



Co-funded by the
Erasmus+ Programme
of the European Union



NARRATE PROJECT OVERVIEW

Building a Narrative approach fostering collaboration between preschools and libraries

SERN General Assembly, 11 May 2022

Project in short....

- + Erasmus+ Innovation project -KA2
- +Leading partner: Pitea Municipality - Sweden
- +3 years project (September 2020-August 2023)
- +6 TPM both on-line and face to face
- +2 LTTA hosted by Elmer and Imola Municipality
- +Project website: www.narrate-project.eu

Background

Storytelling and the narrative approach in education are very important

- To allow children to face their emotional problems
- To support their cognitive development
- To increase the experimentation about all knowledge fields including social skills
- To share the idea that literacy is supported by the capacity and desire to get visible ideas and stories
- Narration is essential for developing in children the abilities, for arguing, reasoning, using divergent thinking and showing a resilient attitude



Background-1

Why is it important to develop a research on “narrative approach” in Early Education?

Children are natural storytellers: they really love listen to stories, but, since they can speak a little, they love even more to tell stories on their own.

Why do children need to arrange their experience around a narrative framework?

We cannot gloss over that the universality of this feature is really impressive: all over the world, no matter what culture or human group the children belong to, all of them grow up in a “narrative melting pot”. In addition, the surface contents of the narrative production can change from place to place, but the deep meanings and functions are the same everywhere



Background

Why is it so hard for adults to give the right importance to the narrative approach, the same as children do?

Getting older, human beings seem to lose the pleasure and attitude towards narration and narrative self-production. There are natural and cultural spurs towards the dismissal of a narrative approach in adult communication and thinking. The first one is the need to be concise, so that many experiences (narrations) of the same kind need generalizing in a single semantic (abstract) expression.

What does “narrative approach” in early education imply?

Narrative approach is a fully teaching choice, a teaching pedagogical habit, and a specific way through which going across every daily activities and relations. Our partnership project has the general aim to take to extremes the adoption of this perspective in early education, evaluating its outcomes and making it the main teaching habit.



To better understand: comparisons about the same 4 activities if we adopt “semantic approach” or “narrative approach instead.

Tips on “semantic approach” in EE	How “narrative approach” could look like instead
<p>The children are guided by the teacher to build a map of the neighbourhood. They can carry out explorations in the urban context, take note of the streets’ names, identify parks, shops, children’s houses... and, at the end, draw a colourful (but objective and ultimate) map of the neighbourhood.</p>	<p>The children are guided by the teacher to build a map of the neighbourhood. They can carry out explorations in the context, tell about the places where something interesting for each of them happened or is happening; identify (each of them) safe places, scared places, funny places, mysterious places. Telling stories make them able to explain why a place is associated with a specific feeling, compare the stories, enrich the narrative texture with other fantastic stories and with new stories involved all the schoolmates. Drawing a narrative, subjective, provisional (true work in progress) multimedia map of the neighbourhood.</p>
<p>A child brings to school a bird nest gathered on the street, under a tree, while he/she was approaching school. Starting from it, the teacher arranges a discussion with the children about birds’ habits, their ability in nest construction, etc; then, he/she organizes an outdoor activity for discovering other nests in the trees around, arrange a map of discovered nests, downloads imagines from the internet, makes the children realize drawings, etc</p>	<p>A child brings to school a bird nest gathered on the street, under a tree, while he/she was approaching school. Starting from it, the teacher invites children to come up with stories about the nest’s previous inhabitants, the reasons why the nest was neglected on the ground, what inhabitants felt about it. Teacher invites children to make up not only sad stories, and tell each other own stories with similar context and feelings. Then, he/she can take the children outdoor and ask them to try to build a nest using natural materials: then they can compare their productions with the original one, and so on.</p>

Tips on “semantic approach” in EE	How “narrative approach” could look like instead
<p>A teacher promotes a group activity to bring out and share the rules the class want to have to ensure well-being, safety and mutual respect. The teacher collects the children’s opinions and related clarifications, then makes up a list and takes a vote on it. Maybe, the teachers will invite children to draw sheet boards about the class rules, etc.</p>	<p>A teacher promotes a group activity to bring out and share the rules the class want to have to ensure well-being, safety and mutual respect. The teacher asks to children for gathering many episodes when they have felt in well-being, safety and respected; then, ask for other events when they have felt ensure, upsetting and annoying. After that, he/she can ask for what has worked and what has not in each situation. Finally, can ask for making up a list of behavioural recommendations and, of course, can promote a drawing activities about it, etc.</p>
<p>A teacher wants the children to improve their environmental awareness and responsibility. He/she calls a referent of the local Environment Service, to explain the children about recycling and energy saving rules and behaviours. Then, the teacher invites children to set up rules for their daily life in order to realize the best recycling plan and the best energy saving recommendations. Maybe, he/she can identify a children shift, with the task to check the respect of the new rules, etc.</p>	<p>A teacher wants the children to improve their environmental awareness and responsibility. He/she ask to children in order of gathering best and worst practices about it, both at home and in the school context (of course, in their opinion!). The children can be invited to do a shared list of these stories, and discuss: how they can spread best practices and reduce worst ones at school; how they can persuade his/her family doing better. Furthermore, the teacher can bring the children outside and find out where the situation is either good or bad in the neighbourhood: the children are invited to imagine why and tell stories about it, and imagine what they can do for improving the situation...</p>

Needs

Preschools are not enough equipped for sustaining a curriculum founded on a narrative approach

- The learning environment of the school settings do not take enough account this approach
- Teachers and pedagogues consider storytelling and narration as a secondary activity
- Preschools do not encourage spontaneous narrative production
- Lack of strong and continuous relations with local libraries

Objectives

FOSTER EARLY EDUCATION
QUALITY WITH FOCUS ON THE
NARRATIVE APPROACH

SO1 - Developing the narrative approach in preschools, adopting the appropriate tools to arrange the context, planning activities and evaluating the outcomes

SO2 - Improving the collaboration between preschools and libraries for enhancing the narrative curriculum

SO3 - Increasing preschools teachers professional skills on the narrative curriculum

Why a transnational project?

- 1) Although children's literature is a universal human feature, it is rather influenced by cultural aspects: each country has a different tradition and a different approach to physical and social reality, so learning from each other across Europe is fundamental
- 2) Preschools and libraries belong to different parts of the municipalities or they are totally separate institutions; agreements between these different services are always required
- 3) at the European level, there is the need to identify the preschools as also a cultural services (like the libraries are) and to consider the libraries fully integrated in the school system, in a reciprocal way.

