Le profil professionnel des docteurs

Sarah TEVENY

Children with Specific Needs education

With a PhD in child language development and a focus on impactful research, I look forward to collaborating on projects that make a positive difference!

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Cœur de métier

PHASE 3 **Développement des compétences**

I engaged in continuous learning and professional development by attending conferences and workshops in linguistics and audiology, and through self-directed study to become more versatile in educational sciences and statistics. In research, I collaborated with audiologists and doctors, which exposed me to diverse research approaches. In teaching, I adopted new methods, including using LMS for blended and online courses. Over the past two years, I have taken full responsibility for courses and coordinated the work of fellow teachers. Additionally, I actively expanded my network through academic conferences, leading to a collaboration with an Australian team and an internship at the Special Needs Education Institute at the University of Oslo.

PHASE 2 **Évaluation**

PHASE 2 **Gestion de l'information**

To effectively manage research data, I undertook several critical steps to ensure its security and utility. I collected sensitive data for my research while adhering to ethical guidelines, including obtaining approval from the ethics committee to safeguard participants' rights. I implemented stringent measures to protect this data, storing it in a secure manner and providing access only to authorized collaborators, such as interns, jury members, and colleagues, while ensuring that personal information remained confidential.

PHASE 2 **Expertise et méthodes**

I stay abreast of recent developments in my field by regularly attending relevant conferences and workshops, which keeps me informed about the latest research methods and techniques. Through active collaboration with experts from various disciplines, such as audiologists and educators, I engage in interdisciplinary dialogues that enrich my research perspective. I adopt and integrate new research methods, ensuring my work remains cutting-edge. I document and evaluate my research using statistical methods, and I am adept at formulating and addressing complex problems. This enables me to develop well-supported arguments for new projects and tailor my communication to different audiences.

Qualités personnelles et relationnelles

PHASE 2 **Communication**

I have honed my communication skills by adapting my language to suit different audiences. When working with young children, it was essential to ensure they understood my study. I communicated the study's purpose and results to them, their families, and others affected by language difficulties. I presented my findings in both French and English to researchers, doctors, and audiologists, both within my field and in related disciplines, through written content and oral presentations. I have mastered various communication techniques, including academic

publications, conference presentations, and digital media.

PHASE 3 Collaboration

I have developed strong collaboration skills through international research partnerships. I established collaborations with two research teams working on similar populations, one in Australia and the other in Norway. Leading the project with the Norwegian team, I facilitated collaboration despite our differing expertise—while their focus was audiology and medicine, mine was in linguistics. Together, we presented our results at both audiology and linguistics symposiums. My former research team had diverse interests, creating a strong network that I've maintained through the years, as well as through professional development courses. These connections remain valuable for potential future collaborations as they have closely followed the progress of my research.

PHASE 3 Analyse, synthèse et esprit critique

I analyzed large sets of natural data to evaluate children's grammar development, creating a custom analysis grid to do so. By identifying knowledge gaps in the field of language pathology, I advanced research and adopted a pioneering qualitative-quantified approach to estimate the probability of occurrences across different populations. Working during the pandemic required rethinking traditional methods. I also mentored students, encouraged critical thinking among peers, and successfully defended my novel approach in academic presentations and my PhD defense.

PHASE 3 Ouverture et créativité

I extend my curiosity to fields beyond my own, such as educational sciences, special needs education, sociology, and medicine, applying insights to my research on language development. I take calculated risks by reviewing literature and identifying knowledge gaps, proposing innovative project ideas. My curiosity fosters creativity in peers, offering fresh perspectives. I encourage cultural diversity and intercultural dialogue within teams, considering social-cultural contexts in data analysis while distinguishing them from pathological factors.

PHASE 3 Engagement

I am highly motivated and committed, applying my enthusiasm to diverse contexts, such as learning emergency response techniques. I persevere in my projects, guiding students to address developmental differences and support children effectively. My dedication inspires enthusiasm in my students, who appreciate the practical value of my courses. Even during challenging times like the pandemic, I maintained motivation and supported my students and interns, adapting our projects to ensure continued progress and support.

PHASE 2 Intégrité

I uphold high standards and integrity in research by securing sensitive data through ethical committee approval and safeguarding participant anonymity. I rigorously adhere to intellectual property rules, ensuring proper citation of sources. I honor my commitments and ensure consistency between my actions and words. I declare any potential conflicts of interest transparently. Additionally, I educate my interns and colleagues about the importance of research integrity and responsible conduct, emphasizing the role of ethical review committees.

PHASE 2 Équilibre

I am aware of my strengths—hard-working, quick learning, and ethical—and actively seek help to address my limitations, understanding that collaboration enhances research. My teaching experience has refined my ability to communicate confidently and clearly. I integrate my expertise into the broader context of child development and team dynamics. I embrace feedback to improve and defend my research while managing pressure effectively, drawing on experiences from high-stress roles and maintaining a balance between personal and professional life.

PHASE 3 Écoute et empathie

In researching language pathology in young children, I actively listen to understand and address the needs of stressed parents. My work with interdisciplinary teams has honed my ability to adapt to various perspectives and foster effective collaboration. I regularly express gratitude for colleagues' contributions and support my interns by being vigilant for signs of stress, especially during challenging times like the pandemic. I also emphasize the importance of strong listening skills among students to better identify and address children's language difficulties. I strive to create an environment where everyone feels heard and valued.

PHASE 1 **Négociation**

Gestion de l'activité et création de valeur

PHASE 3 **Conduite de projet**

In my role as a PhD candidate and teaching/research assistant, I planned and managed multiple projects to align with strategic goals, maintaining quality, deadlines, and budget constraints. I wrote detailed project specifications, handled sensitive data, and coordinated with interdisciplinary teams, including adapting to challenges posed by the pandemic. My experience includes leading teaching and research projects to successful completion, supporting colleagues under my responsability, interns and students, and making strategic adjustments to project scopes and timelines when necessary. I focus on ensuring my team meets deadlines and upholds high standards while also considering the long-term impact of our projects.

PHASE 2 **Gestion du changement**

I adapted my approach and project organization during the pandemic by modifying data collection and analysis methods to fit new conditions. I also swiftly adjusted my teaching methods to the changing environment. Seizing the opportunity to undertake an internship, I enhanced my research project and incorporated feedback from specialists in my study area. I justified the need for changes, such as the internship, to secure funding, while keeping objectives clear and aligned for all collaborators. I presented initial results progressively, with the first presentation occurring a year into my four-year research project. I proactively assess risks and potential causes of failure before implementing changes.

PHASE 3 **Prise de décisions**

I effectively made decisions for each project phase by planning comprehensively and evaluating the impact of potential changes, which aided both my decision-making and that of my colleagues. I understood that no single solution was perfect; therefore, I balanced the need for technical optimization with practical constraints such as time and budget. Major changes were carefully planned and controlled throughout their implementation. In an unstable and uncertain environment, such as during the pandemic, I adapted decisions by considering all relevant factors, including technical, financial, and organizational aspects, and remained prepared to reassess decisions as situations evolved.

PHASE 2 **Obtention et gestion des ressources financières**

I managed the budgetary, financial, and accounting aspects of my projects by securing funding through various sources. My PhD was financed by a ministerial fellowship, and my internship and travel expenses were covered by Erasmus and the doctoral school. I also applied for an MSCA fellowship for a post-doc and achieved a 90% rating. Each funding request required thorough justification, and I became well-versed in how public research is funded in Europe. I made informed choices about financial support by assessing how each opportunity aligned with my project's goals.

PHASE 1 **Management des personnes et des équipes**

PHASE 2 **Propriété intellectuelle et industrielle**

I am aware of the importance of protecting research outcomes. I made sure to stay informed about legal requirements and intellectual property rights related to research. In collaborative projects, I recognized the need for clear communication about intellectual property and ensured that all team members understood these aspects, and all team members' work is recognized.

Stratégie et leadership

PHASE 2 Stratégie

> I identified the need for more nuanced understanding and support for children with language difficulties, which guided my research approach. My work involved developing a comprehensive understanding of language development by integrating precise, individualized assessments with broader theoretical frameworks. Under the guidance of my professors, I regularly produced strategic documents outlining project progress and future directions. My research has contributed to advancing knowledge in child language development and French grammar, aligning with broader academic and practical objectives in my field.

PHASE 1 Leadership