

An engineering of professionalization of the teaching profession through experiential learning and reflexivity: Towards an evaluative approach of new teaching practices

Adil Boulahouajeb^{1*}, Fatima Hassine², Mohammed El Felhi³, Jabran Daaif⁴

¹Regional Center for Education and Training Professions Casablanca-Settat, El Jadida, Morocco

²Laboratory of Physical Chemistry of Materials LPCM, Ben M'Sick Faculty of Sciences, Hassan II University of Casablanca, Morocco.

³Laboratory of Sciences and Technologies of information and Education LSTIE, Ben M'Sick Faculty of Sciences. Hassan II University of Casablanca, Morocco.

⁴Higher School of Education and Training of Berrechid, Hassan First University, Morocco

E-mail: adil.nizar24@gmail.com

HNSJ, 2024, 5(6); <https://doi.org/10.53796/hnsj56/20>

Published at 01/06/2024

Accepted at 20/05/2024

Abstract

The process of experiential learning and reflective practice has a positive impact on the professionalization of teacher trainees during their work placement. They constitute a powerful vector for the integration of students into the context of the teaching profession. The research would attempt to analyze the nature of the relationship between concrete experience and reflexivity. Thus, the performance of professional know-how is a guarantee of the effectiveness and quality of the engineering of the socio-professional support system. The adoption of this imperative allows for the implementation of new professional referentials. This major preoccupation challenges us to question how teaching practices are influenced by reflective practice and experiential learning in a professionalization logic. We proceed through a descriptive and correlative research approach, opting for a questionnaire survey. By crossing the results of the study with previous scientific research, it emerges that the process of professionalization is dependent on a conscious and reasoned placement in a professional environment, necessary to the exercise of one's profession in order to achieve the status of a true actor of change and innovation. This engineering of the professionalization system will define the frame of reference, including the ethical values and the base of professional competencies that will be applicable to any professionalization program for future teachers. The new vision will be built around adapted teaching practices, collaborative andragogical approaches, personalized and professionalized training paths, and individualized and inclusive evaluation modalities that go well beyond validation and tenure

Key Words: Teaching practices, reflective practice, experiential learning, professionalization.

هندسة احترافية لمهنة التدريس من خلال التعلم التجريبي والتأمل: نحو نهج تقييمي لممارسات تعليمية جديدة

تاريخ القبول: 2024/05/20م

تاريخ النشر: 2024/06/01م

المستخلص

إن عملية التعلم التجريبي والممارسة التأملية لها تأثير إيجابي على الاحترافية لدى متدربي المعلمين خلال فترة التدريب العملي. تشكل هذه العملية وسيلة قوية لدمج الطلاب في سياق مهنة التدريس. تهدف هذه الدراسة إلى تحليل طبيعة العلاقة بين التجربة العملية والتأمل. وبالتالي، فإن أداء المهارات المهنية يعد ضماناً لفعالية وجودة هندسة نظام الدعم الاجتماعي المهني. يتيح تبني هذا المطلب تنفيذ مراجع مهنية جديدة. تدفعنا هذه الشاغل الأساسي إلى التساؤل حول كيفية تأثير ممارسات التدريس بالممارسة التأملية والتعلم التجريبي في منطلق الاحترافية. نستخدم نهجاً بحثياً وصفيًا وارتباطيًا، ونختار استطلاعاً استبيانياً. من خلال مقارنة نتائج الدراسة مع الأبحاث العلمية السابقة، يتضح أن عملية الاحتراف تعتمد على وضع واعي ومدرّس في بيئة مهنية، وهو أمر ضروري لممارسة المهنة لتحقيق وضعية فاعل حقيقي في التغيير والابتكار. ستحدد هذه الهندسة لنظام الاحتراف إطار المرجعية، بما في ذلك القيم الأخلاقية وقاعدة الكفاءات المهنية التي ستكون قابلة للتطبيق على أي برنامج احترافي للمعلمين المستقبليين. ستبنى الرؤية الجديدة حول ممارسات تعليمية ملائمة، وأساليب تعليمية تشاركية، ومسارات تدريب مخصصة ومهنية، وطرائق تقييم فردية وشاملة تتجاوز بكثير مجرد التقييم والتنشيط.

