

Qualitative modelling of accompaniment's postures in training spatio-temporal analysis

Mustapha Akoul*, Normal Superior School (ENS); Observatory of Research in Didactics and University Pedagogy (ORDIPU), Faculty of Science of Ben M'sik, Hassan II University of Casablanca, Ghandi BP 50069, Morocco
<https://orcid.org/0000-0003-1557-1933>

Said Lotfi, Researcher in laboratory of Research and Assessment in Physical Activity and Sport (REAPS), Normal Superior School (ENS), Hassan II University of Casablanca, Ghandi BP 50069, Morocco
<https://orcid.org/0000-0002-0008-6145>

Mohamed Radid, Researcher in the Laboratory of Chemistry of Materials in Ben M'sik Faculty; Hassan II Casablanca University, Morocco <https://orcid.org/0000-0002-8082-2009>

Suggested Citation:

Akoul, M., Lotfi S. & Radid, M. (2020). Qualitative modelling of accompaniment's postures in training spatio-temporal analysis. *Global Journal of Guidance and Counseling in Schools: Current Perspectives*. 10(1), 023–035.
<https://doi.org/10.18844/gjgc.v10i1.4550>

Received from January 5, 2020; revised from February 12, 2020; accepted from 22 April, 2020.

Selection and peer review under responsibility of Prof. Dr. Kobus Maree, University of Pretoria South Africa.

©2020 Birlesik Dunya Yenilik Arastirma ve Yayıncılık Merkezi. All rights reserved.

Abstract

This is a qualitative study that aims at exploring textual data in a coherent set of journal articles on the theme of educational and training support. This textual study allowed us to identify four different postures in all our analyses. Firstly, the time allocated to accompaniment: moving from permanent to periodicals. In the second place, it is about the space where the exchanges between the person being accompanied and the accompanier take place: from proximity to distance in exchanges. On the theoretical level, the aim of this article is to propose a qualitative model through four postures of accompaniment in training and education. On a practical level, it also aims at clarifying the specificities of these four postures, the typical tools of their exercises, the expected effects and the conditions of their application and, finally, the limits of their adoption in different contexts. The relevance of this work is the prescription of a progressive approach on a set of characteristics specific to each of the four postures observed. This progressive continuum obeys an evolutionary dynamic going from the most caring posture for the person being supported to the most empowering for him.

Keywords: Accompaniment, distance, space-time, modelling, postures, proximity.

* ADDRESS FOR CORRESPONDENCE: **Mustapha Akoula**, Mustapha Akoula, Normal Superior School (ENS); Observatory of Research in Didactics and University Pedagogy (ORDIPU), Faculty of Science of Ben M'sik, Hassan II University of Casablanca, Ghandi BP 50069, Morocco. *E-mail address:* akoulmustapha@gmail.com / Tel.: +0-000-000-0000

1. Introduction

No one can currently deny that accompaniment is a paradigm apart from what is usually practiced in training. To form is not at all to accompany, a disparity that has been admitted in the writings for well over two decades (Ardoino, 2000). It cannot also be reduced to a uniform mode that is easy to identify. As Paul (2009) points out, the use of the word 'accompaniment' is not distinctive only in the educational or training sector since it is used in several fields of society: the medical field, social work, employment, integration and many other sectors.

As a result, we can only conceive of accompaniment in the diversity and even the complexity of the exchanges. But if we cannot decide on the unity or the homogeneity of the conceptions of accompaniment, it appears that all these forms are based on a common foundation on a modellable logic and this is what we will try to explore differently in this respect.

Indeed, to accomplish this, we will try to explain four postures observed in all of our deciphering on this subject. The first is the time given to the accompaniment by passing from the periodical on one end to the permanent on the other. Accompaniment, therefore, is analysed on a temporal register. Secondly, the space in which the exchanges between the person being accompanied and the accompanier take place: from a close distance or proximity to a remote space where the exchanges take place at a distance. Accompaniment is analysed on a spatial register.

The aim of this work is to initiate the proposal of a qualitative modelling through four accompaniment postures in training and education: Posture 1 (P1) proximity – permanent; Posture 2 (P2) distance – permanent; Posture 3 (P3) proximity –periodic; and Posture 4 (P4) distance – periodic. It is an exploration, whose purpose is to collect a set of characteristics specific to the four identified postures from an analysis and then bibliographical synthesis of a suitable volume of productions dedicated to accompaniment. They were classified and structured in a corpus of theoretical data where we identified the variables of our matrix (Figure 1). The aim of this article is also to explain the characteristics of the postures, the specific tools for their exercises, the expected effects and the conditions of their application in different contexts.

2. Conceptual framework

Before supporting our remarks, we consider it appropriate to delimit the use of a few concepts. First of all, we argue that the term 'model' does not simply fix knowledge about a phenomenon. It has an instrumental and heuristic function; it becomes the very object of analysis inasmuch as it has been produced in a convenient form that can be manipulated: 'The model is an intermediary to whom we delegate the function of knowledge, more precisely of reducing the still enigmatic, in the presence of a field of study to which access, for various reasons, is difficult for us' (Bachelard, 1979).

