Student-teacher Interethnic Relations: from national frameworks to adolescent subjectivities

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Abstract

The presentation will compare and contrast teachers’ discourses on the distinguishing features of minority students and their evaluation of the causes and consequences of these ‘differences’ with minority students’ expressions of what it means to be ‘different’ and their judgements regarding issues such as preferential or discriminatory treatments in school. Using the material from the different countries, we shall observe the extent to which national frameworks influence the particular approaches to these issues for teachers as well as students. Beyond the country specific frameworks we shall attempt to determine whether or not there exists a more universalistic understanding of the meaning of « otherness » derived from teachers’ roles as educators and from students’ participation in an adolescent world in which issues such as peer-group conformity, respect, justice and recognition play an important role.