CHILDREN’S PERSPECTIVE ON TEACHER’S AND PARENT’S RESPONSIBILITY

Ann-Marie Markström, Linköpings universitet, Sweden

Teachers’ and parents’ perspectives concerning home-school relations have been in focus in earlier studies in the Swedish setting, but there is a lack of knowledge according children´s perspective on home-school relations (Eriksson, 2004; Nilsson, 2008). The intent of the paper is to shed light on children’s knowledge, thoughts and attitudes concerning the interaction between home and school. The paper outlines the preliminary findings of a study investigating adult´s and children’s perspective on adults’, parents’ and teachers’, responsibility for their upbringing and education. The paper will be based on the children’s narratives on parental and teachers’ involvement in their everyday life in school. The research question to be asked is: What do children know and what do they think about their parents’ contacts with the school and the teachers?

In this paper the results from interviews with 16 children in grade five and six in the Swedish compulsory school, conducted 2010-2011, is presented. The interviews are conducted in two bigger towns in the south of Sweden. The schools were purposefully selected to ensure that the children came from low to middle income areas of the towns. The presenter of the paper interviews all children after informed consents of the children and their parents. The semi-structured interviews are audi-taped and transcribed verbatum.

The main focus of the study is on the discursive aspects of the narratives. In the analysis attention is paid to various discursive aspects; for example, to the positive or negative character of the account, to the use of adjectives, intensifiers and other qualifying words, to the use of modals or to contrastive connectives in the narratives (Wood & Kroger, 2000). The findings are slotted into categories that depict the child’s points of reference when describing home-school interaction and elaborate the complex ways that children talk their parents' involvement in their education (Edwards & Aldered, 2000). The socially patterned differences between the children and young people's understandings and experiences demonstrate how the broad social processes of familialisation, institutionalisation and individualisation are, in fact, concretely lived and negotiated in variable ways. Nevertheless, there are also some commonalities in children and young people's resistance around notions of privacy.

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References:


