



TIPA 2010 - 2011

Terrain for Interactive Pedagogy through Arts

**Favour the cognitive, moral and social development
of vulnerable children through the promotion of interactive pedagogy
and education to art and culture.**

Brief Description :

The programme aims at addressing the learning difficulties of vulnerable children and favouring the development of innovative teaching strategies, throughout the development of essential life skills such as critical thinking, participation, responsibility and ability to cooperate.

This programme is in line with the mission of the Ministry Of Education, Culture and Human Resources (MOEC&HR) which is “To ensure learning opportunities accessible to all, provide learners with values and skills to further their personal growth, enhance their critical and exploratory thinking, encourage them to innovate and to adapt to changes in an increasingly globalised environment”¹ and encompassed within the framework of MoEC&HR’s Zep Programme, with specific reference to the objective of encouraging school staff, parents, so called “forces vives” such as civil society organizations, private sector, Non Governmental Organisations (NGO) and Community Based Organisations (CBO) to develop a synergy that contributes to the improvement of the quality of teaching and learning in the primary education sector.

Indicators :

- Favour the development of life skills of vulnerable children,
- Strengthen the use of interactive pedagogy practices (by teachers) during school hours,
- Support the teaching of arts in line with the primary curriculum framework.

In order to meet the above objectives our actions will focus on :

1. Detecting and tutoring the children experiencing learning difficulties,
2. Conducting regular creativity classes in collaboration with the teachers,
3. Using Mauritian Arts as a tool to transmit cultural values and mobilize the school community.

Target groups : Approximately 900 students and 30 teachers (3 to 4 ZEP schools to be selected by the MOEC&HR).

¹ DRAFT National Strategic Plan for Education and Training 2008 – 2020

I. BACKGROUND

Programme “Zones d’Education Prioritaires”

ZEP School strategy as mentioned in the “National Strategic Plan for Education and Training 2008 – 2020” :

(...) “The Zones d’Education Prioritaires (ZEP) have been created to address educational failure. Its strategy is based on the premise that positive reinforcement is required to create favorable learning conditions for children mostly in the less developed regions. In the broader perspective, this approach aims at combating social inequalities by providing equal opportunities to all primary school children of the country. Although progress has been slow in terms of pupil achievement as measured by the CPE pass rate, ZEP schools have, on the other hand, managed to produce some good practices such as holistic educational approaches, school-community partnership, active parent involvement in the educational process, fund-raising models for school improvement projects etc.”

A school is classified as a ZEP school when it has had a Certificate of Primary Education (CPE) pass rate of less than 40% over the last 5 years. 30 primary schools, based on the above criteria, have been classified as ZEP schools in Mauritius.

The TIPA project started in 2006 in one of the ZEP (Priority Education Area) Schools, the Black River Government School. Like many ZEP schools, the latter experiences difficulties such as absenteeism and lack of collaboration from the parents.

Description of target group

To understand the educational practices in the family environment, a study of the socio-economic background has been carried out on a sample of twenty-one children from this school (Carosin 2006, 2007). This study has shown that 83 % of the children coming from this environment live in an unsecured and non stable family structure increased by problems such as alcoholism, drug consumption, violence and disruptive sexual behaviours.

This leads us to think that the family structures of our target group are similar to the ones studied by Martinet (Martinet & Xypas, 2003) based on the research carried by Hoffman (1970; Hess and Shipman, 1965; and Lautrey, 1980) on “children presenting social difficulties”. According to Lautrey; two family structures prevail in underprivileged families, either very rigid or very loose.

As a result, two educational practices can be identified: authoritarianism or laxism. The children integrate the laws and rules rather by duty and fear of the adult’s authority and punishment than by choice. There is a great dependency on exterior authority; the decisions and initiatives undertaken depend on the hierarchical structure. All this leads to “objective responsibility” where the child takes initiatives and responsibilities only when they correspond to the wishes of the adult representing the authority. This rigidity found in underprivileged family groups inhibits the intellectual development of the children. The lack of communication, solicitation and understanding leaves less space to the development of critical thinking, discussion and to intellectual decentration. In addition, the kids have undergone a large number of school failures and as no sensitization has been done to promote education, motivation and future career plans; they develop an “avoiding strategy” of the scholar system, which is now synonym of failure.

There is an urgent need to develop critical thinking and intellectual decentration (objective thinking), which are essential to the cognitive and moral development. It has been proven

(Carosin 2006, 2007) that teaching art through interactive pedagogy helps in developing moral values such as participation, self-esteem, responsibility, mutual respect and cooperation.

The Pilot Program (2007 and 2008)

Started in Black River Government School.

The pilot program started in February 2007 with the children presenting learning difficulties and *maladaptive* behaviour during school hours. Creative art workshops of fifty minutes were dedicated to the children referred by their class teachers during school hours. The children were grouped in teams of a maximum of 7 and would learn artistic fields such as circus, theatre, story writing and creative arts. These fields were taught by a special education needs teacher under the supervision of a researcher in developmental psychology.

It is important to note that in February 2006 a research in psychology (Carosin, 2006) was conducted amongst the children of the “repeaters” class. The kids were offered an hour and a half of art workshop everyday after school hours during two months and a half. The results of the research have underlined the role that an art workshop can play in favouring the development of values and cooperation in the children. This research has helped in building the observation tools necessary to enhance the pedagogy used by the special education needs teacher. The four months of observation in year 2007 helped in defining and questioning the pedagogy used by the special education needs teacher. The research concerning the building up of values amongst the children of the repeaters class was carried in parallel during 4 months.

In 2008, two facilitators integrated the programme. Their role was to facilitate the theatre workshop as theatre professionals and to work on the collaboration with parents. However, during this year, more focus was put on the collaboration between the school staff and the T.I.P.A team.

The TIPA Programme 2009

Two ZEP schools of Mauritius (Black River and Barkly Government Schools) hosted the TIPA Programme 2009. The programme took place in two phases:

- Phase 1 (1st and 2nd term) where the team facilitated about 10 workshops of 45 min 2 days per week with the children experiencing learning difficulties and/or presenting disruptive behaviour (see definition and description of symptoms in Annexe 1). Each workshop was dedicated to groups of 6 kids maximum. Each group comprised children from 2 different levels minimum, in order to favour group dynamics and the development of values such as “responsibility”.
- Phase 2 (3rd term) where the team facilitated 45 min workshops 3 times a trimester for each class. In these workshops, the team helped to build revision materials to sustain the academic knowledge acquired during the school year.

During the year 2009 the TIPA team also delivered the following:

- Prepare an annual school show based on a tale, play or story in collaboration with the teachers of the school for the music day.
- Propose fun activities for the Standard 1 to 6, two days per week from 9 to 11h during half of the first semester school holidays.
- Organise an Art Festival for the school community (parents, children, etc.) in order to promote a “positive atmosphere” around the school premises and mobilize the parents and community.

Profile of the children concerned by the program in 2009:

The children experiencing learning difficulties and/or disruptive behaviour from Standard 2 to 6 and repeaters were identified and referred by the teachers according to the definition found in Annex 1.

Assessment tools used:

The children taking part in the programme were assessed with an observation sheet (developed by the "Pôle de Recherche, Université Lyon 2" under the Direction of Dr. J.Favre) that focused on behaviours that could be observed in the children and which were relevant to the programme's aims and objectives. The observation grids were filled at the end of every trimester by the facilitators and 5 teachers.

The data collected for each child in each grid will be compared on a group/level basis to assess:

1. If there is a difference in the behaviours developed in class and in the workshop,
2. If there is a progression in the behaviours developed in class and in the workshop every year,
3. If the progression is more important in the workshop than in class.

A report presenting the results of this study will be produced at the end of the school year 2009. This report will allow the T.I.P.A Association and the sponsors to assess the real impact of the programme on the development of the children.

II. TIPA 2010-2011 PROGRAMME

Programme Strategy

For the initial stage of the programme, TIPA's field teams have focused their efforts on developing innovative teaching strategies in cooperation with teachers and school staff, in order to address learning difficulties of vulnerable children, based on interactive pedagogical, participatory practices, use of arts, to foster self-esteem, participation, critical thinking, mutual respect and cooperation (those values and abilities that help the child to approach and manage learning modules and materials); The exercises have been piloted with small groups of children out of the classrooms.

In 2009, TIPA has consolidated its programme by enlarging the target groups, by integrating above mentioned activities within the classrooms as well as during school holidays.

For the timeframe 2010-2011, TIPA intends to further upgrade its programme with overall objective of favouring the whole development of the vulnerable children by encouraging the use of interactive pedagogy and the teaching of arts in line with the mission of the Ministry of Education, Culture and Human Resources of promoting essential life skills, critical and innovation thinking, citizen's values.

To meet the above, the following actions will be carried out:

1. Story-writing workshops with children experiencing learning difficulties. These workshops will focus on developing the self-esteem. The story-written will be represented through acting, painting or dancing etc. in order to help children to gain confidence in their creative capacities. Moreover stories will be publicly presented to the

school's communities during school festivals and special events with the objective of value pupils' work and achievements.

Children' progresses assessments will be undertaken every trimester by TIPA facilitators using an observation grid. This grid will be transmitted and discussed with the teacher and parents.

2. Creativity classes carried out with school teachers. The TIPA facilitators will work on developing artistic activities modules (relates to local artworks), for teacher's use during weekly creativity classes. Moreover, the TIPA team will guarantee support to teacher's art's modules implementation. Monitoring and evaluation of above mentioned activities will be supervised by school inspectors. Finally, TIPA will organize 2 training exercises on "art training" and "psycho-pedagogy", for teachers involved in the programme, with the objective of consolidating the creativity classes' scheme. The exercises will be carried out every year.
3. An annual school arts festival will be organized in collaboration with community actors (parents, school staff, NGOs, etc.). The major objective is to mobilize the community in a joint effort with the school to contribute to the improvement of the quality of teaching and learning.

In addition, TIPA plans to organize 3 workshops per year for school staff, NGOs, parents etc. "on community cooperation" to encourage team building, networking and sharing of good practices amongst school and the community.

TIPA 2010-2011: Annual Plan
RESULTS and RESOURCES FRAMEWORK

Intended Outcome Favour the cognitive, moral and social development of vulnerable children throughout the promotion of interactive pedagogy and the education to art and culture.				
Outcome indicators - Favour the development of life skills, - Strengthen the use of interactive pedagogy during school hours, - Support the teaching of arts within the primary curriculum framework.				
Partnership Strategy: Support the ZEP programme within the Ministry of Education, Culture and Human Resource.				
INTENDED OUTPUTS	OUTPUT TARGETS FOR 2010-2011	INDICATIVE ACTIVITIES	RESPONSIBLE PARTIES	INPUTS
<u>Output 1:</u> Children experiencing learning difficulties identified and followed up.	<p>Targets 210 children experiencing learning difficulties. Number of children per facilitator: 70 Number of facilitators : 3</p> <p>1. Collect the names and make a profile of the children experiencing learning difficulties (types of learning difficulties, socio-economic background, etc.)</p> <p>2. Follow up and assess the progress of the children experiencing learning difficulties on abilities such as : participation, self-confidence, responsibility, mutual respect, critical thinking, etc through the use of the observation grid.</p> <p>3. Creation of a user-friendly database to be used by the facilitators for continuous assessment of the children.</p>	<p>Story-writing workshops (50 min per group of 7 children max. per week) following the model in Annexe 2.</p> <p>Two days training per year to facilitate story-writing workshops.</p> <p>Coaching and follow-up of facilitators by an educationalist, a psychologist and a psychoanalyst.</p> <p>Developing a user-friendly database in collaboration with an IT programmer.</p>	<p>TIPA facilitators</p> <p>TIPA Interns</p>	<p>Human resources: Field Coordinator Educationalist Facilitators Psychologist Psychoanalyst Admin Officer</p> <p>Story-writing workshops(210 children)</p> <p>Training workshop sessions (3 facilitators)</p> <p>Remote team meetings</p> <p>Group regulation</p> <p>Estimated Budget (1 year): Rs 1,117,150</p>