In the social sciences, one can never be sure that one has described all the relevant features of a context, let alone incorporate them all into a model. As a result, there may be a strong temptation to track down spurious relationships and incorporate as many variables as possible into the model. Two obstacles are then encountered. The first is the parsimony requirement of any model: including too many variables is tantamount to over-specifying the model, which then loses all robustness in the sense that it will lose its ability to adjust to other data. The model is a simplification of reality, not a tautology. The second pitfall is that, by overly searching for pure experimental reasoning, the researcher gives himself over to analysing improbable or even non-existent relationships. Abstractions are then constructed that are too detached from reality to teach us anything about reality: 'As reasoning improves as experimental reasoning, it weakens as relevant historical reasoning' (Passeron, 1991). The model, then, is expressed in a figuration that is as rigorous as possible, which excludes any form of metaphor. In this respect, it is clearly opposed to a fable. It is often the site of formalisation, to the point where some authors define any model as a formal representation. Thus, the use of

formalised models constitutes a fundamental moment of analysis because they allow us to considerably amplify our experience by carrying out manipulations that are impossible in the empirical world. Statistical models are fundamental (cognitive) instruments; they allow us to perceive reality beyond what our senses alone allow us to perceive. However, they provide us with a virtual, dehistoricised facet of reality that we must historicise in order to extract its contextualised meaning. Thus, the question of generalising the results to other contexts is itself a question of basic social science research (Elisabeth, 2016).

The modelling that we propose in this work is based on an informed recognition of the difficulty of generalising these results, but which nevertheless remains a non-exhaustive model that attempts to simplify a reality that can be explained through the relevance of its qualitative variables.

Moreover, we conceive with Beauvais (2004), 'accompaniment' as a process aims to help a person to progress, to build himself and to reach his goals. To apprehend him/her as a singular person, building him/herself by acting in a given environment, an environment in which, on which and through which, his/her choices and actions make sense. To consider him/her as an autonomous subject presupposes to consider him/her also as an autonomous and responsible human being. Indeed, to be autonomous does not mean to be self-sufficient and in total isolation from others. A system that is absolutely autonomous, absolutely closed to its environment cannot survive, just as a system that is absolutely open to the environment is a system that does not exist, that cannot be recognised either in space or in time. Morin (2004) speaks today of 'dependent autonomy' because 'the self-organisation of the living system is a self-eco-organisation'.

From another point of view, the complexity of the concept of 'accompaniment' is expressed in multiple characteristics that Paul (2004) has sought to clarify. This author considers it as an asymmetrical, contextualised, circumstantial, temporary, co-mobilising, involving, asymmetrical, intersubjective and transitive relationship. This relationship is a process oriented towards a betterment, supported by a historical framework and a conception of time conceived as maturation.

Paul (2007) talks about the ingenuity of accompaniment through four inescapable dimensions: the given function, the adopted posture, the justified approach and the invested relationship, knowing that the inherent problematic of accompaniment lies in the risk of dependence and interference of the accompanier towards the accompanied.

If we stick to the etymology derived from the Latin *ponere*, which means to lay, the term 'posture' refers to posing, depositing; we can say that to adopt a posture is to adopt a way of posing in a given situation; it is to choose attitudes and to take a position in a particular spatio-temporal situation. Therefore, 'posture' can only be posed in the plural, which can be modified according to the facts. Coaching, as well as training, coaching or other activities towards others, cannot be based on a single posture.

Occupational postures 'are ways of approaching a problem in the practice of the trade, of dealing with it, of solving it, guided by a background of representations, experiences and expectations'. Payet, Sanchez-Mazas, Giuliani, F. & Fernandez (2011) see it as 'a physical or symbolic manifestation of a mental state. It is shaped by our beliefs and oriented by our intentions, it exerts a guiding and dynamic influence on our actions, giving them meaning and justification'.

It is therefore a form of organisation of conduct that can be adapted by different situations. The concept of posture can be inscribed in the filiation of the schema, as Bucheton and Soule (2009) point out: 'a posture is a pre-constructed schema, from a cognitivist perspective it is a stable program for precise responses, which the subject summons in response to a given situation or task'. It is this conception of accompaniment expressed in multitudes of postures and which participates well in the development of professionalism in the accompanier himself as well as in the person being accompanied that we are trying to emerge and argue in this work. Accompaniers share and capitalise

on their experiences, which contribute to making their institution a 'learning organisation' in perpetual change like supposed by De Ketele (2014).

As a result, the empowerment of the supported person targeted by the space and time analysers goes through several stages of dependence, independence and finally interdependence where each one corresponds to an increasing degree of autonomy for them in terms of the degree to which they take care of the supported person (Salmon, 2007).

