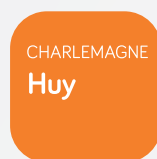




Haute École Charlemagne

Education Department

2024/2025





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«To undertake a training program in the pedagogical department of the Haute École Charlemagne is to choose a reputable school that has been involved for generations in the training of professionals in education and educational support. It means trusting teams of professionals recognized for their high level of competence and the quality of their practices. It also means choosing a friendly environment impregnated with fundamentally humanistic values that its members embody and promote collectively, through quality teaching in the service of the success of each and every student.» Marie-Agnès Boxus, Department Director

Expertise, motivation and commitment

Students who enroll on our Rivageois campus or on those of Huy or Verviers know that the various teaching teams are committed to supporting each and every one of them in their personal development, their projects and individual challenges. They enroll with us because the teachers are motivated, committed, close to their students and attentive to their needs, and convinced that learning must be contextualized and anchored in professional practice if it is to be meaningful.

The importance of the field

In this spirit, students spend a large part of their training in the field: internships from the first year of training, practical training workshops, seminars, visits, trips, thematic modules, meetings with professionals, participation in collective projects.

An evolving and expanding training offer

Most of the department's training programs are **regularly updated** to meet the expectations of the various professional sectors and to ensure optimal consistency with the development of the skills required in each profession. In addition, in September 2023, the Education Department will inaugurate no less than **fifteen new training** courses, including a long-awaited bachelor's degree related to early childhood education and care, a certificate in childcare management, and thirteen four-year master's degrees in teaching launched in the context of the reform of initial teacher training.

In addition, some twenty **continuing professional development modules** will be organized in 2023-2024 for education and educational support professionals, on topics such as supervising

internships, managing teams when one is a director, or the concrete implementation of pedagogical devices related to the outdoor school or the development of digital skills with young people. The creation of a catalog of short, targeted continuing education programs is a first in the history of the department.

A large network of partnerships and long-standing partners

The Pedagogical Department can count on a large network of solid partnerships with various institutions, associations and organizations, as well as with many professionals from the professional environments for which our programs prepare. This network continues to grow and consolidate, since in September 2023, we will be able to count on the expertise of two new major partners, the University of Liège and the Royal Conservatory of Liège, for our new Master's degrees in teaching in 4 years.

Expanding international relations

To travel is to grow. International experiences are the source of often decisive learning, on various levels, for students. They provide an opportunity to enrich perspectives and approaches, and are valuable to the dynamism and evolution of educational systems. In recent years, the International Relations Office has been mandated to strengthen the promotion of these mobilities and develop new collaborations to encourage our students to go abroad for internships or Erasmus stays. Recently, for example, a bi-diploma agreement with the University of Nice was signed to allow primary school teacher students to complete part of their curriculum in Nice and thus obtain the title authorizing them to practice in France as well as in Belgium. Collaboration projects are currently underway with Malta, Morocco and certain French universities. The department also aims to join the European network of e-Twinning schools as soon as possible.

Campuses development and renovation

A strategic plan for the development and renovation of the campuses is currently underway. While the monumental architecture of the Liège-Les Rivageois and Verviers campuses and the modernist architecture of the Huy campus bear witness to their historical roots in these three cities, it is important to modernize these infrastructures and adapt them to the needs of higher education institutions 2.0. This planned evolution of the infrastructure goes hand in hand with the implementation of the strategic plan for digital technology. All campuses can therefore count on classrooms equipped with interactive screens, computer rooms, a quality wifi network, and work spaces for students, particularly in friendly and welcoming libraries. The Verviers campus also has an emblematic space inaugurated in 2014 and particularly appreciated by students: the creative laboratory. At Les Rivageois, in addition to the existing language labs, new science labs (physics, chemistry) will be inaugurated in September 2023. Finally, the flagship project underway consists of the upcoming construction of a brand new techno-pedagogical pole: robotics, drones, 3D printers, laser cutters, augmented reality headsets, didactic laboratory 2.0, video studio for the production of vignettes... This pole will host a center for the loan of techno-pedagogical equipment (portable video kits, tablets, computers...) to allow students to experiment with these new tools and technologies and to use them in the context of their professional training.



• Three main areas of training related to education, relationships with others and personal support

The Education Department organizes about twenty training courses that bring together a total of more than 1700 students. The common denominator of these courses is that they are centered on the human being, on the relationship with others.

Initial teacher training of teachers

The initial training of kindergarten, primary and lower secondary teachers (the current common core) is historically the oldest field of training, since the Rivageois, Huy and Verviers campuses have been training teachers for more than a hundred years. Of course, the general context has evolved, methods have been enriched and diversified to meet the expectations and needs of the profession in 2023. The creation of the [Masters in Teaching](#), which will open in September 2023, in collaboration with the University of Liège, is a new stage in the history of the Education Department and has provided an opportunity for the teams to recontextualize and revisit their training projects, in the light of the pedagogical and social changes of the 21st century and in line with the main lines of the Pact for Excellence in Teaching. We must live with the times, but whatever the case, the spirit of the beginnings is still there, with the same sense of commitment, the same collective spirit of an institutional identity that successfully combines tradition, expertise, and conviviality.

Education and support of the person

The bachelor's degree in [Specialized Educator in Psycho-Educational Support](#) is another solid pillar of the department. For many years, our teams have been training those who are called «specialists in everyday life» in active listening, observation, and support for very different people who often find themselves in problematic situations, and who evolve in very diverse environments: schools, the street, open or closed reception centers, youth centres, Youth Protection services, rest homes, hospitals... Psycho-educational support and the relational approach are at the heart of the training process offered at the HECh, with the emphasis on self-awareness in the relationship with the other, questioning and reflexive questioning as to the meaning of the interventions that an educator is required to carry out in the context of a given situation.

The human and altruistic dimension of the course is also emphasized. The human and altruistic dimension of this difficult profession centered on helping people is undeniable. Also, a thorough work on values and ethics is conducted throughout the three years of training.

Also based on the relationship with the other, the one-year [specialization in Mediation](#), recognized by the Federal Mediation Commission, provides candidates who complete the training with the accreditation to practice as professional mediators in various fields: families, businesses, associations... Mediation is often considered as an added value, a complementary skill in already specialized professions, such as nurses, lawyers, or specialized educators. The organization of this specialization is entirely consistent with the areas of expertise of the Education Department.

In 2023, the department will complete the range of its training programs related to education and personal support, by also inaugurating a Bachelor's degree in [Early Childhood Care and Education](#), coupled with a [certificate in childcare management. Early childhood](#), which has long been neglected, has been given pride of place, with training at the crossroads of biomedical, psycho-educational and social approaches, where learning activities are designed to allow for a real integration of theo-

retical and practical learning.

Sports professions

Finally, over the past ten years, the department has focused on the development of training programs related to the sports professions, which have become essential in the Wallonia-Brussels Federation. In addition to its [master's degree in Physical Education and Health](#) (successor to the traditional Bachelor's degree in Physical Education), the department also organizes a [bachelor's degree in Sports Coaching](#) which aims to train future specialists in physical activity and health.

The profession of coach is also part of the relationship of help and support towards diversified beneficiary publics, which is characteristic of the department.

As an extension of these two courses, and with the expertise developed in the field of sports, the department also organizes a [specialization in physical preparation and training](#), which is one of the jewels in the crown of its training offer, both in terms of the quality of the training and the high level of competence of the trainers recruited from among the best professionals in the sector.



• Internships and field practice as the foundation of professional identity

In all organized training programs, students are required to complete numerous internships, beginning in the first year of the program.

It is most often the internships that shape the progression of learning and the pedagogical continuum throughout the curriculum, both in terms of the acquisition and development of strictly disciplinary or methodological tools and skills, and in terms of the construction, for each of our students, of a professional identity that will evolve well beyond the initial training received.

