COTTEZ Rémy
French, Born May 14, 1984 in Dijon, France

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Education researcher

2023 - ?   **PhD in the sciences of education**, University of Burgundy, Institute for Research on Education, Dijon.
Supervisors : Sandrine Garcia and Géraldine Farges
Title : "Les difficultés professionnelles des enseignants à l'aune des phénomènes de violence à l'école" (Teachers' professional difficulties in the light of violence in schools)

EDUCATION

2021 - 2023   **Master of Arts in Science education** (with honors)
INSPE (National institute for teachers and education), Dijon

2002 - 2003   **Bachelor's degree in Science, specialization in Mathematics** (with honors)
University of Burgundy, Dijon

REASEARCH WORKS

June 2022   Dissertation : the benevolent injunction to French teachers
May 2023   Dissertation : social study of children with "tyrannical" behavior.

2023 - **?**   Thesis : "Les difficultés professionnelles des enseignants à l'aune des phénomènes de violence à l'école" (Teachers' professional difficulties in the light of violence in schools)

Abstract : Our thesis studies the professional difficulties of primary school teachers who face violent student behavior. A lot of surveys highlight the growing professional dissatisfaction of French teachers, who report a deterioration in their working conditions (Saillot 2018). Maintaining an environment conducive to learning in the classroom seems to be at the heart of their concerns (Gasparini 2021). The schoolteachers interviewed report feeling a lack of institutional support in managing these difficulties (Depp 2023), which contributes to the "malaise" experienced by the profession, resulting in an increase in resignations (Garcia 2023). Teachers feel hampered in their work by the lack of resources allocated, which contrasts with the level of institutional requirements (Pasquier et al. 2020).

In particular, an important difficulty is to welcome students with special educational needs. This extensive category includes students with behavioral difficulties (Ebersold & Armagnague 2021), difficulties interpreted as a behavioral "disorder" that represents a handicap (Dupont 2016). Therefore, teachers establish a link between inclusive schooling and children's disruptive behaviors (Katz et al. 2021), which, in the most serious cases, takes the form of child violence, which represents a danger to staff or other pupils. The obligation to welcome such children at school constitutes a high requirement that is not accompanied by an increase in human resources to manage the growing heterogeneity in classes (Talis 2018). This is a source of anxiety on two counts: not only can teachers who have to deal with such behavior not carry out their teaching mission, but they also have to contain this violence to protect themselves and avoid an accident for which they would be held responsible. In addition, the necessity to give a "benevolent" welcome to all students (Bailleul & Obajtek 2018) engages teachers in "emotional labor" (Hochschild 2017) that has consequences on their professional identity, and can in the most difficult cases affect their occupational health.

The aim of this thesis is to answer the following question: to what extent are difficulties in managing student violence part of the current transformations in school organization? By investigating the public policies leading up to these transformations, the consequences for teachers' actual work, and changes in the school population, the aim is to contextualize the various difficulties reported. This work is rooted in the sociology of education, in conjunction with the sociologies of the family, professions and public action.

To do this, we rely on classroom observations and interviews, as well as on one of the only institutional tools available to teachers for reporting their difficulties: the occupational health and safety register, which enable them to report any dangerous situation concerning themselves or their pupils. We hypothesize that, through these forms, they can find a space for expressing their professional difficulties, and that the way in which these statements are taken into account influences the perception of being able to rely on institutional support or not. By means of a quantitative study, this survey field enables us to objectify the concept of institutional support, by going beyond the simple feelings of teachers. This material could be supplemented by studying the backgrounds of children with behavior described as "violent", their conditions of socialization and their social properties, to better understand the difficulties they face in the school situation.

Former experience

TEACHER IN PRIMARY SCHOOLS

2005 – 2006   Competitive examination for school teachers, Academy of Dijon

2006 – 2007   In-school internship, IUFM (Institute for the Formation of Teachers), Dijon

2007 – 2008   School of Sainte-Colombe-sur-Seine, *5th and 6th grades*

2008 – 2010   School of Ampilly-le-Sec, *4th to 6th grades*

2020 – 2021   Substitute in primary schools, district of Châtillon, *1st to 3rd grades*,
and in adapted classes, *7th to 10th grades*

2022 – 2023   Kindergarten Gambetta in Chenôve, Priority education area.

2016 – 2019   Training course : teacher supervisor, Academy of Dijon

2016 – 2020   Training course : « **L'école des savoirs essentiels** » (The school of
essential skills). Explicit teaching. Epinal, France.

SCHOOL DIRECTOR

2008 – 2013   School of Belan-sur-Ource and Brion-sur-Ource, 3 classes

2013 – 2020   School Marmont in Châtillon-sur-Seine, 9 classes

PROGRAMMER ANALYST

2002 – 2004   Vocational degree in computing science (with honors). U. of Burgundy

Spring 2004   Training course in EPFL LAUSANNE (Polytechnic school)
Development of management software

July 2005   Training course, IT department, CHU Dijon (Dijon hospital)

2008 – 2017   Funding partner, Eduens**.**
Partner in an internet visibility management company

Skills

Driving licence
Foreign language : English (C1)

Programming languages :   C++, C, ADA, VBA, VB.NET, Basic, Kotlin
Database and internet   :   SQL, ASP, PHP, Access and MySQL
Operating systems : WINDOWS, UNIX, LINUX

Statistics softwares: Jamovi, SPSS