

History-geography teachers: ordinary teachers?

Nadine Esquieu

Converting to teaching out of love for the discipline and the desire to be in contact with young people, which is their source of satisfaction number one, history-geography teachers are the teachers closest to the idealistic vision of the profession based on the passing on of knowledge. Developing their pupils' critical thinking is also their priority. Their positive perception of the way class councils operate does not prevent them from criticising pupils' guidance system. Fairly sensitive to the deterioration of their image but not as affected by teachers' malaise, they expect support from the educational community to compensate for their feeling of helplessness faced with the ideal of success of all their pupils.

Seven out of ten teachers would recommend this job to their children. Could it be they are the descendants of the Republic's "hussars"?

History-geography teachers in the Créteil academy: a "noria"-based logic

Michel Héron

A "noria"-based logic is how the general inspectorate mission in charge of evaluating education in the Créteil academy described the renewal, at the beginning of each school year and during the school year itself, of thousands of agents at all levels and in all positions. History-geography teachers are not immune to this logic, which constitutes one of the major difficulties with which academic authorities, and in particular inspectorate bodies, are confronted.

History-geography teachers in the Limoges academy, an asset of the academy

Claire Mondollot

The history-geography teachers of the Limoges academy are experienced (44 years old on average) and stable teachers. The academic training offer is substantial and meets the requirements of teachers very involved in the various educational projects of their institutions. The regular, albeit moderate, arrival of young teachers who can immediately benefit from the experience of their elders, provides a type of dynamism essential to the improvement in practices.

Reform the competitive examinations: the example of the geography *agrégation* examination

Rémy Knafou, Michel Hagnerelle

The reform of teacher recruitment examinations often incites a lot of debate, discussion and sometimes concern. Designed in 1999-2000, the reform of the external geography *agrégation* examination responded to a fundamental need. As this competitive examination had hardly changed since its creation in 1943, the tests introduced in 1975 seemed to be increasingly at odds with the significant evolutions of both the scientific foundations of the discipline and teaching practices in higher and secondary education. A teacher recruitment examination must be innovative and have an impact on all levels of education. This is the spirit that prevailed in the reform implemented in 2002.

After five sessions, an initial assessment can be made. The example of the geography *agrégation* examination demonstrates that a fairly in-depth reform of recruitment examinations is possible, provided its objectives are clearly defined and largely shared, and that the evolutions correspond with a real need of the different players in the secondary and higher education system.

Internal competitive examinations: for whom? How? Why?

Guy Mandon, Guy Lancelot and Jean-Louis Reppert

In the last two decades, internal competitive examinations have fulfilled the dual role assigned to them: enrich the system by admitting teachers in conditions which optimise the experience of those whose skill and performance resulted in a promotion; providing teachers who entered the education system at lower levels with the possibility of promotion by implementing a genuine career-oriented project, thereby protecting them against the hazards inherent in the *listes d'aptitudes* (lists of suitable candidates). In this context, the internal *agrégation* has retained its role of promoting the best teachers and constitutes an incentive which should be protected. The analysis of the function of the internal CAPES (Secondary Education Teaching Certificate) and CAPLP (Vocational Secondary Education Teaching Certificate) and of the CAER examination should be more detailed, as they have changed significantly: less promotion-oriented, their objective is

to rapidly resolve problems of uncertainty in the public education system. Offering new possibilities along with the private education certification provided by the CAFEP, they are aimed, on the whole, at less experienced, younger teaching applicants, and their specific aspects compared with external examinations are less apparent. Above all, civil service personnel taking the examination who have never attended any classes tends to further diminish the distinction with external examinations. This is why one should question the existence of these competitive examinations by raising the issue of the very nature of the applications and their objectives, as well as the effects of the test reforms, which demonstrates the desire to adapt to this new deal. These two combined aspects question the relevance and future of these internal competitive examinations.

In the Rouen IUFM (Teacher Training Institution), the discipline of initial training of PLC2 trainee teachers offers, in one academic year, a number of days dedicated to the discovery of the teaching profession through real situations and assistance in the preparation for the vocational thesis. Within the framework of active collaboration with their tutor and educational adviser, trainee teachers are being prepared to tackle a profession which is diversifying in terms of educational content and teaching procedures, taking into account pupils' diversity as well as the use of ICTs and the necessary opening to the outside world.

Geography has radically evolved in many aspects since the 1970s. Perceived since the late 19th century as a science studying locations and the relationships between man and natural environments, in a naturalistic way, it has become a science studying man's action on the Earth, resolutely positioning itself in the field of social science. Certain geographers favour a socio-economic and political approach to man's spatial organisation, the power struggle between spatial actors; others favour a structural, systemic and quantitative analysis of the spatial organisation of human societies; others yet study the influence of the psychological or cultural factors on man's life within his territories; others choose to examine the complex relationships between societies and the environment they alter as much as adapt to. All these different approaches can be very fruitful when raising future citizens' consciousness of the issues inherent in the development of the territories in which they live, from a local to a global scale.