<p>Output 2: Creativity classes conducted on a regular basis in collaboration with the teachers.</p>	<p>Targets 30 classes and teachers = 900 children Number of classes per facilitator : 10 Number of facilitators : 3</p> <p>1. Increase the practical use of creativity books, art material (provided by the MOEHR) during the weekly creativity class.</p> <p>2. Increase the use of interactive pedagogy techniques in class management.</p>	<p>Creativity workshops (50 min per week and per class) in collaboration with the teacher based on the creativity book and TIPA portfolios.</p> <p>Workshop planning sessions for the TIPA facilitators (September to December 2009): Creation of (TIPA) portfolios with art activities on Mauritian artists and artistic currents.</p> <p>Use of existing assessment tools for the follow-up and assessment of the quality of teaching in collaboration with the school inspectors.</p> <p>Art training (two days workshop per year) and psycho-pedagogy training (two days workshops per year) for the teachers and the facilitators.</p>	<p>TIPA facilitators</p> <p>Teaching staff</p> <p>School inspector</p>	<p>Human resources: Field Coordinator Educationalist Psychologist Facilitators Psychoanalyst Art trainers Admin Officer</p> <p>Creativity classes (900 children)</p> <p>Workshop planning sessions</p> <p>Art training workshops</p> <p>Estimated Budget (1 year): Rs 1,517,038</p>
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<p><u>Output 3:</u> Mauritian art used as a tool to transmit cultural values and mobilize the school community.</p>	<p>Targets 3-4 ZEP schools 40 teaching and non-teaching staff NGO facilitators</p> <p>1. Increase the collaboration between the school staff, parents, NGO's, etc.</p> <p>2. Enhance the regional network around the school community.</p>	<p>General one-day workshop training each trimester (during the holidays) on the socio-economic background of the vulnerable children and on effective collaboration of the community for the school staff and community facilitators.</p> <p>Annual school Art Festival organized in collaboration with the teaching staff, the parents</p> <p>Study of the community network and services provided with the help of a social worker; and of the parent's needs in terms of extra-scholar activities.</p>	<p>TIPA facilitators Members of the TIPA association School staff Parents NGOs</p>	<p>Human resources: Field Coordinator Admin Officer Members of the TIPA Association Social worker Community trainers Volunteers</p> <p>General training Art Festival event expenses</p> <p>Estimated Budget (1 year): Rs 348,390</p>
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TIME FRAME 2010-2011

		Year 2010						Year 2011					
		1st trimester	School Holidays	2nd trimester	School Holidays	3rd trimester	School Holidays	1st trimester	School Holidays	2nd trimester	School Holidays	3rd trimester	School Holidays
Indicative Activites		Direct Beneficiaries											
OUTPUT 1	Story-writing workshops	210 children											
	Story-writing training workshops (2 days)	3 facilitators											
	Coaching and follow-up	TIPA team (6)											
	Develop database for continuous assessment	Facilitators											
OUTPUT 2	Creativity Workshop	900 children, 30 teachers											
	Workshop planning (portfolio, programme, etc.)	3 facilitators											
	Close assessment of quality of teaching	30 teachers											
	Art training workshops (1 day each)	30 teachers, TIPA team											
	Psycho-pedagogy training workshops (1 day each)	30 teachers, TIPA team											
OUTPUT 3	General training workshops (1 day each)	30 teachers, TIPA team, NGO facilitators											
	Art Festival (1 per school)	School community											
	Study of the community network and needs	School community											

BUDGET

ANNUAL ESTIMATED BUDGET DETAILS (2010)

BUDGET – OUTPUT 1: Rs 1,117,150

BUDGET – OUTPUT 2: Rs 1,517,038

BUDGET – OUTPUT 3: Rs 348,390

OVERALL EXPENSES: Rs 2,982,578

Estimated Annual Program cost per child: Rs 2,687

Estimated Annual Program cost per school (if 4 similar schools): Rs 745,644

List of Reports starting in 2006:

TIPA Etat des Lieux : No. 1-6

TIPA Project Document 2009

TIPA Newsletter : No. 1 & 2

All the reports are available on request by email.

Bibliography

Carosin, E., 2006, Mémoire de Master I, Université Lumière Lyon 2 : “La Construction des valeurs à travers l’art plastique”.

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Xypas, C., Meirieu P., Avanzini G. (2003). *Les citoyennetés scolaires. PARIS : Presses Universitaires de France.*

ANNEXES

Annex 1 - Definition of the learning disorders and how to recognize children with special needs (from the website www.ldonline.org)

LD Basics

What is a Learning Disability?

A learning disability is a neurological disorder. In simple terms, a learning disability results from a difference in the way a person's brain is "wired." Children with learning disabilities are as smart or smarter than their peers. But they may have difficulty reading, writing, spelling, reasoning, recalling and/or organizing information if left to figure things out by themselves or if taught in conventional ways.

A learning disability can't be cured or fixed; it is a lifelong issue. With the right support and intervention, however, children with learning disabilities can succeed in school and go on to successful, often distinguished careers later in life.

Parents can help children with learning disabilities achieve such success by encouraging their strengths, knowing their weaknesses, understanding the educational system, working with professionals and learning about strategies for dealing with specific difficulties.

Not all great minds think alike

Did you know that Albert Einstein couldn't read until he was nine? Walt Disney, General George Patton, and Vice President Nelson Rockefeller had trouble reading all their lives. Whoopi Goldberg and Charles Schwab and many others have learning disabilities which haven't affected their ultimate success.

Facts about learning disabilities

- Fifteen percent of the U.S. population, or one in seven Americans, has some type of learning disability, according to the National Institutes of Health.
- Difficulty with basic reading and language skills are the most common learning disabilities. As many as 80% of students with learning disabilities have reading problems.
- Learning disabilities often run in families.
- Learning disabilities should not be confused with other disabilities such as mental retardation, autism, deafness, blindness, and behavioral disorders. None of these conditions are learning disabilities. In addition, they should not be confused with lack of educational opportunities like frequent changes of schools or attendance problems. Also, children who are learning English do not necessarily have a learning disability.
- Attention disorders, such as **Attention Deficit/Hyperactivity Disorder (ADHD)** and learning disabilities often occur at the same time, but the two disorders are not the same.

Common learning disabilities

- **Dyslexia** – a language-based disability in which a person has trouble understanding written words. It may also be referred to as reading disability or reading disorder.
- **Dyscalculia** – a mathematical disability in which a person has a difficult time solving arithmetic problems and grasping math concepts.
- **Dysgraphia** – a writing disability in which a person finds it hard to form letters or write within a defined space.
- **Auditory and Visual Processing Disorders** – sensory disabilities in which a person has difficulty understanding language despite normal hearing and vision.
- **Nonverbal Learning Disabilities** – a neurological disorder which originates in the

right hemisphere of the brain, causing problems with visual-spatial, intuitive, organizational, evaluative and holistic processing functions.

<http://www.ldonline.org/ldbasics/whatisld?theme=print>

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Annex 2 - Story-writing workshop plan (in French)



Contenu des ateliers 2009

Objectifs généraux

- Travailler la mémorisation
- Développer la concentration, l'écoute
- Valoriser les enfants
- Faire le lien avec les apprentissages en classe
- Favoriser la participation de chacun
- Développer l'esprit critique (être capable d'émettre des critiques constructives et d'accepter les critiques des autres)

Phase 1: Présentation des enfants (1-3 sessions)

1. Dessin de présentation

Par exemple ce qu'ils ont fait pendant les vacances... leur couleur / animal préféré... le métier qu'ils voudraient faire

Objectifs :

- Etablir une relation de confiance
- Obtenir des informations, des éléments de connaissance des enfants
- Permettre aux enfants de différencier le réel de l'imaginaire
- Obtenir un support visuel à partir duquel ils pourront se baser pour un début d'élaboration de l'histoire (faire des liens entre les différents dessins, trouver des éléments communs...)

2. Introduction du carnet, crayons et pochette. Personnaliser le carnet.

Dans un 1^{er} temps, nous garderons les carnets des enfants à l'école. Dans un 2^{ème} temps, l'enfant pourra l'apporter chez lui s'il le souhaite, mais devra le rapporter à chaque session.

Objectifs :

- Idée de possession.
- Responsabiliser l'enfant sur ses apprentissages. Le carnet devient son support d'apprentissage. Il en est responsable.

Phase 2 : Introduction des notions (6 - 8 sessions)

1) Lieux

- bâtiments,
- éléments géographiques (montagne, rivière, mer...)
- espace (devant / derrière, droite / gauche, en haut / en bas, sur / sous, dedans / dehors...)

2) Temps météorologique

- Pluie
- Vent
- Cyclone
- Nuages...

3) Temps chronologique

- Repères dans une journée (lever du soleil, repas, coucher...)
- Repères dans l'année (anniversaires, fêtes culturelles et religieuses, vacances...)

