

Alain Mercier, Institut Universitaire de Formation des Maîtres d'Aix-Marseille
Jeanette Tambone, University of Provence

When the Supervising Instructors for AIS (Adaptation et Intégration Scolaires) Students in Training Indicate the Professional Techniques of "Predominantly Educational Assistance."

Object: The presentation of the first results of a study in progress of the professional practices and knowledge of special-needs instructors. The interaction between two teachers in training and their supervising instructor (an instructor who has had significant experience with "special needs") reveals the dominant variables in teaching which are culturally shared by the supervising instructors who do not have the same experience and which provide access to the corresponding systems of instruction.

The interaction between one group (two teachers in training and a supervising instructor) after the performance of the former has been recorded throughout the course of the year. The records are transcribed and their contents analyzed with the help of anthropological and institutional theoretical tools of math instruction and professional instruction: a study of the discourses of ostentation, chronogenesis and topogenesis. The identification of instruction recognized within the institutional culture of instructors and which makes up their semiotic universe can therefore be engaged.

Results Obtained: The teachers in training realize that they are offered a universe which is significantly less rich than that of a supervising instructor "E". They "test a project of solution" which is personal and which becomes the subject of a report. We interpret this semiotic poverty as the effect of the security control exercised by all those instructors in "real situations". We show how the phenomenon produces the loss of the problem which the action was supposed to solve. The variable principle action of the instructors is incontestably, if one believes the supervising instructor, the amount of time spent on the activities proposed by students. We interpret this and conclude that the supervising instructor should slow down the teaching time and adapt him/herself to the learning process of the students all the while maintaining a visible rhythm of study.

Expected Results: The expected exercise supposes that the teacher in training produces a method of teaching which allows students to participate in the production of teaching time. We attempt to identify as the specific objects of the culture of professionals of "predominantly educational assistance," the trace of whom we shall find in reports since it is a question of realizing a successful entry into the semiotic universe which is a professional culture.