**Marguerite ALTET**

**Two decades of training teachers in the IUFM : a process of training professionnalisante legacy**

The article attempts to show that the last two decades of teachers’ training in the IUFM (Institut Universitaire de Formation des Maîtres / Master training university institute) engaged a genuine process of professionalization of the training, breaking with previous modeling training. From the founding principles established by the Ministry of Education, has been developed a new paradigm of professional training that sets priority to a practical purpose (building, developing competences necessary for practice) and involves both appropriation of various professional knowledge, know-how and know-being, but also the development of a reflexive stance by reflecting on action and its theorization. With a new training curriculum focusing on alternation and including professional knowledge and an ability’s referential, the aim is to build the professionalism of a professional reflexive and autonomous teacher through various integrating devices. This process has definitely been implemented to various degrees in the IUFM and produced different identities depending on the persons. But the recent decision of integrating IUFM in universities and the will of a Mastering, might jeopardize the progress of professionalization if the professionalizing training curriculum, progressively built and acquired from twenty years of experience, is not appropriate by universities and is being questioned.

**Christophe MICHAUT**

**Recruitment of school teachers : an IUFM effect ?**

Many studies focus on teachers’ work (Maroy, 2005), their professional practice, their roles in schools, their identity (Rayou & van Zanten, 2004) or their professional socialization (Guibert, Lazuech & Rimbert, 2008), but very little on their recruitment, while 45% of primary teachers are expected to retire between 2003 ad 2013 (Evain, 2005). The article focuses on the recruitment of candidates at the school teacher’s examination. Candidates can prepare in an IUFM or present themselves as independent candidate. The aim here is to evaluate the IUFM effect, that is the added value IUFM brings in the chances of success in examination over applicants who have not benefited from this preparation, from a progress report of candidates registered for entrance examinations of a IUFM (N=1266) to their admission.
into the teaching profession. The results show all things being equal that students training at IUFM are four times more likely to be successful in the examination as private candidate. This highly significant effect of IUFM is partly due to pre-recruitment of candidates best equipped to pass the tests of the examination.

Thérèse PEREZ-ROUX

Professional identity of vocational school teacher trainers in IUFM: crucial issues and dilemmas whilst facing major institutional changes

The article focuses on the professional identity of vocational school teacher trainers, as new training courses given by universities and leading to a Master’s Degree are about to start. Two qualitative surveys were conducted in 2007 and 2009 among teacher trainers within the same IUFM. The results obtained in 2007 give an insight into the way those professionals defined their missions, sharing some common ground with other teacher trainers, but also claiming specificity. The 2009 survey reveals an evolution. The reorganizing of teacher training which is about to take place generates uncertainties about the future. The study shows that teacher trainers feel worried about their integration and legitimacy. It stresses the necessity of redefining professional activity. At the heart of teacher trainers’ preoccupations lies recognition. What they say reveals the place they have had so far in our institution. This place, which will have to be re-negotiated in the near future, generates a whole range of attitudes within the group which has been surveyed.

Pascal GUIBERT & Gilles LAZUECH

Paths and professionalization of secondary school teachers: regularities of the social and singular trajectories.

The occupational integration of secondary school teachers can be explained by a combination of causes that interact with each other. If the access model to the trade by “calling” has not disappeared, access to the trade and employability are less linear and increasingly singular (Dubet 2002 Dubar 2000). This diversity of access modes (to the trade) does not mean that the integration paths of professionals cannot be modelized (Huberman, 1989; Perier, 2004). In this article we will describe, from a statistical analysis, two modes of access to the profession and four types of professional integration (Guibert Lazuech, Rimbert, 2008). Secondly, we will compare these patterns with the singular paths of individuals. To do so, we shall observe, with the help of interviews, how career paths are built and what importance they have in the professionalisation of the teachers.

Pierre PERIER

First steps in the classroom and its challenges: prolegomena to the process of professionalization

This study analyzes the first moments and turning points experienced by secondary school trainee teachers while entering the process of professionalization, i.e., being in responsibility before a classroom. The teaching contexts differ from the expected roles and situations. Thus, they lead to challenges as negociations, revisions and bereavements, that teachers try to cope with, more or less successfully. In our view, the diversity in the first steps of the teachers prefigures a process of
individualization, where the subjectivities are requested, engaged and experienced more intensively. The emerging trajectories of professionalization are closely associated to the thinking on oneself, nevertheless, they remain a collective production. We investigate the teaching model suggested by this production.

Joël CLANET

The professionalization of teaching: the interest of observing teaching practices

The professionalization of the teaching profession, a special moment in teachers' professional development, is not at this point being envisaged with reference to the practices related to teaching subjects. And these professional practices themselves have little reference to what actually occurs in the classroom during teaching-learning situations. This article addresses the contributions to our knowledge of teaching practices in context made by several studies, many of which were conducted by teams affiliated with the OPEN (Observation des Pratiques Enseignantes) network. The observation of teachers' activity in the classroom and an understanding of the logic underlying these activities should help to better define the organizing processes in situation. Whether it be the choice of task, time management, or the management of classroom interactions, a better understanding of the organizing processes at work in the observed situations is not only of heuristic interest, but it can also enrich the reflexive practices of the teacher-practitioners. Teachers, who are increasingly viewed as reflexive practitioners, have much to gain by enriching their referents for the analysis of those elements that enhance their pedagogical functioning, in the sense of a reflection on action in order to act.