Project partnership

SWEDEN - Lead partner



Piteå Kommun

ITALY



CITTÀ DI IMOLA

4

**European
preschools**

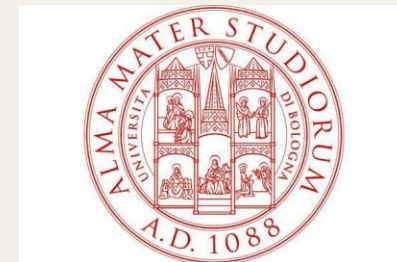


ESTONIA

BELGIUM



**2 specialized
partners**



Target groups

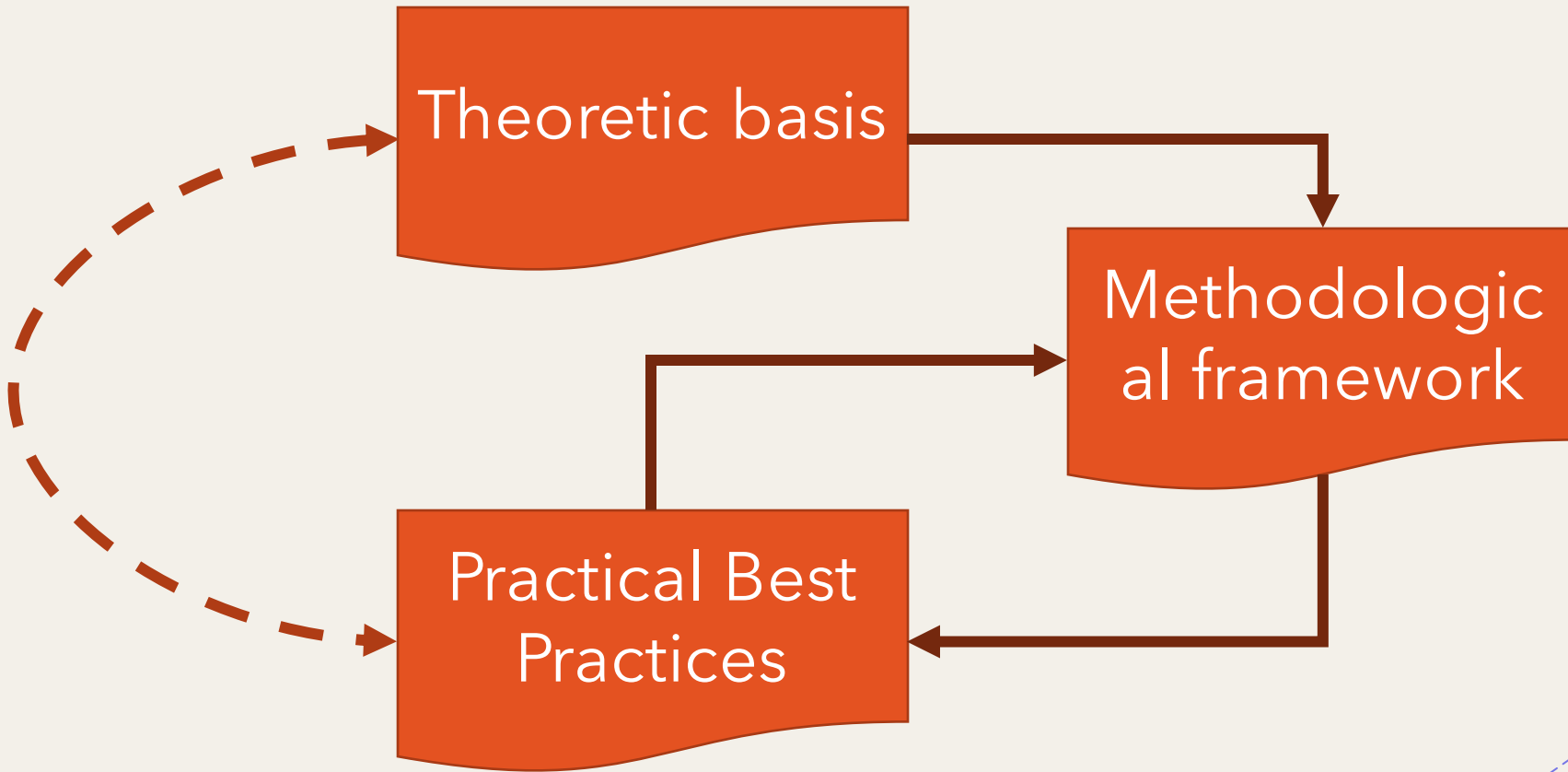
- Early childhood teachers in the 4 countries
- Academics focusing on ECEC and their students
- Municipalities
- Decision makers at local and regional authorities
- Pupils attending preschools
- Librarians
- Parents



