

# TRANSITIONS between Home and Preschool in French Context

Pascale Garnier



**experice**

Centre de Recherche Interuniversitaire Expérience Ressources Culturelles Education

UNIVERSITÉ **PARIS**  **13**  
NORD

# INTRODUCTION

**Transitions between Home and “*école maternelle*” (infant school) : a comparison between**

- The first class : TPS/PS
- The “bridge” class

**Q = Continuity and the value of “Rites de passage”**



# THE RESEARCH

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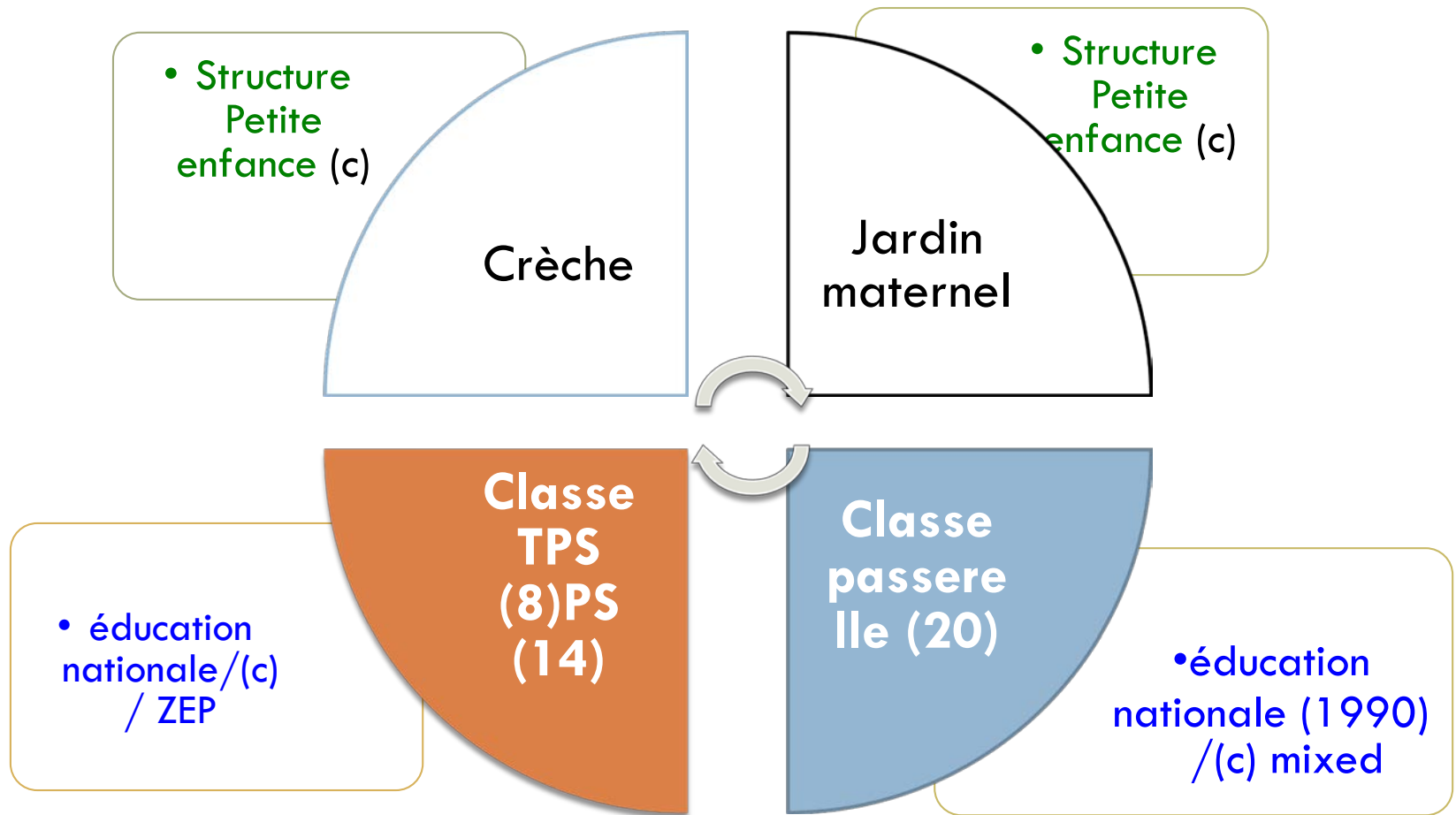
## □ FRENCH CONTEXT :

- - A divided system (OECD): the case of 2-3 years old
- - Tension between home, ECEC and school (« *maternelle* »)

## OBJECTIVES of the research :

- Investigating **4 different kinds of ECEC services** : to understand differences and shared points about the life of children in collective settings : **socialisation + quality**
- **Crossing 3 « points of view »** : Children + Parents + Professionnals
- - => **Experimenting different visual methodologies ©**

