

Norms to teach. Tests and implementations

Coordinated by Patrick RAYOU

The so-called "school crisis", resulting from its massification and increased role in preparing for adulthood, has given way to a blurring of the norms that governed it in previous periods. This special issue aims to show that, far from disappearing, norms are necessarily always present in educational activities but that it is important to find ways of grasping their reconstruction rather than their dissolution. Each of the studies that compose it tackles these questions in different ways. Far from assimilating the normative universe of the school to a universal and timeless model, they focus on its emerging modes of organization, whether the latter are encouraged by central authorities or by local actors. They highlight the importance of devices and of intermediate norms in a general movement of school reconfiguration. Many crossbreeds are at work mixing norms not free of doxas, that teachers prescribe to themselves but also norms influenced by students' and parents' values and practices which actively participate to the everyday construction of schools.

Summary of articles

■ EIRICK PRAIRAT

What is a professional standard ?

What is a professional standard? This is the difficult question that this contribution intends to answer. We must first say a few words about the concept of norm because if a professional standard is, as the adjective indicates, of a professional nature; it is first and foremost a norm. Clarification first, welcome clarification because we recognize that there is great confusion about this concept of norm; the terms of requirement, order or prescription often "work" in rhetoric in the human and social sciences as semantic equivalents. That these concepts are deontic concepts - enclosing an injunction to do or not to do, that is understood - but they can not be held for simple synonyms. This article is structured in two main parts. The first part clarifies the concept of norm by taking inspiration from the perspectives opened by Wittgenstein; the second provides insight into the idea of a professional standard by showing that it is legitimate to distinguish two major types of norms within a profession: technical standards and moral standards.

■ MARIE BERETTI

Authority at the school : a double connection with the norm

Regarding authority, the norm requires some practices as usual and some others as exceptional. But within the practices of authority, the norm involves a more or less clear and precise definition of what is a good authority as a human behaviour, as a professional behaviour, and, at the same time, teachers authority seeks to produce or maintain certain expectations towards the pupils: « required » behaviors which comes from the interiorization of another kind of norms. Authority, thus, is in double connection with the norm: within its practice, the authority of the teacher is the object of a norm (a professional standard), in the same movement, authority intends to make the pupils follow other norms (social norms). Based on data on the construction of the relationship of authority, collected in an empirical investigation, with classes of third elementary cycle, this article focus on how authority at school, in its required and observable dimensions, emerges as object of a professional standard, and as vector of social norms. In other words, this work will argue how teaching authority is jointly standardized and normative.

■ NATHALIE BÉLANGER & SABINE KAHN

Individualized education plans as devices and places of renormalisation. Comparison between two school contexts

Individualized student support is becoming more and more used in schools around the world. Individual Learning Plans (IAPs) in Belgium or Individual Education Plans (IEPs) in Ontario are examples of those kind of support. Can they be considered as places of renormalization and

reinterpretation of the school norm ? They are analyzed here as devices from a socio-material and normative approach of activity. The results show that the prescribed plan can be associated with a paradigm shift that aims to guide school professionals towards new norms. While the real plans reveal, in both contexts, the renormalizations at work but also the persistence of professional cultures still little acquired with the new injunctions and the norms which underlie them.

■ **RACHEL GASPARINI**

School standards and professional standards in the face of "behavioral problems"

As for as "behavior problems" are considered a major disturbance of the ordinary school situation (physical and verbal aggression towards children or adults, material deterioration, dangerous conducts towards oneself) they are a major destabilizing factor to primary school teachers. One may wonder to what extent professional standards are being questioned in kindergarten (place where school standards are first confronted), particularly by the unexperienced teachers. The data were obtained from two investigations : in the first trainee-teachers were asked about their authority ; in the second, professionals working with young children with "behavior problems" were interviewed.