In this sense, it is crucial that the foundations laid are solid, that a positive and serene relationship is established from the very first experiences in the field. It is for these reasons that we place a great deal of importance on accompanying and guiding students through these decisive stages.

Of course, we start by helping them find their [internship locations](#). Our [internship offices](#) and our internship advisors know the field and have extensive address books and networks to help students.

Secondly, students participate in [professional training workshops](#) that allow them to prepare for each of their internships by successively addressing the different facets of the profession. During these workshops, field visits, role-playing and meetings with target audiences are regularly organized to familiarize them with the future professional context.

[During the internships](#), students are accompanied by an internship supervisor who welcomes them, guides them and advises them on a daily basis, and by their teachers who come to observe them several times in order to support them, to help them manage their difficulties, and to value their progress.

Students are often invited to film themselves during their internships in order to analyze their practice and their professional gestures more accurately.

[After the internships](#), an in-depth analysis is carried out, either by writing internship reports or in the form of individual or group debriefing sessions.

One of the major challenges of this supervision is to encourage the [development of a reflective posture](#) in the analysis of practices, likely to allow each student to regulate his or her practices in an increasingly autonomous manner.

In any case, these are very important moments in the students' careers.

There is no doubt that internships are at the heart of our training.



• Thematic modules, workshops, seminars, projects, trips... Learn differently!

The testimonies converge: the modules, seminars, workshops, trips, projects... are stages that are particularly appreciated by the students of the department. These are all opportunities for them to get out of a traditional course framework to experience other approaches where learning is considered differently.

These [alternative arrangements](#) are very present in all the courses, both in and out of class, because the teachers are convinced of the interest and relevance of considering learning in formats that enrich perspectives, including for disciplinary learning, which takes on more meaning if it is anchored in a real context in the field.

Depending on the section, these arrangements can take very different forms: a trip to discover emerging sports in the third year of sports coaching, a residential seminar on self-knowledge in the second year of the Bachelor's degree in specialized education, modules linked to the preparation of dissertations, interdisciplinary or creative projects organized in teacher training programs.

One thing is certain: students and teachers alike appreciate the vitality of these alternative experiences, the quality of the exchanges and the moments shared.

« THESE ARE ALL OPPORTUNITIES FOR THEM TO GET OUT OF THE TRADITIONAL CLASSROOM SETTING AND EXPERIENCE OTHER APPROACHES WHERE LEARNING IS CONSIDERED DIFFERENTLY »



• Student Support Services

In recent years, many services have been strengthened to respond to the needs of students and to place them in the best possible conditions to complete their studies at HECh.

The [Info-Study](#), Orientation, Welcome and Support, and Success Support services are available to help students see their path clearly, to take charge of their studies and to manage the difficulties they encounter in their learning. The [Welcome and Support Service](#) can establish individualized support programs and make requests to teachers for accommodations for students with diagnosed learning disabilities or handicaps.

The [Success Support Service](#) receives and guides students who have questions about their learning. It organizes modules on work methods, time and stress management, note-taking, etc. It meets frequently with the class representatives to review the progress of learning activities and also organizes a range of 10 «RECAP», which are remedial activities in subject areas or methodologies to help students overcome their difficulties.

In addition, the [services of inclusion](#), [gender-fluid-inclusion](#), [psychological support](#) and the [fight against forms of discrimination and harassment](#) help and support students in difficulty or suffering and carry out awareness campaigns so that each stu-

dent feels recognized and accepted in their particular identity and in respect of their differences. Respect for others is one of the fundamental values of the Pedagogical Department.

Finally, certain services are provided to help students who are experiencing financial difficulties or who must face particular circumstances that make it difficult for them to study.

Thus, [scholarships](#) for students of modest means and [financial aid](#) can be made available by the [Social Service](#).

[Adjustments and deferrals to the curriculum](#) are also provided for in the Regulations for Studies and can be requested from the administration for professional (for example, for high-level athletes), academic, social or medical reasons.

The [Student Council](#) is an important body representing the students. Its members, elected each year, are systematically invited to participate in academic bodies to participate in consultations and decisions that concern them and to relay the needs of the students they represent.

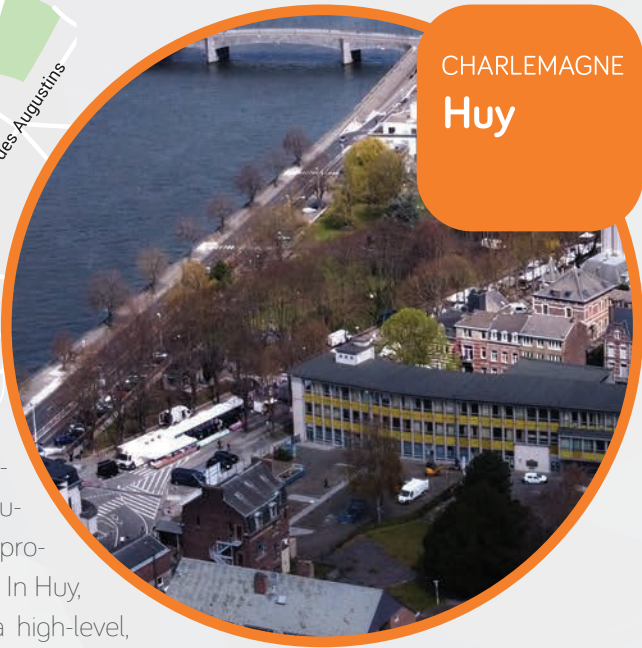
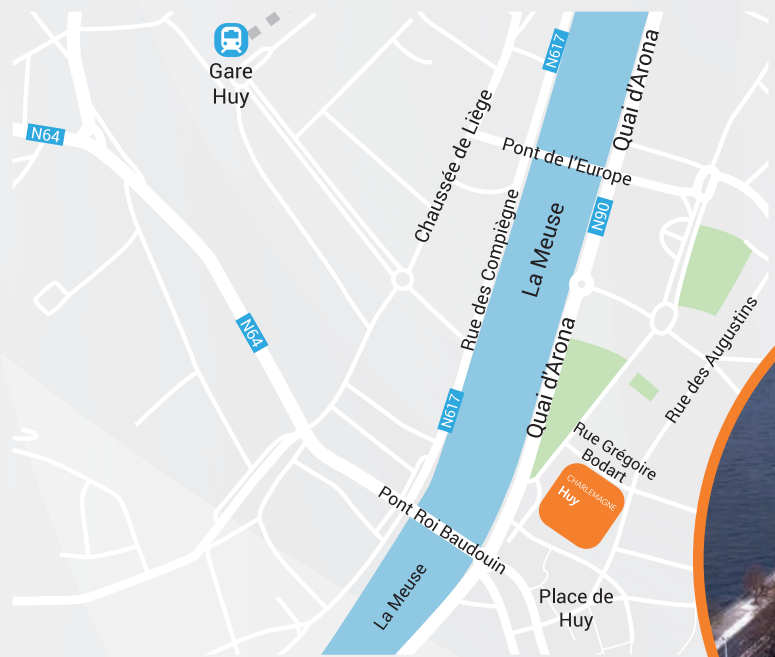
• One department, three campuses

The three main campuses where the students of the department evolve are located in Huy, Liège and Verviers. All the department's courses are organized in Liège, on the Rivageois campus. The campuses of Huy and Verviers host only the master in teaching - section 2 in 4 years (future primary school teachers, from 3rd kindergarten to 6th primary school).

The Rivageois building, with its monumental architecture and character, was inaugurated 150 years ago and was originally the elementary school for girls in Liège. The Campus des Rivageois benefits from a really advantageous location. It is located less than 5 minutes' walk from the esplanade des Guillemins, the hub of public transport in Liège, with the Guillemins train station, its numerous bus (and tramway) lines that transport travellers from one end of the City of Liège to the other and beyond, as far as Sart-Tilman, in a fast and easy way. The proximity of the Boverie park allows students to relax in a green environment during lunch time.