الكلمات المفتاحية: ممارسات التدريس، الممارسة التأملية، التعلم التجريبي، الاحترافية.

1. Introduction and problematic

The university training has undergone several institutional and pedagogical reforms, in order to respond effectively to the growing needs of the field of education and teaching in terms of professional skills, thus promoting teaching practices.

In 2003, the Moroccan university adapted the university training devices to the new LMD pedagogical reform. Since 2011, the ENS in Casablanca is considered as an institution of higher education, offering in this sense, two courses in order to train, qualify and professionalize future teachers of PE.

In the context of professional university training, the concern for the professionalization of the teaching profession requires reflective teaching practices and experiential learning that place trainee PE teachers in professionalizing situations that guarantee the understanding and assimilation of the different components of their training processes: "*concrete experience*", "*reflective observation*", "*abstract conceptualization*" and "*active experimentation*" (Kolb, 1984).

Faced with this professional identity crisis linked mainly to professional performance in teaching practices, professionalization becomes the most effective means of overcoming this problem and thereby enabling the appropriation of an arsenal of knowledge related to professional practice. In this respect, the use of reflective professional practice and experiential learning can be the only alternative solution to avoid any professional identity crisis and thereby broaden the repertoire of socio-professional skills.

Our reflection will be built on a set of questions around the permanent professional development of reflexivity in trainee PE teachers in logic of experiential learning. The objective of this article is to evaluate the level of impact of reflective practice and experiential learning on the professionalization of trainee PE teachers. The aim is to study this relationship in a descriptive and correlative manner.

We seek to answer two questions: To what extent do experiential learning and reflexivity influence the professionalization process of trainee PE teachers? Can reflective practice and experiential learning lead to a permanent professionalization of teaching practices?

The first part is dedicated to the presentation of the theoretical framework and refers to the research works related to the key concepts of the problem at hand. The second part represents the practical framework of this study where we will consider the case of a trainee PE teacher in a context of a professional setting.

2. Theoretical Framework

2.1. Reflexivity in trainee PE teachers: towards a permanent professional development

The training of teachers which is characterized by reflexivity towards their professional practices is the subject of research work of several scientists (Altet, 2013; Altet et al., 2013; Guillemette, 2016; Perrenoud, 2001b). In addition, reflective feedback is considered as a process of professionalization of teaching (Paquay, 1994) in order to achieve a reflective practitioner model (Altet, 2013).

The reflexivity of teachers around their teaching practices represents a real opportunity to develop a spirit of analysis and reflection and thus ensure continuous professional development. In this sense, Altet, (1996) confirms that professional development involves the teacher's reflection on his or her professional acts while drawing on his or her analytical knowledge.

Similarly, several research studies in professional didactics have shown that the reflexivity mobilized during professional practices is considered a means of learning that promotes the reshaping of teachers' practices and representations (Vinatier, 2012).

Professional situations are characterized by the presence of a specific variable relating to the various interactions that foster the relationship between trainee teachers. To this end, the collective mobilization of knowledge implemented in the university training systems is important, as is the degree of concrete professional experience, because it allows for the reconfiguration and reconstruction (Sensevy, 2007) of the modalities and solutions suggested during the problem situations encountered. The situation of professional training is considered among the tools of practice analysis (Méard & Bruno, 2004), it allows to give meaning in a critical way to the different teaching practices during in professional environment in order to identify his or her aims, a permanent conscious verbalization of the actions and a capacity of knowledge construction. Thus, reflective observation allows teachers to act according to their perceptions by making links with theoretical and practical knowledge. It also allows them to have personal interpretations of "observables" related to their teaching practices. The understanding and explanation of the professional situations experienced lead the trainee teachers to draw the rules and principles underlying their pedagogical acts.

The maintaining the reflexive feedback throughout the professional career in the teaching profession allows teachers to have the capacity to improvise in the face of didactic and pedagogical incidences characterizing the professional situations encountered. This competence can only be reached through an identification of knowledge, a know-how, and how to behaviour or act in a given situation. Moreover, Altet (1994) stresses the importance of training future teachers with a reflexivity that enables them to give meaning to their teaching practices: "*The teacher will learn to reconstitute through analysis what he or she has done, that is to say, to put into words, to describe what takes place in the situation, to identify the knowledge and know-how that he or she has mobilized in the action*".

