Abstract

This article presents the results of an exploratory survey of 102 students doing their practice teaching at the University Institute of Teacher Training in France, in 2003. The students were asked to describe a difficult, violent situation at the beginning of their career, along with their suggestions for handling the situation. Their main source of concern would be an unforeseen event in class, rather than a more spectacular violent occurrence. They believe that not knowing how to react to such an event would question their authority or professional credibility. The survey results accent novice professors’ feelings of isolation in the classroom. Their fear takes the shape of wanting to belong to a consolidated teaching team and receive guidance from more experienced colleagues.

Keywords

Teacher development, mentor, perceptions, discipline problems, France.