Family-school collaboration is known to constitute a protective factor against school drop-out (Ministère de l’Éducation, du Loisir et du Sport, 2008). Also, the drop-out rate is twice as high for students in a high-risk environment (Weissberg & Greenberg, 1998). Both academic researchers and government policy researchers strongly encourage teachers to implement effective parent involvement practices. The study aimed at identifying the challenges associated with family-school collaboration as experienced by teachers of students in a high-risk environment. The research aimed at understanding how this knowledge could transfer into their family-school collaboration practices. Twenty-one student-teachers teamed up with certified teachers so to complete their internship. They participated in a semi-structured focus group to share how the certified teachers guided them in adapting their family-school collaboration practices to high-risk students. At the end of the school year, a second semi-structured focus group was held with certified teachers so to confirm student-teachers’ statements. Content analyses of the two focus groups were made according to the model of L’Écuyer (1988). The stability and saturation of data were obtained through intercoder agreement measures. The existing challenges for teachers are: 1) to acquire continuing education and in-service training with a focus on critical thinking and understanding of one’s own cultural background and concomitant limits; 2) to integrate their knowledge of high-risk students’ particularities, needs, and home environment in their teaching practices; 3) to adjust these practices to poverty (low economic status), culture, and social injustice; and, 4) to initiate new practices based on scientific knowledge of family-school collaboration.

Keywords:
Teaching to high-risk students, Pre-service and in-service teacher training, Family-school collaboration, Types of poverty.
References:

