

ECER 2006 Geneva

Main Conference: 13 - 16 September 2006

Post-Graduate and New Researchers' Pre-Conference:
11 - 12 September 2006

Proposal Form

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Details of the proposal

Title of Proposal (use title case)

**Beginning to teach:
intentions of teacher education put to test during the first years on the job**

Language of Presentation (if not English)

French

German

Italian

Proposal Information >>

Description of the paper – e.g. topic, research question, objective, purpose, value, conceptual or theoretical framework, state of the art:

If knowledge is under constant transformation, the teaching profession is automatically submitted to the same movement.

On the one hand, more and more pupils have to be educated in order to meet the demands of increased knowledge and that, during a longer time period; at the same time, school failure is less and less tolerated. On the other hand, democratic pluralism and consumerism upset traditional authority relationships: teachers have lost their « aura », their competencies are a constant subject of discussion, public education is said to be inefficient and expensive. Of course, the complexity of modernity is rooted in its own contradictions.

At times, professionals themselves can hesitate: how to best manage and regulate the power of teaching? Should there be more standardisation, founded on the validation and generalisation of scientifically proved effective practices? Would it be better to allow freedom in the choice of methods, forcing pupils, teachers and society to respect the genius of those who know how?

Another issue would be to admit that a reflective practitioner is neither omnipotent nor a simple executor; he can make a reasonable, critical, co-operatively discussed use of educational sciences' results and resources.

Whereas teacher training is gradually built upon this assumption, what about the reality of practice? More precisely : what use do beginner teachers make of the resources they gather during their initial training, and how much does this knowledge help them to identify and cope with the problems they meet ? Our research tries to document and answer these questions.

Methodology or methods/research instruments or sources used:

In its first phase, the research is based on a population of approximately 80 primary teachers from grades –2 (pre-school) to +6 (end of primary school), all holders of a university degree in educational sciences, enabling them to teach in primary schools.

The initial exploratory approach is based on about forty comprehensive and semi-directed interviews, during which the following questions are to be asked: After a 4 year training program based on an articulation between theory and practice, what feelings of success and/or failure do beginners express when they enter the teaching profession? To what external/internal factors do they attribute their success or their difficulties? How do they reason in order to resolve encountered problems? How do they consider the gap between the actual experience of their job and the way they had imagined it would be? These interviews are presently under way and a first content analysis will then be realised.

Conclusions or expected outcomes or findings:

Our communication shall present first results in order to answer some of our research questions. We shall also comment on the theoretical and methodological difficulties we meet during the exploratory phase. In what way could lead us to modify or reformulate our principal research questions concerning the links between real and “dreamed” job, between the intentions of the training program and the use beginners make of what they have learnt during their daily professional life.

References (including own publications):

Huberman, M. (1989). *La vie des enseignants. Evolution et bilan d'une profession*. Neuchâtel & Paris : Delachaux & Niestlé.

Maulini, O. (2004, septembre). *Entrer dans l'institution, entrer dans la profession. Une double contrainte pour les jeunes enseignants*. Texte présenté au colloque « Introduction à la profession et professionnalisation » de la Conférence suisse des Hautes écoles pédagogiques, Fribourg.

Perrenoud, Ph. (2001). *Développer la pratique réflexive dans le métier d'enseignant. Professionnalisation et raison pédagogique*. Paris : ESF.

Rayou, P. & van Zanten, A. (2004). *Enquête sur les nouveaux enseignants. Changeront-ils l'école ?* Paris : Bayard.

Schön, D. (1983) *The Reflective Practitioner. How professionals think in action*, London : Temple Smith.