The sustainable canteen of Les Rivageois offers an attractive menu of healthy, organic and varied meals at very democratic prices. The Rivageois library offers a warm and serene work space. New science labs and a techno-pedagogical center will be inaugurated on the campus in 2023. The Rivageois campus is the largest campus of the Haute École Charlemagne: it now has more than 2000 students!





CHARLEMAGNE
Huy

Located in the heart of the city of Huy, the campus is easily accessible. Its small size allows students to benefit from numerous tailor-made projects, oriented towards active teaching methods. In Huy, students benefit from all the advantages of a high-level, quality education provided by teachers who are both competent and close to their students.



• List of courses :

Baccalaureate holders

- Sports professions
 - Bachelor's degree in Sports Coaching
- Education and personal support
 - Bachelor's degree in Early Childhood Care and Education
 - Bachelor's degree in Specialized Education

- Humanities (P5-S3)
- Artistic training: Music and cultural and artistic education (with the Conservatoire Royal de Liège)
- Master of Specialization in Teacher Training (MSFE)

Specializations

- Specialization in Mediation
- Specialization in Physical Preparation and Training

Certificates

- Certificate in Early Childhood Centre Management
- Certificate in Internship Management (from 2024)

Further training

Training catalog available in May-June 2023 on www.hech.be

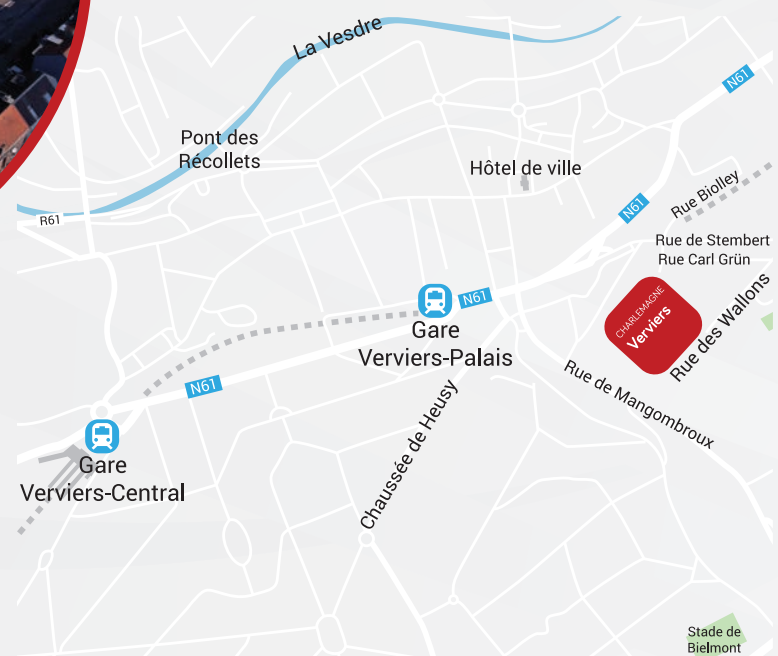
Masters in teaching

- Masters in Teaching Section 1
 - Teacher (M1-P2)
- Master of Teaching Section 2
 - Teacher (M3-P6) (Master organized on the Huy, Liège and Verviers campuses)
- Master in teaching Section 3
 - Physical & health education (M1-S3)
 - French & FLE/FLA (French as a foreign language/French as a learning language) (P5-S3)
 - French & Ancient Languages (P5-S3) (Unique course in Liège)
 - French & ECA (Cultural and Artistic Education) (P5-S3) (New)
 - French & EPC (Education for Philosophy and Citizenship) (P5-S3)
 - Germanic languages (P3-S3)
 - Mathematics & Digital Training (P5-S3)
 - Science (P5-S3)



CHARLEMAGNE
Verviers

Located on the heights of Verviers, this century-old campus offers three courses: primary school teacher, executive assistant and hotel management. A hyperactive school, winner of the Creative School Lab call for projects. A school on the move, but also a school on a human scale where students can train in ideal conditions.