In the era of teacher professionalization, the intention is to train teachers according to the logic of reflection and action (Schön, 1993). To this end, the training that's leads to the development of the ability to reflect in action can consequently arise only from training in emergency situations (Vacher, 2011). The same author shows the distinction between "*reflection in action*" and "*reflection on action*". The first one consists in having a logic of remediation and regulation during the professional practice, while the one in the action designates the reflexive and analytical use of an action already done. We can also add that professional development can be understood as "a process of individual and collective transformation of skills and identity components mobilized or likely to be mobilized in professional situations" (Barbier et al., 1994).

Perrenoud (2001) points out that "in the heat of educational action, there is little time for meditation [...]. Reflection in action is therefore rapid, guiding a process of "decision", without possible resort to external advice". Also, Jorro (2002) distinguishes the difference between "*the professional gesture*" and "*the gesture of the trade*", he underlines that "*The gestures of the trade*" and "*'the professional gestures*" do not cover the same reality. By "*gestures of the trade*", it is important to understand codified gestures, listed in the memory of the trade, and to grasp their structuring effect in the activity [...]. The literature of the profession is populated with emblematic gestures: the teacher in front of the blackboard, chalk in hand [...]. On the other hand, professional gestures are understood as (diacritical) signs that can only be spotted in the situation (Jorro, 2002). On the other hand, Uwamariya & Mukamurera (2005) define professional development as "*a process of change, of transformation, through which teachers gradually manage to improve their practice, master their work and feel comfortable in their practice*".

2.2. Experiential learning, reflective practice: an avenue for professionalization of trainee PE teachers.

According to Bourdoncle & Lessard, (2003), professionalizing university training is considered to be a qualification process for the sustainable practice of an organized profession. The same authors add that such training leads to the development of skills essential to the execution of the professional act (know-how); to the appropriation of the knowledge on which this professional act is based (knowledge) and to socialization through the acquisition of values and attitudes characterizing the professional group (interpersonal skills). Again, Charlier (1996) emphasizes that "knowledge is combined in personal representations and theories that are reinvested by the person in the action". To the same degree, concrete experiences, within the framework of professional situations, are considered as a means of professional development provided that they are analyzed in a reflective manner. This practice makes it possible to adapt in a permanent way to the changes experienced by the actors and to the way "*teachers develop in the current social conditions of their lives and experiences, cultures and existing educational contexts*" (Raymond et al., 1992).

The model of the reflective teacher, toward their professional practices, is becoming increasingly very important for the purpose of professionalization. The reflective engagement of trainee teachers in a situation of teaching responsibility constitutes an opportunity for "learning through reflection on 'doing'" (Felicia, 2011).

This engagement in the situations of professional action leads to constitute an experimental and operational framework on the problem situation (Mayer, 1977; Meirieu, 1992) and on experiential learning (Kolb, 1984; Lewin, 1951). In addition, the construction and consolidation of competencies related to the emerging professionalism of trainee teachers is latent in the professional environment through the concrete experiences encountered (Perreard Vité et al., 2015; Van Nieuwenhoven & Doidinho-Vicoso, 2015). So as to accompany the professionalization of PE teachers, the professional gestures of trainee teachers must be evaluated in their globalities by taking into consideration the level of complexity and singularity of the professional situation. For this, the accompaniment and regulation approach, requires a reflective process on the part of the associated teachers (Allal et al., 2008; Lebel et al., 2015; Perreard Vité et al., 2015).

Reflective practice is at the heart of professionalization, since it can be conceived as a habit "integrated into daily life" (Perrenoud, 2001a). The evolution of the professional development of trainee teachers could be through their conception of their roles, their perceptions, the opportunities for practice, and their working conditions. Donnay & Charlier (2006) define professional development as "*a dynamic and recurrent process, intentional or not, by which, in his interactions with otherness, and in the conditions that allow it, a person develops his or her skills and attitudes inscribed in educational values and a professional ethic, and thereby enriches and transforms his or her professional identity*". Moreover, the notion of professionalism encompasses knowledge, experiences, various constraints and it also includes other components: institutional, organizational, contextual and also subjective components characterizing the commitment to a profession. To this effect, (Perez-Roux, 2012) shows that this set of elements leads both to the integration of professional standards in order to judge the quality and meaning of their practices, and to the activation of personal resources in order to adapt to professional situations and to respond to the various expected missions.

