

3 - 5 October 2025

Milan , Italy

The Process of Constructing the Professional Identity of Future Teachers in Light of the New Initial Training System

Zouhair Gassim

Moulay Ismail University, Morocco

Abstract

This study examines the sequence and interplay of university and professional training for secondary school teachers in Morocco, as well as its impact on the development of a strong professional identity. The findings from a survey involving nearly one hundred trainees, complemented by semi-structured interviews and a documentary analysis of training programs and systems, indicate that professionalising pathways (ENS and Faculté Éducation) attain superior scores compared to general faculties across various identity dimensions, particularly in self-perception and reflectivity. Trainees from ENS/F-Éd. demonstrate improved adoption of the teaching posture via professional simulations, whereas trainees from general faculties express significant doubts regarding their legitimacy, leading to professional and identity uncertainties.

To address these issues, it is proposed to institutionalise reflective workshops and identity journals at the licence level, generalise professional simulations, implement mentorship programs, and contextualise ethical and deontological modules according to specific disciplines and cycles. Implementing a post-training longitudinal follow-up is advisable to continuously assess and refine the integration of professional identity. This follow-up necessitates continuous collaboration among trainers, university educators, educational inspectors, and field mentors. The extension of initial training must be supported by ongoing professional development aimed at fostering teachers' professional identity.

The professionalisation of future teachers can be improved through training that incorporates reflection, experimentation, and collaboration, while effectively connecting theory and practice. Placing reflection, a sense of belonging, and the development of professional identity at the core of the training process ensures coherent and sustainable professionalisation.

Keywords: Initial Training; Professionalization; Professional Skills; Professional Identity; Teaching

Culture