integrate the elements of digital culture necessary for the exercise of your profession and master the French language for communication purposes. It can also involve cooperating within a team as well as with the parents of pupils.
Link with thematic of the common core	Professional gestures linked to learning situations

Rights and duties, ethics and responsibility, knowledge of the legal framework essential for taking office

Description	Evolution of civil law - Damage - Repair 'article 1240 of the civil code - Civil liability - Causal link - Obligation of means - Concept relating to the right of withdrawal - Reporting - Concerning information - Relations with parents - Criminal law - Voluntary act - Main articles of the code, informed by cases of case law encountered in cases handled by the Autonomous Solidarity Secular - Recent developments in criminal law with applications for the determination of responsibilities: Fauchon Law, lit by concrete examples - Statutory protection of civil servants: law of July 13, 1983. Main rights and obligations related to the function: neutrality, obligation of reserve, hierarchical obedience, reporting, sharing of professional secrecy according to the function ... Disciplinary procedures
Objectives	To acquire the essential legal knowledge for beginning teachers
Competences developped	School law
Link with thematic of the common core	School law

Develop inclusive practices

Description	Through the presentation of approaches and tools, experienced in internship and analyzed during the sessions, and theoretical insights, the option aims to: - Better understand the concepts of inclusion and educational accessibility - Better adapt its professional practices to the needs of the students, by developing inclusive practices in the classroom and in the school - Know the projects, devices and resources for inclusive school
Objectives	Better understand the notions of inclusion, inclusive school, pupils with Special Educational Needs (BEP) Better adapt its professional practices to the needs of students Develop inclusive practices in the classroom, in the school Acquire benchmarks to better cooperate with different actors of the inclusive school

Competences developped	Common skills: -CC4: Take into account the diversity of students -CC6: Act as a responsible educator and according to ethical principles -CC10: Cooperate within a team Teacher skills: -P3: Build, implement and animate teaching and learning situations taking into account the diversity of students -P4: Organize and ensure a mode of operation of the group promoting learning and socialization of students
Link with thematic of the common core	Professional gestures linked to learning situations, including taking into account the diversity of audiences and in particular of pupils with special educational needs

CLASS GROUP: ORGANIZATION, TECHNIQUES AND DYNAMIC DEVICES

Description	This option will allow to experience and experiment with different techniques and approaches in a group in order to help trainees to offer discussion times and facilitate discussions with students, hours of class life, delegate training. Classes… As a new education movement, the CEMEA, uses in its training a methodology which articulates the moments of activation, theoretical contributions and reflection and exchanges on practices
Objectives	Discover, live, group animation techniques and approaches to animate debates, discussion times with students, hours of class life, training of class delegates, etc. - Analyze the development and regulation processes of these times. - Reflect on their use according to the situations and objectives sought
Competences developped	1. Sharing the values of the Republic 6. Act as a responsible educator and according to ethical principles
Link with thematic of the common core	Appropriation of cross-cutting education themes: Education for citizenship

Developing psychosocial skills: contributions of psychology of education

Description	This training in psychology proposes to make a brief statement of research on psychosocial skills, to make a more particular focus on social skills (ex: conflict management, empathy,) and emotional skills (ex: emotion regulation, stress management) and to present educational devices and practices favorable to their development in the 1st and 2nd mentions
Objectives	Build an educational relationship and design activities favorable to the development of psychosocial skills in the classroom
Competences developped	3. Know the students and the learning process 4. Take into account the diversity of students 6. Act as a responsible educator and according to ethical principles P 3. Build, implement and animate teaching and learning situations taking into account the diversity of students P 4. Organize and ensure a group operating mode that promotes student learning and socialization
Link with thematic of the common core	- Class conduct and prevention of school violence - Taking into account the diversity of audiences - Student learning processes - child and adolescent psycho-affective development; building authority and trust; prevention of the emergence of certain behaviors; discrimination; the question of otherness

Education for sustainable development	
Description	Produce a file describing a project to be carried out in a school establishment This document must allow a teacher to show his colleagues and his head teacher the relevance and consistency of the project for education and for the environment; its articulation with disciplinary lessons; without forgetting the objectives of education for citizenship
Objectives	Produce a file describing an project to be carried out in a school establishment
Competences developped	Design and implement a project Team work Multidisciplinarity and transversality
Link with thematic of the common core	Biodiversity, energy; climate and water can be addressed
Movement in all its forms	
Description	• Live a project • Knowledge contributions • Design a project • Analyze and restore a project • After having experienced several different situations of setting in motion, the trainees build in a multidisciplinary and inter-degree team a project around the setting in motion of the students. Each disciplinary group of trainees will bring their expertise to the construction of the project.
Objectives	Exchange and share educational practices between 1st and second mentino. • Highlight the multidisciplinary nature of the activities that put students in motion
Competences developped	• Contribute to the establishment of interdisciplinary projects in the service of the objectives registered in the teaching programs. • Cooperate within a team • Establish a relationship of trust and kindness with the students
Link with thematic of the common core	- Knowledge related to the students' journey - Health education - Education to citizenship
Play / Learn / Teach	
Description	The trainers will accompany the trainees in the development of a project to set up and adapt a playful device in the classroom. They will help them formalize the preparation, evaluation and analysis documents for this project. Articulation of game discovery sessions and group work around a project that can be implemented in the various internship locations. Articulation between contributions related to the game and the construction of projects (speakers) and the establishment of supervised working groups aimed at the development of fun projects for the class.

Objectives	Understand how the game is an essential educational support. Know how to determine the advantages and know the limits. Develop a project allowing the construction of a classroom game with the students. Know how to formalize a project to make it readable to all and make it a real support for a project pedagogy
Competences developped	Acquire theoretical knowledge about the game. Develop a project serving a pedagogy of the process and not only of the event. Formalize a project by best identifying the objectives, the skills and the assessment that must be made.
Link with thematic of the common core	The citizenship
Organize and lead a settled debate in the classroom or in the school	
Description	As a constitutive practice of public space in a democratic society, the debate can represent a powerful lever of education for citizenship and an interesting pedagogical tool to involve pupils in learning. Organizing the expression and the confrontation of points of view only constitutes a formative approach, however, if this confrontation leans on an ethics of the discussion which gives right to the word of the other as a sensible word to which it is a question of rendering justice, but also on a work of clarification of its own representations and convictions so as to make them intelligible to third parties. Insofar as it aims to develop argumentative capacity in the student, the regulated debate must also be an informed debate and, in so doing, wins by relying on a method of information analysis and research documentary that allows it to go far beyond the mere verbalization of opinions.
Objectives	Preparation of course sequences including one or more regulated debate sessions
Competences developped	Cooperate within a team - Contribute to the action of the educational community - Cooperate with school partners -Organize and prepare a debate related to training content -Animate and frame the speech of the students in a group
Link with thematic of the common core	Help the teachers to prepare and lead a constructive debate in the classroom or in the school, within the framework of an interdisciplinary device and / or in connection with the implementation of moral and civic education
Questioning fiction in the light of science: building a multi-disciplinary and inter-mention project	
Description	• Experiment with practical situations in order to cross disciplinary perspectives on the same object (in the field of literature or cinema) • Providing knowledge • Design an interdisciplinary and inter-degree sequence. • Presentation of projects to the whole group, and pooling of the working tools put together. Sessions of theoretical and cultural contributions through literary and cinematographic supports, construction in group of multidisciplinary projects
Objectives	• Work in interdisciplinarity in letters and sciences around a theme and / or a common problem. • Exchange and share educational practices between 1st and second degree. • Conceive a project with a class, consider its modalities and its concrete implementation.

Competences developped	Work in a multidisciplinary team; open up to other disciplinary fields; master the project process. Main professional skills developed by working on projects: P1 Mastering disciplinary knowledge and its didactics P2. Master the French language as part of your teaching P4. Organize and ensure a group operating mode that promotes student learning and socialization 3. Know the students and the learning process 5. Supporting students on their training journey 6. Act as a responsible educator and according to ethical principles 7. Master the French language for communication purposes 10. Cooperate within a team 13. Cooperate with school partners
Link with thematic of the common core	Cultural education and project pedagogy / The common foundation of knowledge, skills and culture
**Working the responsible Internet through digital projects**
Description	As the school enters the digital age, between moral and civic education, ICT, digital and media education, the devices linked to the responsible Internet are at develop in priority in classes: communication, privacy, publication, traces ... but also programming and development of IT thinking with presentation of Class'Code. After presenting these challenges and resources, it will be a question of reflecting on the methodology of sequence construction, in a project pedagogy, but also of design / experimentation. Starting from the levels and class contexts, the creative aspect (in the chosen themes, the disciplines involved and the types of class productions planned) will be strong, with the objective of training in everything like digital technologies.
Objectives	Question the place of the responsible Internet, its challenges, its resources, but also the methodology for building sessions; carry out in project mode a sequence with a learning objective on this theme. This cycle 3 project is aimed in particular at PES Digital Ambassadors and is also open to other M2 students
Competences developed	Cooperate, engage, design, implement, develop collaborative and creative skills in the digital field
Link with thematic of the common core	Multidisciplinary project approach, partnerships to promote the integration of transversal skills (collaboration, responsibility, creativity)
**Implement the paths**
Description	The reference to a course is an underlying concept in the fields of education and learning, in particular with the introduction of forms of education to, complementary to the disciplines taught. The courses are based on the implementation of educational and pedagogical actions and the conduct of projects. It will then be a question of identifying how cooperate, and how-to co-lead projects that promote the commitment of each student in the development of his personal project and his training citizen. Different speakers will come and explain the implementation of their journey within their respective educational establishments: - testimonies from students and their perception of the journeys, Story from professionals and visit to the Quai Branly, exhibition on differences. (the

	convention established with the museum allows this visit to be carried out free of charge)
Objectives	Connect the skills of students from other school frameworks develop collaborative pedagogical, educational, inter-degree, and multi-category actions
Competences developped	Know the students and the learning process Build, implement and facilitate teaching and learning situations taking into account the diversity of students Cooperate within a team or a territory
Link with thematic of the common core	Arts and cultural education, health, orientation and citizenship
**Build a project of equality between girls and boys**
Description	Education is posed as one of the major levers for achieving equality between girls and boys, declared the great national cause of the quinquennium, reaffirming the skills expected of educational and teaching staff to "mobilize and mobilize students against stereotypes and discrimination of all kinds ", to" promote equality between girls and boys, women and men ". After theoretical contributions on the issue of inequalities between girls and boys, the presentation of resources (notably documentaries), tools proposed and presented by the Canopé workshop, the trainees will have to work in groups to design, program, regulate and evaluate a Equality between girls and boys project to be carried out in the classroom or school.
Objectives	Design a girl / boy equality project
Competences developped	cooperate as part of a team -contribute to the action of the educational community - cooperate with school partners - design, lead and evaluate a project - Act as a responsible educator and according to ethical principles
Link with thematic of the common core	Gender equality; egalitarian pedagogies; fight against discrimination, values of the Republic
**Construire une posture d'éducateur**
Description	Par groupe, les étudiants/stagiaires après avoir choisi ensemble leur thématique de travail, conduiront des recherches sur le sujet donné et envisageront les mises en oeuvre possibles dans les contextes variés de leur lieu d'exercice (cycles, diversité socioculturelle etc.). En fonction des situations, ces propositions seront mises à l'épreuve de la pratique. Ce travail donnera lieu à un exposé présenté à la fin du module. Modalités: Interventions théoriques ponctuelles sur les notions en jeu, travail de groupe en vue de préparer les exposés, recherche bibliographique.
Objectives	Adopter une posture d'éducateur pertinente dans des situations d'enseignement complexes. Prendre connaissance des ressources et dispositifs à dimension à dimension éducative
Competences developped	1. Faire partager les valeurs de la République 2. Inscrire son action dans le cadre des principes fondamentaux du système éducatif et dans le cadre réglementaire de l'école. 4. Prendre en compte la diversité des élèves 11. Contribuer à l'action de la communauté éducative 13. Coopérer avec les partenaires de l'école

Link with thematic of the common core	Gestes professionnels liés aux situations scolaires / Appropriation des thèmes d'éducation transversaux
Develop educational objects for students with specific needs	
Description	How to respond to certain difficulties encountered by students in class, to specific learning problems that must be isolated: blockage, difficulty or particular handicap. We lack a tool to get the student to get past the difficulty: We hypothesize that a specific object that he will handle by confronting a concrete reality will help him give shape to the difficulty and thus overcome it. These educational objects already exist: card games, Picbille boxes, abacus, figurines ... But we do not always have them on hand and they are not always adapted to the specific problems that we have targeted in a particular student. In the digital age, and 3D printing, laser cutting, cutting plotter or by other more basic means, it is possible to think of a solution adapted to each need and each student. The project therefore aims to focus specifically on the difficulties encountered by students in the classroom, to search for solutions, to be creative, and to set up a prototype production process. A test phase is then possible, the return to the whole group will be a way to see the possibilities and limits of the project.
Objectives	From concrete cases encountered in class, and thanks to teamwork, it is a question of targeting particular learning problems, and of developing objects (we speak here of object in the literal sense) likely to provoke reactions in the pupils who take it have a relevant or diverted use of it which should make it possible to better identify the difficulty encountered and possibly to respond to it. The experiment will be followed by a return to the group and an evaluation.
Developed skills	Analysis of students' situation and difficulty or handicap. Reflection on the educational objects existing on the market creation of particular objects implementation of digital, 3d printing, digital cutting team work
Link with thematic of the common core	- Taking into account the diversity of audiences - Taking into account students with disabilities - Educational differentiation methods and support for pupils in difficulty - Student learning processes
Work the responsible Internet through digital projects	
Description	As the school enters the digital era, between Moral and Civic Education, ICT, digital and media education, the devices linked to the responsible Internet are at develop in priority in classes: communication, privacy, publication, traces ... but also programming and development of IT thinking with presentation of Class'Code. After presenting these challenges and resources, it will be a question of reflecting on the methodology of sequence construction, in a project pedagogy, but also of design / experimentation. Starting from the levels and class contexts, the creative aspect (in the chosen themes, the disciplines involved and the types of class production planned) will be strong, with the objective of training in everything like digital

Objectives	Question the place of the responsible Internet, its challenges, its resources, but also the methodology for building sessions; carry out in project mode a sequence with a learning objective on this theme. This cycle 3 project is aimed in particular at PES Digital Ambassadors and is also open to other M2 students.
Developed skills	Cooperate, engage, design, implement, develop collaborative and creative skills in the digital field.
Link with thematic of the common core	Multidisciplinary project approach, partnerships to promote the integration of transversal skills (collaboration, responsibility, creativity).
Take an innovative approach in your practice	
Description	Innovating is not just "digitizing your teaching" it is one solution among others. To innovate is above all to get out of what seems normal to us, to change our point of view, to shift. The problems we encounter may seem hopeless, or arise solely from the level of the students or from the context of the establishment in which we find ourselves. The fact of entering into an innovation process allows us to look at the problem in a methodical way, to question our practice and to imagine other solutions. The project implemented in the classroom in the form of an experiment will allow us to see what is or is not innovative, why? and for whom? In addition, the project aims to address the question of creativity from the point of view of the teacher but also of the students.
Objectives	Develop an innovative approach to teaching, develop the creativity of teachers
Developed skills	Implementation of a project approach, developing a reflexive spirit on its practice, digital integration
Link with thematic of the common core	Transversal approach that can sweep across several TCF themes, be it academic difficulties, students with disabilities, citizenship education, assessment ...
Imaginary travel diaries	
Description	Design of a sound and visual story through the creation, writing of a digital and or transmedia travel diary (sound, image, text, videos). Introduction to different musical universes through listening and musical practice enriched by the workshops offered by partner institutions: Musée du quai Branly and Philharmonie de Paris. The sessions will also include information research activities, identification of educational resources, support in the appropriation of the digital tools requested and a methodological and theoretical framework on the issues of publication on the web.
Objectives	- Conduct a multidisciplinary project promoting cultural openness of students and learning related to artistic and cultural education, media education and information.

	- Understand the dynamics of educational partnership with cultural institutions. Combine reinvestment of knowledge and skills with the ability to create and produce
Developed skills	- Cooperate within a team and with school partners - Make the most of digital tools, resources and uses, in particular to allow the individualization of learning and develop collaborative learning - Help students to appropriately use digital tools and uses in a critical and creative way - Help students acquire benchmarks allowing them to build a musical culture and develop their listening and expression skills.
Link with thematic of the common core	Artistic and cultural education course, Citizen course, Media and information education

Draw to learn

Description	Drawing is often confined to artistic disciplines and understood as a practice mainly of expression. Drawing can have other functions and dimensions in teaching situations in all disciplines. It can facilitate the entry into learning, motivate, help to memorize, communicate knowledge, etc. The educational project that the participants will develop is part of the logic of active pedagogies ("Learning by doing") Useful clarification: it is not essential to have a practice of drawing, on the contrary. One of the objectives of this project is precisely to bring the participants to become aware of their existing graphic capacities and to understand how one can set up situations integrating the graphic practice for the pupils without being yourself a "skilled" designer. Terms: Group work, which will include moments of graphic experience, so that the participants have experienced situations close to those which they will then propose to their students. The proposed practices integrate traditional graphic tools and digital tools / media.
Objectives	Design of multidisciplinary teaching projects integrating graphic practice in its various forms. Acquire methodological tools to diversify teaching situations and make students active through the multiple uses and functions of graphic activity
Developed skills	Design learning situations involving graphic, diverse and motivating activities.
Link with thematic of the common core	Learning process - differentiation - innovation

Programming of video games, fun activities and initiation to robotics from kindergarten to high school

Description	This project will introduce students to programming languages designed for students in kindergarten. The specific programming knowledge that will be taught (scripting, algorithm, programming techniques, language elements, interface design, etc.) does not require any prerequisite and will be approached from concrete cases such as the creation of digital stories, games

	interactive, interface development or programming of Lego, Thymio and Beebot robots. This knowledge makes it possible to create serious games, escape games, program the behavior of interactive robots and work on space, time, logic, story, creativity, etc. in an interdisciplinary dimension. The activities proposed in this project can be integrated into any teaching, field or discipline of the kindergarten to high school programs. group work around projects defined by students
Objectives	Introduction to algorithmics and programming of digital games and robots, articulation between IT, literary education, artistic education, design of game interfaces and graphical interfaces
Developed skills	Scientific culture skills, interdisciplinary link between scientific disciplines and literary and artistic disciplines, learning programming languages for children, construction of interdisciplinary teaching scenarios integrating digital, differentiation
Link with thematic of the common core	The specificities of the levels of education including those of kindergarten
Traces, vestiges, documents: Read and understand the world of yesterday and of today through archaeological sources	
Description	Conception and possible implementation within the class of a multidisciplinary and / or interdisciplinary project of Education in archaeological heritage. Through the production of a research notebook, an exhibition in augmented reality, or online exhibition , scientific posters,… the educational project reports on the implementation of an investigation approach specific to the analysis of archaeological sources, of the appropriation of knowledge and knowledge in the fields of the basement for cycle 3 in particular (reintroduction into the Palaeolithic teaching programs), study and program objects in the disciplines involved: teaching of the religious fact, texts and founding stories (The epic of Gilgamesh…), the human race and the notion subject, technical systems (tools, writings), symbolic productions (wall art, first economic exchanges, rites, archeology of contemporary worlds ...), the profession of archaeologist… This interdegree collaborative work and multidisciplinary thus constitutes a pedagogical experiment leading to the creation of a real educational path. Terms: 6 3-hour sessions and a 7th evaluation session on Wednesday afternoon at the Molitor site from 1:30 to 4:30 p.m. 2 sessions are reserved for workshops conducted with institutional partners, a work session will be organized based on a dialogue with archaeologists, teacher researchers from the Arscan laboratory.
Objectives	- Conceive and lead a multidisciplinary project promoting the cultural openness of students, the appropriation of knowledge from disciplinary programs and learning related to the artistic and cultural education path and media and information education: - Teach and educate in archaeological heritage - Understand the dynamics of educational partnership with cultural institutions.

	- Develop reinvestment of knowledge and skills and ability to create, produce - Foster the development of conceptual knowledge in the student, a real guarantee of academic success. - Develop the critical spirit of the student by providing him with the tools allowing him to distinguish what is knowledge and what is opinion. (A. Knitting).
Developed skills	- Cooperate within a team and with school partners. - Make the most of digital tools, resources and uses in particular to allow the individualization of learning and develop collaborative learning. - Creation of digital educational resources within the framework of the SPOC "Teaching with archeology
Link with thematic of the common core	Arts and cultural education / Media and Information Education / Common base of knowledge of skills and culture / articulation Research-Teaching
Cross-media adaptation of literary works	
Description	Our reflection will focus on the metamorphosis of literary works and writing in the digital age, on the new potentials of narrative. It will be a question of bringing together the different languages described in the 2016 common base, namely digital, literary, artistic, musical languages by producing visual, plastic, sound, verbal works to extend the fictional worlds of poems, novels, short stories. . We will try to understand how the writer reader becomes the designer of the work literary in new digital learning environments. Bibliography Jenkins, H, Mizuko, I., Danah, B. (2017). Participatory culture. A conversation about youth, education and action in a connected world. Caen: C&F éditions. Jenkins, H. (2013). The culture of convergence. From media to transmedia. Paris: Armand Colin. Kress, G. (2010). Multimodality. A social semiotic approach to contemporary communication. London and New York: Routledge. Lebrun, M., N. Lacelle, and J.-F. Boutin. (2017). Multimodal media literacy applied in a digital context-LMM @. Conceptual and didactic tools. Quebec: University Press Quebec. The evaluation of the option will relate to the collaborative realization of a digital multimodal work and its teaching.
Objectives	Understand the connection of semiotic modes to create meaning, develop multimodal writing practices
Developed skills	Digital and multimodal skills
Link with thematic of the common core	Learning process

	Understand the challenges of educational differentiation and put it implemented in an inter / multidisciplinary project approach to motivate and make all students succeed.
Description	In small groups, the trainees will have to work out an interdisciplinary project, crossing at least two disciplines, making it possible to implement practices of educational differentiation and to give meaning (or another meaning) to the knowledge and skills worked in the project otherwise thought of as elements of an unhooked discipline. It is therefore necessary that teacher-trainees from all disciplines enroll in this project so that the reflection is relevant. A presentation of the objectives of the project approach will shed light on their design. This will be followed by work in partnership with a museum which will make it possible to offer, as an example, axes for the development of an interdisciplinary project implementing educational differentiation practices. Theoretical contributions on the challenges and the principles of educational differentiation will make it possible to think of the devices to be implemented within each project. As soon as the trainee teachers are confronted with the design of their project, specific didactic and disciplinary elements will be provided according to the needs of each project. Finally, a training session will focus on the development of criteria for evaluating a project and group work. The evaluation of this teaching will be based on a collective presentation, supported by a slideshow. The latter should allow trainees to report on the project and differentiation practices that can be implemented in classes (student productions, extracts from filmed sessions in the class, trace of an exhibition, sound recording ...), and also to show how the reflection induced by this work will have allowed the inflection of class practices and teaching conceptions.
Objectives	Implement a project pedagogy allowing to give meaning to the disciplines and promoting pedagogical differentiation.
Developed skills	4 Take into account the diversity of students 5 Supporting students in their training journey 6 Act as a responsible educator and according to ethical principles 9 Integrating the elements of the digital culture necessary for the exercise of your profession 10 Cooperating within a team65 13 Cooperate with school partners 14. Engage in an individual and collective approach to professional development P1 Mastering disciplinary knowledge and its didactics P3 Build, implement and animate teaching and learning situations taking into account the diversity of students P4 Organize and ensure a group operating mode that promotes student learning and socialization P5 Evaluate students' progress and achievements. C5. Support the pupil's journey on an educational and educational level C8. Work in an educational team

Link with thematic of the common core	Professional gestures linked to learning situations: The conduct of the class […] Taking into account the diversity of audiences […] Methods of educational differentiation and support for pupils in difficulty. Knowledge related to the students' journey: The skills-based approach. The common foundation of knowledge, skills and culture. Methods of student assessment. Student learning processes. Appropriation of cross-cutting education themes: Artistic and cultural education.
Create a webradio	
Description	After having been initiated to the realization of different kinds of radio broadcasts, each group will build an educational webradio project, based on disciplinary knowledge (in connection with the teaching disciplines of the trainee teachers who compose it). Terms: • Individual and group work of 4 or 5. • Use of three Audacity software, Boss Jock Studio, France Info junior • Workshop at Radio France • Creation by multidisciplinary and inter-degree teams, of a radio project in connection with informational and disciplinary learning
Objectives	• Discover the educational potential of a school radio • Mobilize students in a collaborative digital project • Access digital artistic creation
Developed skills	• Learn about sound practices (recording, editing) • Appropriate the different forms of radio broadcasts and media languages Know how to create a radio creation
Link with thematic of the common core	Arts and cultural education / Citizenship education
Opera for the class	
Description	The Opera for the class project revolves around shows to be determined according to the Young Audience program. Students will build an educational project around the works and their adaptations by integrating the partnership with an institution like the Opera and Paris. They will attend one or more events planned as part of the module and will be led to design specific educational devices within multidisciplinary teams.
Objectives	• Develop an educational project around the opera. • Understand and understand the specific issues related to a cultural partnership. • Engage students in thinking about transversal and multidisciplinary objectives.
Developed skills	• Cooperate within a team: Collaborate in the definition of objectives and their evaluation.

	• Support students in their training path: Participate in the design and animation, within a multi-professional team, of educational and educational sequences allowing students to build their training project and their orientation. • Cooperate with school partners: Cooperate, on the basis of the school or establishment project, if necessary taking into account the territorial educational project, with the other State services, local authorities, the sports association of the establishment, the complementary associations of the school, the cultural structures and the socio-economic actors, by identifying the role and the action of each of these partners. • Engage in an individual and collective approach to professional development: Reflect on your practice - alone and with peers - and reinvest the results of your reflection in action.
Link with thematic of the common core	• Helping in the design of multidisciplinary partnership projects of a cultural, artistic, scientific and institutional nature that allow the construction of a common culture, fight against inequalities of access to references and knowledge and that promote the educational success of all students , • Learn to use the multidisciplinary project approach and partnerships to promote the integration of transversal skills (collaboration, responsibility, creativity), the transmission of humanist and scientific culture, the development of social and civic skills as defined in the common ground.
Introduce and train students to debate ideas in all disciplines	
Description	By living knowledge building procedures, and class practices in several disciplines (literature, history, grammar, science ...) for the 1st degree and the 2nd degree, we will try to understand what favors in the student a critical posture and open to debates of ideas around concepts that question us (such as, for example, subject-specific vocabulary, understanding a long text, relative numbers, past participle, secularism, time ...) Methods: Experience and analysis of reinvestable practices in the classroom
Objectives	
Developed skills	Master disciplinary knowledge and its didactics Organize and ensure a group operating mode that promotes student learning and socialization
Link with thematic of the common core	The values of the Republic Professional gestures linked to learning situations
Art and commitment	
Description	The Art et engagement project revolves around meetings and shows to be determined according to the young audience programming of the institutions involved. The trainee teachers will build an educational project around the works and their adaptations by integrating the partnership with these institutions. They will be led to design specific educational devices within multidisciplinary teams. This project for the class will be the subject of an

	exhibition in the premises of the INSPE, in connection with the Requiem concert by Terezin.
Objectives	• Collective creation of an educational and cultural event dedicated to the relationship between art and engagement. • Understand and understand the specific issues related to a cultural partnership. • Engage students in thinking about transversal and multidisciplinary objectives.
Developed skills	• Sharing the values of the Republic - Knowing how to transmit and share the principles of democratic life as well as the values of the Republic: freedom, equality, fraternity; laicity ; the rejection of all discrimination. - Help the pupils to develop their critical spirit, to distinguish knowledge from opinions or beliefs, to know how to argue and to respect the thought of others. • Cooperate within a team: Collaborate in the definition of objectives and their evaluation. • Support students in their training path: Participate in the design and animation, within a multi-professional team, of educational and educational sequences allowing students to build their training project and their orientation. • Cooperate with school partners: Cooperate, on the basis of the school or establishment project, if necessary taking into account the territorial educational project, with the other State services, local authorities, the sports association of the establishment, the complementary associations of the school, the cultural structures and the socio-economic actors, by identifying the role and the action of each of these partners. • Engage in an individual and collective approach to professional development: Reflect on your practice - alone and with peers and reinvest the results of your reflection in action.
Link with thematic of the common core	• Helping in the design of multidisciplinary partnership projects of a cultural, artistic, scientific and institutional nature that allow the construction of a common culture, fight against inequalities of access to references and knowledge and that promote the educational success of all students, • Learn to use the multidisciplinary project approach and partnerships to promote the integration of transversal skills (collaboration, responsibility, creativity), the transmission of humanist and scientific culture, the development of social and civic skills as defined in the common ground.
Land Art and exploration of nearby territory	
Description	• Live a project o Orientation course with creation of a Land Art installation in the INSPE gardens • Knowledge contributions o Meeting with a visual artist creating ephemeral outdoor artistic installations.

	o Tour in a cultural place, in which sculptures are permanently displayed, visit to the museum: link between the human body and its representations in sculpture. • Design a project o Design of inter-degree class projects. o Produce a directory of parks and gardens that can be used for orienteering. • Analyze and restore a project Setting up an exhibition of projects. Terms: • After having experienced an orienteering course with Land Art intervention in the gardens of the INSPE, the students conceive in a group all or part of an outdoor activity including a Land Art installation. • Depending on the projects, EPS trainees will tutor PEs in the field of orienteering and PEs will bring their knowledge of primary school pupils for better interdegree harmonization. Depending on their possibilities, participants may or may not experience the implementation work of all or part of the projects conceived on their internship locations.
Objectives	• Reflect on the links between environment and Art • Exchange and share educational practices between 1st and second degree.
Developed skills	• Contribute to the establishment of interdisciplinary projects in the service of the objectives registered in the teaching programs • Contribute to the establishment of interdisciplinary projects in the service of the objectives registered in the teaching programs
Link with thematic of the common core	-Art and cultural education -Education on the environment and sustainable development -Health education.
Arts and sciences: Light and movement, interdisciplinary approaches	
Description	This training aims to set up a project for the class giving an important part to sciences and arts in a perspective at the same time multidisciplinary and interdisciplinary. The sciences are to be understood in a broad sense, implying mathematical knowledge and knowledge in the physical sciences, just as the arts can relate to different artistic domains (visual arts; language arts; performing arts). The concepts discussed, which allow the articulation between arts and sciences, will be those of movement and light, the definitions of which vary according to the disciplines. It will involve developing an inter-degree team project integrating skills specific to a discipline and open to other disciplinary and transversal skills. This project will be evaluated at the end of the training. A visit to exhibition spaces (museum, garden), allowing both to understand the concepts of light and movement in the arts and to reflect on concrete situations, will be offered.
Objectives	Clarify the concepts of movement and light according to the different disciplines; Work in interdisciplinarity on the concepts and artistic motives of light and movement; design projects for the class integrating artistic supports (plastic arts; literature; dance); set up activities to link arts and sciences, in particular an outing to a museum, or any space dedicated to the arts.

Developed skills	Work in a multidisciplinary team; open up to other disciplinary fields; master the project process.
Link with thematic of the common core	Cultural education and pedagogy of the project.
Art, geometry and language	
Description	• Experiment with practical situations involving the concepts common to the two areas concerned. • Providing knowledge • Design an interdisciplinary course in a museum, • Presentation of projects to the whole group, and pooling of working tools
Objectives	Reflect on the links between mathematics and French by looking at the different roles of language • Exchange and share around common and specific learning in these two teaching areas. • Exchange and share educational practices between first and second degree. • Conceive a project with a class, consider its modalities and its concrete implementation.
Developed skills	•In mathematics : Represent, Communicate, Model Describe, observe, characterize the objects that surround us: geometric shapes, characteristic attributes, attached quantities and numbers that allow us to measure these quantities. • In French : Stabilize and consolidate for all students the fundamental learning involved in cycle 2, starting with that of languages. Main professional skills developed by working on projects: P1 Mastering disciplinary knowledge and its didactics P2. Master the French language as part of your teaching P4. Organize and ensure a group operating mode that promotes student learning and socialization 3. Know the students and the learning process 5. Supporting students on their training journey 6. Act as a responsible educator and according to ethical principles 7. Master the French language for communication purposes 10. Cooperate within a team 13. Cooperate with school partners
Link with thematic of the common core	• The common foundation of knowledge, skills and culture • Student learning processes • Artistic and cultural education
Mathematics and creativity. Mathematics, French and Arts, a fruitful collaboration	
Description	The representations of the disciplines will be questioned, the breaks in everyday language, mathematical language will be flushed out, transdisciplinary activities proposed (research narratives, construction

	programs, poetic creation ...) Possible remedies in problem solving will be explored (change of registers , multi-presentation, explicit teaching according to R Goigoux's approach) Two sessions led by Mr. Benabou will allow each of the participants to engage in writing workshops and to experiment creativity under constraint A project allowing to go up in what 'one of the disciplines taking advantage of one or the other will be conducted in groups and will allow everyone to give free rein to their imagination and creativity.
Objectives	Cross disciplines, work differently to increase motivation
Developed skills	Cooperation within a multidisciplinary team working at different levels (elementary school, middle school, high school.)
Link with thematic of the common core	The common foundation of knowledge, skills and culture.

Architecture and interdisciplinarity	
Description	Design of interdisciplinary projects around architecture, with reference to the permanent collection of the City of Architecture. Methods: Discovery of the permanent collection of the Cité de l'Architecture, group and workshop work, knowledge and methodology lessons
Objectives	Learn to work in a team around interdisciplinary projects; cooperate with partners from the school or establishment, in particular cultural structures; integrate interdisciplinary practical lessons into his teaching practice.
Developed skills	Teamwork, knowledge of the complementarity and convergence of disciplinary content
Link with thematic of the common core	Interdisciplinarity, transversality, project pedagogy

Teach with works to understand the world, from the Requiem of Terezinà Ai Weiwei. Student routes and news	
Description	Trainee teachers or students are invited to jointly design teaching situations around "lively questions": how to approach the subjects that arouse emotions and / or memories in all disciplines and on all levels, through creative situations favoring expressions. Experimental situations are proposed, then analyzed and linked to documentary, artistic, historical research, etc. The challenges are to understand how project pedagogy and contacts with art allow expressions, learning and acquisition of knowledge, values and behaviors. This project will be based on the event creation of Verdi's Requiem played at the Terezin concentration camp by Salvatore CAPUTO (see: Josef BOR "Le requiem de Terezin"), and an exhibition of works made by students and interns making account of their artistic and educational creations. Terms: Workshop work at the INSPE, documentary creations and research, outside interventions (music and psychology), a visit to the Holocaust memorial (or to the immigration museum), an evening outing to the concert

	to attend the Requiem by Verdi as performed at the Terezin concentration camp, creation of an exhibition of the work carried out.
Objectives	Learn to work in a team around interdisciplinary projects; Implement situations of oral expressions in the classroom (stories, debates, etc.), and artistic expressions allowing the emergence of singularities. To extract knowledge. Design teaching from experience to knowledge. Expand your historical, sociological and pedagogical knowledge on the constitution of the public in the classes in connection with historical events or current events. Develop your disciplinary knowledge and consider teaching in interdisciplinarity. Put students in creation in all disciplines.
Developed skills	Develop observation and listening skills, learn to encourage students' oral and written expression. To provoke and manage a dynamic of debate, to work on the expression of diversity and tolerance. Work with feelings, summon and welcome sensitive words. Better understand the history of oppressions and migratory flows, measure the adjoining cultural contributions, learn to exploit them to teach, implement situations of expression and learn from them, articulate them with the content of the programs. Know the challenges and teach the values of the Republic, live together, recognition and adaptation to the diversity of backgrounds and cultures. Work on a project, diversify your teaching, take into account the diversity of the students, promote pooling and build convergence. To grasp the cathartic dimension of artistic practices.
Link with thematic of the common core	Develop observation and listening skills, learn to encourage students' oral and written expression. To provoke and manage a dynamic of debate, to work on the expression of diversity and tolerance. Work with feelings, summon and welcome sensitive words. Better understand the history of oppressions and migratory flows, measure the adjoining cultural contributions, learn to exploit them to teach, implement situations of expression and learn from them, articulate them with the content of the programs. Know the challenges and teach the values of the Republic, live together, recognition and adaptation to the diversity of backgrounds and cultures. Work on a project, diversify your teaching, take into account the diversity of the students, promote pooling and build convergence. To grasp the cathartic dimension of artistic practices.

The tale as support for the realization of a multi- or interdisciplinary project

Description	It will be a question of reflecting on the construction of projects for the class which involve several disciplines in the spirit of the programs for classes of all levels: cycles 1 to cycle 4 (in the context of PPE for example) or in high school. Interventions in different disciplines (letters, English, visual arts, music, SHS) will all revolve around the story and the work of expression that can be associated with it: written, musical, theatrical expression, all associated with a digital device. They will give the trainee teachers the tools to consider setting up this type of project.
Objectives	Initiate the design of projects integrating several disciplines and leading to a concrete achievement. (final task or "synthesis" task / collaborative project)

	Introduction to the project process.
Developed skills	CC3 Knowing the students and the learning process CC4 Take into account the diversity of students CC8 Use a modern foreign language in the situations required by your profession CC9 Integrating the elements of digital culture necessary for the exercise of one's profession CC10 Cooperate within a team CC13 Cooperate with school partners P1 Mastering disciplinary knowledge and its didactics P2 Master the French language for teaching and communication purposes P3 Build, implement and animate teaching and learning situations taking into account the diversity of students P4 Organize and ensure a group operating mode that promotes student learning and socialization P5 Evaluate students' progress and achievements.
Link with thematic of the common core	Professional gestures linked to learning situations: The conduct of the class […] Taking into account the diversity of audiences […] Methods of educational differentiation and support for pupils in difficulty. Knowledge related to the students' journey: The skills-based approach. The common foundation of knowledge, skills and culture. Methods of student assessment. Student learning processes. Appropriation of cross-cutting education themes: Artistic and cultural education.
Design a multidisciplinary educational project focused on cinema	
Description	- It is a question of encouraging the trainee teachers of the first as of the second degree to implement sequences starting from the competence culture based on cinema. The project will initiate the design of multidisciplinary projects of a cultural, artistic, institutional nature, which make it possible to build a common culture, combat inequalities in access to references and knowledge and which promote the educational success of all students. . - Develop teamwork within establishments and contribute to strengthening inter-degree liaison and interdisciplinary collaboration. The module will consist of workshops in image analysis, script writing and editing. They will be co-led by cinema professionals who will give the trainee teachers the theoretical and technical tools necessary for the implementation of this type of project, and will make them think about the prospects for exploitation. To this end, partnerships with FEMIS, the cinematheque and the production company will be set up. The trainees will thus be made aware of the need to train themselves to develop a culture of commitment by knowing the main partners (different ministries, cultural institutions, partner associations of the school). Finally,

	the legal aspect (image rights, copyright and distribution rights) will also be addressed. Terms: -Design of projects and presentation in the form of a defense. -Design and creation of an audio-visual object within the framework of the project. -Watched at FEMIS and the cinematheque. -Manipulation of digital tools to design an audiovisual object.
Objectives	-Initiate the design of multidisciplinary projects of a cultural, artistic and institutional nature, which make it possible to build a common culture, to combat inequalities in access to references and knowledge and which promote the educational success of all students. -Develop teamwork within establishments and contribute to strengthening inter-degree liaison and interdisciplinary collaboration. -Learn to use the multidisciplinary project approach and partnerships to promote the integration of transversal skills (collaboration, responsibility, creativity), the transmission of humanist culture, the development of social and civic skills as defined in the base common. -Training to develop a culture of commitment by knowing the main partners (different ministries, local authorities, partner associations of the school)
Developed skills	-Comp10: cooperate within a team. -Comp13: cooperate with school partners. -Comp 9: integrate the elements of digital culture necessary for the exercise of his profession. -Comp 8: use a modern foreign language in the situations required by your profession. - P4: organize and ensure a mode of operation of the group promoting learning and socialization of students.
Link with thematic of the common core	Artistic and cultural education
Make invisible creators visible	
Description	The multidisciplinary educational project to be developed by team will have as central issue the question of the invisibility of creators in the arts, letters and sciences. This will involve developing a project which aims not only to show students the existence of creators who have been or are still discriminated against, not recognized by official authorities (thus making the invisible visible), but also to make students reflect on this invisibility. The project will be based on comparative approaches at the level of languages and worked corpora which will be composed of texts and still or animated images from different countries. The project includes a visit to a space dedicated to the arts (plastic arts; performing arts; etc.), a session at the Musée de l'Orangerie and in the Tuileries garden is planned.
Objectives	- Helping in the design of multidisciplinary partnership projects of a cultural, artistic, institutional nature that allow the construction of a common culture, fight against inequalities of access to references and knowledge and that promote the educational success of all students.

