

#### **Diversification of students' learning path : the question of teaching practices and the school organization**

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#### **Between integration ethic and differentiated instruction: how to (re)think the pedagogical organization?**

Compulsory schooling values and aims for student integration, however, educators are required to consider each student individually in order to achieve this goal, thus risking an enduring divide in destinies. How can one prevent this paradox? Our reasoning on the subject is threefold. First, one needs to take into account the origin of traditional school organization which organizes students into somewhat specific groups according to their needs and/or difficulties. Second, one must demonstrate that history influences, not only pedagogical practices, but also the perceived difficulties encountered, which in turn can encourage innovative practices. Third, one must take into consideration the results of research on school organization during the primary years learning cycles. When teaching teams decide to modify, or rethink, links between internal and external differentiation of student progress, the following questions must be considered. What developments can be expected? What are the resulting cognitive conflicts? Which differentiation modifications are to be adopted and how are they put in place?

*Christine Félix, Frédéric Saujat & Christelle Combes*

#### **Pupils in difficulty and support schemes : a new organization of the teaching work**

The term "scheme", associated with "support" or "help", has become a common term to refer to the framework within which educationalists are now responsible for designing and carrying out their profession. Alleging an ever increasing number of pupils in difficulty, the authorities are implementing a policy for developing and individualising support schemes. But what do we really know about these schemes and their effects on the activities of those involved? Following in the tradition of the ergonomic approach with regard to teaching activities, this contribution endeavours to clarify the issue of support in the teaching environment, when its implementation is prescribed in different work environments, often outside the classroom, crossing

different times and spaces. By presenting some prominent results based on the creation of an observatory for Priority Education professions, we are given access to these debates, vocational controversies and conflicts of criteria which, when not recognised by institutions, leave teachers isolated in the face of the full extent of their activities

*Pascale Ponté, Serge Thomazet & Corinne Mérini*

### **On the classroom door step the “maître E” regulate various temporalities**

In France, new texts reorganize how special needs at school are dealt with. These evolutions justified a research we led for three years on the work of special need teachers in charge of the learning support (maître E in French) and its vectors of transformations. We introduced here a part centered on the management of the temporality. The construction of object and methodology were structured by mobilizing the sociology of organizations and ergonomic psychology; which is interwoven with philosophy. The methodology lays on group work. The analysis of professional documents allowed us to spot «professional points of tension» that we investigated in a more detailed way during self confrontation and crossed confrontations. Our results show that special need teachers stand on the classroom door step but at the heart of collaborative work schemes and develop appropriate strategies to answer the conflicts of temporality generated by prescriptions

*Laëtitia Progin Romanato & Monica Gather Thurler*

### **The educational leadership: a lever to transform the organization of the work within schools**

In a workingplaces such as schools, if each employée is organizing his own work, head teachers have special power to influence the work of their employees: to prescribe or in part, to organize and delegate tasks. In this paper, we describe and analyse the way school principals in two Swiss cantons-Romand attempt to influence the practices and work organization from an existing perception of their leadership activity which they have built up by linking three components: personal exegesis of their role, their analysis of individual and collective skills of their employees (teachers, secretaries, concierge, etc.), and the way they judge the organizational culture of the school they are meant to lead

*Pier Carlo Bocchi*

### **Teacher’s adjustments on students activities**

Some elements of a comparative study centered on reading and writing sessions are used to explain processes of shoring student activity developed by teachers. The study is conducted in 2 classes of primary school in the Italian part of Switzerland. In reference to the notion of pattern given by Gerard Vergnaud, we'll show how the teacher can, during the interaction, promote adjustment leading to the success (pragmatic regulation) rather than adjustment for understanding (epistemic regulation) that implies an interaction focused on the production of conceptualizations. In order to understand the activity of the teacher relevancy of procedures

adopted depending on the student's abilities, our approach highlights the counterproductive and socially stigmatization nature of some teaching practices. In particular, the pragmatic and epistemic teachers adjustments are developed taking in relation with the status of students. Such practices can have the effect of amplifying difficulties of students less advanced and thus enhance the educational inequality.

*Valérie Vincent*

### **The organization of instructed knowledge and learning difficulties in students: the effect of the teacher's relationship to knowledge**

This article examines the actual pedagogical organization of school knowledge by teachers, while paying special attention to their way of dealing with the learning difficulties of their students. We will put to the test the hypothesis of an effect of the teacher's relationship to knowledge on this particular organization. Based on the first results of a doctoral research on the influence of teachers' relationship to knowledge on their pedagogical organization, this article uses observational data for one primary school teacher in Geneva, while teaching the prehistoric period. We address the problem by means of three exploratory and interdependent questions:

- 1) In what singular way does the teacher organize knowledge relating to prehistory within his or her teaching practice?
- 2) Within this singular organization, what is the form taken by the cognitive activity of students for whom the identity, cognitive and epistemological relationship to knowledge may be problematic?
- 3) To what extent does the observed teacher's relationship to knowledge has an effect in his organization of instructed knowledge, on the meaning of school knowledge and finally, on his or her way of preventing and/or dealing with learning difficulties?

*Marie Toullec-Théry & Corinne Marlot*

### **Individualized assistance sessions in primary school : a comparatist approach in didactics**

This research in progress, leans on the didactic analysis of two cases studies. We focus our work on the practices of two teachers in primary school, within the framework of "personalized aid" recent devices. From the characteristics of the aid given in class by the teacher, we try to define which shape could the personalized aid takes. Our research shows the teachers simplify the learning at stake by splitting up and scattering the "learning games". The consequence of this simplification develops some automatisms, for the students. So, it becomes impossible for them connecting again with the didactic time of the class.

*Sandrine Breithaupt*

### **How do student teachers conceptualize their pupils' learning difficulties?**

This paper presents the results of a research that was conducted in the frame of initial training (during the last year of a three years training program) for primary teachers in the region of Vaud (Switzerland). It aimed

at understanding how student teachers perceive pupils with special learning needs and, more specifically, what they mention when they refer to the learning difficulties faced by pupils and, finally, what type of solution they consider putting in place in order to help pupils overcome the difficulties they encounter when they learn. The article explores these questions through the analysis of documents written by the students after a seminar of analysis of teaching practices. The results show that students focus their attention on three different categories of difficulties: the « acquisition of conceptual knowledge », « observable attitudes and behaviour » and « motivational and cognitive aspects ». Mostly, they evoke two types of intervention to resolve these problems: using a psychologist and placing the pupils in small groups of support.

*Christine Pierrisnard & Marie-Paule Vannier*

**Specificity of temporal and contextual dimensions of specialized help for students with learning difficulties**

The question of the specificity of specialized educational help appears in a recurring way in specialized teacher education. This contribution discusses the relevance of two hypotheses: temporal and contextual. The contextual hypothesis makes echo for a conception of the human activity as an adaptive response of the subjects to the particular situations which they meet. In other words, the objective characteristics of the situation, in terms of change of place, of persons, of frame, would base the specialized practices. The professionals recognize as determining contextual element is to interacting with a small group of learners. The study of the temporal hypothesis shows that the specificity of a specialized help is not reduced "to take time" but should encourage construction of new temporal representations allowing the learner to think his learning.