

ERNAPE (European Research Network About Parents in Education) Congress

Gdansk, september 4th and 5th 2003

PAPER PRESENTATION PROPOSAL

Within topic number 1:

Parents as educational actors, their changing role and current status in school, family, and community relationships

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Title:

Epistemic foundations of a preschool level curriculum and its impacts on the requested attitudes from part of the teachers working with low socioeconomic status children and their families .

Summary

Within the actual curriculum reform going on in Québec (Canada), a special emphasis is set on two topics. First, its epistemic basis is proclaimed to be constructivist or socioconstructivist. Second, the restructured curriculum is supposed to consider the parents as partners, and knowledgeable ones, within the educational process. These two topics are supposed to characterize all the educational system, including the pre-school levels (pre-kindergarten and kindergarten). In a recently finished research granted by the Social Sciences and Humanities Research Council of Canada (SSHRC) the authors have tried to identify up to which level the teachers and other educational professionals' attitudes towards parents participation and their possible consideration as educational partners was coherent with these premises. This, most particularly when the children come from low socioeconomic status (SES). In this paper, we will first briefly present the history of preschool education in Québec and the major epistemic differences between the previous and the actual pre-K and K education in the province. We, therefore, will analyse the level of coherency between the teachers' attitudes towards parents' knowledge and competences and the requested attitudes within the department of education discourse and the curriculum. We will conclude by an analysis of the implications of the distances described between teachers' attitudes and curricular requirements, especially in terms of continuous education needs for the ones working with the low SES child and its family.