Reform of initial teacher training for teachers

The strengths of the new Masters in teaching :

- Long integration internship
- French language proficiency test
- Introduction of continuing professional development
 - Reinforcement of subject content and research
 - Overlapping of sections for better transition
- Articulation with the Pact for Excellence in Teaching
- Strengthening differentiation and remedial teaching
 - 4-year university-level training
 - Codiplomation with ULiège

• Main thrusts of Master's degrees in teaching

The reform of initial teacher training, the RFIE, will come into effect [at the start of the new school year in September 2023](#). Voted in December 2021 by the Parliament of the French Community, the new version of the decree governing initial teacher training aims [to improve the education system and adapt to changes in the profession](#) through high-quality initial training for future teachers.

- Extending studies to 4 years will give future student teachers more time to acquire the basic skills of the profession, whether these relate to mastery of teaching disciplines, psycho-pedagogical/methodological aspects or the process of developing a professional identity.

- The collaboration with the University of Liège was envisaged from the outset as a complementarity of expertise, with the University able to shed light on cutting-edge issues and advances in research, while the Haute École Charlemagne's Education Department has recognized experience and expertise in the initial training and on-the-job support of future teachers. For example, the University of Liège provides around 30 hours of teaching in the 1st year, or 5 ECTS credits (out of 60), then 10 ECTS credits in the 2nd year, on more specific issues, and finally 15 and then 30 ECTS credits in the 3rd and Master's years, where approaches are increasingly specialized.

4 years

| | Bac 1 | Bac 2 | Bac 3 | Master |
|--------|-------|-------|-------|--------|
| HECh | 55 | 50 | 45 | 30 |
| ULiège | 5 | 10 | 15 | 30 |
| Total | 60 | 60 | 60 | 60 |

180 credits





- The mobility of students enrolled in the Master's in Teaching programs has been carefully thought out to ensure comfort and smooth running. Courses run by ULiège are held at the Rivageois site in Bac 1, for half a day a week in the first four months. From Bac 2 onwards, students must travel to attend ULiège courses at Sart-Tilman or Place du Vingt Aout (in the center of Liège) on a progressive basis, averaging half a day a week. The advantageous location of the Rivageois campus allows students to move easily and smoothly between the different campuses.

- The evolution of our courses towards Master's level is also an important milestone. Not only does it mean a more demanding level of knowledge, particularly in terms of the recommended development of links with educational research, but it also confers a higher status on the training of teachers in compulsory education. Compulsory school teachers play an essential role in the future

of our societies. The profession is (increasingly) complex, and deserves attention and recognition.

- Another new feature of the reform is the overlapping of sections (i.e. the broadening of target audiences). Kindergarten teachers (future «Section 1») will now be able to accompany children from reception class (age 2 and a half) to 2nd primary (age 7-8). Primary teachers (future «Section 2») will be able to take charge of classes from kindergarten 3 to primary 6. Students previously known as AESI in lower secondary education (future «Section 3») will be able to accompany classes of pupils aged between 9-10 and 15-16, from 5th primary to 3rd secondary, which closes the Common Core.

| SCHOOL LEVELS | KINDERGARTEN | | | PRIMARY | | | | | | SECONDARY | | | |
|------------------|---|----|-----------------------------------|---------|----|----|----|--|----|-----------|----|----|--|
| | M1 | M2 | M3 | P1 | P2 | P3 | P4 | P5 | P6 | S1 | S2 | S3 | |
| SECTION 1 | [Blue bar covering M1-M3 and P1-P2] | | | | | | | | | | | | |
| | FOR TEACHERS OF RECEPTION CLASSES TO PRIMARY 2 | | | | | | | | | | | | |
| SECTION 2 | | | [Blue bar covering P3-P6] | | | | | | | | | | |
| | | | FOR TEACHING GRADES 3 TO 6 | | | | | | | | | | |
| SECTION 3 | | | | | | | | [Blue bar covering S1-S3] | | | | | |
| | | | | | | | | FOR TEACHING PRIMARY 5 TO SECONDARY 3 | | | | | |

- The main objectives of the long internship are to consolidate basic skills and to prepare for entry into the profession through the most complete possible integration experience within a field team.