According to (Merton, 1957), Professionalization is the process by which the

transformation of an activity (occupation) becomes a profession over time. This process, according to the same author, is equipped with an academic training that transforms the theoretical knowledge acquired through the experiential practice into scientific knowledge learned in an academic way, in a reflective way. Moreover, (Champy-Remoussenard, 2005) emphasizes that "the fact that the activity constantly causes learning and produces new knowledge is a major fact for those who work in the perspective of training and professionalization of actors". This on the one hand, and on the other hand (Le Boterf, 2007) emphasizes that professionalization is a crossroads of the historical overview, the level of socialization of the subject, the number and the level of complexity of the professional situations he has experienced and the situations and his training path. He adds that the track of professionalization follows the logic of "professional navigation" which is based on the meeting of varied professional situations. The professional development according to him, it also depends on the accompanied self-training, the scripting of the professional situations and reflexive returns of the concrete experiences met.

3. Methodology

The pedagogical inspectors of PE of the different AREF of Morocco constitute, on the one hand, a target public for our investigation and for the professionalization of the teaching practices in a logic of continuous training and, on the other hand, a specific sample answering the needs of our study. To this end, we distributed a questionnaire of 26 items. Our final research sample includes 30 respondents. This study is essentially descriptive and correlative of a mixed nature, it consists in testing the correlation between the reflective practice and the process of experiential learning in a logic of professionalization. It also consists in describing the process of professionalization through reflexivity and learning through concrete professional experiences.

In order to test the validity of the hypotheses of the present study, we opted for the khu-2 test and Fisher's test to study the research variables from a correlative point of view. Equally, we will use the questionnaire survey technique. The construction of the questionnaire will be based on several descriptors mainly related to our key concepts of the subject as follows in the Table 1.

Table 1. Descriptors of key concepts: Experiential Learning and Reflective Practice.

Concept	Steps	Descriptors	Concept	Descriptors
Experiential learning	Concrete experience	<ul style="list-style-type: none"> ❖ To live an experience close reality; ❖ Mobilize "Knowledge, Know-how and Skills"; ❖ Encounter problem situations ; ❖ Paying attention to environmental stimuli; ❖ Describe the practice, activity and interventions; ❖ Select and manage relevant information according to goals and expectations. 	Reflective Practice	Reflexivity is a cognitive process that "has become as much a scientific requirement as an anthropological condition" in social sciences (Gaucher, 2009)
	eflective observation	<ul style="list-style-type: none"> ❖ Step back from the experience; ❖ Recall the facts: what is heard, seen and actions, thoughts, feelings; ❖ Focus on the flow of events; ❖ Analyze in a critical and 		reflective practice is an intellectual activity that stems from reason and is similar to critical thinking for the

		<p>distanced way the course of the experienced teaching practices;</p> <ul style="list-style-type: none"> ❖ Naming the Intent; ❖ Verbalize the action; ❖ Formalizing knowledge; 		<p>purpose of prudence and foresight in scientific and professional conduct, particularly in order to offset the effects of instinct and impulsivity (Dewey, 1933)</p>
	Abstract conceptualization / Reasoning	<ul style="list-style-type: none"> ❖ Drawing the principles of action; ❖ Identify a theoretical representation; ❖ Decontextualize professional situations; ❖ Conceptualize new practices; ❖ Make connections to ideas, concepts and theories; ❖ Model the experience and identify elements that are invariant to the professional context; ❖ Create operating diagrams; ❖ Implement the principles of action in similar situations. 		<p>reflexivity as an instrument of professionalization, but, unlike their predecessor, the reflexivity they promote is motivated by intuition rather than by a desire to conform to a scientific method (Fendler, 2003; Schön, 1994)</p>
	Active experimentation / Practical adaptation	<ul style="list-style-type: none"> ❖ Transfer modalities and principles of action into new intentions; ❖ Planning the new intervention ❖ Test the proposed solutions and learned courses of action; ❖ Regulate actions, interventions and professional practices; ❖ Set new goals ❖ Provide the necessary means to achieve the new objectives. 		<p>Reflection "must be based on confrontation with otherness, either through verbal exchange with the other, or through the confrontation of a state of knowledge with a new reality" (Bibauw, 2010)</p>

