

ERNAPE (European Research Network About Parents in Education) Congress

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PAPER PRESENTATION PROPOSAL

Within topic number 4:

Parents and community members in school life: inclusion / exclusion

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Title:

The importance given by teachers and the various school personals to the interactional dimensions of the school-parents relationship a the kindergarten level in Québec.

Summary

Since 1997, there is a major curricular reform going on in Québec. One of the major features of this reform process lies in the importance given to the pre-kindergarten and kindergarten level within the new curriculum, most particularly when the children comes from low socioeconomic status (SES) “milieu”. A second major feature of the reform lies in the focus set on the school-community relationship. A third and last important element of the reform is the emphasis set on the networking and coordination of the various professionals interveening with the child and its family. Although present within the formal discourse, this kind of cooperation between the professionals and their capacity of taking in consideration the knowledges and competences of the childs “milieu”, most specifically the parents’ones, is not part of the actual and previous teachers’culture. In a recently finished research granted by the Social Sciences and Humanities Research Council of Canada (SSHRC) the authors have tried to identify which are the most important competencies specific or commun to the various kinds of professionals that are interveening with low SES preeschoolers and their parents. In this paper presentation, after having presented briefly the reform process and its major components when related to preschool education, we will set the focus on teachers and other professionals’representations about the importance given to the relational aspects of their work with the low SES child and its family. Most particularly, we will emphasis on the differences between the various categories of professionals about taking in consideration, identifying and utilizing parents’competences within their educational intervention. We will finis this paper presentation by a reflexion on the actualization conditions for a networked intervention that would respect the premices of an ecosystemic approach.