

# Impact of the professional seniority of the Tunisian teacher on the representations of the dynamics of gymnastics sessions and its concretization

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## Summary:

Two major related and complementary functions within the competence of the teacher in his daily practice. A didactic function of structuring and regulating the content taught and an educational function of management, relational and communicative regulation of events in the classroom, (Gal-PetitFaux & Vors, 2008). We seek in this study to clarify the influence of the professional seniority of teachers of physical education (PE), on the one hand, on the representations which are made of the dynamics of the lesson, on the other hand, on the practice. teacher in the field. We worked with 30 participants, including 20 PE teachers, 10 experienced and 10 beginners, and 10 trainee students during initial training. We filmed gymnastics sessions and did two types of interviews with the participants. Our results show that The beliefs of PE practitioners are not always in congruence with their teaching practices. This difference is modulated by the professional seniority of the practitioner. In PE, the construction of the work environment and the choice of an adequate pedagogy to induce the content of knowledge as well as the didactic and pedagogical regulations, in situ, remain the main factors of a teaching practice in action.

**Keyword:** professional seniority; representations; achievements; dynamic of session

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## I. Introduction

For Sarthou (2003) teaching physical education and sports (PES) is certainly teaching physical and sports activities (PSA) to induce, on the one hand, the educational and didactic reflections of the teacher and on the other hand, to contribute education, psychomotor, socialization and autonomy in students. According to Saury, Ria, Séve, and Gal-PetitFaux (2006), to achieve targeted transformations in students, the PES teacher prepares environments that allow student learning. So whatever the reference learning theory used, the preparation of appropriate and effective spatiotemporal and material devices is at the heart of one's professional activity. "In PES, the activity of the protagonists takes place in shared spaces, according to configurations regulated by times, spaces and interactions continuously negotiated between the actors. The teacher's interventions are then organized around the exploitation of human (class group) and material (space, objects, music) resources, with a double concern: to control order in the classroom and to maintain the students' commitment to work and to instruct the students according to the targeted learning", (Brun & Gal-Petitfaux, 2006). For these authors, it is on the temporal and spatial organization that the lessons are strongly based. The dynamics of the teacher-pupil and pupil-pupil social interactions are organized by the topography of the places. The architectural configuration, the spatial arrangement of the pupils and the objects present are such as to orient the form of the activities taking place in the classroom. Gymnastics has a relatively important place in the programming of PSA within the school environment alongside athletics since its events are part of the national baccalaureate examination. Except that gymnastics is a physical activity whose complexity is recognized both in practice and in teaching. Risk-taking and accidents make teachers and students dread this activity and cause fears when implementing a gymnastics cycle. For Bordes (2005), it is an individually practiced activity called "psychomotor" (Parlebas, 1981), deserving of a unique school treatment. In fact, the systematic grouping of students to work in workshops transforms it into a situation of coaction. For Durny (2008), the organization of a gymnastics session is indicated by an aspect of complexity and dynamism. Indeed, the students are dispersed occupying different spaces by their workshop and doing different tasks such as performing figures, parrying or helping a classmate. In addition, the teacher is asked to move from workshops to workshops to correct, explain, adjust a device according to the needs of the students, place himself on the most risky workshop to ensure the safety of the students, however, without losing any view of the whole class. Following this multidisciplinary work on the analysis of teaching practice, Altet (2000), affirms that this analysis deserves to take into

consideration, at the same time, the pedagogical and didactic management of the content as well as the interactivity in the context in which it takes place. produces the teaching practice (in situation) and to understand the meanings which emerge in situ and which are taken into account by the authors. The author adds that it is not only necessary to study the variables that are defined a priori, but also to analyze the variables taken into account by the actors in the action. Lenoir, Larose, Deaudelin, Kalubi, and Roy (2002) and Lenoir (2009) encourage considering educational intervention as benevolent interaction. Following the conceptual analysis, they demonstrate that the educational intervention is multidimensional, associating didactic, psycho-educational, organizational and institutional and social dimensions. The authors explain that the educational intervention is based on a device integrated into the situation that is designed as a transitional space promoting the learning process. Thus, the device is nothing other than the place of interaction between two types of mediations constituting the teaching-learning relationship. The cognitive mediation for which the subject is responsible to establish with the student and the pedagogic-didactic mediation under the responsibility of the teacher this mediation is qualified as an educational intervention. The intervention is adopted from a practical-interactive point of view. Classroom management is increasingly appearing at the "heart of the teacher effect" (Martineau, Gauthier, & Desbiens, 1999) student learning depends on it and is not limited solely to didactic dimensions. The skill of classroom management turns out to be an activity of a complex, dynamic and multidimensional nature (Legault, 1999), managing the classroom represents a challenge for the beginning teacher, who finds it difficult to move from a cognitive representation to reality. of the classroom, through these complex practices. The major concerns of novice teachers, according to Colsoul (2010), come down to establishing a climate conducive to student learning, discipline, control and organization of the class. According to Nault and Fijalkow (1999), the nature and the complexity of the concept of classroom management lead to placing this competence essential and determining to the success of the professional life of the teacher. Chouinard (1999), asserts that academic success is mainly influenced by classroom management and that the efficiency of the latter optimizes the time devoted to learning and ensures the smooth running of educational activities. So, therefore, you have to manage your classroom in such a way as to meet the needs of the learners. According to Lacourse (2012), taking professional routines as a guide for daily action in the classroom and identifying the characteristics is essential for any teacher who intends to take a reflective look at his classroom management. Once these routines have been installed and succeeded, the teacher can focus his attention on the knowledge to be built with the students. Lessard and Schmidt (2011), argue that the teacher must strike a certain balance between several tasks and functions to be able to actually help the student to develop his skills. The teacher must take into consideration the class group but also individual differences, he must also allow the cognitive and socio-emotional development of the students he must promote and maintain a climate conducive to learning while using pedagogical approaches fulfilling the various student needs. (Couchot-Schiex, 2007a, 2007b), asserts that the learning content is distinguished from a large inter-individual variability. In the course of their practices, the teachers differ markedly according to the sex of the student, they demand aesthetics and harmony for the performance of the girls, on the other hand, the boys are asked to rise to the challenge and to take risks. The action of the PE teacher, during his daily professional practices, has two primary aims of a didactic and pedagogical nature (Doyle, 1986; Gal-PetitFaux & Vors, 2008; Leinhardt, 1990; Shulman, 1986a, 1986b). A goal of building knowledge and know-how among students on the one hand, a goal of management and organization of the class, on the other hand, Coordination and complementarity are mandatory between these two goals (Gal-PetitFaux & Vors, 2008). Is the percentage of the distribution of these two sights along the learning situations or even the length of an PE session equal for all teachers? Does this percentage fluctuate according to the teacher's situation or professional seniority?

## **II. Methodology**

To answer these questions, we collaborated with 30 participants, including 20 PE teachers, 10 experienced and 10 beginners, and 10 trainee students undergoing initial training at secondary schools. The criterion of volunteering was paramount here and the participants were all informed in advance of the framework and conditions of the research. To make this study a reality, we used two investigative techniques: first, we proceeded by video recording gymnastics sessions at the rate of two sessions per teacher. These sessions lasted an average of 55 minutes. The teachers' interventions were filmed in situ, using three digital cameras, one of which was placed on the teacher's head but it allows him total freedom of movement, in order to collect all verbal communications and all the angles targeted by the teacher. A second camera is handled by the researcher who follows all the teacher's movements at a respectable distance, thus ensuring wide shots capturing all the teacher's interventions with his students. A third camera mounted on tripods in a corner of the gymnasium provides very wide framing shots, allowing constant viewing of the teacher and all students. Secondly, 2 interviews with each participant were recorded: following the progress of the first session, a semi-structured interview is carried out and recorded, thanks to a tape recorder, with each teacher filmed, in order to collect, as a first step, the conceptions. who are teachers of the dynamics of teaching practices during

gymnastics sessions. Self-confrontational interviews, which serve to document the actor's pre-reflective experience (Theureau, 1992), were carried out immediately after the conduct of the practical sessions. A laptop computer and a video projector allowed the viewing and projection of the videotape of the recorded lesson. A tape recorder enabled the audio recording of the post-lesson interviews. Playback of the videotape is interrupted by the pause, advance, return functions at any time at the request of the teacher or the researcher. The teacher is confronted, at every moment, with his actions to which he is invited, by semi-open questions and based on the video, to explain what he was doing, thinking, taking into account in order to act, perceived, felt, (Vermersch, 1994), without asking for justifications. For the data processing we started with the transcriptions of the semi-structured interviews and the self-confrontation. We then transcribed the practical sessions in the form of a two-part table, for part 1 actions of the teacher and students and for part 2 verbatim of the teacher. In a second step, we submitted the verbatim recordings as well as the responses of the two interviews to the content analysis technique in the form of grids containing the statements and the achievements. In the last step, we submitted the collected data to statistical processing using the SPSS software where we applied the chi-square test and we also used the calculation of the percentages for well-determined data.

### III. Results Analysis

#### 1- Representations and achievements of teachers according to professional seniority regarding the dynamics of gymnastics sessions:

We submitted the results obtained from the semi-structured interviews and the data collected through the self-confrontation interview and the analysis of the bands. video of practical sessions, classified according to professional seniority, on the chi-square test. The results obtained are collated in Table 1:

**Table 1:** Distribution of representations and achievements according to the teacher's professional length of service regarding the session dynamics

	Pearson chi-square	
	Representations	Achievements
Management of session dynamics	.417	.403
Number of valid observations	30	

There are no significant differences between the representations and between the achievements, of the participants in this research, of the management of the dynamics of the session. For this question, we note that the representations of teachers and trainee students at PE agree among themselves and also agree with their teaching practices in the field. They attach importance to the success of the learning for the learner, but without neglecting the organizational side which facilitates their work.

For this item, dynamic of the session, we notice a continuity between saying and doing of teachers and trainee students at EP. They translate their thoughts into action. In practice, EP teachers and trainee students follow the same strategy while respecting the complementarity between pedagogical and didactic management. They take care of the successful learning of the trainee and prepare the organizational conditions necessary for this success. The participants are convinced that the management of the class and the learning of the pupils are the main missions of their profession. Professional seniority does not affect the representations, which are made by teachers and trainee students of EP, to the dynamics of the session, nor to its realization.

**Table 2:** Testimonies of the representations and achievements of teachers according to professional seniority regarding the dynamics of gymnastics sessions:

	Representations	Achievements
<b>Experienced</b>	"We must not give a lot of time to the management of the class if not we will lose it to the detriment of learning".	"I am too satisfied there, because I find that some students have really passed at a good level, they have made good progress, for this small student he does not even know how to balance, nor the wheel, even the roll before diving really I did a lot of repetition with him so it is very important for this kind of student to rehearse, so here the review of the whole sequence, I also recalled the elements acquired and I corrected them too not only the element of today and also I insist that the elements must be chained it is for this reason that I gave the rhythm, therefore a revision accompanied by correction, I insist on the choreography and the 'aesthetics of gestures, the sequence of elements without interruption, for this arrangement I put three columns of parallel rugs so that I can see the whole class, passage by wave of three students is a question of order and time".
<b>Beginner</b>	"If we put a lot of time in the management of the classroom especially when putting in place the material of the organization of the space and the pupils may not let us carry out the learning situations properly".	"It's a work in groups of level there are students who have managed to perform the wheel correctly, and therefore, I suggested that they integrate this gymnastic element in a sequence of course, in a sequence with, of course, with the other elements that we had learned during the previous sessions, elements of posture, gymnastic jumps, and gymnastic elements. this idea except that I received it during my academic training. have tried during my two or three years of work, I feel that I have a sequence and so that the student each session learns something new and links it to the previous ones and that serves for the correction, we correct everything same time the elements that were worked on during the previous sessions. I am against working on a single element in an entire

		session and repeating it all the time, the students feel this monotony and stop working even if the work is by 4 or 5 workshops is always for the same element ”.
<b>Trainee</b>	"I have to do things quickly without wasting time I speak at the level of the organization of the class of course that way I save time for the motor work of the student".	"The reference situation there, reminder of all the sequence an individual passage I put a situation similar to a real situation, I put the mats diagonally to change a little, one more variety, and the individual passage a kind of evaluation, the student connects the elements and adds the new element, memorization of the whole sequence, during the training of the internship we are asked to remind each time what has already been done so that the student do not forget the elements and we were taught that during training at the institute, gymnastics is the sequence ”.

**2- Representations and achievements of teachers according to professional seniority regarding their pedagogical management of gymnastics sessions:**

We submitted the results obtained from the semi-structured interviews and the data collected through the self-confrontation interview and the analysis of the video tapes. practical sessions, classified according to professional seniority, on the chi-square test. The results obtained are collated in Table 3:

**Table 3:** Distribution of representations and achievements of teachers according to professional seniority regarding their pedagogical management of the PE session

Pedagogical management	Pearson chi-square	
	Representations	Achievements
Number of valid observations	.000	.199
	30	

According to Table 3, there is a very significant difference between the statements of EP teachers according to their degrees of seniority and trainee students about the pedagogical management of the session. On the other hand; practically there is no significant difference in pedagogical management. The trainee students say they can't help but put in enough time for the pedagogical management of the classroom, but they hope to improve as a result. Beginning teachers say that some time should be allowed for this topic. On the other hand, the experienced ones say that they put in the rules of life from the beginning of the school year and they place and organize the material before the arrival of the pupils without wasting as much time during the session. During the gymnastics sessions, all the participants favor the pedagogical format of work in workshops, arguing that this pedagogical format facilitates the work and engages the whole class and allows the teacher to control all the students.