The results of the questionnaire will be presented in the form of cross-tabulations and will be grouped into 3 categories. The first category is to describe the importance of concrete professional experiences in the work placement periods. The second category is devoted to describing the effect of the coherence of the experiential learning process and reflective practice on teachers' professional development. And the last category consists of testing the level of correlation between experiential learning and reflective practice considered as much as a track for professionalization of teaching practices.

Through the interrogations already proposed and the stated purpose of this study, we can pose the following hypotheses:

H₀: The significant correlation would not exist between reflective practice and experiential learning.

H₁: Experiential learning and reflective practice would influence the process of professionalization of PE teachers' practices.

H₂: Reflective practice and experiential learning would lead to a permanent professionalization of the teaching practices of PE trainees.

4. Results

4.1. Reflexivity and experiential learning: a way for the professionalization of teaching practices

Table 2. Professionalization of teaching practices through reflective feedback and the experiential learning process

			professionalization of teaching practices through the process of experiential learning		Total
			Yes	No	
Professionalization of teaching practices through reflective feedback	Yes	Effectives	22	2	24
		% included in the professionalisation of teaching practices through reflective feedback	91,7%	8,3%	100,0%
	No	Effectives	1	5	6
		% included in the professionalization of teaching practices through reflective feedback	16,7%	83,3%	100,0%
Total		Effectives	23	7	30
		% included in the professionalization of teaching practices through reflective feedback	76,7%	23,3%	100,0%

The results in Table 2 show that 91.7% of the pedagogical inspectors surveyed promote the professionalization of teaching practices through the process of experiential learning and reflective feedback. We can conclude that the process of experiential learning and reflective feedback lead to the professionalization of teaching practices of trainee PE teachers.

Table 3. Correlation between the experiential learning process and reflective practice as a path to professionalization

	Value	ddl	Asymptotic significance (bilateral)	Exact significance (bilateral)	Exact significance (one-sided)
Khi-deux de Pearson ^a	15,093	1	,000		
Correction for continuity ^b	11,192	1	,001		
Report of likelihood	13,422	1	,000		
Fisher's exact test				,001	,001
Linear association by linear	14,590	1	,000		
Number of valid observations	30				
a. 2 cells (50.0%) have a theoretical size lower than 5. The minimum theoretical size is 1.40.					
b. Calculated only for a 2x2 board.					
c. Significance value: p= 0,001; $\alpha= 0,005$.					

The results in Table 3 show that there is a statistically significant relationship ($p \leq 0.001$) between the experiential learning process and reflective practice that are considered as much as a pathway to professionalization. Indeed, it is possible to see that both variables are interdependent in order to ensure the ongoing professional development of PE teacher trainees.

4.2. The importance of concrete experiences in the periods of work experience in a professional environment

Table 4. The presence of concrete experiences in the work placement periods and the importance of describing reflective practice

		The importance of describing reflective practice		Total
		Very important	Important	
The presence of concrete experiences in the work placement periods	Totally agree	92,9%	7,1%	100,0%
	Agree	50,0%	50,0%	100,0%
Total		90,0%	10,0%	100,0%

The analysis of the hierarchical elements of the table highlights that the description of reflective practice seems to be very important for 92.9% of the pedagogical inspectors, who agree completely with the presence of concrete experiences in the periods of work experience. This means that the description of reflective teaching practice in the practicum periods helps develop reflexivity and critical analysis of teaching practices.

Table 5. The presence of real-world experiences in the field placement periods and the importance of describing the teaching context in professional development

		The importance of describing the teaching context		Total
		Very important	Important	
The presence of concrete experiences in the work placement periods	Totally agree	92,9%	7,1%	100,0%
	Agree	50,0%	50,0%	100,0%
Total		90,0%	10,0%	100,0%

This table reveals that 92.9% inspectors of PE strongly agree with the presence of concrete experiences in the practicum periods and consider that the description of the teaching context is very important. From this analysis, we could see that the description of the teaching context during the teaching practicum promotes the professional development of the PE teacher trainees.

Table 6. The presence of concrete experiences in the work placement periods and the importance of the description of professionalization activities

		The importance of describing professionalization activities		Total
		Very important	Important	
The presence of concrete experiences in the work placement periods	Totally agree	60,7%	39,3%	100,0%
	Agree		100,0%	100,0%
Total		56,7%	43,3%	100,0%

This table shows that 60.7% strongly agree with the presence of concrete experiences in the internship periods and consider the description of professionalization activities quite important. From this analysis, we could see that the description of professionalization activities ensures the professional development of PE teacher trainees during the pedagogical internships.

4.3. The effect of The coherence of the process of experiential learning and reflective practice on the ongoing professional development of PE teachers.

Table 7. Coherence of problem-solving situations and experiential learning and ongoing professional development

		Experiential learning as an permanent professional development process		Total
		Permanent	Not permanent	
The coherence of problem-solving situations and experiential learning	Intersection relationship	100,0%		100,0%
	Disjunction relationship	100,0%		100,0%
	Inclusive relationship	96,4%	3,6%	100,0%
Total		96,7%	3,3%	100,0%

From the above table, we can see that 96.4% of the educational inspectors consider experiential learning as a process of permanent professional development and that the coherence of problem-solving situations in the professional environment and experiential learning represents an inclusive relationship. This shows that this relationship of inclusion is characterized by the effect of permanence in the professional development of the trainee PE teachers.

Table 8. The most important foundations of the reflection

	effectives	percentage	Valid percentage	Cumulative percentage
The confrontation with otherness	17	56,7	56,7	56,7
verbal exchange with the other	9	30,0	30,0	86,7
The confrontation of a state of knowledge with a new reality	4	13,3	13,3	100,0
Total	30	100,0	100,0	

The table shows that 56.7% of the inspectors consider confrontation with otherness to be the most important basis for reflection. On the other hand, 30% of the inspectors surveyed consider verbal exchange with others to be the most important basis. On the other hand, only 13.3% of the respondents consider the confrontation of a state of knowledge with a new reality to be the most important foundation. According to the analysis of the results of the table, the confrontation with otherness and the verbal exchange with the other seem to be the most necessary foundations for the professionalization of the professional practices of the trainee PE teachers.

5. Discussion & Conclusion

Our research problematic revolves around a certain number of questions related to the professionalization of teaching practices through reflective practice and experiential learning. After analyzing and interpreting the results, we found that the experiential learning process and reflective feedback certainly lead to the professionalization of teaching practices. Moreover, the results of the Chi-2 Test show that there is really a statistically significant relationship with a $p\text{-value}=0.001$ due to the fact that $p \leq \alpha$ which means that the experiential learning process and reflexivity are interdependent in order to ensure the professional development of the PE trainee teachers. We noted that the description of reflective practice, teaching context, and professionalization activities are considered to be primary tools for the development of reflexivity. Also, the results obtained reveal that the correlation between learning through professional experience and reflexivity represents an inclusive relationship, especially since the reflective observation stage requires a high level of competence in reflecting on professional and teaching activities. And that the most important foundations of reflexivity are the confrontation with otherness and verbal exchange with the other.

From the results of our survey, we can draw 3 main conclusions:

5.1. The importance of the presence of reflective teaching practices and concrete experiences in the work placement periods.

The practicum period represents a real opportunity to be confronted with concrete and real experiences in the professional environment. Reflective teaching practices consist in critically analyzing the course of professional activities, verbalizing the action of the trainee PE teacher and formalizing his/her knowledge. The aim is to adopt a regular and permanent professional teaching posture in order to have the awareness and capacity to act and react in professional problem situations or concrete formative experiences. Therefore, the presence of reflective practice during concrete experiences promotes the development of a reflective

teaching posture that is not spontaneous. This implies a reflexive return to oneself and to the professional activity in a way that allows the teacher to evolve his or her teaching practices. According to (Perrenoud, 2001b), "reflective practice allows one to solve a problem, to understand a complex situation, to question one's practice and to imagine new ways to improve one's performance". Overall, reflexivity translated into the ability to question oneself about experienced problem situations, the ability to understand the professional context of the teaching profession, and the ability to anticipate principles of action in similar problem situations.

