

PRATIQUE DE L'ENSEIGNEMENT EXPLORATOIRE DE PFEG

Objectifs du dispositif : Appropriation des référentiels et mise en œuvre des situations pratiques pour l'enseignement des principes fondamentaux de l'économie et gestion (PFEG).

Public(s) : Enseignants économie gestion/PFEG

Jeudi 17 novembre 2011 : Lycée Alénor d'Aquitaine Poitiers ; départements 79 et 86

Jeudi 1^{er} décembre 2011 : Lycée Jean Dautet La Rochelle ; départements 16 et 17

Contenus :

échange de pratiques et méthodes, harmonisation des enseignements, l'importance de l'évaluation dans l'enseignement d'exploration

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Situations Pour Bien Débuter Dans L'enseignement Pédagogie Pratique

Françoise Clerc

Situations Pour Bien Debuter Dans l'enseignement Peacuteedagogie Pratique:

Situations pour bien débuter dans l'enseignement Françoise Clerc,Sophie Genès,Nicole Priou,2011-07-06 Cet ouvrage complète Bien de buter dans l'enseignement en présentant des situations emblématiques du travail des enseignants en classe avec les parents les collègues et tous les partenaires puisque dans l'expérience de professeurs des écoles de collèges et de lycées Chaque situation est analysée et des suggestions pour faire face aux problèmes qu'elle soulève sont proposées par les auteurs

Bien débuter dans l'enseignement Françoise Clerc,2010-06-30 Les changements que subit actuellement la formation des enseignants rendent nécessaire un ouvrage qui fasse le lien entre les enseignements théoriques donnés à l'Université et les expériences faites en stage La conception de l'ouvrage est entièrement tournée vers l'établissement de ces liens entre les savoirs théoriques qui fondent la pédagogie et les pratiques telles qu'on peut les observer dans les établissements scolaires Cet ouvrage propose des expériences de débutants des recherches savantes présentées de façon accessible des orientations pour agir en classe avec les parents les collègues les partenaires ducatifs Les recherches sont actualisées en rapport avec les résultats des sciences cognitives et des derniers travaux de la sociologie de l'école Les questions et les débats actuels sont repris et analysés à la lumière accompagnement individualisation Le livre est structuré autour des situations professionnelles des compétences qu'elles requièrent et des questions que se posent les débutants LES POINTS FORTS un ouvrage centré sur les pratiques d'enseignement un ouvrage qui tente de répondre aux questions que se posent les débutants collectifs lors de formations une actualisation des connaissances de recherche pour la pratique pédagogique notamment dans le domaine des sciences cognitives mémoire raisonnement etc LE SOMMAIRE DE L'OUVRAGE Introduction Les changements dans le système ducatif quelles perspectives pour les professions de l'enseignement Situations 1 Enseignement avec un groupe d'un grand groupe classe groupe restreint Situations 2 Accompagnement et aide à l'apprentissage avec un ou plusieurs élèves Situations 3 Conception et réalisation de documents pédagogiques et de projets ducatifs Concertation avec d'autres professionnels de l'éducation et de l'enseignement Concertation avec des partenaires extérieurs Situations 4 Participation aux instances de l'établissement Participation des groupes professionnels syndicats associations mouvements pédagogiques Situations 5 Conduite de sa carrière Participation des groupes de formation Conclusion Réponses pour comprendre la profession Index des mots clés Lexique et abbreviations Bibliographie LES AUTEURS Françoise CLERC est professeur en sciences de l'éducation à l'Université Lyon 2 Nicole PRIOU et Sophie GENÈS sont formatrices à l'Institut supérieur de Pédagogie de l'Université catholique de Paris LE PUBLIC CIBLE Les étudiants qui participent aux concours de recrutement Les jeunes enseignants désireux de compléter leur formation Et dans une moindre mesure les enseignants qui vont les accueillir dans leurs classes et qui ne bénéficient plus de l'aide des IUFM dans le cadre de la masterisation les universitaires intervenant dans les formations M1 et M2 et qui n'ont pas nécessairement une vision globale de la profession Analyses de situations pour bien débuter dans l'enseignement Françoise Clerc,Sophie Genès,Nicole Priou,2011 Cet ouvrage complète le titre Bien de

buter dans l'enseignement en présentant des situations émbrunantes du travail des enseignants en classe avec les parents, les collègues et tous les partenaires, puis dans l'expérience de professeurs des collèges et de lycées. Chaque situation est analysée et des suggestions pour faire face aux problèmes qu'elle soulève sont proposées par les auteurs.

Sommaire

Chapitre 1 Comment refléter sur sa pratique ? Que attendent les stagiaires de la formation ? Que peut-on attendre d'une intervention magistrale ? Que peut apporter le formateur ? Le travail sur la pratique en formation : alternance et analyse des pratiques entre pairs. Du bon usage de la règle dans la pratique pédagogique. L'accompagnement professionnel et les apports de la recherche. Le carnet de bord en formation : un outil qui aide la prise de recul et l'analyse.

Conclusion

Chapitre 2 Le premier contact. Une première affectation. Le premier jour de classe. Le premier contact avec le tuteur.

Conclusion

Chapitre 3 Avant la classe. La préparation des cours : la forme est révélatrice des options pédagogiques du professeur. Préparer et se préparer. Se préparer à l'activité d'apprentissage et les besoins qu'elle induit. Penser la classe comme un système complexe d'interactions. La classe ne se déroule presque jamais comme on l'a prévu. Préparer une leçon une pratique qui vole au cours de la carrière et selon le type de situation.

Conclusion

Chapitre 4 Une année scolaire pour faire apprendre. Une année scolaire pour apprendre. La fatigue et la gestion du temps. La solitude. L'impuissance pédagogique. Le désarroi. Motiver les élèves.

Conclusion

Chapitre 5 Piloter le travail en classe. Introduction. Le démarrage du cours. Utiliser des supports de travail et se faire comprendre. Faire participer les élèves. Animer un débat. Organiser le travail des élèves en fonction du temps. Faire respecter les règles. Terminer une séance.

Chapitre 6 Conduire la classe et valuer les apprentissages. Introduction. La correction des devoirs : quelle place dans la pratique professionnelle ? À quoi sert de valuer ? Quelle forme d'évaluation choisir ? Faut-il noter ? Quelle est l'utilité des annotations sur les livrets scolaires ? Comment faire face aux effets de l'évaluation ?

Conclusion

Chapitre 7 Faire face aux situations critiques. Introduction. Le conflit ordinaire : un processus d'escalade. Le refus de travailler. Les petits incidents qui gâtent la vie de classe. Les effets du contexte. Crise et culture d'tablissement. Les violences ordinaires entre élèves. Faire de l'activité d'apprentissage un bien commun. Savoir prévenir, savoir sanctionner. Le suicide et les conduites risquées. Autorité des maîtres, autorité des familles, quels rapports ?

Conclusion

Chapitre 8 Hors de la classe : que se passe-t-il ? Introduction. La recapitulation après la classe, la constitution d'une expérience. Dans la salle des professeurs. Le travail en équipe. Travailler avec des partenaires extérieurs, organiser des sorties. Informer et rencontrer les parents. Conclusion : actualiser et développer une culture professionnelle.

Conclusion

L'ethique de la profession Introduction. Que signifie travailler dans le service public d'éducation ? Le débutant et sa carrière. Les valeurs de l'éducation. Index des fiches. Les auteurs : Françoise CLERC, est professeur à l'université de sciences de l'éducation Lyon 2, Nicole PRIOU et Sophie GENES sont formatrices à l'Institut supérieur de Pédagogie de l'Université catholique de Paris.