■ **JEAN-YVES SEGUY**

Educational reforms under the Front populaire and tested against professional and pedagogical standards. The case of the Fontègne booklet

This article attempts to describe foundations and implementation of a tool of support of the teachers involved in the experiment of the "classes d'orientation", from 1937 till 1939 : the livret Fontègne. This experiment, established at the instigation of the Secretary of the Front populaire, Jean Zay, had for objective to prepare the scholar guidance of the pupils from the observation of the aptitudes in the class. The livret Fontègne had to support of the teachers to have a frame leading them to spot these aptitudes. This approach supposed a new standard to teach, leading in principle to develop practices being inspired by principles of the new education, by putting the pupils in situations allowing them to express their aptitudes. This norm was confronted with the existing norm until then in the secondary education, arousing deep debates. The article suggests reporting the construction of this new norms and its confrontation in the former norms.

■ **GEORGES FERONE**

Digital and Learning: instructions, conceptions and standards of use

We seek to identify standards able to inform professional practice with regard to technology-assisted learning by studying future teacher's conceptions of the matter. A case study shows that students teachers of the ESPE Créteil and teachers have similar perceptions. Both groups consider that digital technologies can promote learning and autonomy as it is fun and motivating, but is also an obstacle to the development of reading and writing proficiency. These conceptions, marked by doxas, reveal an attempt to compromise between new societal and institutional standards that are very favorable to digital technologies and traditional norms of the job. Thus, student teachers contrast the book with the screen and the pen with the keyboard. This study highlights the need to address these developing conceptions in order to create new standards for the use of digital educational technologies.

■ **CORINNE MARLOT, CATHERINE AUDRIN & LUDOVIC MORGE**

Self-prescribed professional standards dealing with scientific investigation at school, in French-speaking Switzerland

This research hypothesizes a relationship between the difficulties for teachers of implementing the inquiry based science education (IBSE) in the classroom and the existence of professional standards. These standards described as self-prescribed, are the result of the actors' renormalization of primary requirements (programs) and secondary requirements (the discourses of training institutions). In this article, we report on the exploratory phase of this research linked to a questionnaire survey of primary school teachers, both beginners and experienced, in French-speaking Switzerland. Data processing was carried out using factor analysis and hierarchical bottom-up classification. This quantitative analysis revealed the following: (1) the existence of self-prescribed standards for the establishment of the inquiry based science education (2) the existence of 4 categories of teachers according to their adherence to the pedagogical and epistemological

standards of the IBSE; (3) hypotheses concerning the existence of a generational cleavage (experienced/non-experienced) and/or a cleavage linked to the level of education (students from 4 to 7 years old/students from 8 to 11 years old) that explains the variability in the rate of adherence to the epistemological and didactic norms of the IBSE.

■ **SABRINA MOISAN & FRÉDÉRIC SAUSSEZ**

Pressures and Expressions of the Norms in High School History Teaching Practices

High school history teaching practices are recognized as having some common characteristics: predominance of lectures and a focus on historical contents rather than skills, for example. This article focuses on this observation and seeks to make sense of it by analyzing the specificities of the history teachers' work. The question of the norm thus takes several figures in this research. In fact, observing practices allows disciplinary norms shaping the work of the history teacher to be considered, as well as the manner in which official prescriptions are received, integrated and transformed by history teachers, who thus create a more viable "action environment". The results show that this group of professionals has a specific disciplinary culture, which focuses on the organization and transmission of historical knowledge and the construction of what we call the "homemade learning book".

■ **MARIE-SYLVE CLAUDE & PATRICK RAYOU**

Art gestures, knowledge and professional standards of teachers seen by students

This article reports on a research that studies fifty middle school students analyzing teachers' gestures. These students were invited, during individual interviews, to observe and analyze the interactions between pupils of a same class of 3rd and two of their teachers in two video sequences. Students refer more or less explicitly to educational values, which they believe should govern classroom situations in order to guarantee students both the respect of their person and the development of their knowledge. They subordinate access to these values to the respect by the teacher of more or less critical or doxic standards. Taking into account, in addition to the standards of the teachers, these standards of the college students, can help to understand the joint action between teachers and pupils, and the didactic contracts which result from it

■ **FRANÇOISE ROBIN**

When parents decode academic standards: the case of homework at the beginning of elementary school

On the basis of school tasks to which families are exposed and how they decipher such tasks, we try to identify what parents see of, and do with academic standards. By standards, we mean patterns which are binding and shared (Prairat, 2019), but also potentially transformative of the environment (Canguilhem, 1996). Our study is in line with theories defending a "relational hypothesis" (Bautier and Goigoux, 2004) which considers that misunderstandings (Bautier & Rochex, 2007, Bautier & Rayou, 2013) play an important role in explaining educational inequalities. Parents' and children's reliance on misunderstandings can indeed result in remote interpretations of what the academic expectations are. We analyse parenting practices concerned with providing support in relation to homework. We interpret the support parents provide in terms of "renormalisation" (Schwartz, 2009): parents reinterpret the perceived academic standards and adjust them based on their share of responsibility for academic education (Glasman, 2004, 2013).

Varia

■ **BÉATRICE DROT-DELANGE**

Interactions between personal information management and professional knowledge of teachers. The case of the Informatics and Digital Sciences

In this paper, we analyze the interactions between personal information management (PIM) and professional knowledge of teachers. PIM is studied through operations of classificatory documentarization, that is, the classification, naming and indexing of resources (Zacklad et al., 2011). Teachers' professional knowledge relates to the subject matter content knowledge, pedagogical content knowledge and curricular content knowledge (Shulman, 2007). The interactions are analyzed in the context of optional course, called 'Informatics and Digital Sciences'

and introduced at grade 12 (fall 2012). We conducted interviews with 5 teachers. We have complemented this collection of data with the observable products of the PIM: the files and bookmarks trees. The results show that the various operations of classificatory documentarization aim at first at a need for reinsurance of the knowledge. This need can concern the preparation of the courses or the activity in class. It is supported by one or several reference collections (Jones, 2007), by a classification allowing the reactivity in class and by always available personal media.

■ **GWÉNAËL LEFEUVRE, BRUNO FONDEVILLE, RÉMI BONASIO & PHILIPPE VEYRUNES**

The collective appropriation of a pedagogical device in primary school. The construction of a temporary compromise between different principles of justice: the case of the "work plan"

As part of a research conducted in support of a primary school, we will question the collective ownership process of a particular educational device designed by the teaching team: the work plan. The objectives of teachers from this device, are to promote the individualisation of academic learning of students, taking into account their individual rhythms and promote their autonomy in work. Using data from group meetings conducted within research and support, we will analyze the reasons that teachers mobilize to build agreements for the device used. The sociology of justification (Boltanski and Thevenot, 1991) will be convened to highlight the tradeoffs that characterize the device from particular value systems and different "worlds" from which refer teachers to coordinate their actions within the device

■ **PAUL LEHNER**

Scholar guidance as a public problem (1964-1968): meaning and aims of an educational policy

The localized or structural study of school guidance overshadows the question of policy actors in terms of guidance and their representations. This article proposes to fill this blind spot by revealing through original sources the process of elaboration of the public problem of educational guidance. The cross analysis of the national archives reveal the actors involved in this reform, the space of the thinkable in which it is inscribed and, consequently, its aims.

■ **VIRGINIE MESSINA**

How to enable the comprehension of action in an imitation game. Joint action between a choreographic artist and dance students in elementary school : a case study

The central role played by imitation within the various human societies leads us to consider it from an anthropological point of view. We describe it as a complex process allowing the intergenerational transmission of cultural behaviours and elements. Our didactic approach questions the conditions of progress, that we call an epistemic gain, in teaching-learning situations that are based on imitation. In dance teaching and learning, the transmission of the danced gesture by monstration / reproduction is widely practiced, and is the matter of our study. Under what conditions does imitation enable the construction of new knowledge? In particular, in a teaching-learning situation, what didactic gestures allow those who learn to understand the actions that they have to imitate? To illustrate this, we rely on a situation observed in an elementary school, where a choreographic artist intervenes in a year 4 and 5 class. Based on the Joint Action Theory in Didactics (JATD) and the game model in didactics, our analysis questions imitation as a *game of imitation*, that is built between the person who teaches the danced gesture (the artist) and those who learn it (pupils-dancers). The observation of this joint action leads us to grasp the conditions that allow students to gradually move from an imitation that retains only the surface features of the gesture shown, to an imitation that shows an understanding of the principles that generate its form.