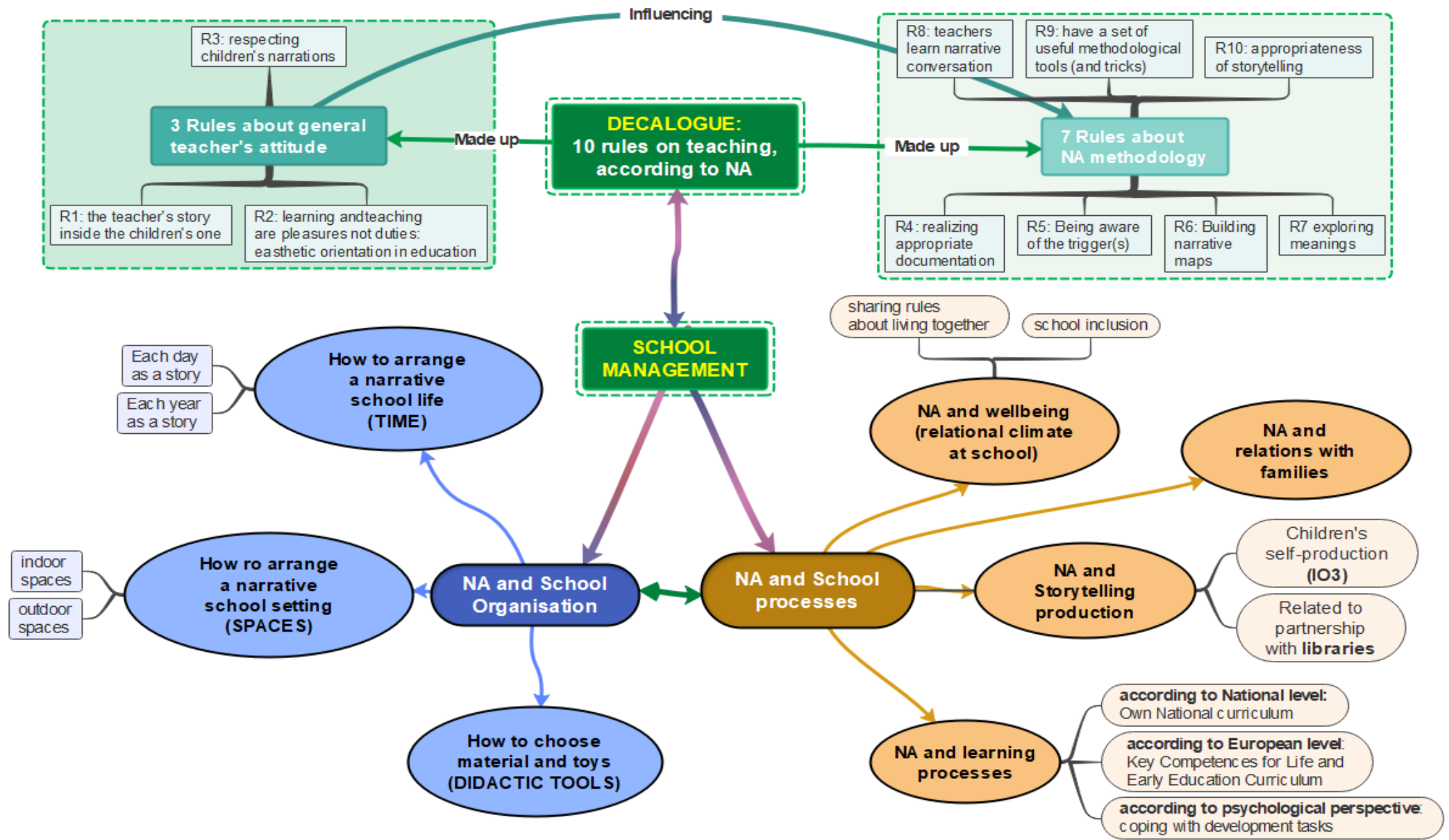
Intellectual outputs

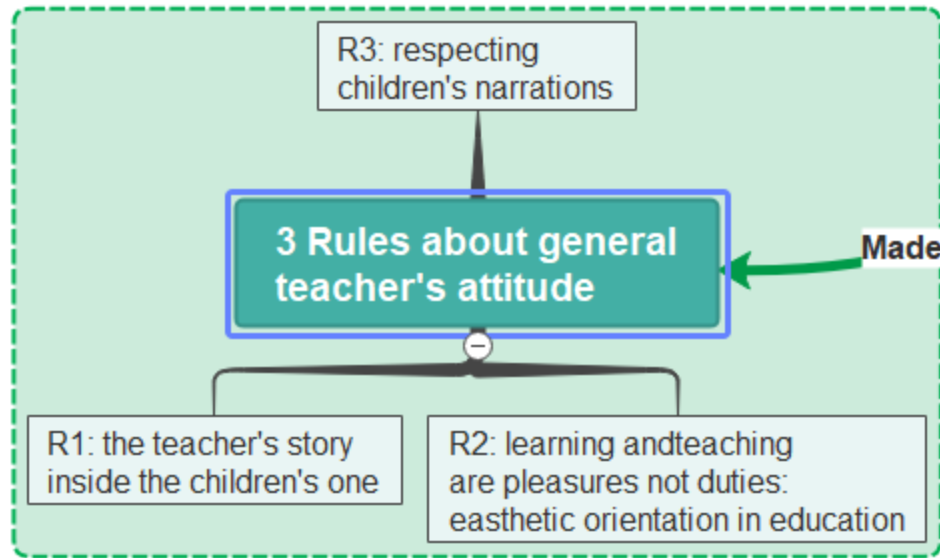
- O1** - Handbook/ user manual about the implementation of a narrative approach curriculum in early education
- O2** - Evaluation toolbox: Self-Assessment, Monitoring, Impact Assessment
- O3** - Original childhood literature products

Focus on IOI – the structure of the Handbook on Narrative Approach



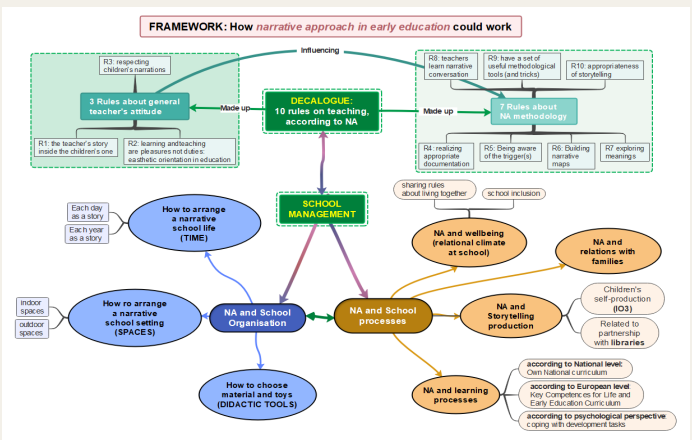
FRAMEWORK: How narrative approach in early education could work



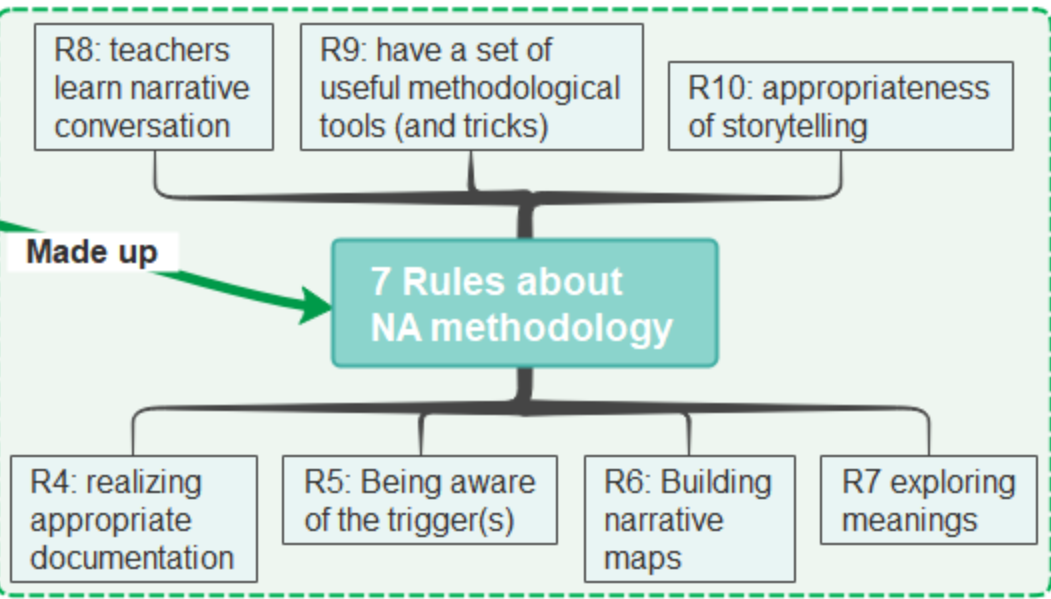


DECALOGUE: 10 rules on teaching, according to NA

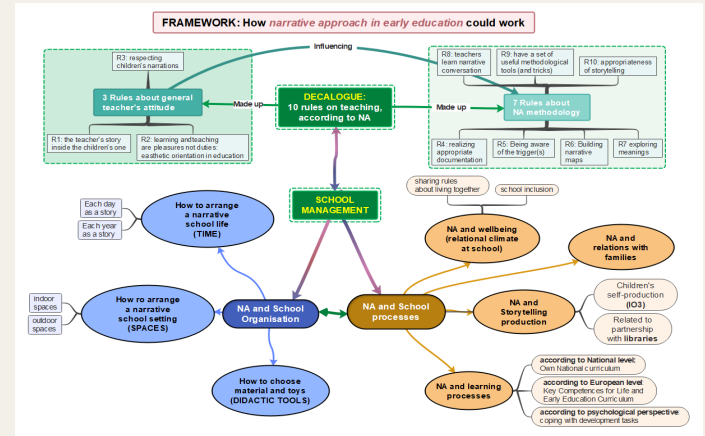
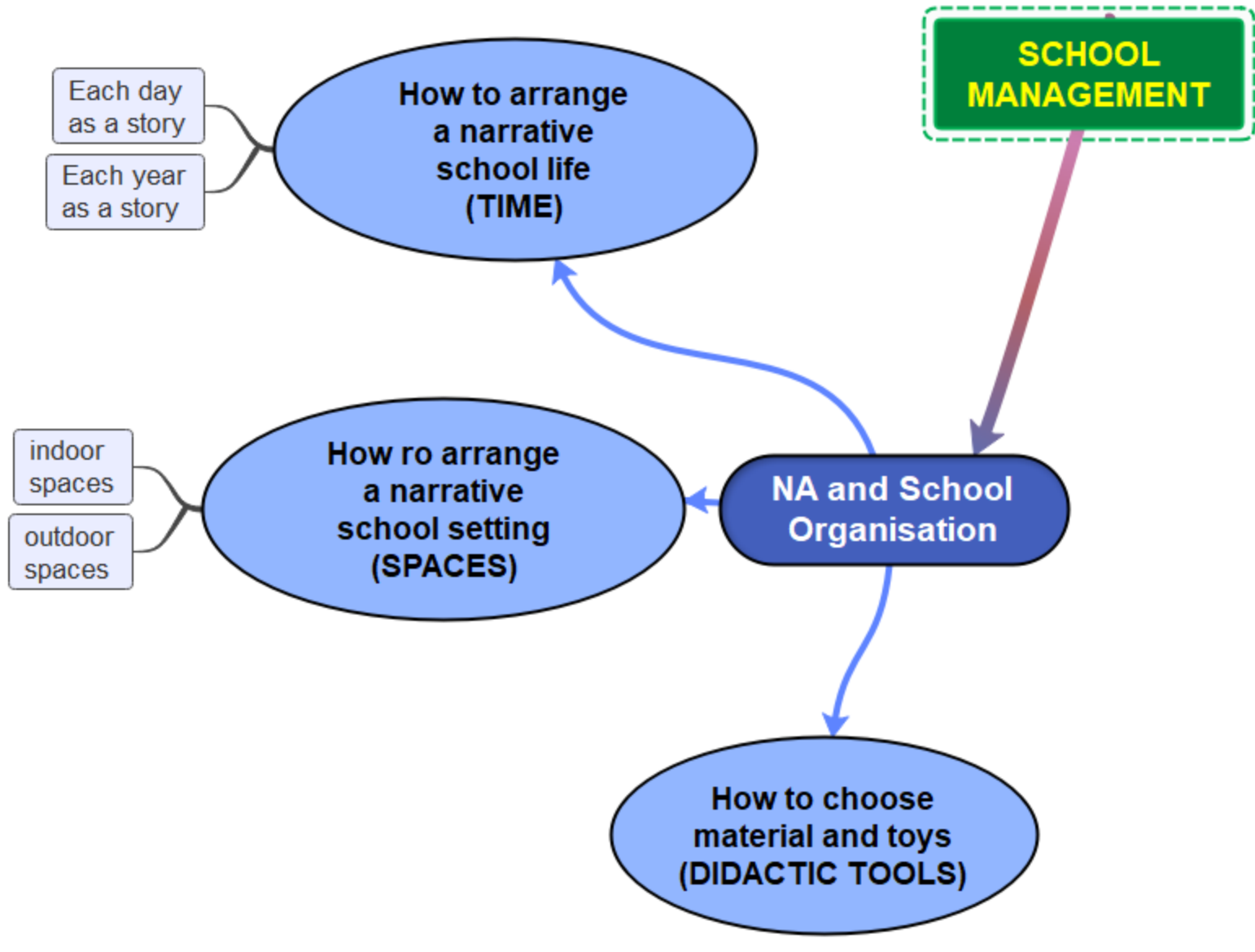
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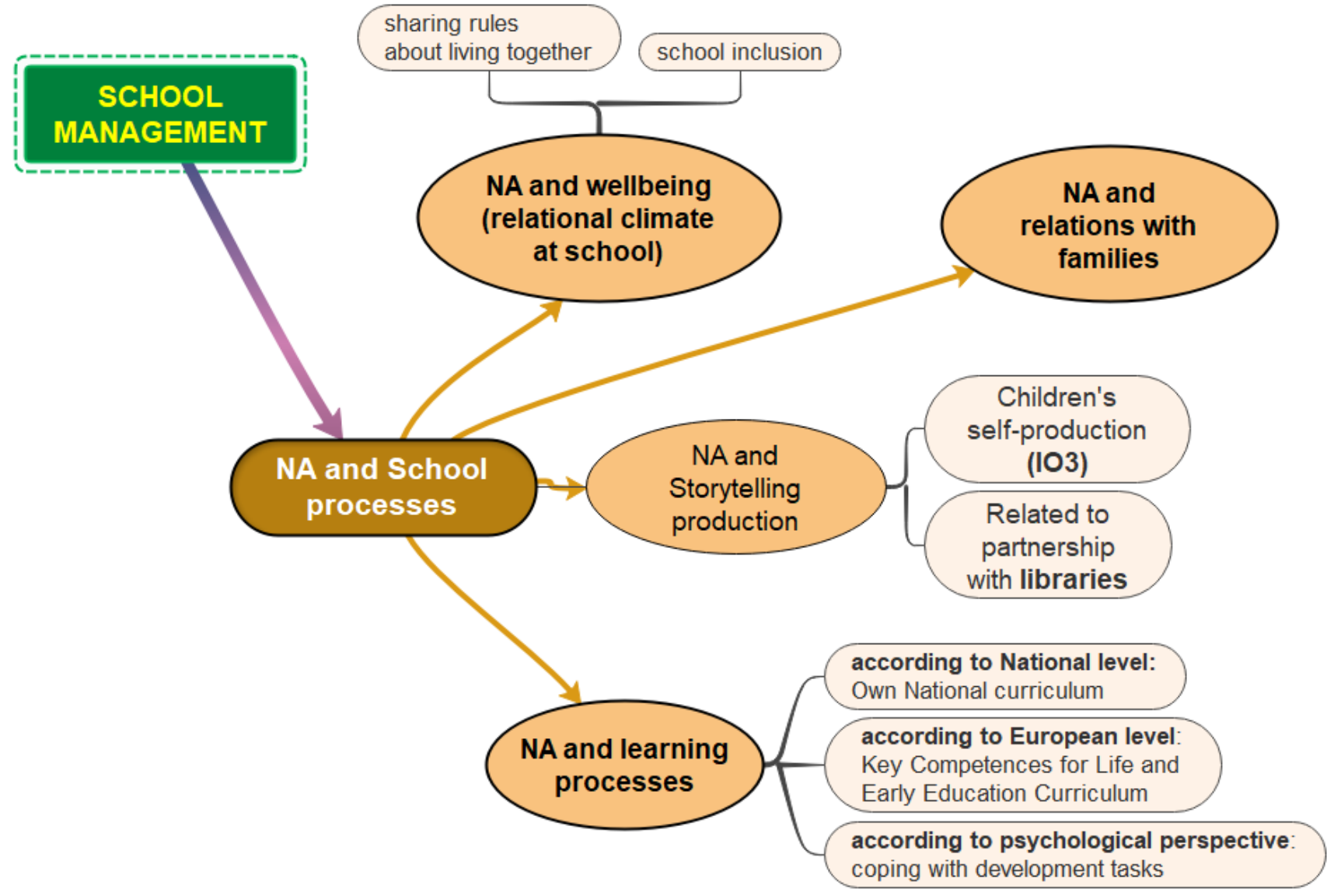
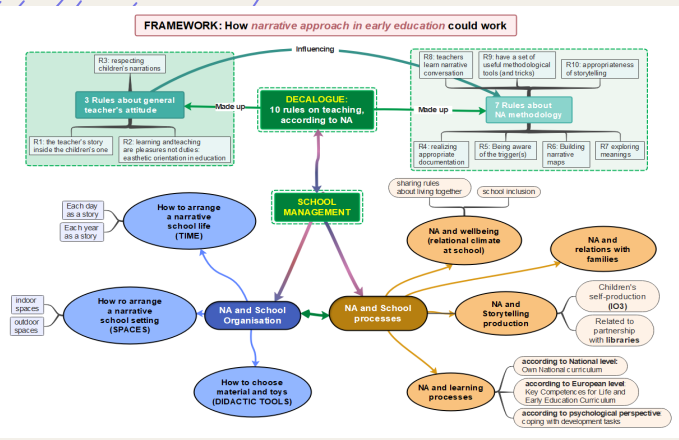


DECALOGUE: 10 rules on teaching, according to NA



Made up







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THANKS FOR LISTENING

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