

The autonomy of the pupil: emancipation or normalization?

Coordinated by Pierre Périer

Summary of articles

■ JULIE DELALANDE

Children as agent of their life? The different representations of children by adults and their consequences on their autonomy pattern

Does child is a human to model? Or does education consist in offering him/her circumstances to be fulfilled? Social actors give different answers to these questions according to their values that lead their behaviors and that suggest different manners to integrate the child into a social group. Within the community pattern, the child is expected to play a social role into the group. Within the individualist pattern, child is encouraged to follow his/her own way to satisfy his/her personal interest. These two perspectives help us to decode parental attitudes when their child go to middle school and gain some autonomy, given the social and the academic context change and encourage his/her maturity. These perspectives help also us to understand what is the role that peers attribute to the adults, the parents and the teachers. How do they perceive the child agency between adult expectations and peers's ones? Our society advocates a certain individual autonomy that we would have to build as early as in our childhood, in order to fit its individualist ideal which considers the child as a person. But there are two other patterns : The lineage child and the Nation child. The co-existence of those three patterns makes each individual's experience more complex.

■ JEAN-CLAUDE QUENTEL

The autonomy of the child in question

A reflection on the autonomy of the child can only be developed in the context of a discussion of the status one accords the child. Even if one understands this status in terms of its social dimension, and more particularly in terms of its political dimension (in the etymological sense of being a citizen), one cannot reduce the status of the child to that dimension. The status of the child also raises an anthropological question concerning the specificity of the functioning of the child — something which is often denied today. No doubt the exercise of autonomy is an issue but we need to ask whether autonomy itself and the processes which it presupposes can be simply conferred or decreed. How answer that question in terms of the status of the child and the specificity of its functioning?

■ NICOLAS GO

Constantly redefining the move to emancipation

This short contribution aims to be an introduction to the so often debated issue of pupil autonomy- not starting from the notion of autonomy itself, but from what I would like to suggest as possible conditions to its clarification, ie the principles of "authorization" (empowerment) and cooperation. Possible conditions that are not necessary, since these conditions refer back to those particular educational practices that I have been known to qualify as 'cooperative complex'. Particular practices that are not without significance and that could even become a touchstone for the critique of the normalizing effects that imprudently persistent injunctions to pupil autonomy can paradoxically provoke. No doubt autonomy is the sign of an emancipation process in action. We still need to determine the real possibilities and describe the empirical effects. The joyful experience of work commonly shared could very well be- given specific requirements- a sign of the recognition of this process.

■ **PIERRE PÉRIER**

Autonomy vs Authority: educational ideal or renewed form of domination?

The spread of the norm of autonomy of the child in the family and of the student at school has transformed learning arrangements and power relationships in the classroom. Students' submission to the symbolic authority of knowledge and to the educational authority of teachers who are charged to hand on it is declining. The contemporary ethic of discussion, of negotiation, of recognition of the child's rights and liberties puts into question the institutional process of normalization of roles. Against this background, students are more and more required to be autonomous, to control themselves, to get involved into learning and to evaluate themselves in terms of knowledge and moral behaviors. Yet, the learning of autonomy requires specific social conditions, and so the ideal of emancipation behind it might actually conceal new forms of relations of domination. This issue will be tackled by investigating the situation of novice teachers in working-class secondary schools, hence teaching contexts where there is a strong tension between the norm (or value) of autonomy and the dispositions of students.

■ **GERALDINE BOZEC**

Emancipation and compliance : the tensions of civic socialization in French primary schools

The construction of pupils' political autonomy, which relates to the role of citizenship education of French public education since the Third Republic, has been a controversial issue for three decades: the citizenship rights that are to be granted to children inside schools themselves have been more and more emphasized. However, on the basis of a qualitative study in primary schools, it can be noted that civic autonomy is not understood and implemented in the same way from one classroom to another, depending upon teachers' ideological profiles and social contexts of teaching. Beyond these variations, civic autonomy is above all thought at school as the emancipation of children from their family – and from some families in particular – and their adhesion to the rules and values that are those of the school institution and/or of the teacher. This process leads to differentiated judgments on children, according to the features of their family socialization, which can be more or less congruent, in terms of political beliefs and school behaviours, with what is valued by teachers. Political autonomy at school also emphasizes the individual citizen – instead of the actor who belongs to different communities, whatever they are – because it is deeply connected to the autonomy of thought and to intellectual independence.

■ **CHRISTOPHE JOIGNEAUX**

Autonomy in kindergarten : a new pedagogical ideal ?

What are the implications of the dissemination of autonomy model to kindergarten? Because they seem premature at this level of education, its practices particularly enlighten the "civilizing process" that underlies it, based both on reflexivity and the remote control that authorizes writing. But the diversity of practices in the classrooms of this new form of government, in Foucault's sense, leads to the conclusion that it is a socio-educational inequality generator. Indeed, it seems that it can be both normalizing for some students and emancipation for others, depending on their predisposition to use the cognitive powers of writing.

■ **HÉLOÏSE DURLER**

School practices of self-government : the educational dispositifs focusing on student autonomy and their contradictions

This contribution is based on an ethnographic survey in an elementary school in Geneva, bringing together observations in classes, interviews with teachers, observations in families and interviews with children and their parents. This survey highlights the inherent contradictions existing in dispositifs focusing on student autonomy. In this article, we will discuss the principles of socialization underlying these dispositifs and how they express in the educational practices. We examine in particular their contradictory aspects.

■ **RENAUD HÉTIER**

Of the school culture in the culture of the link

At school, the idea of emancipation can lead to a certain type of links to culture, which can be objectifying – and in the meantime, sometimes reifying. Culture becomes a link to cultural objects and by putting such distance, one can fear that children won't work it out. From an educational point of view, one has to take into account the competition between the media and digital devices with the common school objects - to the disadvantage of the latter. But this competition is uncannily convergent. In some cases of emancipation – of the knowledge and leisure consumer – whom one can't understand how it can become really emancipatory, it is the same reification process that prevails. Thus, the above competition is uncannily converging. One has to be careful on the reconsideration of the link in the construction, the transmission and sharing process. The link to the object, the link to others via this object, the link to the object via others may be necessary if one takes into account the emotional reality of the human experience and the goal of a work on culture. This work is allowed by being available to others and the interdependence – which are also the results of this work – can be thought as an alternative to an emancipation by knowledge.

Varia

■ **YOUCEF ALANBAGI, GHISLAIN CARLIER & JACQUES MIKULOVIC**

Professional identities of physical education and sport teachers' trainers in Sports science Master's Degree during the CAPEPS preparation year

Physical education and sport (PES) teachers' training is historically marked by tensions between professional and academic guidance since the 1968's creation of the STAPS spinneret and debates between theoretical and practical knowledge. This article focuses on the future PES teachers' training of certificate of PES aptitude (CAPEPS) from the teachers' trainers perspective. This research attempts to reveal a distribution of teachers' trainers involved in the CAPEPS preparation year. It is based on a corpus of forty-one teachers' trainers involved in the Sport science Masters' degree, using a questionnaire and factorial correspondence analysis. The study shows three antagonists poles of these trainers (Scientists, Didacticians, Sportmen) and Sport science teachers' trainers difficulties to represent their own position within the University. We also unveil that the PES beginning teacher picture for the teachers' trainers, at the end of his degree course, is none other than that they think they have been. This research echoes the Peyronie studies (1998) showing the importance of the experiential dimension in identity construction, as Pérez-Roux in 2011 when she shows how about PES identity teacher's construction is carried out.

■ **HEJER BEN JOMAA BEN HSOUNA & ANDRE TERRISSE**

The effect of a "déjà-là" on the practice of a teacher: The point of view of the clinical didactics of physical and sporting education

In this study, the singular logic of teaching of a teacher of physical and sporting education (PSE) is examined (Terrisse, 2003). In fact this article aims at identifying the traces of his "déjà-là" according to his singular history (Carnus, 2009) in his teaching. In this context, we analyze the differentiation of didactic abstract reference tables and teaching practices according to the personal resources translated here into terms of personal expertise of a teacher in a physical and sporting activity (PSA). The didactic analysis compared, by two teachings contrasted for the same teacher, and the case study of his verbatim and of his practice (six sessions of physical and sporting education, four interviews) supported the arguments regarding the importance of subjective foundations of knowledge transmission act in service of a clinical vision on the professional act.