Bien débuter dans l'enseignement Françoise Clerc, 2010. Les changements que subit actuellement la formation des enseignants rendent nécessaire un ouvrage qui fasse le lien entre les enseignements théoriques donnés à l'université et les expériences faites en stage. La conception de l'ouvrage est entièrement tournée vers l'

tablissement de ces liens entre les savoirs théoriques qui fondent la pédagogie et les pratiques telles qu'on peut les observer dans les établissements scolaires. Cet ouvrage propose des expériences de débutants des recherches savantes présentées de façon accessible des orientations pour agir en classe avec les parents, les collègues, les partenaires ducatifs. Les recherches sont actualisées en rapport avec les résultats des sciences cognitives et des derniers travaux de la sociologie de l'école. Les questions et les débats actuels sont repris et analysés au sein du accompagnement individualisation. Le livre est structuré autour des situations professionnelles des compétences qu'elles requièrent et des questions que se posent les débutants.

LES POINTS FORTS un ouvrage centré sur les pratiques d'enseignement un ouvrage qui tente de répondre aux questions que se posent les débutants collectifs lors de formations une actualisation des connaissances de recherche pour la pratique pédagogique notamment dans le domaine des sciences cognitives, mmoire, raisonnement, etc.

LE SOMMAIRE DE L'OUVRAGE

- Introduction
- Les changements dans le système ducatif quelles perspectives pour les professions de l'enseignement
- Situations 1 Enseignement avec un groupe d'élèves grand groupe classe groupe restreint
- Situations 2 Accompagnement et aide à l'apprentissage avec un ou plusieurs élèves
- Situations 3 Conception et réalisation de documents pédagogiques et de projets ducatifs
- Concertation avec d'autres professionnels de l'éducation et de l'enseignement
- Concertation avec des partenaires extérieurs
- Situations 4 Participation aux instances de l'établissement
- Participation des groupes professionnels syndicats associations mouvements pédagogiques
- Situations 5 Conduite de sa carrière
- Re participation des groupes de formation
- Conclusion
- Index des mots clés
- Lexique et abbreviations
- Bibliographie

LES AUTEURS

François CLERC est professeur maître en sciences de l'éducation à l'Université Lyon 2, Nicole PRIOU et Sophie GENES sont formatrices à l'Institut supérieur de Pédagogie de l'Université catholique de Paris.

LE PUBLIC CIBLE

Les étudiants qui parent les concours de recrutement, les jeunes enseignants désireux de compléter leur formation et, dans une moindre mesure, les enseignants qui vont les accueillir dans leurs classes et qui ne bénéficient plus de l'aide des IUFM dans le cadre de la masterisation, les universitaires intervenant dans les formations M1 et M2 et qui n'ont pas nécessairement une vision globale de la profession.

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Table of Contents Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique

1. Understanding the eBook Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique
 - The Rise of Digital Reading Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique
 - Advantages of eBooks Over Traditional Books
2. Identifying Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique
 - User-Friendly Interface
4. Exploring eBook Recommendations from Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique
 - Personalized Recommendations

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- Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique User Reviews and Ratings
 - Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique and Bestseller Lists
5. Accessing Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique Free and Paid eBooks
- Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique Public Domain eBooks
 - Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique eBook Subscription Services
 - Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique Budget-Friendly Options
6. Navigating Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique eBook Formats
- ePUB, PDF, MOBI, and More
 - Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique Compatibility with Devices
 - Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique Enhanced eBook Features
7. Enhancing Your Reading Experience
- Adjustable Fonts and Text Sizes of Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique
 - Highlighting and Note-Taking Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique
 - Interactive Elements Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique
8. Staying Engaged with Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique
- Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique
9. Balancing eBooks and Physical Books Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique
- Benefits of a Digital Library
 - Creating a Diverse Reading Collection Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique
10. Overcoming Reading Challenges
- Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique

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- Setting Reading Goals Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique
- Fact-Checking eBook Content of Situations Pour Bien Deacutebutter Dans Lenseignement Peacutedagogie Pratique
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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