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The Initial Training of Teacher Librarians in France: Towards the Construction of a Faceted Professional Identity

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Abstract: France is one of the few countries to have created a unified *professeur documentaliste* role, with responsibility, within secondary schools, for both information literacy instruction and management of documentary information system for educational purposes. As a result of *professeurs documentalistes*' double anchorage within the teaching profession and the librarianship profession, their educational background should allow them to build scientific knowledge and professional competencies at the intersection of two usually distinct fields. The specificity of their mission within middle high schools and high schools requires that they have a strong capacity to position themselves within a professional context that assigns an unclear role to them. Building professionalism in initial training must therefore give a considerable place to the affirmation of their professional identity, which is multi-faceted and not free from tensions. The example of the training provided by the Superior School of Teaching and Education (ESPE) of the Academy of Limoges describes the implementation of the educational strategies and the roles of different actors that are important in building the skills and the professional identity of novice *professeurs documentalistes*.