Since the early 20th century, the history of French historiography seems characterised by breaking and turning points, requiring regular assessment and analysis of perspectives. This is of course due to the very nature of any discipline: history must have its own domain to distinguish itself from other disciplines. However, it seems that the latest "crisis" lasted somewhat longer, from the "critical turning point" initiated in the 1970s to the "history crisis" diagnosed by Gérard Noiriel in 1996: has French historiography recovered yet? We shall try and assess the current situation, ten years after strong debate, and above all we shall examine the concrete developments in the practice of history, beyond theoretical difficulties, by analysing some of the new objects recently coveted by historians.

The history-geography and civic education discipline is taught in cycle 3 more systematically than before, even though timetables and programmes are not always complied with. In accordance with programme specifications, the sessions are frequently structured around documents. The use of these documents often results in the construction of specific and superficial knowledge, which is undoubtedly useful but does not make it possible to tackle specific issues or build essential notions. The contribution of history and, to a larger extent, geography to mastering the language has not yet been sufficiently developed, both in terms of thoughtful language observation and the written word, the elements of which identified or created by pupils more often constitute useless

Initial history-geography education system and practices The training of PLC2 trainee teachers in the Rouen academy

G rard Berthelot, Laurent Resse,
Monique Watte

Geography, from the study of locations to that of man's action on the Earth

G rard Hugonie

Evolution in the French historiography

St phanie Saug t

History-geography in primary school: programme, practices and issues

Philippe Claus

Teaching history-geography in vocational *lycées*: issues inherent in the programmes and practices

Joëlle Dusseau

Civic education in *collège* and *lycée*

Alain Bergounioux

History, geography and civic education practices in *collège*

Nicole Braxmeyer

History-geography and civic, social and legal education in vocational *lycées*: teachers and teaching practices

Marion Billet

scribbling than organised learning tools. These observations raise issues with regard to pupils' proficiency. This is why explanations and perspectives should be proposed.

The teaching of general disciplines in vocational *lycées* is typically French. In other European countries, vocational education does not include general disciplines. In France, the issue of the nature and purpose of general disciplines is a recurring one. Do vocational *lycée* pupils need a culture, an actual cultural ambition similar to that dedicated to general and technological *lycée* pupils? Or must this cultural ambition be restricted and minimised? How can the skills required by future employers be taken into account? Who is this type of education aimed at? The future employee or the future citizen capable of understanding the world and showing an interest in the past and present? There is also another debate on history-geography. For years, we have taught a discipline called Knowledge of the modern world. Is the new name – history-geography, civic education – simply window dressing? Must the ambitions of the education programme be resolutely different from those of general education *lycées*?

Public opinion demands a lot of civic education. However, a common vision is difficult to achieve due to the lack of a clear agreement on the purpose. This article, having outlined the history of this discipline, shall assess the situation in *collège* and *lycée*. Current education programmes revolve around issues promoting the teaching of values, knowledge and practices. The difficulties encountered by this discipline relate above all to fundamental issues which require a greater focus on the essential principles making up civic ethics. However, the significant gap between civic education in the classroom and in school life should also be highlighted. Therefore, we must strive to define an overall coherence between the programmes, school life and extra-curricular activities.

History-geography *collège* teachers, most of whom are history graduates, devote a little more time to the teaching of history, to the detriment of civic education. When preparing their educational planning, teachers are mainly guided by the notions and content of education programmes. Teaching practices are characterised by the importance of the use of documents and the transmission of methods and knowledge by the teacher. These documents are principally presented to the pupils in the form of paper copies. The use of computers remains marginal compared with the use of the video. Teachers leave little room for pupils' independent expression, whether written or oral, even if, in civic education, pupils find themselves more frequently involved in verbal exchanges. Teachers have a desire to respond to their pupils' needs, improve their practices, notably in terms of evaluation, and work hand in hand with their colleagues.

Characterised by their dual status, history-geography teachers in vocational *lycées* are mostly women, more often history graduates who have joined the body of vocational *lycée* teachers. They make no secret of their satisfaction in teaching a discipline that they have chosen out of interest in its content and objectives, essential in pupils' understanding of the world, their orientation and action. Within their educational institution, they participate in professional cross-sectional projects, collaborate with the librarian, act as head teachers and are involved in team work. In practice, history-geography teachers place great emphasis on the study of documents, serving as educational tools in themselves and learning supports for their pupils, whereas pupils' autonomous expression is limited. Within the framework of the necessary didactical and educational reflection, they are anxious to design adapted educational content and specific approaches capable of stimulating their pupils' interest and critical thinking, while allowing them to easily and efficiently master the discipline taught.

