AN ACTION-RESEARCH PROJECT ON THE SCHOOL/FAMILY RELATIONSHIP IN LUXEMBOURG

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This theoretical poster highlights the method used in a Family/School project. A great deal of research has attested the benefits of parent involvement in student motivation and in the academic achievement of their child. However, a warlike vocabulary is often used to speak about this relationship. Moreover, and as Boulanger, Larose and Couturier (2010) have stressed, educators have negative representations about the educative competencies of parents. To change this, they recommended intervention programs to transform the negative representations to positive ones. Following this position, we have undertaken an Action-Research project to promote the parents-school relationship during the school year 2010/2011. The advantages of this type of research program are: 1) it is theoretical as well as practical, it involves educators into a reflective process (as component of the research), and 2) participants work best on problems they have identified for themselves (Watts, 1985).

After briefly explaining the four generations of AR, this poster will present our project scenario.

Research Design: In the beginning of the school year 2010, we attempted to recruit teachers in all Luxembourg primary schools to participate in our study as volunteers. As of December 2010, only three agreed to participate. Therefore, we organized three groups of volunteers (teachers, parents and other members of the community) in each school to work on a common problem: “How can a constructive relationship between school and families be established?” Different examples will support our method.

Keywords:
Social representations - Semantic- School/Family – Relationships - Luxembourg
References:
