



Shaping the future with education

Milano, 8-12 May, 2023

HOPE

THE TEACHER/FAMILY RELATIONSHIP DURING HOME TUITION ASSIGNMENTS

GERMANA MOSCONI

Università degli studi di Milano-Bicocca

Dipartimento di scienze umane per la formazione «R. Massa»

germana.mosconi@unimib.it

HOME TUITION

The right to study of the children/adolescent with medical and mental health needs (Capurso et al. 2021).

- A complex practice (Capurso et al., 2021; Benigno Fante, Caruso, 2017).
- A three-way relationship:
STUDENT – TEACHER – FAMILY MEMBERS
- A first step in getting back to «normal»



THE RESEARCH

The research subjects

The study involved 223 teachers from primary to upper secondary school level in Lombardy (Italy).

They were responsible for their school's home tuition projects or had personally delivered home tuition.

The research instruments

Teachers answered some open-ended questions online alongside a report of their activity at home for the 2020/2021 school year.

FOCUS of the questions: the strengths and weaknesses of their work with the child/adolescent with medical or mental health needs.



THE RESEARCH METHOD

An explorative and qualitative research approach was chosen (Silverman, 2008).

The collected data were exposed to reflexive-thematic analysis (Braun, Clarke, 2021).

The primary aim of the research was to examine **what teachers think about the relationship with family members when teaching at home.**

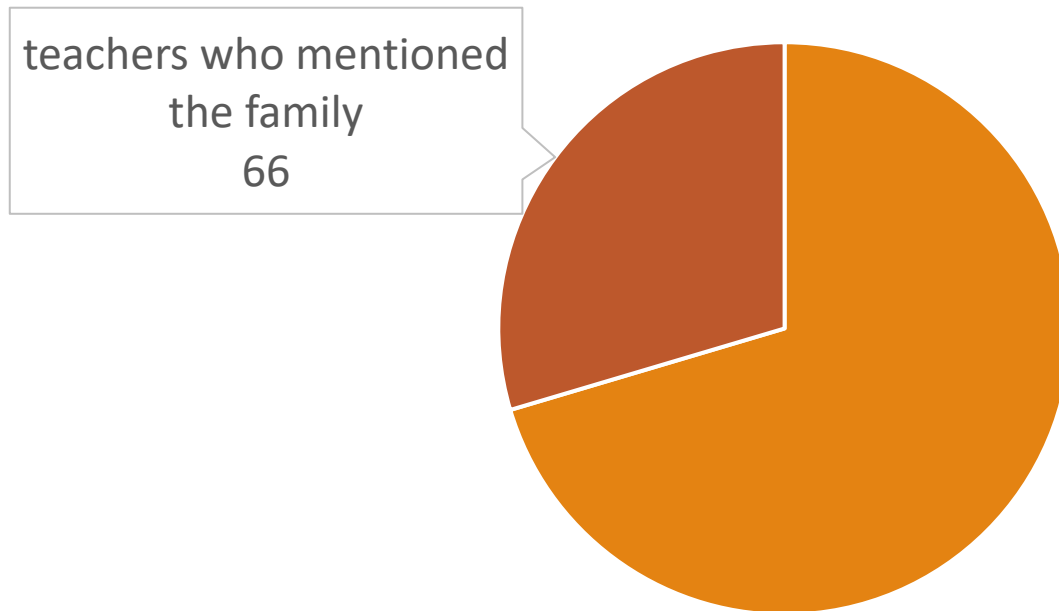
Teachers' reflections and comments about this issues mainly pertained to two categories of student:

- **Cancer patients (84 answers out 223 – both primary school and secondary school)**
- **Psychiatric patients (41 answers out 223 – only in secondary school)**



