

# CULTURAL REPERTOIRE AND INCLUSION IN EARLY EDUCATION

## VOICES OF CHILDREN, PARENTS AND TEACHERS

### Introduction

In the super-diverse city of Paris and its suburbs, almost 100% of transnational families enroll their child in preschools. These educational settings represent the main place where children learn the language, as well as social and cultural codes.

- How do the experiences of young children reflect their repertoires of cultural and linguistic practices in their daily lives when navigating between several cultural contexts?
- Which situations or practices are source of inequality for children migrant and low socio-economic status background?



#### CONTEXT: MELUN, FRANCE

The fieldwork was conducted in two preschools in a poor and segregated neighborhood. Almost 100% of pupils were born in France. 23,1 % of the population are immigrants (Insee, 2012) from North Africa, Sub-Saharan Africa and Turkey.

### Aim and Methods

The study analyses how nursery school in France addresses the cultural repertoires (Rogoff, 2006) of children of migrants in the everyday experiences and the impact on the social inclusion, by looking at the voices of children, parents and teachers.

- Mosaic approach (Clark and Moss, 2001) for listening to young children
- Multi-method (see figure 1)
- Visual methods
- Point of view of children among other points of view (Garnier and Rayna, 2017)

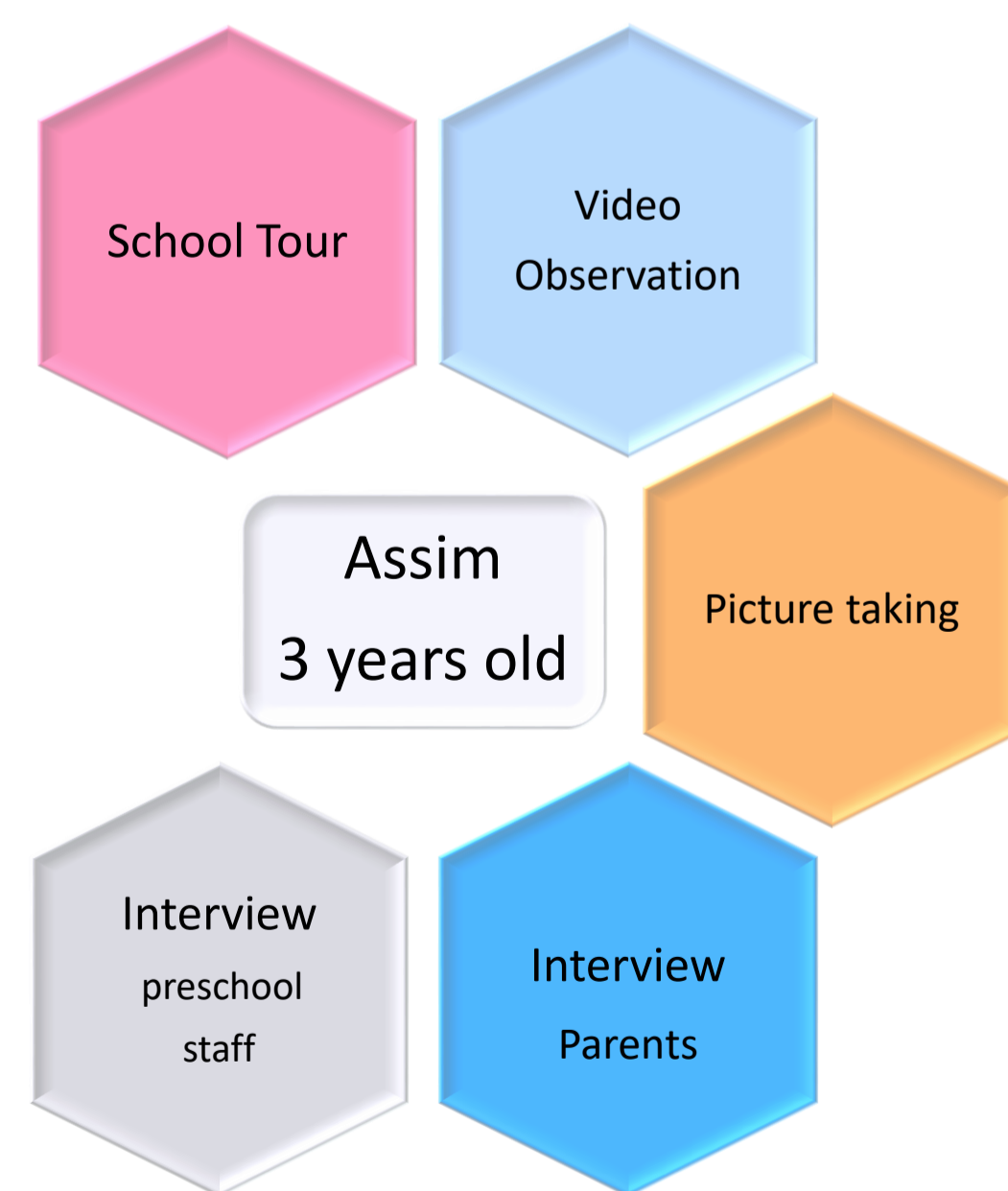


Fig.1 Building portraits with mosaic data

### Preliminary Findings

Fig.2 Portrait of focus child



- **Dynamic repertoires of practices:** children move from a context to another one, so their repertoire of practices is also built during their experience and participation in different cultural contexts: at home, at school, or in the extended family context.
- **Detachment from family language:** In *école maternelle* children are detached from their mother tongue and consequently from intimate aspects developed with their family.
- **Tension between different feelings of attachment** in the same family but at different generations. Parents would like to live in their native country, but children feel at home in France, which is their birthplace.
- **Emerging repertoire of preschool practices:** new practices after enrolling in preschool.
- **Educational materials for all:** if at home children may not have many books (or other educational materials) because of financial or other reasons, in preschool they can benefit of a small library in the classroom.

### Conclusions and discussions

- Educational opportunity for children with disadvantaged background
- Social-educational inclusion of migrant families : preschool as a gateway towards the society
- Assimilation process, cultural and linguistic diversity is excluded from preschool – source of inequalities
- In a super-diverse society (Vandenbroeck, 2018 forthcoming) wouldn't it be necessary to re-consider the « good practice » regarding linguistic diversity and cultural diversity in general?

#### CONTACT



#### Virtual Poster

Scan this QR code to watch a short video presentation in French, with English subtitles.  
<https://eveilinterculturalite.wordpress.com/2017/09/20/poster-colloque-sfere-2018/>

#### REFERENCES

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- Vandenbroeck, M. (2018 forthcoming). Supporting (super) diversity in early childhood settings. In L. Miller, C. Cameron, C. Dalli, & N. Barbour (Eds.), *The Sage handbook of early childhood policy* (pp. 403-417). London: Sage.