Professional transitions and identity reconstructions in teaching and education professions

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The transition of vocational training teachers: conceptions influenced by the working experience

In Quebec, several studies document the transition experienced by teachers of vocational training. The first section of the article lays out three points emerging from these works, highlighting that little is known about their conceptions of teaching, yet necessarily mobilized in this transition. The exploration of these conceptions is therefore the general objective of this article. The 32 interviews with teachers are analyzed. For them, a good teacher is someone who can adapt, listen and who demonstrates a technical competence. The fact that these teachers live an intense transition from the practice of their profession and education inevitably color their approach of the new role they will play.

Claire DUCHESNE

Transitioning to a New Profession to Give Meaning to Life

This paper examines the process of transitioning to a new profession to give meaning to one’s life. Self-actualization, and especially the concept of individuation, will be reviewed in light of teaching as a second career choice. The paper will present the results of a qualitative study involving eight professionals in transition who have completed an elementary-school teacher education program in the province of Ontario, Canada. Data from the interviews reveal how teaching adds meaning to the participant’s lives. A summary of the data analysis will be presented, and the support system needed for the induction of second career teachers will also be discussed.

Thérèse PEREZ-ROUX

Changing job to become a teacher: transition process in identical dynamics

In France entering a teaching job is associated with a period of sandwich training. The study deals with this moment of professional transition for
future teachers in professional high schools who have to assure the training of pupils in a profession they themselves practised for several years. On the basis of a double methodology we present three portraits of future teachers in road driving. People with different experience concerning the level of diplomas, the professional experience the relation to training and to job(s). The results give an account of the registers of mobilized knowledge: working as obstacles or resources in the process of professionalization. They enlighten certain conditions facilitating the professional transition: complementarity of training spaces, modalities of insertion in the school, support on the work collectives, temporality necessary to the transformation. Form of rehandling appear in a differentiated way. They are organised around an identity project which requires to connect past and future, an image of oneself and recognition of others; diversity of the experiences and consistency of action in a new professional universe for which many landmarks remain to build.

**André BALLEUX**

**Entering vocational éducation in Quebec : A long transition process with tensions between the occupation practiced and the occupation taught**

In this research project we followed vocational training teachers in Quebec during their entry into the teaching profession. Three salient features mark the beginning of their career : transition from practicing their occupation to the teaching profession, immersion into teaching, and integration into a vocational training center at the same time as into a university teacher education program. After four years of research on the first aspect, the transition from their occupation to teaching, the process appeared as a segment of professional life divided into four major periods: the time of practicing their occupation, the time of change, the time of entry into teaching, and the time of professional consolidation. But beyond these four steps, we observe the meeting of two dimensions of time: the biographical trajectory which makes sense of the transition at a particular time in life, and the daily process in which the person is grappling with several changes which affect them. At the end of this journey, if the passage into the teaching profession is successful, a renewed vocational maturity emerges.

**Sophie GROSSMANN**

**The trade-to-teaching transition of vocational teachers : persistence or resistance ?**

Teacher attrition has been the focus of much research and policies in the last decades. Echoing the issue of students leaving school prematurely, that of teachers leaving the profession during their first years of practice has mobilized a number of stakeholders and academics in charge of teacher education and induction. Though teachers at large face similar difficulties when their enter the profession (initial work complexity and workload, precarious status...), Quebec's high school vocational teachers’ entry into the teaching profession brings about its own lot of difficulties, among which a rapid transition from a trade they practised to teaching that may be experienced as a painful break from their original occupational field. In this article, a shift in perspective leads us to interrogate those teachers who, against significant odds, persist beyond the critical first five years of vocational teaching practice. How does their transition deploy between a before as a professional in their trade and an after as a teacher? Based on
in-depth interviews collected among eighteen vocational teachers, the analysis focuses on identity and professional transition processes with regards to teachers’ socioprofessional itineraries.

