

EUROPEAN CONFERENCE ON EDUCATIONAL RESEARCH

Cádiz (18 - 21 September 2012 Main Conference)

The specialist teacher mediate the relationship to parents

Elvire Gaime Corinne Mérini, Serge Thomazet.

Clermont Université, Université Blaise Pascal, Laboratoire ACTé/PAEDI EA 4281,
F-63000 Clermont-Ferrand.

General description:

In France the “Maître E” is the teacher responsible for providing support to primary school pupils with learning difficulties. In recent years, the role of these specialist teachers changes: in addition to their core activity of direct support to students, they are required to coordinate efforts and cooperate with partners (Marcel al. 2007) which leads them to develop a special relationship with parents. This link with families is far from being completely described by educational policy, so we tried a better understanding of the nature of cooperation with the parents and how this cooperation is constructed by experience and integrates professional gestures of these teachers.

Method

Our presentation is based on a qualitative research, instrumented and longitudinal. We rely on (1) the analysis of 101 collaborative writings, (2) simple or crossed self-confrontation interviews (Goigoux, Margolinas and Thomazet, 2004) and (3) discussions of our results in a research collective (Carpentier-Roy & Vézina, 2000) including researchers and professionals. This group has been active for two years in diverse configurations. Our analysis is based on the tools and concepts of sociology of the decision (Sfez, 1981), ergonomic psychology (Leplat, 1980) and sociology of experience (Dubet, 1994).

Expected outcomes

We will show that these professionals have both a position and professional gestures which could be useful to facilitate the relationship with parents, and, as such, they often act as mediators between pupils, parents and class teachers. For each pupil with learning difficulties, they build a team (involving parents, teacher...) in order to give analysis and responses. The evolution of teacher’s work can be seen here, especially in the increase of their partnership activity (Thomazet Ponté & Merini). The Maître E will then translate professional gestures built initially for direct assistance to pupils (implemented with small groups) to serve this “new job”. However, solutions are found to integrate parents, to give them symbolic and operative roles in the helping process, to make them cooperate to the support program. However expanding the support system for new partners in the educational community generates several professional dilemmas, such as helping parents and not intrudes into family life.

In this “new job” of Maitre E, the way the assistance to families can occur is a built-in process, for example coaching homework, helping families to enter the educational space which was previously the property of the actors of the school community. The relationship between parents and professionals is an actual question that French special teachers share with a lot of professional from other counties.

- Carpentier-Roy, M., & Vézina, M. (2000). *Le travail et ses malentendus: enquêtes en psychodynamique du travail au Québec*. Presses Université Laval.
- Dubet, F., (1994) *Sociologie de l'expérience*, Paris : Seuil
- Goigoux, R., Margolinas, C., & Thomazet, S. (2004). Controverses et malentendus entre enseignants expérimentés confrontés à l'image de leur activité professionnelle. *Bulletin de psychologie*, 57(469), 65-70.
- Leplat, J. (1980). *La psychologie ergonomique*. Paris: Presses universitaires de France.
- Marcel, J. F., Dupriez, V., Périsset Bagnoud, D., & Tardif, M. (Eds.). (2007). *Coordonner, collaborer, coopérer: De nouvelles pratiques enseignantes*. Bruxelles: De Boeck.
- Sfez, L. (1981). *La critique de la décision*. Paris : Presses de la Fondation Nationale des sciences politiques.
- Sirota R. (1990) « Approches ethnographiques en sociologie de l'éducation : l'école et la communauté, l'établissement scolaire, la classe. » in : *Sociologie de l'éducation ; dix ans de recherche*, Paris INRP L'Harmattan, pp. 175-195.
- Thomazet S., Ponté P., Mérini C., L'enseignant spécialisé chargé d'aide à l'école primaire : un métier en reconstruction, *Recherche en éducation* (11) 106-116

Keywords : special needs teacher, support, inclusive school