5.2. The effect of the coherence of the process of experiential learning and reflective practice on the ongoing professional development of PE teachers.

The difficulty of the teaching profession lies primarily in the exposure both professionally and personally. The nature of the profession is human, it consists in helping others to build themselves while respecting cultural, ethnic, and age differences. It represents a set of social and invisible interactions with otherness whether with students or colleagues. However, professional development depends on the level of engagement in an individual or collective process to develop the required professional skills. Indeed, trainee teachers must "learn to learn" in order to be able to complete and update their scientific and didactic-pedagogical knowledge, to engage in new professional projects and in pedagogical innovation approaches to improve their teaching practices. In addition, the process of professional development through reflective practice and experiential learning allows trainees to reflect on their actions and to reinvest reflected observations in future professional actions. Furthermore, the permanence of this process lies in the ability to identify training needs in terms of skills and to implement the necessary tools and available resources.

5.3. The professionalization of teaching practices through reflective feedback and the experiential learning process

Overall, the professionalization of teaching practices represents a process of developing professional skills and strengthening the identity of professionals in the teaching and education professions. It is about building and reconstructing theoretical, practical and professional knowledge in formative professional situations or real experiences close to reality. To this end, experience is considered a necessary tool for learning, provided that one does not act in action but rather reflects on action. Reflexivity and awareness of one's teaching practices allow the description of facts, thoughts, professionalization activities and the teaching context in order to guarantee a reflective attitude and a permanent professional identity. We also add that the conceptualization of practices puts the teacher in a moment of confrontation and recourse towards new knowledge, new theoretical foundations. It is therefore a reflection on the logic of experience. Finally, the transition from the explanation and description of professional practices, of professionalization activities, of the teaching context to experimentation ensures the continuity and permanence of the professional development process.

References

1. Allal, L., Wegmuller, É., & Riedweg, B. (2008). *The study of professional judgment in the Geneva context*. In Lafortune, L. & L. Allal (Eds.), *Jugement professionnel en évaluation*. Montreal: Presses de l'Université du Québec, (pp. 133-158).
2. Altet, M. (1994). *Professional training of teachers*.
3. Altet, M. (1996). *The skills of the professional teacher: Between knowledge, action plans and adaptation, knowing how to analyze*. In L. Paquay, M. Altet, E. Charlier & P.

