

exchanged with the other side of the relation [6]. Knowledge is therefore the set of accumulated past experiences, linked together. The relation to knowledge is thus not a fatality, something fixed, which once built can no longer change, there are possible transformations of the relation to knowledge as much in the young as in the teachers.

6. Teacher-student/Student-teacher

The teacher-student relationship must remain within a symbolic space framed by the transmission of knowledge as a common object, bounded on one side by the one who wishes to transmit knowledge, and on the other by the one who wishes to learn it. The relationship established between student and teacher has a significant impact on how students approach school, and particularly knowledge. *"I like that the teachers of languages tell me that I have quite high capacities in writing and all that."* Students are more likely to pursue their schooling when they feel comfortable and supported by their teachers, due to the singular bond encouraged by the institutional framework. *"We pay greater attention, from the very beginning of the course, if we know that it is a teacher whom we like and his course is interesting."* Therefore, we can say that interviewee teachers establish a personalized relationship with students, thus demonstrating a systematic adjustment of their professional position throughout their career.

Their commitment to the students' academic success is therefore strong, due in part to tutoring and the small number of students per classroom. *"Our first goal is to make them pass the year, even if we must take them by the hand; afterwards, he has to manage on his own."* Students should feel this availability of teachers who have an interest in the students' active or passive behaviours. *"During class time, I try to limit myself to the course topic, and if there is need to discuss something else, will be during the break or it will be on another time."* The teacher is the driving force in the construction of a shared psychic space in which the desires and needs of each other circulate by tolerating risks and uncertainties. This allows a distance from the risk of an identification with the idealist and idealistic professional role. *"Personally, I think we should play fair game, say things the way they are and not announce something we will never do."* Each teacher has their traits, values and principles that are transmitted, voluntarily or unknowingly during their relationship with the student. *"Teachers do not always have reasons, students are not always right, I think we have to hold together and try to sustain each other."*

We would say that the personal, more present and involved relation that teachers tend to have with students, is a positive way to encourage students and to help them stay on track with their academic

career. *"We will nevertheless transmit to this youth our way of doing, our optimism, our vision, and we leave traces in the lives of these young people. That's clear"*.

This is a two-way approach: on the one hand, teachers receive feedback from their students and are more likely to call their practice into question. On the other, the students feel supported by both the teachers and the institution which authorizes the parties to get more involved; the question of a third party is present. This type of institutional framework favours the relationship between teacher and pupil, on the condition that the institution supports and encourages it. However, in the context of liberal globalization, whatever the level or specificity of their pedagogical practice, teachers are now carried away in and through the policies, as we said in the begging, that destabilize the representations and investments that support their conception of the profession; and question their symbolic place in social hierarchies. The teaching condition as a whole is nowadays being called into question, and it is at work that difficulties and individual suffering are mostly ignored. The destruction of founding values, the destabilization of symbolic benchmarks and containers, the transformation of aims, modalities, content and evaluation of practices, attack the foundations of professional identity in which it is now difficult to recognize itself as the subject of his action.

As our project neared its end and we delved deeper and deeper into analyses and thoughts, we found out that, despite these previous positive findings, teachers suffer. This is due to lack of training and a lack of necessary documentation from the institution; these issues are explained below.

7. The dark side: unconscious aspects

The difference between the subject's manifest discourse and the subject's personal unconscious discourse, which reveals itself being disguised by/from the manifesto, is particularly interesting for further analysis. As a result, being unable to make the institutional discourse one's own, while at the same time believing in it as one's own, becomes a source of suffering for the interviewed participants who want to do well but who do not know how due to divergence between what is expected from them and their subjective unconscious desires. This is as true as this particular school is centred on an individual relation with student via tutoring, and that is a transference ground.

Tutoring consists of in each student having his/her own "personal coach" who accompanies him/her throughout his/her training, as we explained above. *"The tutor is a mediator between the student and the team which meets once a week and where each student is discussed"*. This set-up provides for a

more individual, and thereby personal, relation between teacher and student. *"Tutoring is a matter of availability so that students have a reference person. For me it is not a matter of 'seizure'."*

Tutoring combines the cognitive and social dimensions of learning in the same dynamic, based on a logic other than the one developed in the school environment, which is no longer a matter of pedagogy, but of interaction. The engagement in this set-up produces great ambivalences among teachers. *"I have always had problems of distance and near heart."* The latter, for many, had many years of experience in classical education before joining this school, where tutoring does not exist. They find themselves obliged to be part of this system without, however, the institution specifying their role, their function, their status. *"The difficulty comes from knowing where the boundaries are, it's not always obvious and uh, I have to tell, me personally, it bothers me."* Engaging a work-in progress on their personal involvement in the student relationship does not present any evidence for either the institution or the teachers. *"Well we are, we are not psychologists, no I, I am not a professional psychologist, I would never dare to say that. But we are nevertheless, we must still have a certain, ah some approach..."*

The teacher cannot control how it will be perceived since each student perceives it in his own way. Thereby, each student could feel comfortable with one teacher and not so comfortable with another. Students can enjoy different matters just because of the presence of the teacher. The teacher would be the support allowing the emergence of students' interests and motivations. *"I want them to learn, so I will always try to take the step to make something happen"*. His/her mission is to guide the student towards defining himself as a person, accepting himself and progressing. *"My favourite teachers, you could see that they like their job. It really encourages you to want to go into their class."* In other words, the school has the role of contributing to the development of everyone, as well as of teaching a common knowledge that will enable students to participate in the social community. *"You have to take them seriously for sure. And they have things to say."* So, the institution is the one who defines the place to every actor in it. Although, *"we do not have an exchange that is purely academic, it does not exist."* When the institution is not clear about the framework, that leads to personal suffering.

One of the participants explained a few situations to us that were sources of suffering for her as a person more than as a teacher. She heard that students said she did not listen to them. Being able to listen to students is a trend in our hypermodern society; therefore, this accusation was an insult for this teacher. *"They shouldn't say it because I'm always there for my pupils, well I believe it anyway, I think."* After a deep analysis of her three interviews,

we could say that this woman has personal issues of insecurities due to her personal, long-lasting life experience. Being a teacher in this school is something of great importance to her, and there she finds herself surrounded by meaning and respect, which was not the case in her former work environment. *"It's a matter of the feelings you really need to know how to cut out at some point"*. The impression of not receiving a positive feedback and the narcissistic wound produced by the students' saying of rejection, conveys this teacher to originate her suffering and her discouragement, corresponding with her commitment to the educational task. This is not merely the demand for love which obscurely sustains and energizes the pedagogical link, but rather the feeling that the professional narcissistic contract has not been respected by the students, that efforts are ineffective in carrying out the primary task and that there is no recognition. When she hears students criticizing her professional skills and attitude, she is not able to distinguish the line between personal and professional identity. *"That made me sorry outright ... it still hurt me. Their blames really hurt me. The fact of dropping it on me was uh it was hurtful; it was really hurtful"*. Their academic suffering takes place on the unconscious stage, where the relation between the Subject and the Knowledge is played out, where the real and the imaginary biography of the individual, their journey, their continuities and ruptures, are mixed. *"It's still not always easy to ... endure all this"*.

Undeniably, tutoring affects teachers. They do not choose their students, so sometimes they are tutors and teachers for the same students: *"we are both tutor and teacher, where we give notes and this causes even problems"*, which is a double role not so easy to hold. *"If the person doesn't say anything, I talk about myself. If one stays impersonal, it does not give anything. We have more or less affinities you have to know 'how to'"*. These affinities built during the school year, especially between tutor and tutee are not without effects on teachers. *"I have really tried everything. I even did therapy with him. But he did nothing. And that hurt me a little. He said, 'the teachers are against me and that's why I will not succeed'. But we really did everything."* Student's failure could become personal/professional failure for the teacher, even if *"despite everything I did, I did not succeed ... well, it's not my responsibility either, but ... we did not succeed, all the teachers, we did not succeed."* As we can see here, this teacher struggles between her own, and personal, involvement in the student's schooling, and the fact that she shouldn't be alone, she is a part of a team, of an institution. How to have clear position on it since the institution has not be clear on it?

As we said, teachers work in teams and are constantly exchanging information. *"We work very, very, very well together. We are a team and we*

support each other all the time.”. Some of the teachers became defensive when asked in more details about their relations within the team in question. But some of them said what they were feeling *“I work a lot with the manager. It also creates jealousies.”*. Sometimes there are situations where personal fantasies pop up after hearing what other teachers say. *“When, during a team meeting, I had heard that, he (student) said unappropriated things behind the teacher’s back, I could imagine that it was in my course. (...) I told my-self I have to listen more carefully, to try to understand what he says.”*.

The school seems to be very flexible and teachers have the liberty to build their course organisation as they want. *“And I would say that in classical high school there are still many teachers who still try to talk to the students but it is true that the framework does not always allow”*. It seems to be freer than in a classic school, where everything should be where it should be. *“I was someone who tried to take care of the students, but the large staff ... I did my job, I did my class but I could not follow the students. And that always cost me.”*. But once we started to question it, it seems that there is a lot of mandatory time where teachers, as well as students, are bound by some rules not explicitly defined; consequently, each teacher seems to take them as he/she can or want. *“We are a team, we see each other every week, so let’s say we are even **forced** to work with the others in the team.”*

The question of how the institution takes care of the students is the core of the institutional framework. The accent is placed on personal and social aspects in order to identify the main issues (i.e. possible reasons for dropping out of school), and thus to help the students get through the school and to pass their finals successfully. As we said in the beginning of this paper, schools are looking for performances and high numbers. This young school is no exception. But, we also said that school is for preparing young people to live after school, to live together, to personify social rules. *“Yes, yes, the school prepares for the after school, each tutor must speak with the student and knows what he wants to do after the finals.”*. Although, *“here, they are pampered, spoiled too. We have full measure, we have tutoring, everyone is there for the students. But, when you’re alone in college you do not have that anymore, you’re alone, and if you’re going to work, get by.”*. As we mentioned here above, nowadays we have real-time access to all knowledge, but the rise of insignificance seems inevitable. Individuals no longer know what sense to devote themselves to [16]. This loss of meaning experienced by many of students, is the expression of a world lived as incoherent and paradoxical. Is it one of school’s mission to guide young people into this significance research by transmitting them beyond the simple

knowledge necessary to pass the finals? *“My personality I did it at the university and not at school. I think that at school there is no place to forge a personality.”*. It would be interesting to interview these same students a couple of years after they pass the finals to see how they deal with the “after math”. A topic for a new research.

8. Conclusion

Beyond the conscious goal (passing the finals), teachers support students’ developing desire for knowledge by being present and dedicating their time (via tutoring), particularly within an institutional framework that encourages the bond between teacher and student. Both interviewed teachers and students share positive experiences within this high school for young adults. Teachers themselves feel supported and encouraged by the principal and the vice-principal, the latter plays a significant role in teachers’ and students’ life as he participates to all team meetings.

Tutoring has a significant impact, mostly on teachers. This institutional setting puts them into a role for which they are not prepared. Thereby, teachers are confronted with double discourse and double constraints (teacher and tutor) that lead them to survive, to invest defensive strategies, and sometimes, to deny their distress. Additional training and supervision/following up sessions with teachers seems, in our opinion based on the interviews, to be necessary.

The analysis leads us to the conclusion that the discourses, within which we live, are often in divergence with those that are kept hidden in the unconscious; the latter though, being well hidden, are at the same time responsible for building subject.

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