- Passé / présent / futur...
- 4) Personnages**
- Sexe
- Age
- Apparence physique (morphologie, vêtements...)
- Situation familiale
- Occupation...
- 5) Emotions**
- Joie
- Peur
- Tristesse
- Colère...
- 6) Autres éléments** (objets, animaux, plantes...)

Objectifs :

- Développer la connaissance générale (faire autant que possible, des liens avec le curriculum)
- Développer la capacité à classifier les éléments (identification – catégorisation)
- Introduction de la pratique artistique (commencer à élaborer la représentation)

Idée : Travailler sur une composition, à partir d'images représentant les différentes notions

Objectifs :

- Evaluer où en est chaque enfant par rapport aux différentes notions constituant une histoire
- Enclencher la démarche d'élaboration d'une histoire
- Constituer un support d'apprentissage (l'enfant pourra y revenir par la suite, et y trouver des idées dans l'élaboration de l'histoire)

Phase 3 : Création de l'histoire (1- 5 sessions)

1. Expliquer dans quel contexte on fait l'histoire. Expliquer la différence entre le réel et l'imaginaire. On peut accepter l'imaginaire, mais il faut bien leur préciser lorsque cela ne rejoint pas la réalité.

Idée : Jeu : kapav / pa kapav. Avec des images, introduire des situations (par exemple en torti manz en krokodil... kapav / pa kapav ?) et permettre aux enfants de déterminer si elles sont réalistes ou pas

Objectifs :

- Différencier le réel de l'imaginaire
 - Développer l'auto-évaluation et l'auto critique
2. Elaborer une histoire comprenant chaque notion développée

Objectifs :

- Mise en pratique des acquisitions
 - Travailler la chronologie
 - Développer un discours cohérent et un langage compréhensif
 - Apprendre l'articulation des idées
 - Introduire un travail de groupe
3. L'animateur écrit le texte sur un bristol
 - Identifier les différentes notions (marquer de différentes couleurs, les illustrer avec des pictogrammes)
 - Rajouter des éléments si nécessaire afin de vérifier toutes les notions

Objectifs :

- Développer la capacité à catégoriser et classifier les données.

Idée : L'histoire se construit comme suit : à tour de rôle, les enfants ajoutent une petite partie à celle de son voisin, en essayant à chaque fois, de reprendre l'histoire dès son commencement.

Par exemple :

En zur dan en pei

En zur dan en pei ti ena en bolom

En zur dan en pei ti ena en bolom ki ti pe asize anba labutik...

Objectifs :

- Favoriser la concentration
- Développer la capacité de mémorisation
- Apprendre à s'adapter à une nouvelle tournure de l'histoire
- Apprendre à attendre son tour
- Apprendre à respecter les propositions des autres
- Développer une certaine vivacité d'esprit
- Valoriser la contribution de chacun dans le travail de groupe

Idée : On peut demander à chaque enfant de proposer une fin pour l'histoire. Ensuite, le groupe choisira celle qui leur convient le mieux.

Objectifs :

- Faire ressortir la créativité de chacun
- Observer les influences de chacun dans le groupe

Phase 4 : Constitution du mini livre (1 – 4 sessions)

1. Visiter la librairie et observer de quoi un livre est constitué (couverture, texte, illustrations...)
2. Reprendre le texte de l'histoire ; le diviser et le résumer. Chaque partie comprendra une ou deux phrases simplifiées. (Tous les détails devront être précisés sur les illustrations)
3. Format A6 (¼ d'une feuille A4), entre 4 et 8 pages. Ce format réduit permettra à l'enfant de le glisser dans sa poche...
4. Lorsqu'ils auront terminé le livre, les enfants pourront l'apporter à la maison.

Objectifs

- Identifier les parties d'un tout
- Séquencer / diviser
- Développer la capacité à synthétiser une histoire
- Travailler la représentation de l'histoire
- Approvoiser « l'objet livre » et pouvoir le partager.

Idée : Prendre une photo de l'enfant qui raconte son histoire.

Phase 5 : Élaboration de la « mise en scène » de l'histoire et représentation

1. Travailler la mise en scène de l'histoire sous différents média (théâtre, marionnettes, fresques, collage...)
Utiliser le texte complet (à partir du bristol).
2. Représentation

Objectifs

- Développer la coopération dans la réalisation d'une œuvre commune
- Valoriser le travail en groupe