Children from underprivileged backgrounds are acknowledged to be at greater risk for poor academic performance than higher income children and accordingly tend to drop out more frequently (Potvin & Paradis, 2000). It has though been shown that students demonstrate a more positive attitude towards school and learning as well as higher achievement and improved school attendance when teachers and parents work together (Christienson & Sheridan, 2002; Epstein, 2011; Henderson & Mapp, 2002; Saint-Laurent, Hébert & Tardif, 1993). Yet, school must take the lead in providing opportunities for collaborative partnerships to be developed and maintained (Deslandes & Bertrand, 2001; Epstein 2011; Lévesque & Dumoulin, 2009). Proactive leadership by elementary teachers is necessary in order to achieve effective and consistent home-school collaboration (HSC). The aim of our study was 1) to identify elementary teachers’ practices that facilitate HSC and, 2) to discuss whether the framework over which these practices are built is sufficiently effective to promote successful home-school collaboration. Teachers from nine elementary schools taking part in the New Approaches, New Solutions intervention strategy of the Québec’s Ministère de l’Éducation, du Loisir et du Sport dedicated to pupils from disadvantaged areas were recruited. Also, teachers had to be involved in HSC. Data were collected by means of self-administered questionnaires, individual interviews, and a focus group. A content analysis of data was performed according to l’Écuyer’s model (1988). Empirical data were combined to Epstein’s six types of parent involvement (2011) and to setting conditions for working with families required for the implementation of HSC activities (Christenson & Sheridan, 2002; Epstein, 2011). Preliminary results highlight the variety of HSC activities as well as the specific conditions necessary for the implementation of HSC activities for pupils from underprivileged backgrounds. Comparisons between empirical and theoretical models are discussed.

Keywords:
Home-school collaboration, Elementary school, Underprivileged class, High risk students.
References:


