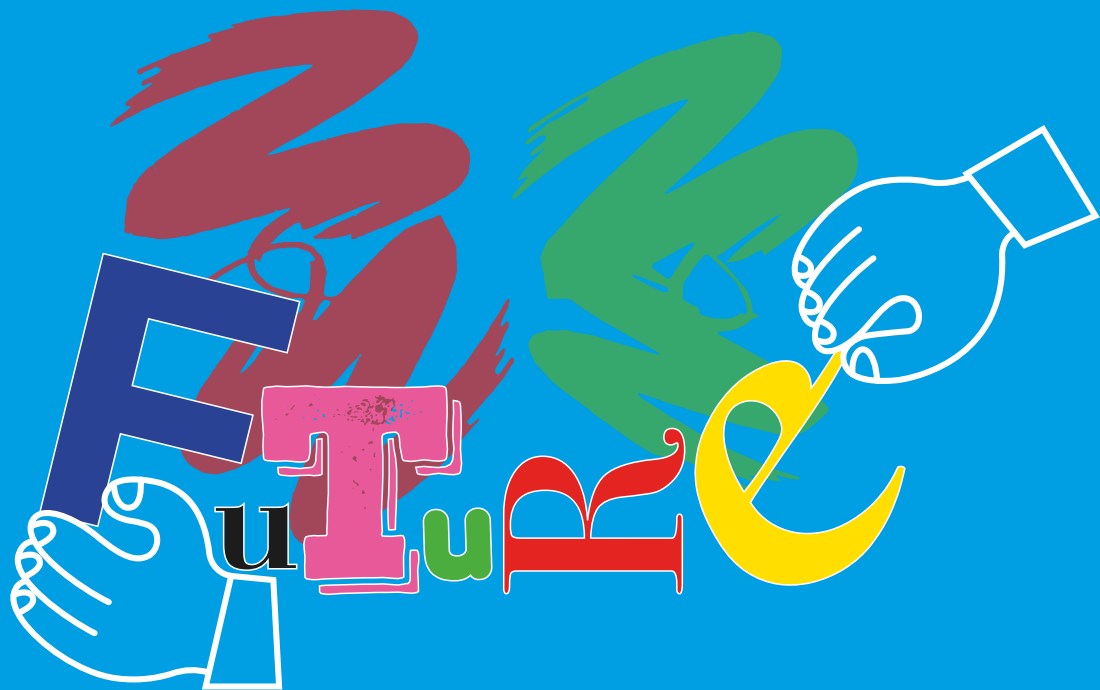


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Cultures, Relationships and Competencies

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Cultures, Relationships and Competencies

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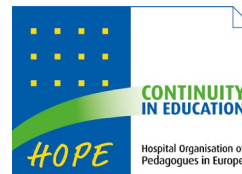
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It is the duty of the Republic to remove those obstacles of an economic or social nature that constrain the freedom and equality of citizens, thereby impeding the full development of the human person and the effective participation of all workers in the political, economic, and social organization of the country.

By article 3 of the Constitution of the Italian Republic,
Given in Rome on this 27th day of December 1947

The teacher/family relationship during home tuition assignments

Germana Mosconi, Francesca Linda Zaninelli

When children and young people are struck by illness, all members of the family experience a strong sense of uncertainty and fear (Capurso, 2001; Kanizsa, 2013; Cousino, Hazen, 2013; Currie *et al.*, 2016; Mosconi, Zaninelli, 2022), which persists throughout the entire course of treatment, during hospitalization and in the period following discharge. In particularly serious illnesses, returning to school may not be possible for some time and therefore the family of the child/adolescent with medical or mental health needs (Capurso *et al.*, 2021) may apply for home tuition (Benigno *et al.*, 2017). The work of the home teacher may be defined as a key “bridging” intervention, whose aim is to restore and maintain the relationship between the student and his or her class at school, and representing a first step in getting back to “normal”. Teaching at the student’s home involves a certain degree of complexity (Capurso *et al.*, 2021), first due to the location itself: the student’s home is a different place to where the teacher/student relationship usually unfolds. The situation is further complicated by the necessary presence of other family members, who often mediate between the teacher and health specialists. Hence, home teachers are called to practice in a context that is not formal like school, to enter a “private” space where they must engage with the parents or family members of the child/adolescent with medical or mental health needs (Capurso *et al.*, 2021), and, finally, to encounter illness and pain (*ibidem*, 2021) as well as the associated conflicting emotional states (Hen, 2020).

The literature on the issues of home tuition, and in the relationship between teachers and the families of a child/adolescent with medical or mental health needs (Capurso *et al.*, 2021) remains sparse. In this paper, the themes of teacher/family relationships in home tuition settings are addressed by examining the answers of 223 teachers (from primary to upper secondary school level) in Lombardy (Italy), who were responsible for their school’s home tuition projects or had personally delivered home tuition. Teachers answered some open-ended questions online alongside a report of their activity at home for the 2020/2021 school year, with a particular focus on the strengths and weaknesses of their work with the child/adolescent with medical or mental health needs (*ibidem.*, 2021). This was in the context of an exploratory, qualitative study on the experiences of teachers involved in home tuition interventions and the collected data were exposed to thematic analysis (Braun, Clarke, 2021). Teachers’ reflections and comments mainly

pertained to two categories of student; cancer patients and psychiatric patients, who represent the most homogeneous groups among the home tuition recipients. The analysis of the teachers' feedback showed that 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; the teachers' focus on family members decreased with the students' age and the level of schooling, becoming negligible by the upper secondary school stage, when the teachers mainly engaged with health professionals and/or experts, or with the students themselves rather than with their parents. In addition, when the teachers did mention the family, this was mainly in relation to the scheduling of the home tuition timetable. Interestingly, the importance attributed by the teachers to the role of the family during a home tuition assignment also varied according to the type of illness affecting the student: teachers reported encountering less difficulty coordinating with the families of cancer patients than with the families of children/teens affected by psychiatric disorders.

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“We shape the future with our students because, by providing them with education opportunities now, we help them reach their potential. However, those potentials are not pre-set. If we can use their and our narrative thought to prefigure subjunctive possible worlds, seeing a change or setting an objective in the future can also have anticipatory effects that can change their imminent present.

The abstracts in this book, presented at the 12th HOPE congress in Milan held in May 2023, represent a wide range of ideas and activities from all over the world. They can be used by all those working in the field of children’s and families’ well-being to see possible worlds that can be realized in their own context, place, and time.

To shape our future, with education.”

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