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I've been involved in initial and in-service teacher training for nearly 30 years, a field in which I've been conducting research, starting with my thesis defended in 2010. I have mainly worked on the developmental processes at play in participatory systems involving educational science researchers and teaching and training professionals. I have also developed this work in the fields of care and social work. This path has been marked by a resolutely transdisciplinary approach, calling for intense reflection, debate and exchange on the ethical, ontological and epistemological compatibilities of the different theoretical frameworks involved. From this point of view, the exchanges between interactionist sociology, cultural history and activity theory initiated during the INTENTS project on the training of professional circus artists are particularly important. The radical concerns for transforming social reality, as well as the conceptualizations and methods, form the basis of our research program, and call for disciplinary cooperation and multiscale analysis.

The discovery and mobilization of cultural-historical activity theory from 2017 onwards, notably through our joint work with Yannick Lémonie and my encounter with Yrjö Engeström and Annalisa Sannino, have enabled me to uncover and overcome certain contradictions internal to my research activity, notably that between an aim to emancipate training actors (trainees and trainers) and the conceptual and methodological instruments at the service of this objective. My work has thus been characterized by

- by an expansion of the object of my research activity around the notion of collective transformative agentivity (Stetsenko, 2019; Sannino, 2015), leading me to critically question the logic of training in order to move towards a logic of formative or developmental intervention ;
- by expanding the conceptual and methodological instruments of intervention, moving from an individual, situated, biologizing conceptualization of development to a collective, historical, cultural and systemic conception of development, as well as renewing the tools and means of intervention. The Laboratoires du Changement (LC, Virkkunen & Newham, 2013; Lémonie & Grosstephan, 2021) method is at the heart of this.

This twofold expansion has necessitated putting to work, on the one hand, the notion of emancipation in connection with that of power relations, and on the other, the notion of participatory device as a means of emancipation, which form the central core of my research work and that of the doctoral students I supervise.

My research using CHAT and the methodology of change laboratories concerns the following subjects:

- steering priority education networks in France ;
- prevention of occupational risks and illnesses among public hospital staff;
- the development of training networks in initial teacher training;

- the study of developmental trajectories of students and young teachers through "the uses of scientific knowledge mobilized and/or constructed in the Master's thesis, in the conceptualization and implementation of one's professional activity as a teacher";

The work of the doctoral students I supervise also contributes to the deployment of a research program focused on the conditions of possibility for the development of collective activity in the fields of education and training.

- Formative intervention as a tool for the development of slam poetry workshops for high school students preparing for an eloquence competition (Élodie Géas)

- Analyzing and supporting the development of teaching activity in the teaching-learning of reading through the implementation of a "Change Laboratory" system (Isabelle Mallet) ;

- Systemic study of the activity of accompanying neo-contractuals through the case of AEFÉ (Agence pour l'Enseignement du Français à l'Étranger): from individual enrolment to enrolment in historically and culturally constituted systems of collective activity (Carmen Tescari-Santiago) ;

- Developing collective activity in the social and medico-social intervention training sector. (Estelle Conil);

- Using children's literature to combat gender stereotypes. Analysis of classroom activities and interactions (Cécilia Schultz)

- The cultural-historical theory of activity in the service of expanding the activity of those involved in inclusive education in vocational high schools (Cécile Drouvroy).

Main publications using CHAT

Grosstephan, V. and Brau-Antony, S. (accepted). Une intervention formative visant le développement de l'activité de lecture didactique de situations d'apprentissage chez des enseignants débutants en EPS, *ejrieps*.

Géas, É.; **Grosstephan, V.** & Stéphane Brau-Antony (2023). L'intervention développementale comme outil d'expansion de l'activité d'animation d'ateliers de slam de poésie, *Recherches en éducation*, 51, 83-98.

Boudra, L.; Lémonie, Y.; **Grosstephan, V.**; Nascimento, A. (2022). The Cultural-Historical Development of Activity of Occupational Accidents and Diseases Prevention in France. A Scoping Review, *Safety science*.

Lémonie, Y. & **Grosstephan, V.** (2021). Le laboratoire du changement: une méthodologie d'intervention au service de la transformation du travail. Methodological perspectives for developmental ergonomics. *Revue d'Anthropologie des Connaissances*, 15/2, online June 01, 2021, URL: <http://journals.openedition.org/rac/21846> ; DOI: <https://doi.org/10.4000/rac.21846>

Lémonie, Y. & **Grosstephan, V.** & Tomas, J.L. (2021). From a Sociological Given Context to Changing Practice. Transforming Problematic Power Relations in Educational Organization to Overcome Social Inequalities. *Frontiers Psychology*

Grosstephan, V. & Lémonie, Y. (2023). De la discussion sur la division verticale du travail à l'émancipation des acteurs: une expérience d'intervention-développementale en Réseau d'éducation prioritaire. In Brière, F. & Espinassy, L. *Le travail des professionnels de l'éducation : de l'analyse aux perspectives (trans)formatives. Quelles méthodologies de recherche ?* PUP.

Brau-Antony, S. & **Grosstephan, V.** (2023). Transforming beginning PE teachers' view of reading students' learning activity. In Brière, F. & Espinassy, L. *Le travail des professionnels de l'éducation: de l'analyse aux perspectives (trans)formatives. Quelles méthodologies de recherche ?* PUP.