

就学初期支援によるエンパワーメント —支援者と多文化背景家庭の意識に着目して—

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公立学校においても多文化背景で育つ子どもが在籍し、日本語指導の必要な児童生徒は増加傾向にある。日本の政策や経済状況により共生が広がる今、誰もが安心して教育を受けることができるための支援はどうあるべきかを問い直し、取組実践を再評価することが求められる。エンパワーメント理論を用い、小学校就学時に多文化背景家庭を支援する取組を調査した結果、学校と地域支援団体が協働してマッチした支援を提供し家庭を勇気づけていた。1年の継続観察による具体事例を分析し、家庭の意識化により子どもが本来の力を取り戻す場を得たこと、学校教員が自己効力感をもったことが確認され、「協働的社会」の実現へ向けた取組の道筋が考察された。支援者と被支援者の意識に着目して就学初期支援に組み込まれるエンパワーメントの様相を明らかにし、公的な支援構築に向け支援の継続モデルを提案した。

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Empowerment through Early School Support for Children of Multicultural Backgrounds: Focusing on the Awareness of Multicultural Families and Their Supporters

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There are many children of multicultural backgrounds enrolled in Japanese public schools, and the number of students requiring Japanese language instruction is increasing. Now that coexistence of cultures in Japan is expanding due to the country's policies and economic conditions, it is necessary to reassess the support provided for these multicultural students in order for all students to effectively receive education, and also to re-evaluate the effectiveness and appropriateness of the currently provided support. Using the empowerment theory, an investigation into the support provided at the time of entering elementary school for a child and her multicultural family found that her school and a community support group cooperated to provide appropriate support, thus providing the child and her family with hope and encouragement for life in Japan. Upon analysis of this specific case through one year of continuous observation, it was confirmed that the child was able to regain her confidence and sense of self through heightened awareness within her family. School teachers also gained self-efficacy in supporting these students, which paved the way toward the realization of a "collaborative society" of multicultural backgrounds. Focusing on awareness of both the supporters and those receiving the support, aspects of empowerment as a result of early school support were clarified, which leads to proposing a continuation model for building public support for students and families of multicultural backgrounds.

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