Usage and issues inherent in information and communication technologies (ICTs) with regard to history-geography and civic education

Pascal Mériaux, Sylvain Genevois

History-geography teachers and serious schooling difficulties in *collège*

Chi-Lan Do

An approach to continuing history-geography education

Jean Sérandour

Pupils' proficiency at the end of primary school

Jean-Marc Pastor, Agnès Brun

Pupils' proficiency at the end of *collège*

Michel Braxmeyer, Nicole Braxmeyer and Séverine Dos Santos

Information and communication technologies (ICTs) are developing rapidly and affect an increasingly large public. Thus, the rise in the digital culture is accompanied by the institutionalisation of ICTs at school. Within the framework of the standardisation and popularisation of ICTs in the education system, the idea is to initiate an analysis and a didactical perspective on the usage and issues inherent in ICTs in the teaching of history, geography and civic education.

The statements of history-geography teachers, collected within the framework of a DEPP survey carried out in 2005-2006 on the representations of serious schooling difficulties are very coherent. Compared with the entire population of *collège* teachers surveyed, many of them think that the origin of these difficulties is due to the environment and that this risk peaks before entering *collège*, as the basic command of the French language is, in their opinion, the skill most lacking in failing pupils. They are anxious to deal with the difficulties themselves instead of leaving it to other structures and try to make progress by the learning of methods. They wish to work more in a cross-sectional manner, in particular with French teachers and, although their feeling of helplessness is equal to their colleagues, they are determined and dedicated in the face of a trend that most of them consider unacceptable, which confirms their tendency to refuse to accept the inevitability of inequality.

Over the years, the academic training Plan has only affected a limited number of teachers. While some of them are regular participants in the training sessions proposed, many are those who register but who in the end do not take part. More worrying, a majority of teachers, who are against any personal training approach, provide routine education, the content and practices of which no longer evolve throughout their career. The implementation of an information, coordination and training system at academic level therefore emerged as a necessity to break through the isolation of teaching colleagues and progressively impose a permanent training process. Using a patient, diverse and resolute strategy, the Dur@nce has been able to create a continuing education dynamic with its academic partners over the years, which is now beginning to yield results.

The tools used to evaluate pupils' skills at the end of primary school have been designed in accordance with the education programmes and evaluations / assessments carried out by the DEPP. This article highlights the difficulties in evaluating pupils' proficiency by targeting the knowledge and skills specific to a discipline taught in primary school. At this level of education, as indicated by education programmes, the acquisition of the command of the French language and the command of the language in the relevant discipline is closely interconnected. At this stage in the analysis, it seems difficult to distinguish the knowledge and skills specific to each of these two domains. The skills inherent in history-geography and civic education contribute to acquiring the command of the language by diversification using a specific language. Questionnaires survey pupils' opinions and identify their motivations, perception of the work carried out in the classroom and interest in history, geography and civic education outside school.

The tools used to evaluate pupils' skills have been designed based on a reference framework in accordance with the content of education programmes and evaluations / assessments carried out by the DEPP. Statistical analysis of the answers based on the item response model provides an initial indication of what pupils know and are able to achieve by the end of *collège*. This makes it possible to identify pupil profiles indicating levels of proficiency in knowledge and skills. The results reveal a positive situation with regard to the reading of documents and appropriation of the knowledge specified for the national *brevet* qualification. These results can then be confronted with the expectations of the end

of *collège* and with current educational practices deployed to meet these expectations. They raise the issue of the role and usage of documents in the learning process, of the importance of the written word in the evaluation of the discipline and the relevance of the evaluation / assessment with regard to traditional practices. Pupils' opinion of their discipline is a good indicator of the attractiveness of its image.

This article is in line with a study of *lycée* pupils' participatory behaviour at the end of secondary education, in light of the multitude of systems and initiatives relating to the notion of citizenship in the national context. It introduces an analysis of the proposals made by certain *lycée* pupils so that the education system can prepare them better for their life as citizens. A carefully thought out analytical method reveals the necessity to provide information, with or without explanations, or even to provide knowledge in certain domains, to implement specific collective or individual learning processes and to revise the approach to the notion of citizenship currently in place not only in civic, legal and social education classes but also in other classes or in school life. An automated method to analyse the answers highlighted three types of lexical context highlighting deficiencies at the end of secondary education, a reappraisal of the approach to citizenship and relational requirements.

Lycée pupils' proposals to be better prepared for their life as citizens

Roseline Verdon