In terms of beliefs, the trainee student thinks that it is difficult to succeed in educational management from the start of his career because there are many tasks at the same time and he feels overwhelmed and that he needs time to acquire a certain “automatism” he does not know how to manage so as not to waste time by changing each time the installation of the materials and the disposition of the pupils. So at the level of representations, the trainee student remains focused on time. The beginning teacher thinks that he must take the necessary time to be successful in instructional management. It uses the strategy of putting materials as students work as a solution to save more time allocated to guiding learning. The beginning teacher, in terms of his beliefs, remains focused on the teaching content. On the other hand, the experienced teacher uses long and short-term strategies, on the one hand, he sets rules for the classroom from the start of the year, on the other hand, he prepares the material organization. and the dispositions of the pupils from the start of the session. Thus, at the level of beliefs, the seasoned teacher frees himself as much as possible from the tasks of pedagogical management and concentrate on the success of his students. During the practical intervention, the teachers use the strategy of using a three-dimensional material-space-time educational device by using the educational format of work in workshops for the material organization and work by groups of levels for students during gymnastics sessions. The majority of teachers, beginners and experienced, used the strategy of placing the material in the form of workshops before the start of the session, for teachers who did not prepare the workshops before the session did so with the helps students during the transitional moment between the warm-up phases and the body of the session. The help and cooperation of the students enabled a dual purpose, on the one hand, to save time, and on the other hand, to involve and empower the student. Teachers divided their students into grade groups before arriving in class in light of predictive assessment. The trainee student used the same strategy, arguing that they were instructed by their supervisors of the pedagogical internship to work in this way.

At the level of beliefs, the trainee student remains focused on time, while the novice teacher focuses on the teaching content. On the other hand, the experienced teacher focuses on the success of his students. Practically, the participants use the same strategy of the choice of the particular pedagogical format of work in workshops thus serving, as cognitive artefacts to save time in space and distribution of the groups of the pupils to transmit the content of knowledge. The representations that teachers make of pedagogical management are influenced by professional seniority. The latter does not affect the pedagogical management during the practical sessions.

**Table 4:** Testimonies of the representations and achievements of teachers according to professional seniority regarding the pedagogical management of gymnastics sessions

	<b>Representations</b>	<b>Achievements</b>
<b>Experienced</b>	"I came to an agreement with my students at the start of the year and I establish rules so during the year I do not waste a lot of time and material I choose an organization that can be used at all times. throughout the session for the students I work with a group of boys and a group of girls so You have to put the equipment in from the start also you have to know in advance the arrangement of the students and the material organization so that it is quickly done So you have to plan in advance and not during the session itself, for class management you have to allow more time at the beginning of the year, then the management is done gradually, the more you manage to manage the class suitably, the more time automatically deprived".	"I go between the workshops and I correct there, I wanted to see another level 1 student, the advanced level, I don't know if they were afraid or they are intimidated by the camera, I wanted to see one of them, no one to agree to pass so I let them work freely, I said I will come back, because I felt that I am going to waste time, by what for me time management go through my estimate, I estimate the time, so I have repeated the sessions and with the seniority I intuitively measure the time of each part of the session, because I have two other groups waiting for my passage".
<b>Beginner</b>	"You have to allocate some time for the management of the class, management of the material, the space, the students and the time for my lesson, it's okay I didn't waste time because as the students I work, I place the material and the workshops are preparing so I did not find any problem with the time of the management of the class. If we waste a lot of time managing the class and organizing it we may not even be able to execute the situations and not give them the time they need so we have to be well balanced in the management of the class".	"Workshop work is easy, plus everyone works, I have seen this way of working with colleagues who are more pregnant than I have tried and I have found that it is practical and efficient. the world is working".
<b>Trainee</b>	"I think that it will come for me because the first sessions are the most difficult and they are sessions which create automatism for the other sessions so at the beginning we cannot help but take time for the management of the class. If the teacher changes the material in each situation and changes the disposition of the pupils, he will be disturbed and the pupils too, so each time he will waste more time and subsequently he will not be able to complete the programmed content".	"I have several levels of students and this does not allow for the same work for everyone so we have to put a progression we saw this way during training at the institute as well as during my research during documentation, it is a work by workshop I have three groups of levels in the class and I encourage the student to progress from one level to another and I involve the students in the implementation equipment each group prepares its workshop from the start of the session".

**3- Representations and achievements of teachers according to professional seniority with regard to their didactic management of gymnastics sessions:**

We submitted the results obtained from the semi-structured interviews and the data collected through the self-confrontation interview and the analysis of videotapes of practical sessions, classified according to the teacher's professional seniority, on the chi-square test. The results obtained are collated in Table 5:

**Table 5:** Distribution of s representations and achievements of teachers according to professional seniority regarding their didactic management

	<b>Pearson chi-square</b>	
	Representations	Achievements
<b>Didactic management</b>	.000	.199
<b>Number of valid observations</b>	30	

According to Table 5, there is a very significant difference between the statements of EP teachers according to their degrees of seniority and trainee students about the didactic management of the session. The difference is not significant for the realization of the didactic management of the practical sessions.