Patrizia MAGNOLER

Online training for the reflective teacher

Reflecting on one's practice represents for the teacher who lives in a continually changing society an essential competence to understand the object, the meaning and the teaching approaches which are fundamental today. Exchanging and sharing experiences with peers in communities and the practice of writing promote the individual reflection process, give the possibility to discover one's implicit thought and to rebuild one's professional history in order to improve it. The interaction with experts is a very important factor to match theory and practice; but this interaction is even more effective if it is carried out daily and if it allows to think back to the actions and the products of the teaching process realized in the class and simulated with colleagues. It is not possible to achieve it exclusively by face-to-face training: it is necessary to find out other interaction ways. This paper presents an online training model for in service teachers, carried out by the University of Macerata (Italy) from 2006 to 2010. The aim of this model is to build up, together with teachers, reflection practices that allow them to find personalized tools to think back to their actions and to their lifelong training.
Christine PIERRISNARD

Professionalisation through collaborative research on the temporal dimension of the specialized help to pupils with learning difficulties

Pedagogical way of specialized help to pupils with learning difficulties, provided par RASED, differs from other types of assistance, provided by regular teachers, and articulates to it. The research seeks to identify the continuities and ruptures that occur, particularly in terms of temporal dimension in the teaching practices and activities for pupils, and help build the profession of specialized teacher “E” its specificity. The corpus analysis reveals few tracks of interest to the teacher training to better understand how can co-develop an aid to conceptualization of representations most appropriate time for all actors in the didactic system, specifically in a dialectic between continuity and rupture.

Umberto MARGIOTTA

The Teacher professionality: professional training and talent’s formation

The masterization process of initial teacher training, in Italy and in France, settles strong façon in the problem of links between teacher training and educational research. For us the monster crucial question is that a new compass is essential. The latter cannot be made up only by one theory of the intelligence in formation. If one wants to make flexible, economic and expert the formative offer, and to support the personalization of learning, the processes and the products of training, then it is necessary, from a point of view of education, to ensure the formation and the development of the talents. That gives effectiveness of the teachers. By consequence the professionality of the teacher, or its teaching action and not only didactic, is in any point similar (in term of risks, oblativity, aspect determining of its acts) to that of a doctor. Like the doctor of the life, the teacher is responsible for the spirit of his pupils; if the diagnosis is a strategic act for the doctor, in term of intervention and treatment, it is it also for teaching under educational diagnosis.

Philippe PERRENOUD

Process of Professionalization between Knowledge, Relationship to Knowledge and Control

The (de)professionalization of teacher’s job is a multidimensional process. The main dimensions are: nature of prescriptions and autonomy at work, reference to a state of the art and knowledge, reference to ethical guidelines, actors’s collective power on their job, control of initial and continuing training, legal responsibilities, professional development, power on the organization and division of labor, method of supervision, accountability, source of control, diversity of tasks, complexity of problems to solve, adaptation to change, mobility, internal and social recognition. These dimensions are interdependent, but that does not exclude asynchronous evolutions or even changes in contradictory directions. Can we identify dominant dimensions, which would drive the process of (de)professionalization? The article sustains the hypothesis that the relationship to the established knowledge and the mode of control of the teacher work are the dominant dimensions.
Paradoxical effect of art education

It seems that art education has an effect on people. What effect can appear in artistic activities in an institution, but also on people living there? What happens when artists come to a primary school? Sociology of justification and objects delegation can help us to explain many interview points and to better analyse observation in the classroom. Through the example of an artistic and cultural music project carried out in a class of children of ten year olds, we realized, contrary to all expectations, that the setting up of the project had a tendency to reinforce rules of behaviour. In fact, the discourse reveals that the teacher uses music at school rather as a means of discipline in his class, instead of using it to develop expression, creation and the development of children.

The access to writing at nursery school; Dictation to adult: a device in question

The article tries to show how a clinical observation of teaching practices addresses, maybe differently, the question of what can be at stake for teachers and pupils when it comes to writing at nursery school, by analyzing the specific teaching device that is «dictation to adult». Drawing on the example of a session carried out by teacher called Eliane, we will find out that her «Well, let’s write it now!» is far from being obvious, from teachers’ and pupils’ point of view alike.

The object lesson with Marie Pape-Carpantier

The object lesson, a renowned didactic process, does not have the same definition for everyone. For Marie Pape-Carpantier (1815-1878), salle d’asile teacher, it represents the figurehead of the natural method and is enacted being instructive and moralising. We therefore propose to understand the spirit of these object lessons reserved for young children of the school which will later become pre-school. This pedagogic mechanism will be studied based on the body of works published over thirty years by the pedagogue specialised in young children. First contextualised, the objective will be to understand the mysteries of this lesson without forgetting its paradoxes.

The ideologies of the territory: of alibis for educational policies in rural areas?

The educational policies are often based on a stigmatized vision of the rural space, designed like a space marked by the delay of development and the refusal of modernity. Thus a “territorial ideology” is built, which grows like an
alibi: the reports/ratios of force and the social stakes disappear behind the territory. This design, largely diffused, ends up influencing the representations of the local actors: whereas the school performances of the rural pupils are of good level, their school trajectories testify to a “identity discredit”, which influences their school and professional projects. On a plan plus general, the territorialized practices of the local actors remain rather largely unknown, whereas a better comprehension of the report/ratio to the territory could improve the effectiveness of the interventions of the public power, particularly in the field of education.