

Tutti Frutti

At this time of globalisation, more particularly the knowledge of languages is necessary in our society. It is true that there are many schools and many language schools. However, a school which would combine at the same time **language learning with an opened pedagogy that would be favoured by contact with "native speakers"**, this type of education is practically non-existent. In Belgium, a multilingual or bilingual education is only possible exceptionally and experimentally.

« Les chances d'acquérir un bon bilinguisme sont réduites. (...) Les parents sont de plus en plus nombreux à chercher des écoles bilingues. L'inertie des pouvoirs politiques, hélas, n'est pas faite pour encourager ce type d'enseignement ».

La Libre Belgique, Tessa de Brocqueville, 29 mai 2002

« Has the time not come, after the recurring political and institutional crises of recent years, to think creatively about a new approach, about new ways of tackling language education ».

KVS Express, Simone Susskind, April 2009

Beyond this difficulty of offering a multilingual school, there appears to be a very disturbing phenomenon in our society: the scarcity of the teaching profession. The conditions and the derisory means given to education, the depreciation of the educational profession, the scarcity of resources invested in education, in continued training, the lack of communication between basic education and research, the often depressing surroundings; all these elements force the young and less young to leave the school environment.

THE EUROPEAN CITIZENSHIP OF THE CHILDREN AND THE YOUTHS

To arouse the child's urge to learn about different and new things to give him/her confidence to communicate without fear with others are fundamental stages in **active citizenship**. They are important because they appeal not only to know-how but especially to the knowledge of **being in a world more and more multicultural**.

Within the framework of this method, Tutti Frutti has, on one hand, an objective to introduce the child to a culture and to more foreign language(s) through an innovative method which stimulates him/her which **favours this opening towards the outside**. On the other hand, Tutti Frutti, while paying attention to equity, wants to offer the same chances and opportunities to every child, boy and girl, by establishing **small groups** and so be able to respect the rhythm of learning of each child.

THE EXPERIENCE OF TUTTI FRUTTI AFTER SCHOOL

Tutti Frutti is **a language school which has existed for 14 years**. We welcome children from 3 to 11 years old (numerous studies have shown that a child learns the second and even the third naturally during this period). We teach German, English, Spanish, French, Italian and Dutch. Until now, Tutti Frutti has worked after school (from 4:00 pm weekdays, but also on Wednesday afternoon, on Saturday mornings; and the whole day during school vacation). The linguistic and playful approach of Tutti Frutti is free from any constraint. This approach makes the child sensitive to other cultures and to the other languages in natural way. The variety of activities allows the learning of a foreign language because they incite the child to communicate.

Every year, the number of children and teachers increases. Tutti Frutti is a big success.

In November 2000, the school received the **European Label of Languages**. This European initiative acknowledges the innovative experiences in the education of foreign languages.

Throughout these seven years, we've noticed that there are many parents avid to give the opportunity to their child to learn a second and even a third language.

WHAT PROPOSITION?

Madam Viviane Reding, European Commissioner for Education and Culture (1999-2004), speaks about the challenge for Europe, about a multilingual and multicultural continent. Effectively, the Commission encourages the education of languages and more exactly **the premature education** of these languages.

Educational project of the multilingual nursery school Tutti Frutti

Because of its success, Tutti Frutti has decided to take an even more ambitious flight : **the launching of a multilingual nursery school in September 2003**. In spite of the recommendations on behalf of the European institutions and of the recognition given, thanks to the Label.

Tutti Frutti is a private initiative and does not subsidised.

For the harmonious development of your child, you'll discover at Tutti Frutti:

- ⇒ a place that stimulates growing ; the climate will be **warm** and will arouse **interaction** ;
- ⇒ An **enthusiastic team** which will help your child to develop specific competences while taking into account the global nature of your child.

Allow your child to **investigate** and to develop his/her creativity while giving him/her « tools » and values (openness, respect for others) which will help him/her to build his/her future.

« The only learning which really influences the behaviour of an individual is the one that discovers itself and that he appropriates »

Carl Rogers

The pedagogy of Tutti Frutti is **active and alive**.

Learning is done through **activities**.

We propose different types of workshops. It is obvious that the activities will incite children to communicate and are to be considered as support in verbal exchange, with acquisition of specific vocabulary and understanding. Our education develops different disciplines. The child discovers his/her cultural patrimony as well as that of the other countries: it is by the "knowledge of the world" that the acquisition and the progress of the language can take place.

Here is a list of the activities and the games that we shall propose:

- ⇒ physical and sensory Games (physical education, psychomotricity, dance) the driving exercise has an important place in the blooming of the child. The movement is his/her experience, his/her source of knowledge. Piaget enough demonstrated the fundamental role of the sensory-motor experience in the development of the human intelligence.
- ⇒ Symbolic Games (theatre)
- ⇒ DIY Games
- ⇒ Cooperation Games
- ⇒ Experiment Games
- ⇒ Communication Games
- ⇒ Cooking activities
- ⇒ Artistic activities (drawing, painting, music)

THE TEACHING STAFF

The teaching staff is established by maternal schoolteacher. Tutti Frutti wants a space of different cooperation. That is why, the team is also formed by members "native speakers" who come from many academic backgrounds: teachers, translators, psychologists, journalists but also artists, painters, dancers, sculptors who love children and wish to share their passion.

The child discovers the difference in everyday life.

To cooperate with Tutti Frutti requires varied competences : a linguistic competence, an educational competence and a pedagogic competence.

Every member of the team followed training appropriate for Tutti Frutti. The staff continues throughout its investment to develop internally (and/or external).

WHAT ARE OUR OBJECTIVES ?

- To create and develop an **internal motivation** at the child; arouse his/her interest;
- To **familiarise** the child with **a multicultural world** ;
- To **develop bilingual competence** ;
- To favour the ***driving, psychomotor, intellectual and social development of every child.***