# 4 TYPES of ECEC SERVICES : 2-3



# 4 PHASES OF EMPIRICAL INQUIRY

## OBSERVATION

Day of 8  
children

Videofilms  
1

CHILDREN  
Point of view

Photo/tours  
Comments

Videofilms  
2

PARENTS  
Point of view

Individual  
interviews

Editings 1  
VF 1

PROFES  
Point of view

Collectiv  
Interviews

Editings 2  
VF 1

# Transition Class : Assistant + Children

## Diego's Photo



# Transition class : documents (C+A)

## Betty and Gabriel's photos





# First Class : Teacher + the « group »

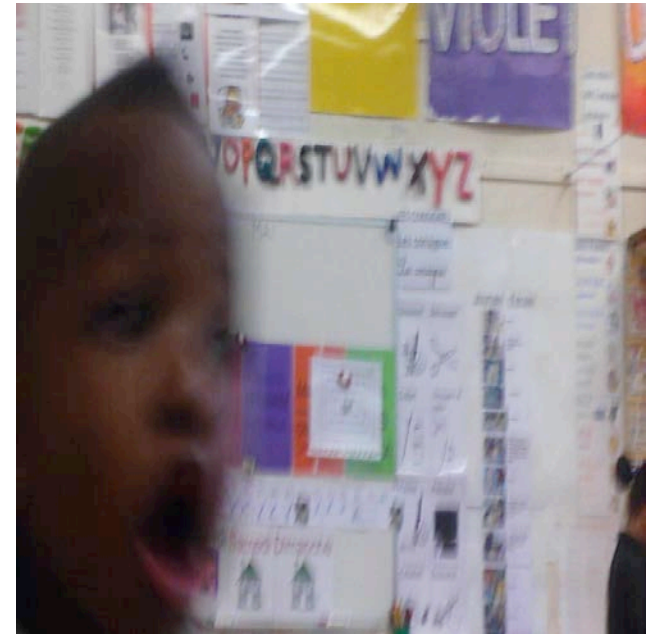
## Malicia's photo





# First Class : school exercices

## Naissa and Sarah's photos



# 2 or 3 PROFESSIONNALS

## FIRST CLASS



TEACHER

ASSISTANT

DIVISION OF LABOUR :  
COGNITIVE SKILLS/  
PHYSICAL NEED

## TRANSITION



TEACHER

ASSISTANT

EDUCATOR

SHARED WORK and ATTRIBUTIONS  
under the Teacher's responsibility

# CO-EDUCATION PRO-PARENTS

## FIRST CLASS



- FEW CONTACTS
- SCHOOL EXPLICITATIONS/  
Care and Child's sociability
- Relationships in the  
community

## TRANSITION



- C+P WORKSHOPS (morning)
- P+P MEETINGS (tuesday)
- High Involvement required
- ADAPTATION PERIOD : 2 months

# INSTITUTIONNAL SCRIPTS

## FIRST CLASS



- COLLECTIVE TIME AND SPACE
- DISCIPLINE / BODY
- DIVISION WORK / PLAY
- INSTRUCTIONS = tests

## TRANSITION



- MAKING THE « GROUP »
- PEERS' INTERACTIONS
- WORKSHOP / PLAY
- + LUNCH IN THE CLASSROOM

# CHILDREN'S PERFORMANCES

## FIRST CLASS



- ENACTING THE SCRIPT
- AGENCY / BESIDE-AGAINST
- AGENCY / OUTSIDE (RECESS)

## TRANSITION



- ENACTING THE SCRIPT
- AGENCY / CHOICE
- AGENCY / PLAY (IN/OUT)

# Production of the uncompetent child

□ **Conception of children** : « not yet »

=> « **They are too little** » (teacher in first class)

□ **High expectations** :

- ✓ to be able to do « alone » (without family support)
- ✓ To be able to master the body (immobility, attention)
- ✓ To be able to be interested in school subjects (/ children's mass culture)
- ✓ To be able to understand the interest and the objectives of the teacher



# How does the Child respond ?

- **Boy** (mother = teacher) : knows how to respond to teacher's expectations / he is able to transgress them and is afraid of 'children's mess' (during recess).
- **Girl** (popular background) : knows how to respond to teacher's expectations + to help her friends (girls)
- **Boy** (popular background) : difficulties to 'still quiet' opposition to one of the teacher (rigid)
- **Boys and Girls** : difficulties to give sense to the 'work' asked by the teacher (low investment or waiting)