At the level of beliefs, for the trainee student, it is necessary to go through a good organization of the class to succeed in the learning guidance, for the beginning teacher it is necessary to know how to adjust between pedagogical and didactic management, whereas, for the experienced teacher, it is necessary to focus more on the management of the contents on which depend the organization and the control of the class. Practically, the teachers all follow the same working procedure, that at the end of the session the student must link the technical element of the session to those of the previous sessions and that gymnastics, there is no an isolated technical element but rather a sequence of elements.

The trainee students, in terms of these beliefs, attach importance to pedagogical management and give it adequate time to be able to succeed in the learning guidance. So the trainee student thinks more about his relationship with the students than about the relationship of his later with the learning content. Whereas the beginning teacher, in his beliefs, attaches importance to instructional management without losing sight of the purpose of his session. The beginning teacher therefore thinks that one should concentrate more on the content to be taught than on the success of the taught himself. On the other hand, the experienced teacher remains focused, in his thoughts, on the learning of the students and their success. The interveners during their practical

actions during the gymnastics sessions develop the same intervention strategies after the warm-up phase, they introduce and contribute to the learning of a new technical element and towards the end of the session, the teachers ask the pupils to link the new element with the rest of the elements, already seen during the previous sessions, to form a gymnastic sequence. Teachers use the binding moment of the flow to correct all the elements, as well as to work on the rhythm and aesthetics of the movement. At the level of beliefs, the trainee student takes into account his relationship with the students, while, the beginning teacher puts the content to teach first, on the other hand, the experienced teacher focuses on the success of the students. During their practical actions during the gymnastics sessions, the interveners develop the same intervention strategies. They differentiate the learning of technical elements according to the levels of the students and then they lead them to reproduce a gymnastic sequence. The teachers emphasize the aesthetics of gesture for girls and strength training for boys. The representations that teachers make of didactic management are influenced by professional seniority. The latter does not affect the didactic management during the practical sessions.

**Table 6:** Testimonies of the representations and achievements of teachers according to professional seniority regarding the didactic management of gymnastics sessions

	<b>Representations</b>	<b>Achievements</b>
<b>Experienced</b>	"If we give a lot of time to deal with deviant behavior in setting up the material in the transition between situations we can no longer complete the content planned for the session, we must act quickly we must allow more time in student learning and rehearsals, we must help the students to overcome their problems, we must not waste time if not the students can not enjoy the content of the session".	"According to my dosage according to the repetitions I felt that they are almost more tired than ten repetitions, it's time for the reminder, to integrate the technical element into the sequence, the ATR must be integrated in the sequence soon the end of the session they want to repeat again but I stopped for the boys the girls can still work I work on the memory, the memorization of the sequence the pupil dice times, before we work, since my first years of the career, I felt, when we lead the session we focus more on the technique of gestures and when we took the test, the student hangs or is the sequence? There is a memorization that did not occur, so each session I do memorization and that I discovered with experience and seniority, before I did not realize I insisted more on the technical element and I end the session without recalling, when I try to link the different elements I find a great difficulty and they do not learn easily and the coordination between movements remains faulty and ambiguity occurs in the student's brain therefore as soon as the beginning you have to tie everything together and mark the pupils on all that".
<b>Beginner</b>	"The management of the class must take the time it takes but without exceeding it we must be well balanced, if we lose a lot of time in the establishment and distribution of students we will not be able to pass the information and to reach the objective, therefore, to give time is obligatory but not too much in the management of the class it is really necessary to organize the class well to work well, too, otherwise we will waste a lot of time to the detriment of learning".	"Because we have to link, the sequence, we must, uh, integrate the spirit of the sequence in the student so that he knows that it is not an isolated element and that he is not noted on a single element, the element is part of the sequence if everything is correctly executed, the notation will be good. For the boys it's, just, the creative side when performing the sequence, I prefer that they, uh, let them choose the elements they, uh, the order of the elements and the different elements of. link to achieve the sequence of course by correctly performing the element they have just learned now, so I gave the students time to perform the sequence and there I came back to see if, uh, this that they therefore had, that they go one by one to carry out the sequence and see the integration of the wheel in this sequence".
<b>Trainee</b>	"For me, to succeed in guiding learning it takes a while but for me not a short time really, a time for managing the class, a suitable time to manage the class well, I think it is necessary to maintain the class in hand, to facilitate learning, it is necessary to take good control of the students, to organize them well It certainly takes a period of time for the setting up of the session whether it is from a material point of view or setting up students".	"At the end of the cycle, I have a well-defined sequence, this is the specific objective of the cycle, in addition, the student must be prepared, he must learn the entire sequence, we had this idea during the educational course. I know that it is necessary to chain the elements we had this information during the training at the institute, but by putting it into practice I discovered that it is very useful for the students and it is beneficial and efficient I had a consolidation of what I learned in theory by practice so for a cycle of gymnastics I work in this way so that at the end of the cycle the student can perform a whole sequence so each time we recall what has already been learned and we add new elements so the student must learn to link the elements without breaking without stopping and develops the cognitive aspect he learns to call the elements with their names, there I wanted to introduce the 'element worked today, in the sequence and link it with the other gymnastics elements so as not to stray from the concept of gymnastics we do not work on an element and we let it isolate it must be introduced into the sequence".