In this context, it is all the more crucial to reflect deeply on the very nature of the teaching profession and its future in order to guide training and support policies (Roland & Vanmeerhaeghe, 2016).

Boutinet (2007), for his part, distinguishes correlative targeted support from a previously targeted goal, from maintenance support, ensuring a presence to persevere with regard to a status or type of activity, while emphasising the importance of moving from their cohabitation to their articulation. It also specifies the four temporalities inherent to any support: diagnosis of the situation; project outline; implementation; and evaluation.

After this brief conceptual account, the accompanying modelling is then inserted as a mediation process, even if it does not cover the whole process by itself. Actors learn collectively by creating, modifying or observing simulations because to simulate is to act on the decision-making process, by creating or modifying representations. Support modelling leads stakeholders to share representations and simulations, including the possible actions (rules, development, etc.) they envisage on the environment. However, it does not support the other possible stages of the process, which would concern a more quantified expertise. It therefore intervenes upstream of the technical decision, when it is a question of supporting the reflection of the various stakeholders concerned, with a view to achieving a shared representation of the problem and the possible ways of initiating a process of management.

One concept can therefore hide another: support leads to the posture, that of the professional who supports, as is stipulated here by Cosnefroy and Annoot (2014). This is the choice we have opted for in seeking to model the accompanying postures through this bibliographical synthesis dedicated to training and higher education.

3. Method of analysis

The analysis of the contents of the documents was in the form of a global and relational semantic investigation between the different concepts targeted by the study, namely Modelling – Posture – Accompaniment – Space – Time.

We also proceeded to the elaboration of a 'reading grid' in the light of the progress in the readings carried out article-by-article and then initially grouped on an Excel grid (matrix of verification of congruences and similarities between the various articles). Table 1 evokes the alignment of the various headings that were chosen.

Table 1. Headings of the data assembly corpus

Title of the article
Auteurs (et al.)
Revue ou Journal
Years
Country
Category of the study
Purpose(s) of the study
Conceptual framework
Areas of intervention of the study
Survey
Measurement instruments
Authors of measurement instruments
Variables assessed
Methods of data analysis
Key results (summary)
Conclusions & Recommendations

3.1. Textual substrate

Work was carried out on 54 articles by 49 authors in 36 indexed journals or scientific journals. The literature explored is located between the years 2003 and 2016.

3.2. Grouping of the corpus

The textual analysis on the Excel matrix made it possible to identify the concept of 'accompaniment' in the various articles studied as 'postures' in the plural and this in almost all the articles studied. The notion 'posture' is expressed by attitudes, behaviours and particular spatio-temporal positions of the carer towards the person being coached.

4. Results(Four postures found)

4.1. 'Proximity – permanent' posture (P1-Figure 1)

The assistance is close and constant to the person being accompanied: It is a safe posture to avoid the often too destabilising failures of the initial stage. As a phase that does not last long, it is similar to the introductory comprehension stage of a new learning process. The person being coached mobilises his resources in the desired situation with a watchful eye on the coach in order to succeed as safely and as quickly as possible in his transformation project. This posture can also be described as 'closed' because he or she exercises a high formative verification throughout the process, which is therefore permanent (Jézégou, 2008). Physical presence with the coach is a factor of confidence and assurance.

4.1.1. Target posture

People in difficulty or discovery in a risky environment receive full technical and mental support: All the actors, 'accompanying and accompanied', are in search of progress and rapid and safe transformations: a posture limiting the powers to act in autonomy of the accompanied person. Being with the person being accompanied permanently presumes that he or she cannot act freely and as he or she wishes, his or her activities of discovery of the environment provide for almost total assistance. The links are accentuated with the latter. Learners at the beginning of a training cycle are the target population for this kind of posture, like reassuring and building confidence in order to overcome the emotion of the initial stage (Mikulovic, Vanlerberghé & Bui-Xuan, 2010).

Indeed, the so-called emotional stage in the engagement of learners in a new project requires close monitoring to ensure that they are able to surpass themselves in the face of the new demands of an unusual task. Errors and adjustments during the learning process in new contexts require careful external reinforcement by the coach against failure and abandonment. Learning in and through action

is also a predictive area of this posture because the trainee needs some form of a model to follow to secure his first steps.

4.1.2. Context for adopting the posture

Personalised or joint accompaniment for a small group may be considered as an appropriate situation for this marked posture and is present in the evolution of the person being accompanied. The 'relational' prevails over the 'technical' in the nature of the relationships that unites the actors of the support process. The resource person here will have to understand that in order to succeed in the exchanges they will have to go through the esteem felt by the other. A suitable language that can be assimilated is supposed to be developed for this purpose. Reflective and optimised verbalisation will cover all the moments of these relational exchanges. The accompanier reinforces and encourages through accustomed expressions of the person being accompanied. The change is done in continuity and at no time should the relationship between the two actors be interfered to cause conflict; it is 'to do with the initial representations of the person being accompanied'.

