

CLAT

ASHOKA EDUCATION



THE PROJECT **IN A NUTSHELL**



«**RECONCILING STUDENTS FROM DIFFERENTIATED EDUCATION WITH SCHOOL BY GIVING THEM AUTONOMY AND BY REACTIVATING THEIR DESIRE TO LEARN**»



CHALLENGE

Classes of differentiated education are often very heterogeneous, with pupils who have suffered several failures and are sometimes already out of school or demotivated. Too often, these pupils get bored quickly, lose the desire to learn and at the same time lose their self-confidence. The main challenge in these classes is, therefore, to reconcile these students with teaching to give them the desire to learn, to give them confidence and to prove to them that they are capable of doing things and moving forward. .



PROJECT

CLATs («Classes Atelier» in French, i.e. «Workshop Class») aim to rethink the differentiated teaching of primary school pupils. With the help of common spaces, a unified timetable, individualized contracts, available teachers and links between practical and theoretical courses, the CLAT project allows an individualized approach for students with learning disabilities. This approach allows them to progress at their own pace and according to their level of learning, thereby regaining self-confidence and overcoming their blockages.



STAKEHOLDERS

School management: their support to adapt schedules and access quality materials is essential for the progress of the project.

Teachers: it is not recommended to carry out this project alone. Having a small team of motivated teachers to contribute to the CLAT is a factor of long-term success.



WORKLOAD

As coordinator, allow about **2 additional hours per day** in addition to the class schedule to organize and coordinate the CLATs.



RESOURCES

Ensure that teachers have **at least 10 hours in CLAT** to follow several groups and know all the students. Get access to a unique physical space for CLAT that is stable over time and where students can feel «at home».

HOW TO IMPLEMENT THE PROJECT IN YOUR SCHOOL

THE «CONTRACTS» SYSTEM

Three-week blocks for general classes organized in 5 specific moments around a personal challenge to be reached.



1 - IDENTIFICATION OF A PERSONAL CHALLENGE

At the beginning of a new period, the teacher proposes individual objectives by subject and pupils set a personal challenge of improvement on the subject of their choice (attitude, content, etc.).

WORKSHOP

A **two-hour CLAT workshop** at the beginning of the period allows each student to:

- lead an individual reflection;
- benefit from personalized support to identify their challenge;
- exchange with the group around their challenge.

WORK FILE

Pupils then receive their **work file** in which the individual objectives by subject to be achieved at the end of the three weeks are already pre-filled: pupils then add their personal challenge into it. This document **symbolizes the «contract»** to which they are committed for the next 3 weeks.



3 - THE «COUNCIL»

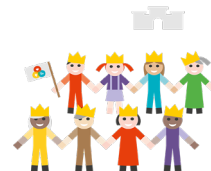
At the beginning or at the end of the contract, students take 2 hours to collectively discuss the topics related to the **organization and the proper functioning of the group**. All points raised are noted by a student taking the role of **secretary**.

Then the topics are discussed one by one and treated by the group. Another student plays the role of **time keeper** to ensure that all points are addressed in the allotted time.



5 - CLOSING THE CONTRACT

At the end of the contract, pupils evaluate their personal goals on the back of their work file and add the roles they have taken in the group (eg secretary of the board) and what they liked / less liked. Then, we start a new contract!

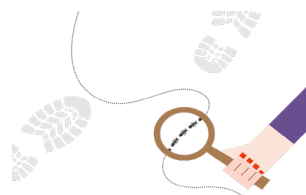


2 - COURSE OF THE CLASS PERIOD

As CLAT classes are very heterogeneous in terms of levels, each session is organized in such a way as to empower students as much as possible in their learning.

EXAMPLE AGENDA & ACTIVITIES

START	General activity with the whole group (fun and practical).
AUTONOMOUS WORK	Work on the personal contract in autonomy with the help of the teacher (attitude coach) and mutual aid in the group.
SUBJECT	Provision of content by the teacher to the whole group, in connection with the common subjects planned for the 3 weeks (or on a subject to choose).
WRAP-UP	Creation of an individual synthesis in the form of a mental map.
EVALUATION	Progressive evaluation of contracts (individual objectives) with the teacher.



4 - THE REMEDIATION PERIOD

The last week of the contract, a small or individual assessment time (as needed) is scheduled with the teacher. Possible remediation is planned at that time, depending on the case.

PREREQUISITES FOR THE PROJECT



Some preliminary steps before launching CLATs:

- **adapt the daily schedule** with general subjects in the morning and practical activities in the afternoon;
- **identify a coordinator who will ensure the link** between the professors for each CLAT and will create connections between general courses and practices;
- **set up 2-hour co-ordination meetings each week** between the teachers of the different CLATs and create a shared calendar with the schedule and points discussed for the following week.

BEST PRACTICES AND LESSONS LEARNT

CLAT PREPARATION

Each CLAT teacher is invited to rethink their course in the form of modules with different levels that will better adapt to the heterogeneity of the group. To vary methods and pedagogies, CLAT team members are also encouraged to learn from and look for ideas elsewhere to break out of the traditional setting and dare to use other methods.

MEDITATION

Mediation times can also be introduced into the contract system, as it helps students to focus, become aware of their emotions and better express their needs.



DEDICATED SPACES

Opt for modular rooms that communicate with each other with individual benches and easily movable tables to create islands of work according to the groups and activities chosen. Also remember to have walls that allow you to hang pictures, quotes, achievements and other items that will make students feel at home and confident in this place.

TIME INVESTMENT

Having a minimum of Classroom hours (+ or - 10 hours per week) is essential to the success of the project. Indeed, it is this investment time that will really impregnate students and teachers this new way of working. It is also necessary to allow teachers to really know their students and create a strong bond with them over time.

MORE INFORMATION TO GO FURTHER



CONTACT

Meet with the project owners
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VIDEO

Discover the story, the participants and the backstage of the project on video:
www.ashoka.org/en-be/eduinnovation

