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Analyses d'effets de médiation de pratiques collaboratives école-association : pistes pour prendre en compte la diversité en maternelle

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This article aims to contribute to current research on educational approaches in schools that take into account the diversity (linguistic, cultural) of pupils in learning situations, analyse the effects on the target groups and analyse the conditions of organisation and development in order to reduce educational inequalities at source. The article presents different effects of collaborative practices involving parents, teachers and educational stakeholders in the framework of a school-association partnership. It concerns plurilingual mediation workshops set up by the Association Famille Langues Cultures (AFaLaC, accredited by the French Ministry of Education in the Nantes academic district), which are co-facilitated by a parent and an intercultural mediator worker from the association, in the presence of the teacher. The article outlines some of the research related to these (collaborative) practices, and in particular it reports on a meeting of some of the stakeholders involved (teacher, intercultural mediator workers, researchers) around the gains observed on the pupils and the families during these practices. The analyses highlight, during this reflexive exchange, the dynamics of transformation (of views, of practices) likely to accompany a change towards a collective and open to diversity model of education.