EMPOWERING RELATIONAL AND COMMUNICATIVE SKILLS IN PRESCHOOL: VIDEO-RESEARCH AND TRAINING ON TEACHER-FAMILY RELATIONSHIP.

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This paper aims at presenting a training program on teacher-family relationship and at underlining its main results about the empowering of relational and communicative competencies among the teachers of the 12 Padua involved preschools. The program consists of the progress of previous projects (Milani, Pegoraro & Ius, 2010) run by the Family Education group of the Department of Educational Sciences, University of Padua. Teachers, considered as active builders of new reflective thinking on the practices (Schön, 2006; Striano, Fabbri & Melacarne, 2008; Mortari, 2009), were trained on the importance of including and involving parents in their work according to the perspectives of the co-education, the ecology of human development (Bronfenbrenner, 1979, 2005) and of the partnership (Bouchard, 2002).

Particularly, teachers were trained on the "first entrance in preschool" skills focussing on the building of parent-teacher alliance (Mantovani, Restuccia Saitta & Bove, 2000) which is shown to be key in positively impacting parental involvement and child well-being (Normand-Guérette & Martine, 2008; Lavigueur, Coutu & Dubeau, 2008), in supporting parent-child relationship and in spreading out the image of preschool within the community.

Through the video research methodology (Goldman, Pea, Barron, Sharon, 2007; Bove, 2009) 13 first parent-teacher conversations in 6 preschool (10 conversations before and 3 after the first entrance in preschool) were analysed. The videomaterial was later used in the training to let teachers identify the text and the sub-text of parent-teacher conversation (Lawrence-Lightfoot, 2003) and to understand parents and teachers’ habitus and implicit theories (Fourtois & Desmet, 2005) about the following topics: child competencies, adult’s educative role, preschool educational aims, and the importance of preschool network in family support.

**Keywords:**
School - Family - Community communication; Parent education; Syneducation; Syneducational model.