#### **4- Detailed analysis of regularities of intervention:**

We have deepened our research into the details of teaching practice. We analyzed educational intervention at the level where teaching practice represents a regularity of intervention among all teachers, including student interns. We submitted our results to the calculation of percentages. The following diagram summarizes the results obtained:

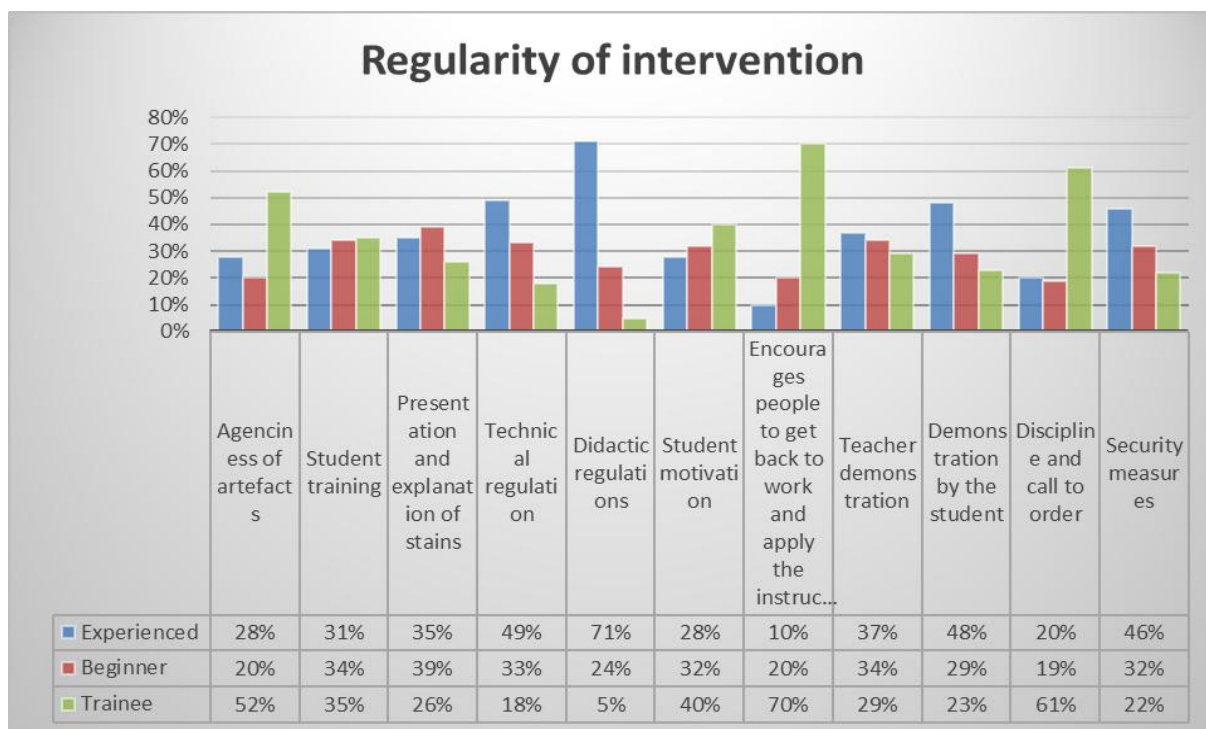


Diagram 1: Regularity of intervention by the PE teacher

According to diagram 1 there are similarities and dissimilarities in the regularities of intervention among the participants of our study according to professional seniority

Experienced teachers, during teaching practice, make the workplaces more secure. They bring more technical regulations and didactic adjustments. They demonstrate more during their interventions and use the students more for demonstrations of technical gestures. The percentages of the regularities of intervention, of the beginner teacher, tend to approach those of the experienced teacher and sometimes even exceed them. The trainee students handle the material more, which shows poor management of space due to a lack of planning; They present and explain the tasks less afterwards, they encourage the students more to get back to work and to apply the instructions, so the student interns do not yet know how to pass the information properly to the student. They call to order frequently which shows problems with class mastery. For didactic regulation is scarce for the trainee students they want to limit themselves to what they have already planned.

