

IACESA Conference

21 February 2015

Ann Morton & Rose-Anne Reynolds

Pinelands North Primary School Cape
Town South Africa

YouTube-Everyone a changemaker:
The story of Pinelands North
7 minute video clip

<https://www.youtube.com/watch?v=m92tLcVU6u8>

History of Enrichment

- ❖ 1998-2007
- ❖ Just enrichment
- ❖ Staff in classrooms
- ❖ Elitist
- ❖ New Zealand - ICP
- ❖ Enrichment programme focussed on thinking skills
- ❖ Between July and December 2007 researched and wrote curriculum
- ❖ Edulis
- ❖ Jeanette Plauche Parker
- ❖ 3 staff members
- ❖ Started 2008

3 Components of the Creative and Talented Programme

- ❖ Affective Domain

- ❖ Cognitive Domain:
 - Independent study
 - Communication

- ❖ Cognitive Domain
 - Critical and logical thinking
 - Creativity

An introduction to our children:

These children came along to the conference and they participated in a demonstration lesson and were the panellist for the panel discussion.

		No of years
❖ Jaluca Bester	Grade 6	4
❖ Kaitlyn Botha	Grade 7	5
❖ Kieran Christien	Grade 6	4
❖ Ameer Darries	Grade 6	2
❖ Zara Nijzink Laurie	Grade 6	4
❖ Radiyah Mohammed	Grade 7	5
❖ Andrew Pick	Grade 7	3
❖ Kai Reynolds	Grade 6	4
❖ Maxine Wiseman	Grade 6	3

Affective domain

Social and emotional learning

General Principles:

- ❖ Personal growth
- ❖ Motivational development

Personal growth coping with failure

Personal growth decision making

Personal growth critical acceptance

Personal growth me, personally

Personal growth emotional intelligence

Philosophy for children

Background and topics covered:

Resource list of books



Hearing from the children

Child	Question 1	Question 2	Question 3	Question 4	Question 5
	How has this programme helped you socially?	How has this programme helped you with identifying and understanding your emotions?	How has using your feeling cards in the beginning of every lesson taught you about your emotions and the emotions of the other children in the group?	What do you think you have learnt during these lessons?	What would you still like to learn?
Child 1	It has made me more aware of things and more specifically, people surrounding me. It gave me a slight ability to try and figure out what they could possibly be thinking.	It has helped me understand how other people are feeling and to understand how others are feeling and to understand their problems more. I can deal with more emotional situations and can put names to more feelings. I also understand different people too.	To respect what other people think and feel and to try and understand them even if I don't like them.	I have learnt that it is okay to express myself in public and that I can love (and eat) animals.	I would like to learn how to show my emotions in an unfriendly environment where it is difficult to find a friend.
Child 2	It taught me to calm down when I am angry with someone and to sort out my emotions and every problem or crazy and confusing thought.	This programme has showed me that it is okay to show and express my emotions. It also showed me that the way we use our emotions can affect others so that means we must have a good attitude.	I have learnt more about the other children's moods.	I have learnt that you can be creative without even knowing it.	I'd like to know more about mentality and the after effects of trauma, or more artistic things and ancient literature.

Child	Question 1	Question 2	Question 3	Question 4	Question 5
	How has this programme helped you socially?	How has this programme helped you with identifying and understanding your emotions?	How has using your feeling cards in the beginning of every lesson taught you about your emotions and the emotions of the other children in the group?	What do you think you have learnt during these lessons?	What would you still like to learn?

Child 3	With me being in creative and talented, I have learnt vital social skills, as well as interesting conversation starters. For example: together me and my dad love history, so every time my dad sees a place that interests him he tells me the history and now because of C&T, I can now do the same to him.	It taught me how to ask questions about who I am and what I am feeling at that exact moment.	It has taught me that we can feel lots of different things at once.	I have learnt that there are many different ways to handle a situation and I have learnt to express my feelings in different ways.	I would like to learn how to help other children with their emotional problems.
Child 4	I can understand different people's point of views and I can find more things in common with others.	I now understand that we can feel lots of different emotions.	It helped me understand that I have different emotions towards my friends in the same situations.	I have learnt not to judge people harshly, there are often reasons they act a certain way. Also how to handle social situations better.	I want to figure out my indecisiveness and learn to simply relax and stop trying to figure everything out before it even starts to happen.

Hearing from the parents

PARENT	Question 1	Question 2	Question 3
	How has the social / emotional component of this programme impacted your child?	What differences have you seen in your child?	What social / emotional behaviours need to be worked on ideally before your child leaves school?
Parent 1	I have seen her confidence in her own uniqueness grow. She is happy to be different and an “out-the-box” person. She loves meeting with other kids who think like she does and who are unique in their own way – in her own words, “they get me.” She has developed a strong EQ and mentioned this weekend that C & T has taught her to hold her own in a conversation with adults and express herself confidently.	She is happy in her own skin.	None that I can think of.
Parent 2	Increased self awareness and way he views / perceives others. Think he has always been sensitive and very considerate of others but now has greater insight into cause of other people’s behaviour as opposed to just taking people at face value. 1.) Has equipped him to express his feeling more clearly, logically and eloquently. 2.) Learnt to challenge situations from all angles in multiple ways. Has helped him develop a real enjoyment in investigating the underlying problem / lateral thinking.	Helped him to become more emotionally mature. He has always been very good at getting on with things but think this has helped him actively embrace new challenges and enjoy them. Definitely grown in self confidence and ability to articulate himself.	Boundaries – respect for authority (in school and society) Peer pressure. Perhaps even something about pressures of social media - or could they be too young for that. Also might not be a C & T topic but just think that is a massive thing that we are not equipping young people of today to deal with.
Parent 3	He has become far more aware of himself and his feelings.	He can label feelings a bit better even if he doesn’t want to talk about them.	Social skills – How to walk away from conflict. Self confidence – Not thinking everyone is always talking about him or saying bad things about him. How to manage strong emotions like anger and anxiety in a healthy way.

	How has the social / emotional component of this programme impacted your child?	What differences have you seen in your child?	What social / emotional behaviours need to be worked on ideally before your child leaves school?
Parent 4	<p>It is not that easy to identify or pin point exactly how she has changed nor is it a process that is complete, but what is for certain, is that it is benefiting her tremendously and that we can see progress. She is most definitely learning to “take responsibility” for letting others know how she feels this not a short term process though and needs to be continually reinforced. Most obvious and important at this stage is that it has begun to teach her that it is ok to feel different emotions and that it is ok to voice those emotions. It has also taught her to embrace the fact that other people don’t necessarily feel the same as her at any one time. She still needs to learn this fully but she has shown progress. The group environment has been perfect in that she feels more comfortable with a group of friends who all participate than to for instance, tell a psychologist. She feels secure, safe and comfortable and has helped her to open up and accept feelings as being ok. She has also been exposed to a whole range of emotions, learning that there are many words to describe her many different and often complex feelings. She is slowly learning how to describe what she feels in more creative and honest ways. Overall we have seen a growth in her emotional maturity. We have also witnessed her dealing with difficult situations or trying to understand them by beginning to “see” the context or bigger picture. For example, occasional forms of bullying. The fact that she can spend time with the C&T group in a safe environment has made her feel special in that she doesn’t feel that her being different is “wrong”.</p> <p>Quite the opposite! She is learning to celebrate her uniqueness but also others. Again, she has not entirely accomplished this and still lacks confidence in some ways. She has also gained knowledge and an understanding about life experiences that she herself has not necessarily experienced first-hand, thus opening her mind and in a way preparing her for life.</p>	<p>She is much more confident to be herself even if it means asking difficult questions. She also takes the time to give her perspective and feels confident to give her perspective on a matter even if it doesn’t always ‘sit well’ with her ‘audience’.</p> <p>These differences are real, but they are not yet fully embedded in her personality.</p>	<p>Learning skills to help her to control her behaviour / responses, especially when emotions are overwhelming.... Learning to ground herself in order to respond rather than react. Accepting that no-one, including herself, is perfect, yet we are all totally perfect the way we are. So learning to be more confident despite our “short comings”. Dealing with peer pressure and feeling confident and ok to disagree with ‘trends’ / latest trends or popular beliefs / thinking. Time management! Dealing with conflicting feelings for siblings and the impact of siblings on her life – the good and the bad and hearing it from someone else other than her parents. Learning to accept / deal with other people’s responses to her. Not everyone responds in a positive way to her enquiring personality and she must learn to recognise it as ‘their response’, not ‘her problem’.</p>

Model Lesson with the 10 children

Panel Discussion with the 10 children

Questions and answers with the children as the panellists