■ **PHILIPPE CLAUZARD**

Analysis of styles and teaching strategies in learning grammatical

When approaching teachers' job, it is observed what is specific to the work of teachers during grammar lessons in elementary school. A wildcard can model the actual situation of class work with the updating of teaching activity organizers. To this is added a generic singular dimension that establishes a personal response to a professional problem consisting in "how to teach school

grammar"? Detailed observation of interactions based coactivity class teacher-student identifies personal ways of acting, enlist students in the academic task, support their learning. This is done on the basis of adjustments of situations, representations about the area of pupils' close development, personal designs on the study of language. These strategies revealed by the researcher allow to understand a style of teaching grammar.

■ **PHILIPPE A. GENOUD & MATTHIAS GUILLOD**

Development and validation of a scale measuring the socio-affective attitudes toward mathematics

The goal of this study is the construction and the validation of a new instrument for the assessment of students' socio-affective attitudes towards mathematics. The questionnaire is organized around the three facets of attitudes (cognitive, affective and behavioral components) and includes a normative measure. It is formed of eight scales (45 items in all) assessing various beliefs about mathematics: perceived utility, self-concept, controllability, positive and negative affects, affective regulation, investment, and masculinity of mathematics. Results attest the quality of the psychometric properties of the instrument, including internal consistency, temporal stability, as well as its structure tested using a confirmatory factorial analysis. The questionnaire is ready to be used with students (secondary school) and allows for the assessment of their general attitudes towards mathematics. It can be combined with complementary measures focusing on specific activities and tasks.

■ **LUCIE HERNANDEZ, NATHALIE OUBRAYRIE ROUSSEL & YVES PRETEUR**

Academic (dis)engagement : the issues of peer socialization

The process of dropping out of school is a complex and multidimensional process, which is part of a temporality of academic experience and can eventually lead to dropping out. While many studies have focused on the diversity of manifestations of dropout and types of dropouts, the objective of our study is to analyze how socialization among peers can generate and / or accelerate dropout among adolescents. Indeed, it seems important to include the role of peers about school life because that they have a decisive influence on adolescent's socialization and on his identity construction. Questionnaires were administered to 676 adolescents, aged 14 to 16 years. Academic engagement and social position (quality of peer's relationships) were evaluated. Results reveal that students who are able to adjust their mode of relation to peers ("popular") are more engaged academically. Similarly, adolescents "withdrawn", independent, autonomous and solitary are also engaged in their schooling. Finally, students too dependent of group and with a representation of friendship based on power relations, conflict or conformity ("neglected" and "scapegoat") are disengaged. They prefer relational learning to intellectual learning.

■ **AUDE VILLATTE, JULY CORBIN & JULIE MARCOTTE**

Profiles of re-entrers in Quebec schools. The special case of young women enrolled in Adult Education Centre

Each year, a sizable portion of French Canadian students (17%) leave high school without a diploma or qualification (Statistical Institute of Quebec, 2013). However, the proportion of dropouts who make a comeback at school through Adult Education Settings (AES), about 25%, can qualify the extent of this phenomenon (Marcotte, Cloutier & Fortin, 2010). This manuscript proposes a description of these Quebec's school settings and the psychosocial profiles of students enrolled in them. The profile of young women in these school settings is of particular interest since they represent a highly vulnerable group with unique characteristics. More specifically, their high school interpersonal experiences, their psychological adjustment in AES and the positive influence of AES in reevaluating the way they see school and themselves are distinctive of these women. Results are discussed in light of the importance of developing and valorizing school settings that favor returning to school in Quebec and elsewhere to promote psychosocial adjustment of young adults.