

Teaching: A Business that is Evolving and a Professional Identity to Build

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Abstract: *Teaching is not a job like any other. It demands from the one who will execute it a solid formation. Becoming a teacher today has become a light business for everyone. Everyone enters as in a waiting room not only to show their incompetence but also they enter to finally abandon the children they were in charge at any time of the year. Generally speaking, there are a number of teachers who teach without worrying about the quality of their teaching. So it's hard to call yourself a teacher if you do not have a professional identity.*

1. Introduction

The purpose of organizing initial teacher training is to upgrade the teaching profession. This desire is expressed in a twofold concern: the development of 13 professional skills and the construction of a strong professional identity.

It is common today to speak of "professionalization" of the teaching profession. To speak of the latter, is therefore to recognize teachers (as is the case for doctors, or lawyers) expertise and specific skills, professional autonomy and individual and collective responsibility.

The professionalization of the teaching profession underlies a social reevaluation of the position of the teachers because of the complexity of the profession which requires a good qualification.

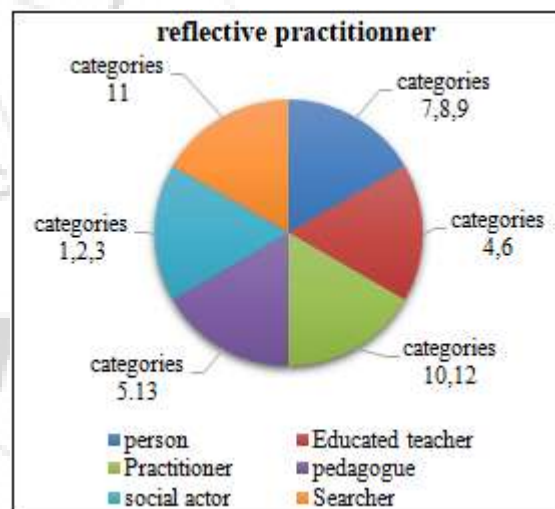
2. Skills to develop by the teacher

To succeed in the profession of teaching at the level of higher education and university which conquer has chosen this job must develop the skills below:

- 1) Mobilize knowledge in the human sciences for a correct interpretation of the situations lived in the audience as well as for a better adaptation to the student publics.
- 2) Maintain effective partnership relationships with the institution, colleges and parents of students
- 3) Be informed about his / her role within the institution and practice the teaching profession as defined in the legal texts of reference.
- 4) Master the disciplinary and interdisciplinary knowledge that justifies pedagogical action.
- 5) Master the didactic discipline that guides the pedagogical action.
- 6) Demonstrate an important general culture to awaken students to today's world.
- 7) Develop relational skills related to the demands of the profession.
- 8) Measure ethical issues related to daily practice.
- 9) Work in a team within the faculty and department
- 10) Design teaching devices, test them, evaluate them, and regulate them.
- 11) Maintain a critical and autonomous relationship with past and future scientific knowledge.
- 12) Plan, manage and evaluate learning situations

- 13) Take a reflexive look at his practice and organize his further training

To develop his skills there are axes that the teacher must appropriate if he wants to see his actions bear fruit in the students. As shown in the diagram below:



- 1) The teacher is a social actor: he adheres to the general objectives of the Ministry and implements them by adding a role in his academic instruction concretely he must integrate in his teachings the data of the environment to give the taste to the students to the practical work ;
- 2) The teacher is a pedagogue: he is brought every day to initiate, manage and regulate situations in view of the number of students in the auditoriums it is up to him to resort to active methods that requires that the learner be the actor principal in any learning situation;
- 3) The teacher is a practitioner: his practical knowledge is inseparable from his professional exercises in the audience the teacher must demonstrate the knowledge he must convey with competence;
- 4) The university teacher must allow the students to contextualize the new knowledge because it is the practice of the latter that will make the student the hope of the country of tomorrow;

- 5) In higher and university education the teacher creates social distance from his teachings the students shun him. Socially he must be welcoming and sympathizing;
- 6) The teacher is a researcher: he regularly questions his knowledge and practices and updates them.

The six axes that we have just mentioned converge towards "the heart of the professional identity of the teacher.

The Ministry of Higher and University Education, as initiator of the reform, considers that this professionalization of the profession goes hand in hand with the awareness of a strong professional identity.

"When they begin their studies, future teachers all have implicit representations of their profession. They forged them during their own academic course by observing their own teachers. Through appropriate training activities, they will be made aware of these representations, analyze the stereotypes and prejudices attached to their profession to get rid of them and acquire an image of their profession more in line with its reality and its requirements. . . "They will then be able to develop their professional identity, reflect on their role on the teacher they want to be, project themselves into a professional future" (Lubamba Kibambe Langayi 2016).

