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Des cahiers au service de la collaboration entre École maternelle et familles : une littératie scolaire renégociée

Marie-Noëlle DABESTANI Docteur

CIRCEFT-ESCOL

Paris 8 University

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This study presents an emergent device of collaboration between Nursery School and families operated in the last decade of the 20th century, with a renegotiation over the last thirty years. The author analyses kindergarten notebooks introduced at the turn of the 21st century, as a retranslation into action of educational initiatives which aim at reducing school inequalities from the earliest years of schooling, by forstering the relationship between school and families. Based on school materials, the cross-analyses of the contents and uses of pupils' notebooks expose the gradually predominant and more expert educational role required from parents. This study presents an emergent device of collaboration between Nursery School and families operated in the last decade of the 20th century, with a renegotiation over the last thirty years. The author analyses kindergarten notebooks introduced at the turn of the 21st century, as a retranslation into action of educational initiatives which aim at reducing school inequalities from the earliest years of schooling, by forstering the relationship between school and families. Based on school materials, the cross-analyses of the contents and uses of pupils' notebooks expose the gradually predominant and more expert educational role required from parents.