



1 Postdoc and 1 PhD positions on ERC-funded project TEACHERSCAREERS

The Interdisciplinary Research Group in Socialisation, education and training (GIRSEF) based in the Catholic University of Louvain (UCL), invites applications for one doctoral and one postdoctoral fellow positions to join the research project **TeachersCareers, a five-year research project funded by the European Research Council which began in September 2017 (PI Pr. Xavier Dumay).**

This project constitutes the **first systematic comparative project in Europe** aimed at understanding the changing nature of teacher policy, the evolving status of the teaching profession, and the increasing fragmentation of the labour markets for teachers and teachers' careers. The study will be conducted in **three national contexts** (France, England, and French-speaking Belgium), in partnership with Oxford University, IREDU at the University of Burgundy, and the Ecole Normale Supérieure in Lyon. ERC granted projects offer the opportunity to build up ambitious research teams addressing new and emerging fields that introduce unconventional and innovative approaches and research problems.

1. One two-years postdoctoral fellow

1.1. Responsibilities:

In the context of the TeachersCareers project, the postdoctoral fellow will:

- develop tasks of research design in direct collaboration with the PI and the research team;
- supervise and participate in data collection related to the structuration of labour markets for teachers (case studies in Lyon and London), and to the trajectories of professional socialization of novice teachers who entered into the profession through alternative pathways (second-career teachers, supply teachers, Teach First);
- coordinate and conduct qualitative analyses of two case studies of "local" labour markets in Lyon and London;
- support and participate with the training of PhD students in close collaboration with the PI;
- participate with the dissemination of the project's results, through research papers, communications at conferences, and web communications.

1.2. Qualifications:

Applicants must be in possession of a PhD in Sociology, Education or Economy, with an expertise in (education) policies, labour markets and/or professions.

The applicant should:

- be experienced in conducting fieldwork (case studies);
- be an expert in qualitative analyses of labour markets (dualisation, segmentation), (educational) organisations, or professions;
- write and speak English fluently and be ideally competent in French with a willingness to improve;
- have a demonstrated ability of independent thinking and writing;
- manifest interest and competencies for team collaboration.

The postdoctoral fellow will be employed for 24 months full-time, starting ideally on September the 3rd of 2018. Preferably the candidate will be in a situation of international mobility, meaning that he/she has not resided or carried out his/her main activity (employment, studies, etc.) in Belgium for more than 24 months in the last three years. The candidate will conduct fieldwork in Belgium, France, and England.

1.3. Applications: Applicants should submit: a) a curriculum vitae, b) two writing samples (scientific article, book chapter or similar), c) a motivation letter

with, among other things, details regarding how the applicant meets the criteria for the position, and d) the names and contact details of two potential referees. Applications should be sent to Christine Haas, ERC project manager (Christine.haas@uclouvain.be) **before June 1st, 2018**. Skype or face-to-face interviews with short-listed candidates will take place in June 2018. In the subject of the email, please write: "TeachersCareers Postdoc".

2. One four-years PhD position

2.1. Responsibilities:

In the context of the TeachersCareers project, the PhD fellow will work with data collection and develop a PhD dissertation. The PhD fellow will be employed for 48 months full-time, ideally starting on September the 3rd of 2018.

The PhD candidate will:

- write a PhD on the institutional embeddedness of labour markets for teachers in differentiated state regimes and globalised governance;
- conduct interviews with multiple stakeholders involved in the structuration of labour markets for teachers in Lyon and London (political authorities, union staff, headteachers, teachers);
- conduct and analyse interviews with novice teachers having entered the teaching profession through alternative pathways (or not);
- analyse interviews (and documents) both from a situated (case studies) and a transversal/comparative perspective;
- disseminate the project results through research papers in international peer-reviewed journals, and participation in national and international conferences.

2.2. Qualifications:

Applicants must be in possession of a master's degree in Education Sciences or Sociology, ideally with a research orientation.

They should 1) write and speak English fluently, and be ideally competent in French with a willingness to improve; 2) demonstrate experience in fieldwork-based research; 3) have a strong training background in qualitative methods; and 4) preferably demonstrate ability of independent thinking and writing through, for example, reports or peer-reviewed publications.

2.3. Applications:

Applicants should submit: a) a curriculum vitae, b) one writing sample (chapter of master thesis, scientific article, book chapter or similar), c) one motivation letter with, among other things, details regarding how the applicant meets the criteria for the position, d) a PhD project concept note (max. 1000 words), e) and the names and contact details of two potential referees. Applications should be sent to Christine Haas, ERC project manager (Christine.haas@uclouvain.be) **before June 1st, 2018**. Skype or face-to-face interviews with short-listed candidates will take place in June 2018. In the subject of the email, please write: "TeachersCareers PhD position".

3. About the project

Existing research indicates a crisis in the teacher supply in many countries, which reflects a decline in the relative social and economic status of the teaching profession. The teacher workforce tends to be diversified in terms of the paths for entering the profession (e.g. second-career teachers), contractual conditions and levels of qualification. The growing variation in teacher characteristics is reflected in the increasing fragmentation of the educational provision. High rates of teacher attrition are observed in all modern educational systems, particularly among novice teachers, who are more likely to be confronted with less favourable employment conditions.

In such a context, it is of fundamental importance to understand the occupational choices that teachers make in their careers and the role of institutional factors in determining the recruitment of teachers, their allocation across schools and their professional trajectories. This project will initiate a European research agenda by developing the first systematic comparison in Europe aimed at understanding the range of the institutional dimensions affecting the teaching profession and teachers' careers, and provide a different, broader conceptualization of the evolutions affecting teachers' careers and the teaching profession within more global transformations of education and employment systems.

The specific objectives are:

1. To explain the nature of the shifts in teacher policy over the last thirty years in different educational systems (Belgium, England and France) considering the role of the Europe and corresponding "discourse" on the teaching profession and the teachers' careers (i.e. paradigm shift from teaching to learning, the human capital view on education, etc.).

2. To understand the evolution of the status of the teaching profession and its impact on the diversification of teacher supply in the three different national contexts.
3. To analyse the processes by which teachers (with different individual, social and institutional characteristics, and preferences) are allocated into increasingly diverse working and professional conditions and the extent to which the matching procedures vary in nature and intensity across the three systems.
4. To predict teachers' attrition and migration within a common, but differentiated, multilevel framework as a function of the teachers' individual objective and subjective characteristics, employment, working and organizational conditions and institutional dimensions.

4. Research environment

The pluridisciplinary (sociology, education sciences, psychology) research group GIRSEF was founded in 1998 at the Université catholique de Louvain. It is one of the biggest research centres on education and educational policy in Europe. The Girsef is organized in two research units: education policy and comparative education, and learning and instruction. With 12 tenured researchers and regular research seminars, the research unit on education policy and comparative education offers a vibrant environment for research and intellectual exchange.

Girsef is a research centre in UCL, a university with an international reputation in the fields of education and research that promotes the international mobility of people and knowledge in a privileged environment close to the European capital. In the context of the TeachersCareers project sustained collaborations with Oxford University, the IREDU at the University of Burgundy and the ENS-Lyon will participate to the international environment of the research team.