

Une entreprise canadienne d’alphabétisation et d’apprentissage basée sur des recherches éprouvées

5000 bénévoles apportent un soutien à des enfants et à leur famille

Le tutorat de Collège Frontière donne des résultats!

Ce que disent les études	L’action de Collège Frontière
La compréhension et la facilité des enfants en lecture s’améliorent substantiellement grâce au tutorat effectué par des bénévoles adultes	Nous recrutons des bénévoles adultes qui comprennent et respectent les façons dont les enfants apprennent
Le tutorat contribue à l’amélioration des compétences en lecture et en écriture des enfants vivant dans la pauvreté	Le tutorat a lieu dans les quartiers où se trouvent les plus grands besoins en matière d’alphabétisation
Des tuteurs bien formés facilitent la réussite des enfants dans leur apprentissage de la lecture	Nous offrons une formation de qualité aux tuteurs bénévoles
Un tutorat basé sur le curriculum scolaire est associé à de meilleurs résultats dans l’apprentissage de la lecture et de l’écriture	Notre matériel de tutorat reflète les pratiques d’excellence
L’emploi de méthodes informelles de tutorat donne de meilleurs lecteurs	Nos tuteurs adaptent leurs actions aux styles individuels d’apprentissages des enfants
Les programmes de tutorat se déroulant après l’école ou dans la période estivale produisent de meilleurs résultats	Clubs d’aide aux devoirs, Cercles de lecture, <i>Beat the Street</i> , Camps d’écriture estivaux

Comment le savons-nous?

Une revue de la littérature scientifique a été réalisée pour répondre à la question suivante: le tutorat individuel est-il efficace pour améliorer les compétences en lecture et en écriture des enfants du primaire?

Une équipe de chercheurs universitaires, en partenariat avec Collège Frontière et le Ministère de l’éducation de l’Ontario, a réalisé une analyse documentaire systématique afin de collecter et d’évaluer des études sur le sujet. Ces analyses systématiques répondaient à des critères scientifiques établis de par leur nature exhaustive, transparente, fiable, collaborative et non-partisane. En utilisant les banques de données électroniques et les stratégies de recherche de la science de l’information, un total de 393 articles portant sur le tutorat en alphabétisation ont été répertoriés. De ce total, 57 ont été retenus pour l’étude, parce qu’ils répondaient aux critères suivants:

- Ils étudiaient les résultats du tutorat sur le développement des compétences en lecture ou en mathématiques
- Les tuteurs étaient des bénévoles adultes
- Le tutorat était réalisé auprès d’enfants de la première à la sixième année du primaire
- Les résultats scolaires et l’attitude des enfants envers la lecture ont été évalués
- Les articles étaient publiés en anglais dans des journaux académiques entre 1980 et 2004

La qualité scientifique des articles était satisfaisante. La majorité des études incluaient l’évaluation directe des compétences en lecture et en écriture des enfants et des procédures de contrôle qui validaient les effets du tutorat bénévole. Pour plus de renseignements relativement à cette analyse systématique, consultez (en anglais seulement): www.research-works.ca/TutorReview.htm

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