#### IV. Discussions

Main results of this study have shown that most of the representations put forward by the interveners are different from their teaching practices. In practice, however, they present stable forms and common strategies that the dynamics of activity in the classroom can take. Our results corroborate with the work of some researchers. Nault and Fijalkow (1999), find it difficult to move from "an idealistic representation" to daily practice. For Boizumault and Cogérino (2012), Contradictions appear in the remarks about initial beliefs when teachers see themselves in action confronted with the video of the practice session. According to Piot (1997), there is no such thing as a "typical" teacher and that the representations that teachers make of their practices and pedagogical conceptions take on a composite character, thus preventing teachers from being considered as a "homogeneous whole ". The representations made by the participants in our research of the dynamics of the session are common and coincide with their practical achievements in the field so here we do not notice any difference either between the representations of the teachers or between their achievements in the field of the dynamics of the session. Teachers and trainee students declare and take into account the pedagogical management and student learning. In practice, they follow the same strategy while respecting the complementarity between pedagogical and didactic management and thus applying the double mission of the teacher. Our results corroborate with the work of some researchers. For Léveillé and Dufour (1999), the difficulties of the teaching mission lie in the teaching-learning relationship and that the teacher must attach importance to this relationship to make the students succeed and make them more autonomous in the face of their learning. To succeed in this relationship, it is necessary to go through effective pedagogical management and good educational planning that meets the needs of the students, thus linking educational management, didactic management and student success. We notice a discrepancy between the representations of the interveners and their practical achievements concerning the pedagogical and didactic management of the class,

yet in practice, the actors have resorted to the same intervention strategies. The interveners chose the particular pedagogical format of workshop work. This configuration allows, on the one hand, the occupation of students according to their individual skills while differentiating the content taught, on the other hand, it promotes control and supervision of the teacher. This choice is highlighted by the work of Gal-PetitFaux and Vors (2008), who conclude that the implementation of a pedagogical format of work in workshops allows, on the one hand, the pupils to exploit the potentials. collaboration and cooperation on the other hand, the teacher to control his class. For the didactic component, the interveners differentiate the learning of technical elements according to the levels of the students and then they lead the students to reproduce a gymnastic sequence. Our results corroborate with the work of Lévillé and Dufour (1999), who attempted to identify the main difficulties in classroom management for teachers working in secondary school. They conclude that effective management is not based solely on disciplinary classroom management but extends to good planning of instructional content that responds to the real needs of learners and takes into account individual student differences.

For our research we find that experienced teachers are the most faithful to their representations, during teaching practice, they focus on student success. They make the work platform more secure. They bring more technical regulations and didactic adjustments. They demonstrate more during their interventions and use the students more for demonstrations of technical gestures. These results are reinforced by the work of Gal-PetitFaux and Vors (2008), who assert that only professional experience could allow teachers to require the competence to skillfully reconcile the two aspects of the educational mission, a management of the class compatible with the transmission of disciplinary knowledge. As well as by the work of Roux-Perez (2004), who demonstrates that the relationship with students remains a point highly valued by teachers, around which the other components of the profession are organized. While Housner and Griffey (1985), show that during interactive teaching, experienced teachers focused their attention on individual student achievement, while inexperienced teachers most often associated with any level of interest. the class of learners. The results indicate that experienced teachers possess knowledge structures rich in student management strategies and facilitating psychomotor performance that enabled them to witness individual student performance and modify their lessons according to student needs. In contrast, beginning teachers had fewer of these strategies and focused their attention on the interest level of the whole class to ensure that students were busy, happy and well. While Housner and Griffey (1985), show that during interactive teaching, experienced teachers focused their attention on individual student achievement, while inexperienced teachers most often associated with any level of interest. the class of learners. The results indicate that experienced teachers possess knowledge structures rich in student management strategies and facilitating psychomotor performance that enabled them to witness individual student performance and modify their lessons according to student needs. In contrast, beginning teachers had fewer of these strategies and focused their attention on the interest level of the whole class to ensure that students were busy, happy, and well.

