

**The kindergarten teacher as an inclusion's promoter of the multi-problematic families in the nursery school (4-36M) – a case study**

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The investigation “*The Kindergarten Teacher as a Inclusion's Promoter of the Multiproblematic Families in the Nursery School (4-36M) – a case study*”, intended to verify as a Lisbon Kindergarten Teacher works with this families to promote his institution's inclusion. A case study has been realized, between the period of May and July of 2005, collecting the information through natural observation [(non-participant) – moments of family interaction with the kindergarten teacher in the reception of the children's and in the activities], informal talks (between the researcher and the educational agents), and interviews (end of school year) with teacher and three mothers. The conclusions can be summarized as follows:

- the kindergarten teacher interviewed with the children's families stimulating their commitment to the nursery school, increasing contacts;
- shown respect and responsibility, creating a collaborative context who conducted to a change in a families attitude;
- promoted the trust with the families. Connected with the good quality of communication, improving the children's life conditions, sensibilizing the parents to the grown-up phases;
- better life conditions of the families has been watched because they started to view their children's growing and education with less anxiety.

The kindergarten teacher assumed a “mediating-structure” posture.