Therefore, we can speak here of a posture of integral accompaniment. A posture where the accompanier is close to the collaboration of the students in the pedagogical accompaniment activities; it is therefore necessary for him/her to make sure, above all, of the knowledge of these actions among the students as well as among the other intervening colleagues. Thus, it is essential that the students and colleagues of the institution are clear with the principle and objectives of the accompaniment in general and of each activity in particular, measure the complementarity and not the competition with the usual activities of the training course. Institutional recognition of pedagogical support activities could be achieved by including them in the official curriculum (Salmon, 2007).

4.1.3. Limitations of posture

The degree of freedom granted to the accompanied person in this posture is at the lowest level compared to all others. Therefore, being closely and permanently assisted, the transition to autonomy will be a long road. Starting on this aspect will put the two actors of the support system in dependency which is difficult to interrupt because all accompaniments in the end are supposed to be conclusive on the autonomy of the person being accompanied. The strong relational relationship present in time and space may induce an inhibiting laziness to the autonomy sought by the accompaniment.

Moreover, and in the restricted end of this posture, the persons being accompanied are generally in social contexts characterised by strong disparities of power; they are reproached for being naively manipulated by the most influential actors posing in this posture. Overly interventionist coaches act in favour of a given group or person for a given result without having the true legitimacy recognised.

4.2. 'Permanent – remote' posture (P2-Figure 1)

Regular attendance but distant from the person being accompanied: It is a question of accompanying the person in accentuated time but with a deliberate distancing on both sides, in order to initiate him/her to a true autonomy: an evolutionary posture that will serve as a transition towards more independence. The accompanied person starts to do and succeeds alone by carrying out the activities supporting the targeted transformations.

4.2.1. Target posture

People with very few deficiencies but in a more or less accustomed context without risks: Accompaniment consists of helping autonomous acquisitions in assisted trial and error. It is adopted for a homogeneous group or for single cases who have experience in the field of accompaniment. The links between the two actors become lighter, despite the persistence of temporal attention. It is a mental and technical support that often succeeds through the solutions of the new technologies

(TICE). The development of networks or exchange platforms via new information and communication tools is a tangible way to successfully implement such a posture.

4.2.2. Context for adopting the posture

This posture can prove its effectiveness to cover a large public in initial or continuing education. A technical and logistical arsenal must be precisely and appropriately designed to implement such a posture (Gurtner & Zahnd, 2003).

Indeed, with a view to achieving this position, distance support platforms are examples that should emerge and then be consolidated in several regions and academies in the field of education and training, especially with the new profiles of teachers recently recruited under special training conditions. They will be able to give concrete expressions to this position of a coach who forges links and constantly exchanges, but without face-to-face contact. This position is feasible and very inexpensive in terms of investment since it will be able to cover a large and heterogeneous population. It is distinguished from distance coaching by the fact that it is flexible and deliberate of both actors. Nothing is imposed or conditioned by a rigid framework of evaluative requirements. This is unusual in the training paradigm because evaluation is the hard core of all forms of initial or continuing training. This posture can only work effectively when methodological skills are developed with the trainees independently of the contents, subjects and conditions they have to deal with. It is a question here of a real contextualisation of the accompanying intervention. The more the counsellor masters the knowledge about the students' real context (subjects taught, books and syllabuses used, teachers' requirements and habits, types of exam questions...), the more the contextualisation proves to be efficient and credible in the students' eyes. Whatever the initial profile of the coach, this knowledge is gradually acquired through experience in the field, and also through openness to all subjects taught and through sustained collaboration with the teachers of the disciplines (interdisciplinarity).

The characteristics of this posture generate team coaching and those of individual coaching; it is a 'reflective involvement' posture (Janner-Raimond&Tavignot,2015) which favours the reflexive and recursive work necessary for the supported aspects of the coach. The 'reflective involvement' posture is a 'revealing' posture of the stakes of what is said and happens within the group in the continuity of the exchanges. This posture also requires 'attention' than the others, in order to foster a feeling of confidence and competence in one's own thinking, in the form of encouragement and appreciation. The obligation of vigilance in this posture is a necessity at all times, which is concretely translated by an effort of reflexivity not only to listen and make sure that one has understood, but also to try, when the time comes, to explicitly develop the stakes of the proposals made by the coach so as to objectify the terms of the different choices envisaged.

4.2.3. Limitations of posture

Not all training structures or integration into a profession are compatible with this accompanying posture based on assisted trial and error and regulation. The time available and without time pressure can lead to routines where things will be led little by little to oblivion. This is the risk of spending more time than is necessary in a perpetuated accompaniment to find oneself in redundancy. We are therefore witnessing reported networks of accompaniment that repeat the same routines to all populations in any context. These are networks that are often found on online and that claim to accompany pupils or students towards academic, professional or personal success.