For the novice teachers who are part of the present research, their percentages of intervention regularities tend to approach those of the experienced teacher, or even sometimes exceed them. these results are congruent with the research of Flandin and Ria (2011), which speaks of the "professional style" of the teacher who can approach or move away from the common model. The authors assert that experienced teachers can encounter difficult and conflictual situations while trays of early expertise can be observed in novice teachers, or even for professional gestures considered effective in one teaching context and not in another. His remarks are joined to those of Berliner (1988), who confirms that a person at a given stage of development can, in particular situations, behave like a person at a later stage of development. Our results showed that the beginning teacher focuses on the learning content, they present and explain more the tasks to be performed by the students. Our results are confirmed by the previous work of Chouinard (1999), who asserts that the reality of the classroom rarely coincides with the representations and expectations of new teachers and the main concern of the latter is to allow learning by focusing on the content to be taught rather than the needs and capacities of the pupils. Our results showed that the trainee student take into consideration their relationship with students. They handle the material more, present and explain stains less. They encourage more students to get back to work and apply the instructions. They call to order frequently which shows problems with class mastery. For didactic regulation is scarce for the trainee student, they want to limit themselves to what they have already planned. These results coincide with the previous work of Lanaris and Beaudoin (2011), who conclude, following their work on students at the end of the training process, that the latter attach importance to the relational denials of the action of teaching (meeting the needs of students) to the detriment of purely didactic denials (linked to the knowledge taught) or to classroom management. These students say that the most important thing in the act of teaching is the ability of the teacher to meet the needs of the students. The authors confirm that the graduating students give priority to the "zone" where the pedagogical and didactic management overlap. They therefore find that students neglect certain essential elements of classroom management and the management of the content taught. As well as Nault and Fijalkow (1999), who consider classroom management to be an essential skill at the start of a career to establish a professional identity. The authors note that the mastery of the class and its organization, the discipline as well as the taking into consideration of the different levels of the pupils are the priority concerns of



the teachers beginning their careers. They place great importance on classroom management to the point where if the teacher does not master this skill it will be difficult for him or her to acquire the other skills which are used for teaching. In addition, several authors (Alain, 2015; Pelletier & Jutras, 2008; Tochon, 1993; Visioli & Petiot, 2015) defend the conception that unforeseen events pose problems for beginning teachers since they do not have an experiential repertoire for them. to face. Whereas (Azéma & Leblanc, 2011, 2013) conceive, contrary to the classical conception, improvisation as an “incessant creation of oneself” and that one does not necessarily have to be experienced to improvise but rather “improvise to become and stay expert” (Azéma & Leblanc, 2013, p. 4). These ideas are contradictory with those of Flandin and Ria (2011), who believe, following their observations in situ of new teachers, that the best way to master a class is to offer it learning content that attracts the attention of teachers. students. They add that the teachers who put, as a criterion for the success of the transmission of knowledge content, discipline in the classroom are teachers that their main concern is the maintenance of order in the class which is nothing other than a preoccupation. typical of "entry into the trade". These authors argue for invalidating this mistaken belief that can lead the teacher down dead-end paths.

## V. Conclusion

The results obtained are modulated here by two major variables; declared and realized. Each of these major variables are broken down according to the participant's professional seniority. Indeed, the statements collected through the first semi-directive interview show that at the level of beliefs, the participants of this study respect the teacher's mission in its two complementary aspects, pedagogical, organizational and relational management, and didactic management of learning content. Except that the trainee student thinks that the relationship with the students must be taken into consideration, while the beginning teacher is convinced that he must focus on the content to be taught, on the other hand, the experienced teacher thinks that 'emphasis must be placed on student success. In addition, the data collected through the self-confrontation interview and the analysis of the video tapes of the practical sessions show that for the "Realization" aspect that during their teaching practices in gymnastics sessions, the participants in the present research develop the same intervention strategies. For the educational aspect of the session, they use the same three-dimensional material-space-time educational device to successfully conduct student learning; They choose, therefore, the particular pedagogical format of workshop work. This configuration allows, on the one hand, the occupation of the students according to their individual skills, on the other hand, it promotes the control and supervision of the teacher. For the didactic aspect, they differentiate the learning content taught according to the individual skills and gender of the students. For they lead the students to reproduce a gymnastic sequence.

We note that the teacher's representations are not always consistent with his teaching practice. However, for our sample, experienced teachers remain the most faithful to putting their representations into practice. A great divergence between the representations of trainee student and their teaching practices, on the other hand, a certain agreement is marked in favor of beginning teachers between the declared and the realized. Consequently, the gap between the representations of PE workers and their teaching practices depends on the professional seniority of the person acting.

The intervention strategies during the practical sessions of the gymnastic activity are marked by regularity and typicality. The choice of teaching format can meet the expectations of teachers and learners. The pedagogical format of work in workshops induces the teacher to save time, an activity of supervision and control, a differentiation of the content of the work and the investment of the students according to their gender and their individual skills thus guaranteeing their successes. Building a work environment in physical education can bring educational potential. The choice of differentiated pedagogy to induce learning in learners is important in gymnastics. An individualized pedagogy that respects the heterogeneity of the students and that meets their needs and promotes their success. The regulations and the technical and didactic adjustments made along the way show an adaptation and consideration of the reality of the learning situation. The actor's actions are shaped by aspects inherent in the situation, so the teacher's actions are contextualized. Everything is played out in class and in situ.

The beliefs of PE practitioners are not always in congruence with their teaching practices. This difference is modulated by the professional seniority of the speaker. In PE, the construction of the work environment and the choice of an adequate pedagogy to induce the content of knowledge as well as the didactic and pedagogical regulations, in situ, remain the main factors of a teaching practice in action.

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