_Agnès GUILLOT & Soazig LANOË_

**From nurse to primary school teacher. Professional reconversion and personal identity**

A quarter of the nurses suffer from professional exhaustion. Resigning and conversion in this professional area, if frequent, are not much observed. A monographic study, analyzing the career of a nurse who became primary school teacher, allowed us to understand the dynamic of her professional change, and the recomposition of her professional identity, grounded in highly personal values. A destabilisation of her self-skill feeling was determining in her decision to engage in a deliberate professional change, her self-esteem being challenged by professional wearing down and by the confrontation to her patients’ death. She has been able for reconstruct both her self-esteem and skill feeling, and to reveal nursing skills reinvested as a teacher. Supported by her original institution, and by a “significant other”, she prepared her profession change project and engaged in it, faithful to her identifications and to herself. This study is predicated on an ascending approach and a reciprocal analysis of different corpus, including clinical interviews and questionnaires analyzing the careers. It is based on the first professional occupation and its pressures, the decision–making process about the reconversion as a teacher and its conditions, as well as the different phases of the deliberate professional change.

_Xavière LANEELLE_

**Three transitions, two professional situations, one’s life. The case of intermittent teachers**

Intermittent teachers, substitute teachers, whether confirmed or not, who have acquired a different job or status live a triple transition: spatial, professional and towards the future. These transitions come along with mechanisms of adaptation which occur through strategies. Some are effective and allow the teacher a professional development which strengthens his identity in his job. It’s the case for those which turn towards the improvement of professional skills by a strong commitment in the job or by continuing training. The integration in local social networks is also favorable. A realistic anticipation, the insertion in a fabric of local relationships, a compatible territorial anchoring are among the key factors to success. A contrario, one who hasn’t benefited from these resources can nevertheless build himself up by leaning on a project which, if it comes to fulfilment, will improve his future. However some fail. The risk is then professional desocialization with all its threats.

_Serge THOMAZET, Pascale PONTE & Corinne MERINI_

**The Special Needs Teacher in Primary Schools : a profession under (re)construction**

In French primary schools, SEN teachers in charge of helping children with learning difficulties (maîtres E) see their job rigorously questioned and transformed. We present the findings of research which has allowed us to explore, through their collaborative practice, the work of experienced SEN
teachers. The research aims to determine the evolution and reconfiguration of this practice during the transition stage. Faced with the complexity of the object of our research, we combined the methodologies and dual analyses of sociology of organizations (Crozier & Friedberg, 1977) and ergonomic psychology (Leplat, 1980). Consistent with this underpinning, we carried out a formal, qualitative, longitudinal study. Results show the existence of tensions within the profession, especially between SEN teachers and colleagues. These tensions reveal the presence of an area of dynamic, changing collaboration, likely to bring about a shift in what the job means and encompasses. First, a fundamental shift, shared by all, from the role of primary school teacher to that of SEN teacher; next a shift which leads SEN teachers, under prescriptive pressure, to adopt new practices of indirect support, organised as a system, including those involved (parents, class and SEN teachers, other professionals.)

Carole BAEZA

Changes and Challenges in Patient Therapeutic Education : Education Science Programs for Health Professionals

The increasing number of programs in Therapeutic Patient Education (TPE) available in colleges and in-house training illustrate the growing emphasis placed on the education of health care professionals in society. The latest French Public Health Law dated July 21st, 2009 clearly recognizes TPE as a core discipline and therefore actively promotes patient-centered care in parallel to the existing curative treatment protocols. Health care professionals looking to add patient-centered care to their curative practice increasingly enrol in education-oriented courses, including, as far as we are concerned here, in Education Science courses. We do witness a paradigm shift in our approach to patient care, leading to a multidisciplinary effort to bridge the gap between psychosocial and purely therapeutic treatment (in a joint effort to promote patients’ self-management, prevention strategies and strictly medical care). Health care providers are invited, through TPE, to re assess their patient management practice and share with their patients new strategies to educate them in order to establish a comprehensive treatment strategy, both for patients and health providers. In order to better understand the challenges of PTE and the goals of health care providers involved in Education Science, we conducted a qualitative study on the first two classes of TPE (students of 2008 to 2010) at the University of Rouen, Normandy (France). We will attempt to evaluate PTE students’ personal and professional evolution in relation to this new comprehensive approach to patient care.