1. RESEARCH FINDING

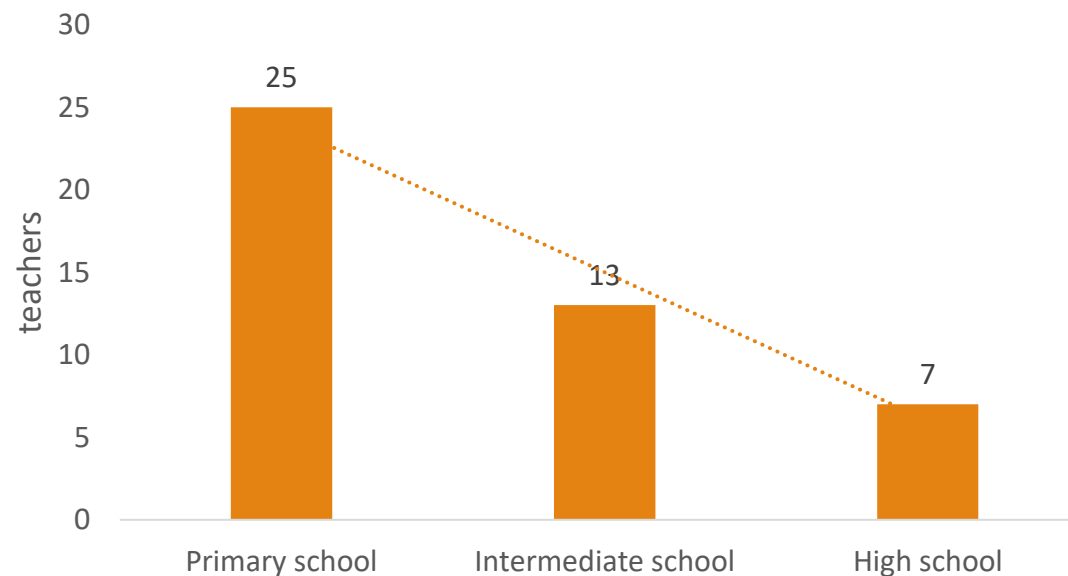
Only 66 out of 223 interviewees mentioned their relationship with the family of the child/adolescent with medical or mental health needs (Capurso et al., 2021) during the home tuition assignment.



2. RESEARCH FINDING

The teachers' focus on family members decreased with the students' age and the level of schooling.

For example, out of 84 teachers who have had experience with children and young people with cancer, 45 mentioned the relationship with the family, divided as follows:



3. RESEARCH FINDING

Teachers reported encountering less difficulty coordinating with the families of cancer patients than with the families of children/teens affected by psychiatric disorders, as evidenced by the following statements:

“There was no relationship with the family” (answer n. 214, psy)

“We had some difficulty to find the right balance” (answer n. 45, psy)

“There was lack of communication between the family and the teachers (answer n. 165, psy).

“The relationship with the family wasn’t easy because of the student health condition. The parents went along with his uncollaborative attitude” (answer n. 169, psy).

3. RESEARCH FINDING

“Excellent relationship with the family [...] the father has always been very helpful and collaborative” (onc, 153)

“Relationships with parents have been regular and constant. They were helpful and collaborative” (onc, 22)

“There has been a very good and constructive relationship with the family” (onc, 94)

“The relationship with the mother has allowed teachers to achieve effective work” (onc, 51)

DISCUSSION

Data analysis has led to some reflections:

- **The need for professional development trajectories that increase the level of awareness of teachers on the complexity of home tuition.**
- **The possible reasons why teachers didn't speak about families during the experience of home tuition:**
 - Teachers might be worried or scarred because they're dealing with the unknown.
 - They do not feel prepared to work at home with the children or teenagers with medical or mental health needs.
 - Teachers think they do not have the proper tools to face the experience of home tuition.
 - For this reason, they focus on organizational issues, above all if they teach in secondary schools.

FINALLY...

We highlight two intervention plans to support tuition teachers:

- 1) An investigation about what home tuition teachers think of their profession. (Benigno, Fante, 2020; Capurso, Vecchini, 2010).
- 2) The establishment of training courses that focus on educational issues on the one hand, and relational issues on the other, starting with the specific characteristics of each student.

Thank you!