

*Merry Christmas
Happy New Year 2007*

**Editors of this
number**

**Elisabeth Cauchon
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The year 2006 ends with a lot of realised projects and reached aims.

To communicate and to exchange

- We have communicated to all members through three newsletters in 2006, each one edited by a different country which gives the opportunity to members to travel through the European pedagogical experiences.
- We have created a new interactive website where each country can inform its members about particular events and with forums for workshops and so on...

Address: <http://hospitalteachers.eu>

- We have started a new network of workshops on the theme:

"The teacher in hospital's new missions in a changing environment"

We must not forget an important new status: our association has been successful in our application to become an NGO.

Some members of the board have changed, Gerd Falk-Schalk (Sweden) as kindly agreed to remain as President.

A lot of events in 2006, we hope that 2007 will be as prosperous.

To make you travel for the end of this year, we suggest you to first go to London where the last Hope Conference was held, then back to France, in the south where there is an innovative experience, then Paris, where we wander in time and space.

Finally, we let you discover the different articles which will give you a small glimpse of what is happening in France.

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*An European
conference in
Paris*

In spring, a conference in Paris

Friday 23rd and Saturday 24th of March 2007 there will be a conference in Paris on the theme: "Scolariser l'enfant malade: nouvelles missions et perspectives européennes"

This conference is organised by the Academy of Paris in partnership with Hope.

The speeches and workshops will be in French with speakers from different countries.

The committee members will soon receive the programme for this event and will have to spread it out.

For more information: pneumo.ecole@trs.aphp.fr

*Edited by
France*



H.O.P.E. Conference in London



photo
Ulla Bylin, Sweden

Cake! baked by students
at the Children's School
at Great Ormond Street Hospital



photo Christine Walsler, CH

Links with the World

We miss a friend

Getting Better Together – A Londres <http://cchschoool.org/gbt/>

London provided the backdrop for the HOPE Conference 2006 'GettingBetterTogether'. Two very intensive days of lectures and professional exchange.

On Thursday, Day 1, the motto was *'Every Child Matters'*. After morning lectures there was a wide range of workshops by 'practitioners' of the educational care of sick children. The focus was on interdisciplinary cooperation. The workshops covered so many aspects that it would be impossible to summarize in this newsletter this has been done on the Conference website. Please take a look at <http://cchschoool.org/gbt/node/2>

On Friday, Day 2, the theme was *ICT*. Again there were highly interesting presentations (even by students themselves) of animation projects, distance learning, video conferencing, online environments, etc. You can get an overview at <http://cchschoool.org/gbt/node/3> A great source for abstracts to all the speeches and presentations is also available at <http://cchschoool.org/gbt/node/68> - Currently the first 100 \$ laptops for the third world go into field tests, the reasoning at MIT* being that affordable laptops "will be a learning tool for poor children in remote places, they will provide internet access and enable the kids to form learning communities". Our students, in a sense, are also in 'remote places'. But let's not neglect to remind our superiors and sponsors that teaching sick children in hospitals or in their homes is not a logistical issue, but it is a pedagogical task.

One of the impressive aspects of such an event cannot easily be reported in writing; it is to see how teachers in New Zealand and Germany, the UK and Norway, Ireland and the US are confronting the same challenges for their students. We can see how determined they are to find co-operative partners beyond their own disciplines and how creative there are in using new technologies to better the lives of their students. And with our modern means, national borders have a new meaning. Valuable information and ideas are exchanged and new cooperative links are established.

Finally I want to mention the social program of the conference. Besides being in London it gave us the chance to gain some very impressive cultural insights: On Thursday many participants of the conference were guests at a reception by Sir M. Rifkind, MP, at the Palace of Westminster. The speakers, the atmosphere, the setting were exceptional. The next night we were invited to dinner at the Worshipful Company of ICT Workers' guildhouse. Again a very British setting, musketeers standing guard and so on. The reading that night by Michael Rosen, a very popular children's author, was certainly a highlight. He has a great sense of humour and he is a sharp observer. Many of us shed tears laughing. On Saturday afternoon some of us took the opportunity to see London from the 'London Eye', then took a ride on the Thames ... or ... (went shopping?).

The preparatory phase of the Conference had a somewhat rocky start. But then Janette Steel took over and together with Pauline Collier, John Sosna, Cris Seymore, Yvonne Hill, Maggie Cummings, the HOSTA Committee, and so many other wonderful people in the team made the seemingly impossible happen, a successful conference with participants from all over Europe, but with some even from as far away as Australia and Japan. There were many valuable presentations and professional exchanges, earnest work mixed with humour and festiveness. So last but certainly not least,



Cheers to Janette & her Team!

* MIT = Massachusetts Institute of Technology

ms

With Algeria

A close and permanent collaboration is in place between Paris and Algiers. Some educators, psychologist and a doctor came to visit and exchange ideas and practices, in different hospitals. A team from the training centre for hospital teachers including the French Hope board member have visited Algiers to lead a three days working seminar on the theme: the pedagogy by project.

With Israel

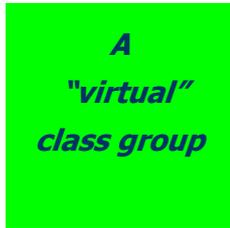
A doctor and an hospital teacher from Jerusalem have visited the "L'école du souffle" in Trousseau's hospital to gather information to set up a similar structure in their hospital. We exchanged our experience and expertise.



Nadine Léandre died on Saturday 9 of December 2006. She participated since the beginning of the association's life. Always full of energy and of enthusiasm, she was always present at all the big European meetings. She was Hope France's treasurer since its creation and participated in workshops with joy and efficacy.

Most of all, we miss a friend

A TBI, interactive white board in the classroom of hematology and oncology in Montpellier's hospital



Equipment/Device

The Smart Board which is presented as a white board with 4 stylets and an eraser is connected to a computer (portable or fixe) connected itself to a video projector.

How it works

The computer's screen is projected via a video projector on the TBI; as it is a tactile surface it makes it possible to open any data processing application with the finger:

- All documents created by the teacher (under Word, Excel, Publisher...);
- Old pupil's works, the work of the pupil to be corrected collectively by his comrades;
- Pages of schoolbooks previously scanned ;
- All software installed on PC (pedagogical en other) ;
- Internet for research, to read the received emails, in particular the work sent by the home school teachers ;
- Animated and added with sound documents (diaporamas, videos...).

Advantages of this equipment:

In addition to the 4 stylets, a lot of tools are available to write annotate any document projected (including video). We only have to change the stylet to change colour. It's possible also to write, draw with the finger (interesting for the young ones)

But also, to personalise the layouts while exploiting their continuity, colour, thickness, transparency or to select arrows, geometrical figures in a simple and quick way.

The TBI recognises handwriting very easily and simply converts it into data – processing characters immediately usable in a text processing (the size, police and colour can be changed).

That deeply encourages the child to improve his graphic gesture. This recognition of handwriting is also appreciable for pupils having moving and visual difficulties.

Another major asset of the TBI is that it makes possible to preserve the trace of projected documents and the annotations added. The pupils' work can be safeguarded, printed, sent in return to the home school's teacher or reinvested later on.

The presentation is more dynamic, attractive and enables the pupils' participation and motivation. Their attention and concentration can be maintained during the entire course with tools like for example the data entry form, which makes it possible for the teacher to reveal gradually the page (very interesting to discover reading texts in first class), the spot to attract and focus the attention on a particular point...

For the teacher, the Gallery is a gold mine: a collection of images is proposed and can be enriched. With a "click", geography's map appears, a bottom graduated screen; tools for geometrical layouts (rule, square...)

This teaching device is very appreciable for us teachers in hospital who must adapt permanently to the programs, pupils. It also enables us to form them to ICT.

Virtual class for isolated or immobilised pupils; The TBI coupled with the software NSS, Net support school.

The software NSS enables several isolated pupils in sterile rooms (from the paediatric hemato - oncological ward) **to work together, at the same moment, on the same subject as they are distant geographically**. NSS makes it possible to show the teacher's screen (the image of the TBI) on the connected pupils' PC (each room of the sterile part is equipped with a computer including a webcam connected to the network) and to **present, share and transfer all documents and files...** The teacher can always monitor the pupil's PC, **interact, control and interfere** on the pupil's PC, send the pupil's work to another one's PC...

What is written or drawn on the « board » is immediately retranscribed despite the distance. From his room the pupil follows the same course and can interact on the class' board, ask questions to the teacher, to the other pupils (orally or written ones). The pupils are thus confronted with other ones and not only with the teacher? A "virtual" class - group is created and allow a better integration in the sick pupil home's class.

Isabelle HOEDTS, specialised teacher in hospital CHRU de Montpellier, hemato-oncological paediatric ward, France. isabelle.instit@clic-a-pic.com



A book

« *When the school goes in homes* »



Elvire Grimal, Claudine Moroni collaborated in writing a book entitled:

« *When the school goes in homes* » Editions Delagrave

This book is the result of several years working as professionals in the service of children and adolescents and of the commitment of each one. It is the culmination of their collective work which is based on the contribution of different points of view and disciplinary approaches.

It aims are:

- To expose some social problems of the sick children which can affect the young person's views relating to their confidence and how they comprehend their future.
- To show how we can build a life plan for the child or adolescent suffering and how we can give hope to the parents who have been given a diagnosis of a disease or an accident.
- To propose the most appropriate responses to answer children, adolescents, their family and their partners. How to maintain the link between the pupils and their comrades, to learn how to teach to such different children. How to look at them positively, even in extreme difficulty, to support their creativity, autonomy and to encourage their sense of responsibility? Also to continue to give them the right to dream. How to make them take part in the decisions relating to them, how to take over their pain? How to look at them as children and not as sick children?
- To support teachers confronted with serious illnesses and even with death. The pedagogical project is part of the therapeutic one and is a concerted response to a situation which must be evaluated by a multidisciplinary team.
- To provide information on technical forms about pathologies that teachers and others partners could encounter particularly on the cognitive capacities and social aptitudes of the child



Pupilles de l'enseignement public

Integrascol:

A website to help to provide education for sick children

A website
Integrascol

INTEGRASCOL is the website for teachers and professionals of education who are providing education for children with medical or special needs.

It provides information on:

- assisting on the re-integration of a sick child into a mainstream school
- different illnesses and special needs
- the effects an illness may have on the child's school life
- related association's sites and other sources of information.

<http://www.integrascol.fr>

History: teaching sick children in Paris

During all the 19th century, children had very long stays in hospital: more than 80 days on average in "Enfants-Malades" hospital at the start of the century, in the 1850's it was around 55 days, in the 1980's it was 35 days and in 2006 the current average is 5 days! Before the laws on the obligatory education, the "Assistance Publique" had the elementary and moral education of the children registered in its duties. At the beginning of the 19th century in "Enfants- Malades" hospital, a teacher was teaching every day to the children who were not in bed: "he teaches them to read, to write and to calculate; he teaches or tells them the principles of religion. So the stay in hospital is not only to cure but also to provide education."

Report to the General Council of the hospices - 1816.

At the turn of the 20th century teaching is part of hospital life for long stay hospitals and is provided by nurses. (Such as Berck, cf. newsletter 2/2006)

In shorter stay hospitals it is a private association "L'école à l'hôpital" which deals with the education of sick children. It is not until the late 1940's that the first teacher coming from the national education is employed for long stay children in Garches, in 1969 for short stay children in "Enfants-Malades" hospital and in 1970 in Trousseau's hospital.

<http://www.aphp./histoire/musee.htm>



Teaching and new technologies

A different school – Neuropaediatric ward in Paris

In the Trousseau's neuropaediatric ward, the school has a particular role in the bringing its expertise in dealing with the consequences of a diagnosis of a disease that will affect the child's development and has a consequence on his capacity to be taught at a mainstream school. This school welcomes children with learning difficulties in a day care hospital, on advise from the medical team. An initial meeting with the parents and the child helps the teacher to create a student record. A contact with the home school helps to identify the child's difficulties. For better observation the class group includes only three or four pupils.

During the three days that they stay in this school the teacher proposes the usual school activities to evaluate them quickly.

The use of computers and audiovisual technologies makes it possible to observe the pupils' potential and capacity to learn. The participation in courses of art and music with a larger group enables to observe their behaviour. The teacher during their stay can suggest complementary investigations.

At the end, the multidisciplinary team involved with the child have a meeting to discuss suitable techniques for adaptation to the mainstream school, for some a recommendation for further observation. A report is joined to the medical file and sent to the parents. All the useful information is sent to the home school. The teacher can go to meetings with other educational professionals or go to the home school to observe the techniques in action. The teacher is the link between school and hospital.

More and more children sent by doctors have severe disorders of the oral and written language. For these children the question of computers as tools for assistance to read and write arises. In using them, the dyslexic children can have access to knowledge (reading by voice synthesis), to help them (writing under dictation) and also to be corrected (reading the dictated writings). It help them also to be prepared for their future social life while making them autonomous. The teacher has received training in computer technology and in working methods to deal with these children.

A group of 3 pupils came for 9 courses of one and a half hours, one evening per week. These adolescents recognised that these tools enable them to work alone, more quickly and the result is readable and pleasant to look at.

This experiment will be continued this year.

Hélène Gravier - Professeur des écoles spécialisé.

Third European seminar - Workshop 3 - Hope – Lisieux- France

The workshop 3, dedicated to new technologies in hospital teaching, was set up in 1996 by Martine Cogels.

Since 2002 it has been led by Gilles Ceintrey and Fernand Grimal, both enthusiastic coordinators of this workshop.

Currently, there are thirty members, in which a good third maintain regular contacts.

To date three seminars have taken place as follows:

- In Manresa (Spain) 2004: creation of interactive games
- In Remiremont (France) 2005: digital image
- In Lisieux (France) 2006: numerical sound and assembly

The third European seminar gathered 17 teachers from 5 different countries. To ensure continuity in the work, it related to digital imagery and its' use in animated sequences.

One of the objectives of the workshop is to encourage the use of free software, downloadable on the Internet and frequently in several languages. Each attendee was given details and passwords necessary to exchange ideas through the discussion forum available on the new Hope website: <http://www.connect-to-hope.net>.

The IUT (University Institute of Technology) gave us a well equipped room with computers, so it gave us the opportunity to work in excellent conditions.

The seminar ended with a conference debate o the topic: **"To provide education for sick children and adolescents: stakes, practices and prospects"**. This conference was opened to all the interested persons. The Departmental Inspector of National Education presented the views of the Ministry to the sick children and adolescents' needs in hospital and at home. Then the multidisciplinary team of Lisieux's hospital explained the construction of care's protocols and the role of the school. Two teenagers with serious and chronic illnesses came to contribute to the debate Elisabeth Cauchon, member of the European board of Hope explained the European dimension of our association. All the participants could admire the exhibition of workshop 2C "If we could dream" in the conference room and buy the corresponding book.

We want these meetings to be didactic and convivial. This seminar didn't derogate from the rule. The reception was cordial both in the town hall and in Lisieux's hospital, and not forgetting the Cedars formation Centre where we appreciated the quality of the buffet prepared by apprentice cooks. The cultural program prepared by our Norman host enabled us to discover the beauty of the "Pays d'Auge" in spring, like such well known sites like Deauville, Trouville, Honfleur as well as local products as famous as the apple-brandy called "Calvados" from the Breuil's Castle. The participants were eager to continue and a suggestion was made to meet again in 2007, perhaps in Belgium?

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