# TEMPORALITIES : FUTURE/PRESENT

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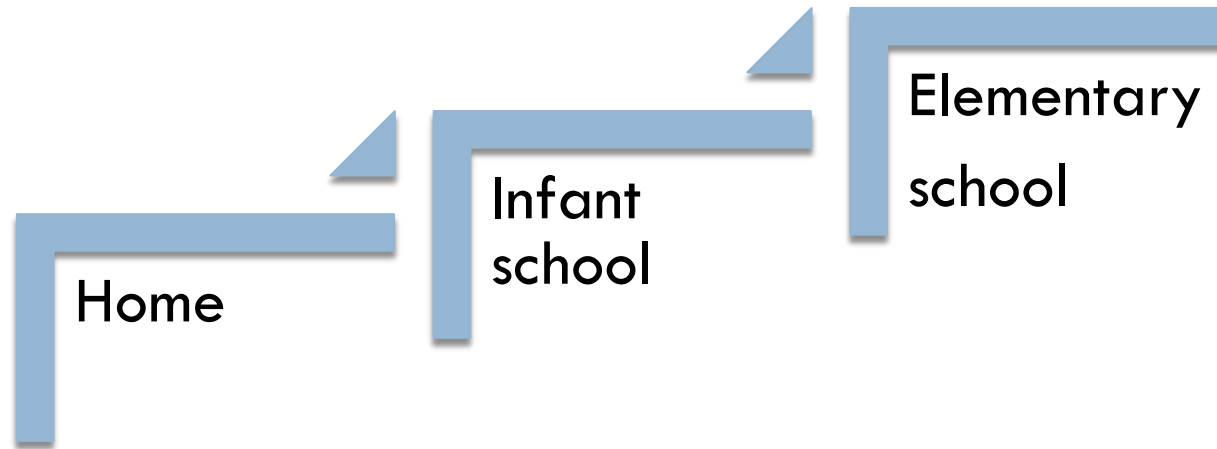


TRANSITION  
GIVING TIME FOR  
BECOMING PUPILS



FIRST CLASS  
TO BE 'IMMEDIATLY'  
PUPILS for futur school  
suces

# School, Progress and « Rites of passages »

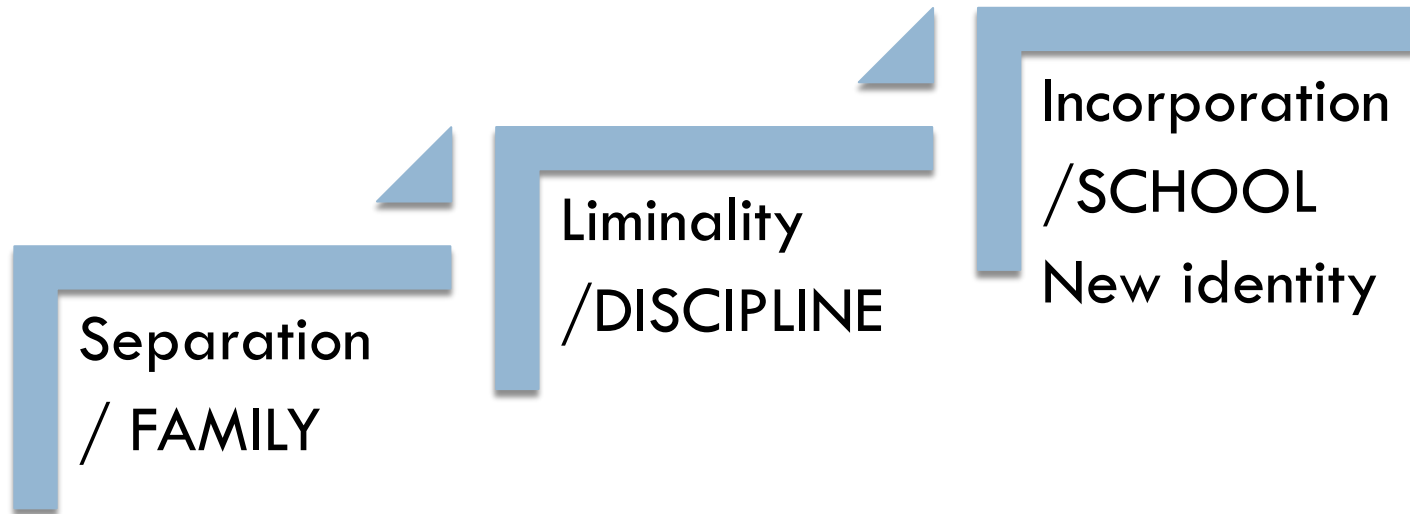


## **IDEOLOGICAL ASSUMPTIONS : CHILDREN AS « BECOMING BEINGS » / SCHOOL**

- ✓ **GROWING-UP BY STAGE (AS A BUTTERFLY) / (CONTINUITY)**
- ✓ **AGE GRADING : to GROW UP = to become AUTONOMOUS / FAMILY**
- ✓ **A REPUBLICAN CONCEPTION OF THE « CITIZEN » + SCHOOL as EMANCIPATION / Univ**

# Three phases of a rite of passage

Arnold Van Gennep, 1909



- ✓ Separation between: profane (family) and the sacred (school)
- ✓ Passages of different kinds of school = age grading institution
- ✓ Positive value of hard initiation : school as cultural and social promotion ('freedom' from cultural, religious, social backgrounds)

# CONCLUSION

- **The importance of conceptions underlying practices**
  - Conceptions of childhood : future/present
  - Conceptions of growing up: continuity/ tests
  - Conceptions of knowledge: citizenship, State
- **The transition class as a “good practice”**
- => development of “transition classes” in the context of the new politic for the 2-3 years / infant school
- => conditions : money, cooperation, parents involvement
- => problem : social heterogeneity / “ghetto”

# THANK YOU