Moreover, "if professionalization is at the heart of training, a fundamental value runs through it and gives it its spirit: equality" (Ministry French Community cited by Beckers, 2007). It is still possible to rediscover this value of the teaching profession if everyone who engages in it can take the oath of the type: "I pledge to put all my strength and my competence at the service of the education of each student which will be entrusted to me".

According to Beckers (2007), "This swearing-in commits teachers to affirm" their desire to promote the academic success of all their students".

At present, it is difficult to find, in our universities and higher institutes, teachers who do not trample on the general principles of pedagogy, namely:

- Promote the self-confidence and development of the individual of each student;
- Bring all students to appropriate knowledge and acquire skills that make them able to learn their entire lives and take an active place in economic, social and cultural life;
- Prepare all students to be responsible citizens, capable of contributing to the development of a democratic, united, pluralistic society open to other cultures;
- Provide all students with opportunities for social emancipation.

The first objective is the development of the know-how; the second is based on a desire to promote a certain equality of achievement, and the third points to the importance of the role that the institution must play in the training of enlightened and responsible citizens. The last objective overlooks the other three, emphasizing the importance of ensuring equal opportunities for all to emancipate, regardless of the individual choice of course of study or option chosen.

3. Equality is a strong value of our educational system, but what kind of equality is it?

In terms of teaching, it is now common practice to distinguish four types of equality:

- 1) Equality of opportunity: all students, regardless of their socio-economic background, sex or home provinces, must have the same opportunities to complete the training of their choice provided they have the necessary skills. In the present state what remains of this principle in the Democratic Republic of Congo?
- 2) Equal treatment: all students must have the same conditions and the same quality of teaching.
- 3) Equality of learning: all students must have acquired the same essential skills at the end of their academic course.
- 4) Equality of social realization: when leaving the education system, all students must have equal opportunities to exploit and assert their achievements, to be realized in society.

According to a principle of meritocratic justice, which has long prevailed in our country, efforts will be made to offer all opportunities to access education and to carry out the training of their choice (equal opportunities) and will seek to ensure that everyone can receive the same quality education (equal treatment). It is clear that if we stick to this logic, we generally take pleasure in reproducing the socio-cultural and natural inequalities of departure, or even accentuate the differences between students.

If we want to promote, as the new directives recommend, equality of basic achievements or equal opportunities for social emancipation, in the Democratic Republic of Congo, it seems legitimate to defend a corrective justice without which we can claim "a extra attention" for students with the most significant learning difficulties (Crahay, 2013). In other words, the different conceptions of equality described above are not always compatible and want to reach a form of equality often necessary to admit certain inequalities. In concrete terms, "the quest for equality of achievement leads to the renunciation of equal treatment because, because of the differences between students, the same treatment applied to different situations does not give the same results" (equity of the systems educational institutions in the Democratic Republic of Congo).

To meet the new requirements of university education, teachers must consider their teaching / learning practices in order to bring as many students as possible to develop high-level skills. To do this, it will not only be a question of trying to develop effective teaching, but also of paying particular attention to students in difficulty.

Our research focuses first on the construction of professional identity and then on entering the profession. Based on the pedagogical triangle, the last part offers an overview of the complexity of the teaching profession.

4. The Construction of the Professional Identity

The new instructions from the Ministry of Higher Education and Universities (ESU) on teacher training emphasize

"building a strong professional identity". What does this notion of professional identity encompass, how is it constructed and how do teachers themselves define their own professional identity?

The first point presents different theoretical models aimed at defining the concept of professional identity. To give a more concrete light, the second point presents the results of study where we sought to find out how teachers perceive their profession. "Between what the teacher would like to do, what he is asked to do, and what he actually achieves, the teacher may feel different identity tensions" Zakhartchouk, J.M. (1999); it is to these that the third part is devoted. Finally, the last part examines the notion of reflexive practitioner who, as we saw earlier, is considered to be at the heart of the professional identity of the teachers that we wish to form today.

4.1 Professional identity: what is it?

By "professional teaching identity", we mean the way of defining oneself as a teacher. That's basically the answer to the question: "What is teaching and being a teacher?" (Cattonar, 2002).

For Cattonar (2001), the professional identity of teachers would be specific to the field of their professional activity; it would be partly common to all teachers while presenting individual specificities related to the life history of each and the particular context in which it evolves. Professional identity is "seen as a relation to oneself and others, which is constructed through a process of relational (through interactions with others) and biographical (depending on the multiple social affiliations of the individual and his or her history of life)" (Cattonar, 2002).