• 4 areas of competence for future teachers





• French language proficiency test

From the start of the 2023-2024 academic year, a written introductory test on the in-depth mastery of the French language as a transmitter and receiver in a professional context (EMLF) will be organized by the ARES and higher education establishments.

This test assesses the comprehension and production skills of explanatory and argumentative texts specific to Higher Education. The test will take place every year in October and is optional, but for those who pass it, it will automatically validate the 5 credits dedicated to the French language course in the 1st year program at our Haute École.

For those who fail the test in October, it will simply be a matter of taking the 5-credit French course and sitting an exam with the same objectives in June.

This is a way of making students aware of the importance of having a good level of French when undertaking higher education, particularly in the context of initial teacher training.

Skills assessed

- Being able to produce an argumentative text
- Being able to analyse and summarise an informative or argumentative text

Free registration for the test
via the studies department
in September

• Studies assistant

- Baccalaureate holders :

- Sports coaching
→ Anique Michaux
(anique.michaux@hech.be ; 04 254 76 12)
- Early Childhood Education and Care
- Specialist educator
→ Carmen Beckers
(carmen.beckers@hech.be ; 04 254 76 26)

- Masters :

- Teacher (M1-P2) / (M3-P6)
→ **Campus de Huy**
Martine Stas
(martine.stas@hech.be ; 085 27 44 72)
→ **Campus les Rivageois**
Morgane Wiliquet
(morgane.wiliquet@hech.be ; 04 254 76 27)
→ **Campus de Verviers**
Mélissa Susanne
(melissa.susanne@hech.be ; 087 39 33)
- French & Ancient Languages
→ Vincent Delhalle
(vincent.delhalle@hech.be ; 04 254 76 25)
- Germanic languages
→ Vincent Delhalle
(vincent.delhalle@hech.be ; 04 254 76 25)
- Science
→ Vincent Delhalle
(vincent.delhalle@hech.be ; 04 254 76 25)
- Human sciences
→ Vincent Delhalle
(vincent.delhalle@hech.be ; 04 254 76 25)
- Artistic training: Music and cultural and ar-

tistic education (with the Conservatoire Royal de Liège)

→ Vincent Delhalle
(vincent.delhalle@hech.be ; 04 254 76 25)

- Physical & health education (M1-S3)
- Mathematics & Digital Training (P5-S3)
→ Anique Michaux
(anique.michaux@hech.be ; 04 254 76 12)

• Master of Specialization in Teacher Training (MSFE)

→ Laurent Kestloot (04 254 78 40)

- Specializations :

- Specialization in Mediation
→ Carmen Beckers
(carmen.beckers@hech.be ; 04 254 76 26)
- Specialization in Physical Preparation and Training
→ Anique Michaux
(anique.michaux@hech.be ; 04 254 76 12)

- Certificates :

- Certificate in Early Childhood Centre Management
→ Carmen Beckers
(carmen.beckers@hech.be ; 04 254 76 26)
- Certificate in Internship Management (from 2024)



• Our campuses

CHARLEMAGNE
Huy

Charlemagne Huy Campus de Huy

Rue Grégoire Bodart, 1a - 4500 Huy
085 27 44 72 - secr.huy@hech.be

CHARLEMAGNE
Rivageois
Liège

Charlemagne Liège Campus Les Rivageois

Rue des Rivageois, 6 - 4000 Liège
04 254 76 00 - secr.rivageois@hech.be

CHARLEMAGNE
Verviers

Charlemagne Verviers Campus de Verviers

Rue des Wallons, 44 - 4800 Verviers
087 39 33 33 - secr.verviers@hech.be

• Co-diplomation partners

