

Proposal ID: 2860

The social and political potential of educare. Exploring perspectives of parents and preschool staff. (SELF-ORGANISED SYMPOSIUM)

MRS. KATRIEN VAN LAERE VBJK, Centre for Innovation in the Early Years / Ghent University, Raas Van Gaverestraat 67a, , Gent, Belgium

Theme

How much progress has been made on ensuring children's rights and what forums can we create to hear and respond to the voices of children and their parents?

Strand

Culture, community & society, Children's rights, democracy & participation, Diversity & inclusion, Professionalism & teachers' role

Non-Presenting Authors

MICHEL VANDENBROECK, Ghent University, Departement of Social Work and Social Pedagogy, Belgium, Michel.Vandenbroeck@UGent.be

Research aims

In order to gain a better understanding of preschool education in a context of social inequalities, this study explored parents' and staff' lived experiences and perspectives in Belgium (Flanders).

Relationship to previous research works

Many scholars problematised how parents are given a more instrumental role, meaning that they are expected to help their children to achieve the learning outcomes that the educational system has set, without being involved in discussions on these outcomes or on the kind of preschool education they want for their child (Brougère, 2010; Doucet, 2011; Hughes & Mac Naughton, 2000).

Theoretical and conceptual framework

We adopted a social perspective in which we examined in participatory ways what social problems might be and whether our preschool practices question or confirm prevailing understandings of the problem (Vandenbroeck et al., 2011).

Paradigm, methodology and methods

Data included 10 video-elicited focus groups of parents (n=66) and six focus focus groups of preschool staff members (n=69) in the cities of Ghent, Brussels, and Antwerp.

Ethical Considerations

Continuous reflexivity helped us to encounter ethically important moments in the research practice and by doing so transcend procedural ethics (Guillemin & Gillam, 2004).

Main finding or discussion

Our study showed that the ways in which care and education are conceptualised by parents and staff significantly impact inclusion and exclusion mechanisms in preschool and broader society.

Implications, practice or policy

Based on these results, we recommend that preschool policies, practices, and research should consider communicative spaces for parents, staff, and researchers in which multiple, yet opposing, meanings on preschool education can be discussed.

Keywords: parents, professionals, social inclusion, educare, preschool

This abstract may be used for research, teaching and private study purposes. Any substantial or systematic reproduction, re-distribution, re-selling, loan, sub-licensing, systematic supply or distribution in any form to anyone is expressly forbidden.