According to Barbier (cited by Beckers, 2007), the identity of an individual can be considered as "a set of representational components (contents of consciousness in working memory or deep memory), operative (skills, abilities, knowledge and practical skills, etc.) and affective (generating dispositions of practices, tastes, desires, interests, etc.) produced by a singular history and of which an agent is the support and the holder at a given moment of this history". The professional identity of an individual is thus constituted of "what an individual (...) is capable of doing and doing, but also of what he knows of the way he represents things in himself, the meaning it gives them, its positive and negative emotions, its needs and its values" (Beckers, 2007).

According to Dubar's model (cited by Beckers, 2007), professional identity includes a social pole (identity for others, that is, roles played to meet the expectations, norms of a group, of a situation). Identity for oneself ("how I define myself") is the result of a process of "biographical socialization" linked in particular to the life story of an individual. Identity for others is the result of a process of "relational socialization" that involves "the actors interacting in a precise system of action, finalized, crossed by various issues" (Beckers, 2007). At the heart of the process of identity construction is a tension between "a tendency to identify (to be defined in the image of another or of a social

group to which one belongs one wish to belong) and a tendency to differentiation. (Identify differences and distance oneself from that other or from this group)" (Beckers, 2007).

Abstract

It is undoubtedly at the level of relational socialization that the initial training will intervene essentially, notably by allowing the "passage through the mirror" (immersion in the professional culture) and the meeting with "significant others".

Work on teachers' conceptions should also be part of the training process, to help people become aware of certain aspects of their self-image and, if necessary, to encourage the evolution of certain conceptions that break with values that the school system defends today. When is it today about the identity of teachers or from teacher to higher education and university?

The concept of professional identity is an integrative concept that seeks to account for what makes an individual's singularity and can partly determine how he will approach new situations. "Professional identity translates both a" snapshot "(a state that one grasps at a given moment) and a" dynamic process "(not at all fixed but rather evolutionary over time)" Daujeard, C. and Surrel, P. (2011) (The various authors make appear the situations encountered during the training course (internships and reflective practices in particular) and throughout the career are potentially source of evolution of identity components. volatilizes slowly and surely.

4.2 Teachers at the university level: a multiple professional identity

For several years now, university professors have been experiencing a deep "malaise", often interpreted as an "identity crisis". "They are indeed confronted with many evolutions of the academic field which upset the traditional bases of their professional identity" De Vecchi, G; (2007). The student public in the first place has become more heterogeneous and 'difficult', especially following the massification of the system.

At the same time, society's expectations of the university have become more complex and diversified (such as education, education, youth development, citizenship, preparation for the job market, etc.). ". "These multiple educational goals lead teachers to perform different roles at once, which can be exhausting and make it difficult to build a strong professional identity" Branka Cattonar, 2002).

In our research, our reflections revolved around questioning: Why did teachers choose this profession? What aspects of the job do they value most for their job satisfaction? What educational objectives do they value? And what roles do they think they fulfill in the current reality of their profession?

Table 1: Why did teachers choose this job?

Reasons for choosing to teach and the most important aspects for job satisfaction		
	Main reason of choosing to teach	Appearance most important today
Work content		
Work and relationship with students	22.5%	19.7%
Interest for pedagogy	22.1%	7.3%
Interest in the subject taught	20.7%	13.6%
Assume a useful social function	6.7%	8.0%
Conditions of employment, work and status		
Compatibility with privacy	10.9%	13.1%
Salary	5.9%	3.5%
Security, job stability	3%	3.5%
Leisure time, holidays	2.8%	8.7%
Autonomy at work	1.9%	10.4%
Variety in work content	1.2%	3.9%
Career Opportunities	1.1%	0.8%
Flexibility in the work schedule	0.7%	4.2%
Social recognition	0.5%	2.5%
Pension scheme	0%	0.9%
Total	100%	100%

Table 2: What roles do they think they play in the current reality of their profession?

The roles that teachers think they fulfill and those they consider abnormal		
	Roles filled	Roles deemed abnormal
Educators	81.8%	2.8%
Specialist in a discipline	56.7%	3.6%
Pedagogy	47.9%	1.6%
Social Assistant	24.9%	55.4%
Psychologist	21.4%	26.3%
Socio-cultural facilitator	16.2%	22.2%
Supervisor	15%	59.2%
Intellectual	13.3%	8.2%
Parent	10.2%	64.6%
Team Leader	7.9%	14.7%

The relationship with students is a central dimension of the professional identity of teachers: it is the aspect of the profession that has been cited most often to justify the choice of the profession and as a criterion of satisfaction. Most teachers define their role as educators (82% believe that they fulfill this role and very few feel that this should not be their responsibility) and the personal development of students and the priority goal for a majority of teachers (25%), just before the goal of socializing and educating them (47% of teachers ranked first). Teachers are less likely to value the socio-political function of the profession: preparing students to become responsible citizens is in the 4th position of the general objectives valued, just after the importance of educating students and well before the training to a specific job.

We say here that while the relationship to the profession remains strongly based on the subject and its mastery, pedagogical know-how has also become an essential and inseparable part of the profession ", which could reflect a certain coherence with the currently valued model, that of the reflective practitioner pedagogue.

"While it is important for researchers to understand the meaning teachers now give to their profession, it is as

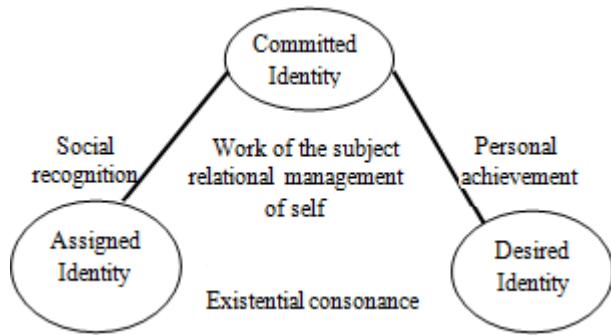
essential as the future teacher to be able to situate their own conception in relation to that of their peers (the other student in training initial) to that of their future colleague (faculty in different faculties) "Jonnaert, P., (2009). Confrontations between fathers will be the subject of didactic exercise sessions or reflective practice; the tables presented above allow a comparison with the three identity spheres and three feelings of which Bajoir (cited by Beckers 2007) and Biémart, 2010)

In a simplified way, the three identity spheres can be approached as follows:

- "Assigned identity: what the individual thinks others expect from him, what he thinks he should do to be recognized by others".
- "Committed identity: what the individual is and the commitments he makes to himself, what he is doing".
- "Desired identity: what the individual would like to be, the projects he would like to achieve, what he thinks he should do to be fulfilled, to be as he would like."
- The three feelings that the individual seeks to reconcile are:
 - The feeling of personal accomplishment: the subject tries to reconcile his committed identity and his desired identity. "If it does not, it is a divided subject that suffers from a deficiency in its own fulfillment" Minder, M; (1999);
 - The feeling of social recognition: the subject tries to reconcile his committed identity with his assigned identity. "If he does not succeed, it is a denied subject that suffers from the fact that others do not recognize him the rights that he considers legitimate" Musial, M. , Pradère, E. & Knitwear, A. (2012).
 - The feeling of existential consonance: the subject tries to reconcile his committed identity with his assigned identity, that is to say, he tries to reconcile what he would like for himself and what others expect of him . "If it does not happen, it is an anomic subject that suffers from an existential distance" Strativen, C., (1992). It fails to make others accept its expectations, or to adhere to the constraints imposed on it (or perceived like them). The individual may feel unstructured and / or lose the values common to his or her home group.

As can be seen, the current university teacher tends to bite the bait of politics only to look at his professional identity which must distinguish him from all other trades professionals.

The following diagram illustrates the tensions between the three spheres of professional identity.

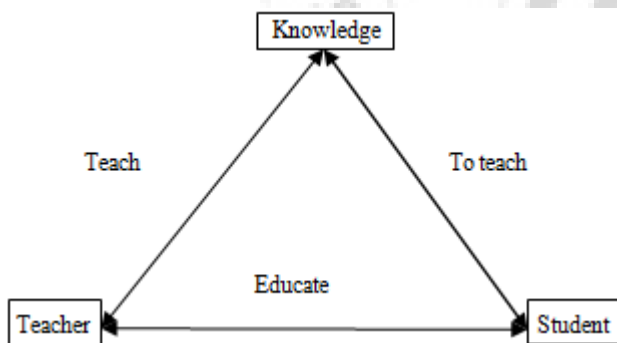


5. Conclusion

The question of complexity and the specificity of the teaching profession is addressed in this research using the pedagogical triangle.

Any teaching / learning situation is articulated around three essential poles, which constitute what is called the educational triangle (according to Houssaye, quoted by Beckers, 2003): knowledge (socially imposed), the student (each individual and a group) and the teacher (one person, team member).

In the situation of teaching learning, as we must understand, if one of the poles is neglected, if the interaction of two of them works poorly, the effectiveness of educational communication is annulled to the very extent that the audience functions as a system, all components of which are interdependent. It is therefore imperative to ensure, for each teaching-learning pedagogical situation, a minimal consideration of each facet and their reciprocal interactions as indicated by the triangle.



The links between the three poles of the triangle define essential axes in the teaching activity. The teacher must therefore understand his role in the performance of his duties and he must perform as accurately as possible if he wants to maintain his professional identity in his career.

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