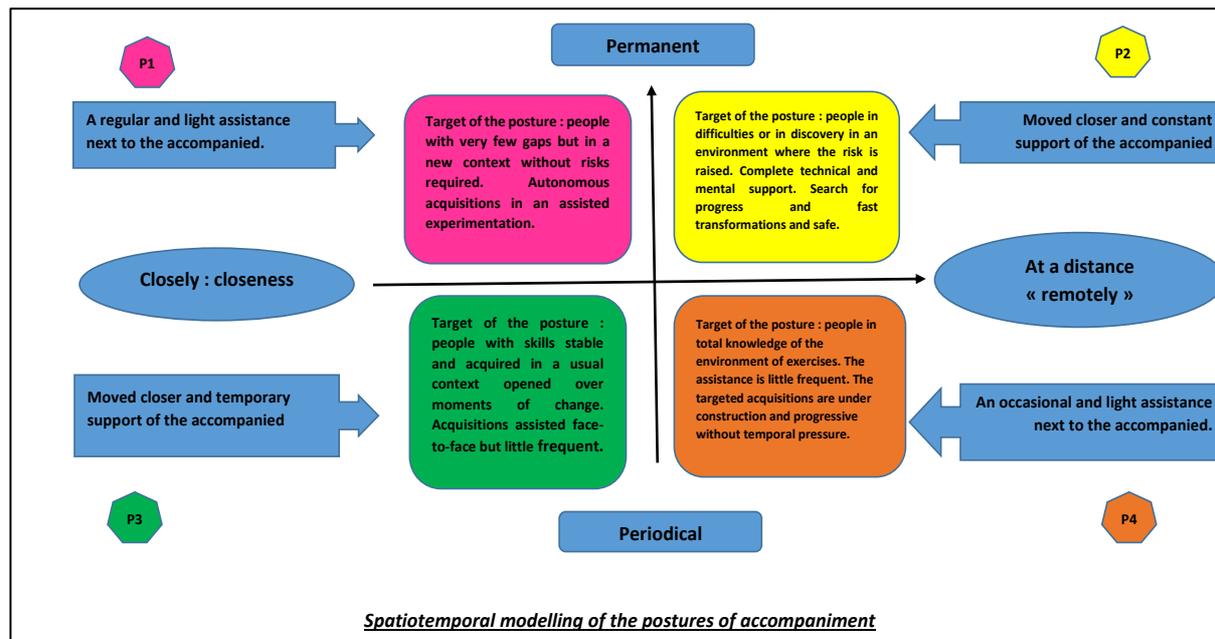


Figure 1. Characteristics of the postures

4.3. 'Proximity – periodic' posture (P3-Figure 1)

It is a form of close and episodic assistance. The moments are targeted to be very close to the person being accompanied. The structure of the task to be done and the context in which it is carried out are influencing variables on the triggering of these moments. The variations of these periods are random and it is according to the demand required by the difficulty of the task, the state of availability of the subject and the global context of the realisation of this task. A more flexible posture for the moments of consolidation of acquired knowledge where the person being accompanied is expected to quickly reach autonomy.

4.3.1. Target posture

People with stable skills in a habitual context open to change in the context of continuing education. Accompanied are in assisted activities in close guidance. The approximation here is periodic, in order to optimise the loss of time and be as efficient as possible. It is a question of assisting the triggering of change: a posture that can be carried out for a single person in a situation of transformation towards a new skill. It can also be adopted in collective groups as periodic exchanges ensuring the transmission of the principles of the desired change.

4.3.2. Context for adopting the posture

A posture that aims to gradually bring the different stakeholders to recognise each other, to exchange and share their arguments and points of view so that together they can develop a common vision of the problem and eventually build a shared solution. This often results in the periodic presence of the modelling coach who also accepts to play the role of mediator, in order to gradually lead the stakeholders from a personal expression of their knowledge and practices towards a logical, structured and usable explanation by the whole group.

Social presence is a fundamental element in supporting the development of a training group. The same applies to the educational or training presence. The dimension of presence relates more specifically to the role played by accompaniment in 'the design, facilitation and direction of cognitive

and social processes in order to achieve personally significant transformations' (Garrison & Anderson, 2003).

4.3.3. Limitations of posture

The temporal spacing between presences does not really allow a watch on the person accompanied, he is often left to himself, a situation that is not always efficient. As a result, this posture cannot be beneficial in novice contexts. However, it is strongly recommended in training courses in the process of completion after a good capitalisation of experience and tools for 'acting alone'.

Indeed, the guide is a visitor in close proximity to time who should make remarks, adjust actions and measure progress based on what he has already estimated.

4.4. 'Periodic – remote' posture (P4-Figure 1)

Intermittent and light assistance: It is the posture closest to total autonomy of the person being accompanied. Serizel (2011) defines it as an action that is set up, and thanks to Internet tools, called 'medium', which in a position of third parties included, in a training or education device, propose cognitive mediations in a space–time space in movement.

4.4.1. Target posture

People with full knowledge of the exercise environment: Attendance is very infrequent. Targeted modifications are under construction and progressive with no time pressure. It could concern a group in training in collective assistance, as it could also concern a person accompanied alone soothed from the presence during a training of which he already has a very consistent experience.

4.4.2. Context for adopting the posture

The particularity of the posture lies in the fact that the devices position us in situations of 'de-temporalisation' and 'de-spatialisation'. The devices which are set up in alternation presence/distance call upon mediated processes such as the Internet and thus upon the tools which allow us to access them.

In technical or vocational training apprenticeships, this will give learners more freedom to build their own learning styles and methods towards true metacognition. This degree of freedom with regard to learning situations (Jezegou, 2008) will allow the learner to plan his or her own learning by fully determining the most appropriate learning situations with the 'accompanying' trainer. The greater the degree of openness of the system, the more the learners will tend to be resolutely involved in their learning. A highly open stance and this consequently leads to a low degree of pedagogical control by offering the learner rational choices (Jezegou, 2008). The MOOCs or 'Massives Online Open Course' are an example of tools that are perfectly suited to this posture and even promote interactional learning. They constitute a type of pedagogical organisation with a mediated tool (such as forums, blogs, social networks, hosting platform and many other types of tools for digitising the device it offers, etc.).

It is therefore important to know whether such a 'digital mediation' posture within an individual or collective learning environment promotes the development of their ability to carry out autonomous content appropriation activities on their own: a questioning that consequently leans us on the limits of use and efficiency of such a posture, which we recall, that it is not automatically always favourable to all subjects and learning contexts.

4.4.3. Limitations of posture

A distance posture that is partially addressed to small groups where the inactivity of some sometimes disturbs others: This posture can only be applied to small groups with sufficient experience

and exchanges with various support systems. A selective population ready for total autonomy. The means mobilised for this level of support are not always accessible in terms of equipment and human resources. Very few educational or training organisations find the means to achieve real results of success. Indeed, launching and initiating this kind of posture (P4) is a challenge in itself, and to succeed would be a feat to be shared with other training institutions.

The important distancing and the feeling of autonomy during this posture, makes the evaluation of the transformations almost inaccessible for the follow-up of the process. The final behaviour is the only reference point that allows the adjustment and regulation of the activities adopted with the trainees during this posture.

5. Discussions

The 'modelling of the accompanying postures' that we propose in this analysis is an approach that allows the optimisation of choices and decisions through an evolutionary continuum (Figure 2). It is a work of explicitation of experiences which implicitly or explicitly refers the different stakeholders (coaches and coached) to make this iterative and continuous process a real evolutionary dynamic going from a more protective and aging coach to another more liberating and empowering coach.

As a result, this continuum produces progressive acts of decision-making that are not always complete, but whose purpose is to be, at each iteration and stage, better understood and more shared. It is not a question of finding the best position, but of giving ourselves the means to best deal with the uncertainties of the situation examined together towards overall success.

The objective is therefore not to produce irrevocable decisions and results by accompanying individuals or groups, but to enrich the process of adopting a given posture in an evolving and continuous dynamic, taking into account the environment, the nature of the task to be carried out and finally the subject we have to deal with.

The literature review on French-speaking ergonomics initiated by Leplat (2011) generates thinking centred on the task that a subject performs in a given context. This trilogy 'Subject – Task – Environment' represents the variables we have chosen to regulate and drive this evolutionary dynamic of postures.

Indeed, the inter-individual differences relating to age, expertise in a specific or broad field, biopsychological characteristics and other specificities of the subject induce the adoption of a particular and opposite posture in front of another disparate person. This is evidence that seems to be widely and effectively adopted in educational settings. Changing the posture according to the 'subject' variable can be conceived as a person-centred accompaniment approach. It is in this sense that the relationship invested in accompaniment is of crucial importance, the younger the person or the target population is and with little experience, the more the relationship prevails over the other functions and aspects related to the approach and the technique adopted.

6. Suggestions

Accompaniment is therefore not only part of a goal but also constitutes a path, the challenge of which is not only to set up a new technical device, but also to bring to life a process of empowerment.

To this end, accompaniment presents multiple characteristics that Paul (2004) sought to clarify. For this author, the accompaniment relationship is asymmetrical, contextualised, circumstantial, temporary, co-mobilising, involving, asymmetrical, intersubjective and transitive (it is not a form of companionship). This relationship is part of a process oriented towards a betterment, supported by a historical framework and an evolutionary conception of time conceived as maturation. It is a guided growth during the progressive sequence of the four postures identified in this article. From a novice

protected by a total approach to an experienced person left at a distance and with very little control over his activities (Figure2). It is an inspired progression towards the empowerment of the person or persons accompanied.

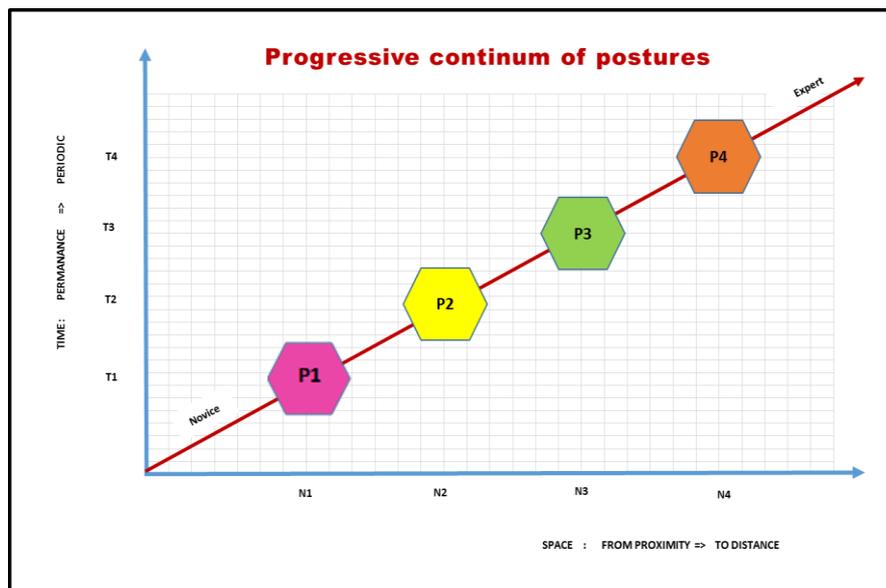


Figure. 2 The progressive continuum of postures

From another point of view, Paul (2007) further advances the ‘ingenium’ concept of accompaniment by stipulating four inescapable dimensions: the given function, the posture adopted, the justified approach and the relationship invested.

In the test of the proposed modelling, all four dimensions cited by the author are arranged differently to revolve around two variables explored: ‘Space and Time’. But which give rise to a new ‘ingenium’ in our view based on four postures encompassing all the forms of support suggested in the education and training environment, including the function, the approach and the relationship during the act of support.

In fact, the experiential and mastery level of the accompanied subject certainly conditions the posture to be adopted of the four presented. The relationship and the approach chosen with the person being accompanied will take on a configuration specific to the chances that we warn about his adaptation to the transformations targeted by the training.

7. Conclusion

Conceiving the accompaniment in an initial university training aiming at a real professionalisation to the ‘professions’ of teaching, requires one to question and requisition his or her own conception of the accompaniment during training. It also means questioning the legitimacy of the pedagogical and organisational choices made, questioning their limits, assessing their risks and, beyond that, raising awareness of their underlying values and ‘expectations’.

With knowledge of the outcomes, of our own conception and approach to support during training, we become aware of the limits of shared values, empowerment and responsibility, which means that we consider them to be ‘generalisable’ values. From then on, the forms that we propose are designed to transmit these same values and to share our own conception of what is a ‘good’ praxis for training and accompaniment, that is to say a praxis that makes the elucidation of the framework, improvisation, doubt, restraint the conditions of legitimisation of a given posture.

The modelling test of the accompanying postures advanced in this subject, responds well to the need to anticipate the risks, the difficulties, simultaneously on several scales to meet expectations emanating from the training to optimise the intervention with the students in a highly professional framework. It will allow us to situate each 'praxis' act within a few ergonomic questions, namely For which subjects? In what environments and, finally, For what tasks to be done?

This modelling of the accompanying postures was aimed at taking a step back, which is essential in the involvement in any such device. The continuum that we proposed (Figure. 2) is meant to be progressive and obedient to an evolutionary dynamic going from the posture that is the most attentive to the person being supported (P1), to the one that is the most empowering for him/her (P4). As confirmed by Paul(2007),the accompaniment relationship requires the passage 'from the posture of the professional as an expert, willingly intervening (P1) in our modelling, to that of a resource person, implying a bushel of his or her expertise for a withdrawn, watchful, restrained posture (P4)'.

Indeed, and as a reminder, she wanted to understand how to identify the transformations that have been made in each of the postures? How to question the choices that lead to incompatibilities of postures in relation to the context and population? How to mirror images of their own postures back to the actors once in the process? It is one of the roles of modelling to be a simple device for the regulatory observation of the adopted postures (Lardon, (2005)).

References

- Ardoino, J. (2000). De l'accompagnement en tant que paradigme. *Pratiques de formation*, 40.
- Bachelard, S. (1979). Quelques aspects historiques des notions de modèle et de justification des modèles. In P. Delattre & M. Thellier (Eds.), *Elaboration et justification des modèles* (pp. 3–19). Paris, France: Maloine.
- Beauvais, M. (2004). De l'éducation permanente à la formation tout au long de la vie. Paris, France: Edition, L'Harmattan.
- Boutinet, J. (2007). Chapitre I. Vulnérabilité adulte et accompagnement de projet: un espace paradoxal à aménager. In *Penser l'accompagnement adulte* (pp. 27–49). Paris, France: Presses Universitaires de France.
- Bucheton, D. & Soule, Y. (2009). Les gestes professionnels et le jeu des postures de l'enseignant dans la classe: un multi-agenda de préoccupations enchassées. *Education et didactique En ligne*, 3(3). Retrieved from <http://journals.openedition.org/educationdidactique.543> p.
- Cosnefroy, L. & Annot, E. (2014). Le soutien aux étudiants dans l'enseignement supérieur: un nouveau domaine à étudier. *Recherche & Formation*, 77(3), 9–15. Retrieved from www.cairn.info/journal-recherche-et-formation-2014-.
- Cosnefroy, L. & Annot, E. (2014). Pourquoi s'intéresser à la posture d'accompagnement dans l'enseignement supérieur aujourd'hui ? *Recherche et formation*, 77, 9–15.
- De Ketele, J.-M. (2004). L'accompagnement des étudiants dans l'enseignement supérieur : une tentative de modélisation. *Recherche et formation*, 233
- Elisabeth, L. (2016). Modélisations et sciences humaines: figurer, interpréter, simuler. In *Histoire des sciences humaines* (457 p). sous la direction de Claude Blanckaert et coll. Paris, France: Edition, L'Harmattan.
- Garrison, D. R., Anderson, T. & Archer, W. (2003). Enquête critique dans un environnement textuel: conférence informatisée dans l'enseignement supérieur. *Internet et l'enseignement supérieur; Journal américain de l'éducation à distance*, 15(1).
- Gurtner, J. & Zahnd, J. (2003). L'accompagnement pédagogique: Un incontournable de la formation professionnelle continue à distance. *Distances et savoirs*, 1(4), 459–470.
- Janner, M. & Vergnon, M. (2015). Accompagner chemin faisant une équipe d'enseignants en dynamique d'innovation: importance des dimensions d'intersubjectivité et d'éthique. *Carrefours de l'Éducation*, (69).
- Janner-Raimond, M. & Tavignot, P. (2015). Posture d'accompagnement au changement-innovation avec des équipes d'école volontaires: l'implication réfléchissante. *Education et socialisation*.
- Jezegou, A. (2008). Apprentissage autodirigé et formation à distance. *Distances et savoirs 2008/3*, 6, 343–364.
- Lardon, S. (2005). Une charte pour la modélisation d'accompagnement: pour quoi faire? *Natures Sciences Sociétés*, 13 (2), 177–179.
- Leplat, J. (2011). *Mélanges ergonomiques: activité, compétence, erreur*. Toulouse, France: Octares.
- Mikulovic, J., Vanlerberghe, G. & Bui-Xuan, G. (2016). De la pédagogie conative à la pédagogie métaconative. In *Spirale. Revue de recherches en éducation*, n°45, 2010. Pédagogies alternatives. Quelles définitions, quels enjeux, quelles réalités? (pp. 137–150).
- Passeron, J.-C. (1994). Le raisonnement sociologique. L'espace non-poppérien du raisonnement naturel. *Cahiers de l'Urmis En ligne*. Retrieved from <http://journals.openedition.org/urmis/432>
- Paul, M. (2007). *Chapitre I. L'accompagnement, ou la traversée des paradoxes*. Dans *Penser l'accompagnement adulte* (pp. 251–274). Paris, France: Presses Universitaires de France.
- Paul, M. (2009). L'accompagnement dans le champ professionnel. *Savoirs*, 2(20).
- Payet, J., Sanchez-Mazas, M., Giuliani, F. & Fernandez, R. (2011). L'agir scolaire entre régulations et incertitudes. Vers une typologie des postures enseignantes de la relation à autrui. *Education et sociétés*, 27(1), 23–37.
- Roland, N. & Vanmeerhaeghe, S. (2016). Les formateurs d'enseignants face aux environnements personnels d'apprentissage de leurs étudiants: représentations et accompagnement. *Revue internationale de pédagogie de l'enseignement supérieur*.

Akoul, M., Lotfi S. & Radid, M. (2020). Qualitative modelling of accompaniment's postures in training spatio-temporal analysis. *Global Journal of Guidance and Counseling in Schools: Current Perspectives*. 10(1), 023–035.
<https://doi.org/10.18844/gjgc.v10i1.4550>

Salmon, D. (2007). L'accompagnement pédagogique des étudiants dans l'enseignement supérieur: conditions, actions et questions sur les critères de qualité; Groupe AdAPTE, groupe de recherche interuniversitaire sur les Actions d'Accompagnement Pédagogique, leur Typologie et leur Evaluation (Communauté française de Belgique).

Serizel, J. (2011). Accompagnement médiactif et alternances présencielles/distancielles: recherche-action-formation dans des dispositifs universitaires.