- Perrenoud. Train professional teachers. What strategies? What skills? Brussels: De Boeck., (P. 27-40).
4. Altet, M. (2013). "*Forms of resistance of teacher training practices to reflective practice and conditions for the development of creativity*". In M. Altet, J. Desjardins, R. Étienne, L. Paquay & P. Perrenoud (dir.), *Training reflective teachers: Obstacles et resistances*. Brussels: De Boeck, 39-60.
 5. Altet, M., Desjardins, J., Étienne, R., Paquay, L., & PERRENOUD, P. (2013). *Training reflective teachers: Obstacles and resistance*. Brussels: De Boeck.
 6. Barbier, J.-M., Chaix, M.-L., & Demailly, L. (1994). *Editorial Professional research and development. Research and Training*, 17, 5-8.
 7. Bourdoncle, R., & Lessard, C. (2003). *Executive summary [What is university professional training? Specific characteristics: training programs, modalities and methods]: What is university vocational training? The specific characteristics: training programs, modalities and methods*. French review of pedagogy, 142 (1), 131-181. <https://doi.org/10.3406/rfp.2003.2940>
 8. Champy-Remoussenard, P. (2005). *Theories of the activity between work and training*. Savoirs, n ° 8, 11-50.
 9. Charlier, E. (1996). "*Train professional teachers for in-service training articulated in practice*", in L. Paquay., M. Altet., E. Charlier & P. Perrenoud (dir.), *Train professional teachers* ,. Brussels, De Boeck, 97-117.
 10. Donnay, J., & Charlier, E. (2006). *Learn by analyzing practices: Initiation into reflective companionship*. Namur: University press of Namur.
 11. Felicia, P. (2011). *Handbook of research on improving learning and motivation*. Hershey, PA: IGI Global.
 12. Guillemette, R. (2016). "*Introduction: Reflective practice, everyone talks about it, but...*" Inductive approaches ,. 3 (no 1), 1-6.
 13. Jorro, A. (2002). *Professionalize the teaching profession*. Paris, ESF.
 14. Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*.
 15. Le Boterf, G. (2007). *Professionalize, the model of professional navigation*. Paris: Organizational Publishing.
 16. Lebel, C., Bélair, L. M., & Monfette, O. (2015). *Evaluation judgment practices of associate teachers with their trainees*. In Coen, P-F & Bélair, L.M. (2015). *Evaluation and self-evaluation, which training spaces?* Brussels: De Boeck, 157-172.
 17. Lewin, K. (1951). *Field theory in social sciences*. New York, NY : Harper & Brothers.
 18. Mayer, R. E. (1977). *Thinking and problem solving: An introduction to human cognition and learning*. Glenview, IL: Scott, Foresman and Company.
 19. Méard, J., & Bruno, F. (2004). *Daily practice analysis. 32 tools to train teachers*. CRDP of the Académie de Nice: Scéren.
 20. Meirieu, P. (1992). *Teaching, scenario for a new profession*. Paris: ESF.
 21. Merton, R. K. (1957). *The student physician. Introductory studies in the sociology of medical education*. Cambridge: Harvard University Press.

22. Paquay, L. (1994). *"Towards a repository of professional skills for teachers"*. Research and training. No. 16, 7-38.
23. Perez-Roux, T. (2012). *Building a teaching professionalism in the era of reforms: Issues of - and challenges for - training*. In T. Perez-Roux (ed.). *Teaching professionalism: Modalities of construction in training*. Rennes: University Press, (pp. 97-120).
24. Perreard Vité, A., Balslev, K., & Tominska, E. (2015). *Tripartite internship interviews: Opportunities for a development-promoting self-assessment*. In Coen, P.-F. & Bélair, L.M. (2015). *Assessment and self-assessment. What training spaces?* Brussels: De Boeck, 221-240.
25. Perrenoud, P. (2001a). *Develop reflective practice in the teaching profession*. Paris: ESF editor.
26. Perrenoud, P. (2001b). *Develop reflective practice in the teaching profession: Professionalization and pedagogical reason*. Issy-les-Moulineaux: ESF.
27. Raymond, D., Butt, R., & Townsend, D. (1992). *Contexts for teacher development: Insights from teachers' stories*. In A. Hargreaves and M.-G. Fullan (dir), *Understanding teacher development*. New York, NY: Teachers College Press, (p.143-161).
28. Schön, D. A. (1993). *The reflective practitioner. In search of hidden knowledge in professional action* [translated and adapted by J. Heynemand and D. Gagnon], Quebec: Les éditions Logiques.
29. Sensevy, G. (2007). *Categories to describe and understand the didactic action*. In G. Sensevy & A. Mercier. *Act together. The joint didactic action of the teacher and the students*. Rennes: Presses Universitaires de Rennes., (P. 13-49).
30. Uwamariya, A., & Mukamurera, J. (2005). *The Concept of Professional Development in Teaching: Theoretical Approaches*. *Journal of Educational Sciences*. 31 (1), 133-155.
31. Vacher, Y. (2011). *Reflective practice: A concept and implementations to be defined*. *Research & Training*, 66, 65-78. <https://doi.org/10.4000/rechercheformation.1133>
32. Van Nieuwenhoven, C., & Doidinho-Vicoso, H. (2015). *How do novice teachers regard their difficulties and the contributions of a co-development mechanism?* In Coen, P.-F. and Bélair, L.M. (2015). *Assessment and self-assessment. What training spaces?* Brussels: De Boeck, 241-258.
33. Vinatier, I. (2012). *Reflexivity and professional development. Orientation for training*. Toulouse: Octarès.