Michèle LEMEUNIER-LESPAGNOL & Richard WITTORSKI

Learning developed in professional transitions : the case of day-nursery deputy managers

As part of a “transition” between two professional positions, we will try to define how early childhood employees, pediatric nurses and early childhood educators experience the professional transition to the role of day-nursery deputy manager. We will also analyze the professional development process involved and how identities are formed based on the employees we met with; we would like to understand whether this transition to the role of deputy head represents continuity or a break in their professional career. We also studied certain elements of how employees’ experience taken into account as part of this professional transition.
Cédric FRETIQUE

Beyond the methodological adéquationnism : revisit the mediations between training and employment

The text aims to analyse the ins and outs of a continual form of “methodological adequationnism” which still organize a part of the research and ever inform the public policies about training/employment joints. The first part accounts for the posterity of the adequationnism mind inside the brainworks led about training/employment relationships. It specifies how this mind is structuring of public policies of employment for unemployed. And describes the impasses and accounts for reasons for what politicians and public managers continue to refer. After that, two alternative approaches are detailed. Each other is focalised on the “professional socialization”. They try to keep out of the “methodological adequationnism”.

Florian OUITRE

Professionnel development and steps towards professionalism ; the case of trainee teachers specialized in Physical and Sport Education

This article reports on the results of a study aimed at measuring and understanding the impact of a training project on the development of the professional skills of trainee teachers currently undergoing professional training (Professeurs de Lycée et de Collège specializing in Physical and Sport Education in the second year of IUFM (University Institutes of Master Training = Teacher Training). The training project rises from the conception of how the didactic system works, which is viewed here as the conceptual frame of this study. There are three main classes of professional problems that trainee teachers have to identify, prior to analysing them in order to progressively envisaging possible solutions for dealing with them. This work is an attempt to understand the professional practices of the trainees who are the object of the study. Here it is a matter of going beyond the observed appearances of the practice in order to gain an insight into the reasoning of the actors displaying such practices. The thinking thus exposed seems to have a certain permanence during the course of the year of training. The data we collected in this study come from the reports we wrote after the visits we made during this training year and the preparatory documents provided by the students themselves. We also used the interviews we had at the end of the training period in order to collect the actor's point of view. Apart from the different forms these practices can take, (varied teaching activities in differents contexts), we endeavoured to bring out the logic behind these practices. What we discovered shows a certain permanency throughout the training year among the trainees. This permanency can be seen in the structure of the observed practices. This permanence is expressed through the structure of the observed practices. It is also expressed from the point of view of their occurrence in the training year. These thought processes link up to what are effectively modes of operation, to which we assign the status of foundations of professionalism. At the end of our study, we have come to the conclusion that the four foundations of professionalism correspond to the four modes of operation of the didactic system. We describe them in the following and outline a number of approaches that could be used to extend the concept of foundation of professionalism.
Alain Le BAS

Is it possible to modelise the physical activities in physical éducation in terms of problématization?

This contribution questions the results of a previous research in didactics of hurdle racing (INRP, 1995). We will proceed using the theory of problematization to test the theoretical hypotheses which constitute the five main characteristics of problematization such as they have been defined by M. Fabre: - A multidimensional process, involving problem positioning, problem building and problem solving, - A process of searching from the unknown to the known, - A dialectic procedure funded on facts, ideas, experiences and theories, - A theoretical thinking delimited by intellectual, technical and programmatical norms, - A functional modelisation allowing an approach to reality without pretending to describe and reproduce reality as a whole. We believe that the multidimensional process represents the characteristic of the activity of problematization in so far as it describes its various operations, the pre-defined norms at work appear as constraints defining the field of problematization and the other dimensions of the original proposition are the conditions of the functionality of the process. The adaptability of the psychomotor behaviours expresses itself in the capacity to identify, to characterize and to solve a problem, to provide adequate stable responses, to identify a problem for which a solution has been found. We will try to see how Physical Education and more particularly hurdle racing, by taking into account problematization, can lead to a renewed approach of learning processes and make them operational.