	- Learn to use the multidisciplinary project approach and partnerships to promote the integration of transversal skills (collaboration, responsibility, creativity), the transmission of humanist and scientific culture, the development of social and civic skills as defined in the common ground. - Help conceive a multidisciplinary project allowing to make visible the creators and creators (artists; writers; researchers) excluded from the traditional heritage, while inciting a reflection on the sociological, historical and linguistic causes of their invisibility, depending on the diversity of cultural contexts. - Promote the sharing of a common culture by crossing the learning of mother tongues and foreign languages around the notions of genres, models and representations.
Developed skills	• Cooperate within a team • Contribute to the action of the educational community • Cooperate with school partners
Link with thematic of the common core	Principles and ethics of the profession (secularism, the fight against discrimination and a culture of equality between women and men) Arts and cultural education
Design a project around theatrical practice	
Description	This involves initiating teacher-trainees of the 1st and 2nd degrees to the conception of sequences and sessions in VL which are based on theater and drama. It is a form of expression that allows entry into the sequence based on the cultural objective (often difficult to grasp for a teacher-trainee). As part of the module, workshops will be offered on staging, writing sketches, rewriting (adaptation from one genre to another), designing and implementing drama-type activities, discovery of the possibilities of partnerships with professionals who will share their expertise and give teacher-trainees the tools necessary to set up this type of project for the class. To this end, partnerships with the National Theater on the Hill and with the company Drama Ties will be established.
Objectives	- Helping in the design of multidisciplinary partnership projects of a cultural, artistic, institutional nature that allow the construction of a common culture, fight against inequalities of access to references and knowledge and that promote the educational success of all students. - Learn to use the multidisciplinary project approach and partnerships to promote the integration of transversal skills (collaboration, responsibility, creativity), the transmission of humanist culture, the development of social and civic skills as defined in the common base . - Learn to develop teamwork within the school or establishment through cooperation interdisciplinary, inter-degree and inter-level. - Train oneself to develop a culture of commitment by knowing the main partners, by using the possibilities offered by educational partnerships with the various ministries, local authorities and partner associations of the school. - Initiate the design of projects integrating several disciplines and leading to a concrete realization (final task or "synthesis" task / collaborative project)

	- Initiation to the project approach.
Developed skills	- CC3 Know the students and the learning process - CC4 Take into account the diversity of students - CC8 Use a modern foreign language in situations required by his trade - CC10 Cooperate within a team - CC13 Cooperate with school partners - P1 Master disciplinary knowledge and its didactics - P2 Master the French language for teaching and communication purposes - P3 Build, implement and animate teaching and learning situations taking into account the diversity of students - P4 Organize and ensure a mode of operation of the group promoting learning and socialization of students - P5 Evaluate the progress and achievements of the students.
Link with thematic of the common core	Arts and cultural education
Organize and lead a settled debate in the classroom or in the establishment	
Description	As a constitutive practice of public space in a democratic society, the debate can represent a powerful lever of education for citizenship and an interesting pedagogical tool to involve students in learning. Organizing the expression and confrontation of points of view, however, only constitutes a formative approach if this confrontation is backed by an ethics of discussion which gives right to the word of the other as a sensible word to which it is a question of rendering justice, but also on a work of clarification of its own representations and convictions so as to make them intelligible to third parties. Insofar as it aims to develop argumentative capacity in the student, the regulated debate must also be an informed debate and, in so doing, wins by relying on a method of information analysis and research documentary that allows it to go far beyond the mere verbalization of opinions.
Objectives	Preparation of course sequences including one or more regulated debate sessions
Developed skills	- Cooperate within a team - Contribute to the action of the educational community - Cooperate with school partners -Organize and prepare a debate related to training content -Animate and frame the speech of the students in a group
Link with thematic of the common core	Help teachers prepare and lead a constructive debate in the class or in the establishment, within the framework of an interdisciplinary device and / or in connection with the implementation of moral and civic education.
Educate for citizenship	
Description	Using theoretical contributions and professional examples explained by the trainers using various approaches (philosophical, sociological,

	psychological, historical, legal), the trainee teachers will have to form groups around a problem related to the citizenship education, and design a project that can respond to an identified problem. This project will be presented in the form of a collective presentation.
Objectives	Reflect on the conditions and challenges of sharing social space within a political unit; compare what it means to educate in citizenship today for each trainee with institutional definitions; know the levers that allow it and build a project around an axis of citizenship education
Developed skills	1- Share the values of the Republic 2- Inscribe its action within the framework of the fundamental principles of the education system and within the regulatory framework of the school 5- Accompany the students in their training course 6- Act as a responsible educator and according to ethical principles 9- Integrate the elements of digital culture necessary for the exercise of his profession 10- Cooperate within a team 11- Contribute to the action of the educational community 13- Cooperate with school partners 14- Engage in an individual and collective approach to professional development
Link with thematic of the common core	Values of the Republic, professional gestures linked to learning situations (classroom behavior and prevention of school violence); knowledge related to students' journeys (common foundation of knowledge, skills and culture); appropriation of cross-cutting education themes (citizenship).