



Pedagogical objectives and the way to succession

| STUDENT DEVELOPMENT | BALANCED | EXCELLENCE |
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| <ul style="list-style-type: none"> • Limited number of students <p>The teacher has time for each student, he / she can solicit, motivate, guide each student</p> <ul style="list-style-type: none"> • Many adults around children <p>Strong framing, available, feeling of security</p> | <ul style="list-style-type: none"> • Equilibrium sport/art/studies <p>High level of studies Sport taught several times a week by qualified teachers from kindergarten History of Art & intense artistic practice from kindergarten (art history taught by a</p> | <ul style="list-style-type: none"> • Quality teaching team, <p>Specialists in their subjects, highly motivated and working in constant coordination (Weekly coordination at each level, weekly pedagogical meeting of the entire team). Permanent interaction with</p> |

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| <p>Educational response when needed: educating and reassuring</p> <ul style="list-style-type: none"> • Pedagogical team with several strings and artistic / cultural skills (school of fine arts, actor and theater author, musicians, masters of history / geography etc.) • Active method: the pedagogy of Eurécole was founded on innovative principles embellished with what is most interesting in the main pedagogical currents classical and while building its singularity Ex: Structural exercises are the opposite of empirical methods enabling students to be active by valuing the stages of discovery & analysis instead of passively learning. In language this allows them to acquire control of the syntactic structures. <p>Experimentation, manipulation to implement learning, stimulation of curiosity, observation and discovery, methodology</p> <ul style="list-style-type: none"> • Differentiated pedagogy: putting in place different means to reach the same objective within a class. Accept and promote various paths. • Individualized follow-up: respect and stimulation of everyone's skills | <p>painter from the CP).</p> <ul style="list-style-type: none"> • Computers in English, each student in front of an iPad • Algebra + Latin from the CM2 3 languages daily Library offering books in all 4 languages. • Regular cultural outings supported by pedagogical work (workshops, exhibitions, theater in several languages, heritage, etc.) • Knowledge of Europe & openness to the world <p>In-depth work on different cultures, institutions, etc. according to the age of the child, from kindergarten. Pedagogical activities supporting these acquisitions, events allowing children to live them (Ex: festivals symbolizing a country - Fete des lanternes, Feria- etc.). Interior decoration of the school with European sight (flags, headbands, displays, each room represents a country of Europe, etc.)</p> <p>School travel in France & several European countries.</p> <ul style="list-style-type: none"> • Annual school-wide show in a large | <p>teachers.</p> <p>Language Teams: native speakers of the language taught Physical Education Team Professor of History of Art, Latin, Computer Science, etc. Teachers in their classroom can thus focus on the fundamentals, reinforce the achievements, help a pupil according to his needs. Students are still in class all day long. There is a permanent teacher in the team who can intervene at any given time. The programs are therefore assimilated, without slacking.</p> <ul style="list-style-type: none"> • Early learning "it is never too early to get ahead" Both in language and in basic subjects, Eurécole has developed a coherent program in relation to the development of the child. An apprenticeship will not be saved if it is useful or necessary for the child to perfect his understanding of the world. We will give him the necessary tools. Ex: at age 4, we do not just learn the alphabet in capital letters, we read it and we also write it in print (indeed the books that children manipulate are well written in script) In CM2, we study algebra to promote reasoning and abstraction. |
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| <p>Ex: A more advanced student will be offered additional work A child with a difficulty will be helped by differentiating the objectives + support courses. The support courses will be assumed by the school, in school time so as not to become an overload. It is surprising to consider that a student with a difficulty must work even more than the others ... He must instead work differently.</p> <p>A student who does not speak French will receive a daily course of FLE = French as a Foreign Language.</p> <p>This follow-up will allow him to speak French very quickly and to acquire the written bases necessary for his level of studies.</p> <ul style="list-style-type: none"> • Multilingualism • Very close relationship with parents for the good of the child, frequent parent / teacher appointments; Communication with management. • Diversified extra-curricular workshops in Chinese, Music, Club-Ecology, Judo, Multisports, Chess, Art, etc. | <p>Parisian theater allowing children to work in all 4 languages, choreographic performances, songs, artistic creation, set design, speaking in front of a full room, overcoming shyness or anxiety .</p> <ul style="list-style-type: none"> • International Everyday environment. 50% of Francophones in classes with 50% of Anglophones + German or Spanish spoken at home by 40% of children. <p>36 Nationalities Non-religious school with respect for cultures, enrichment. "Unity in Diversity" System of value of opening, exchange and sharing carried very high.</p> <ul style="list-style-type: none"> • Accustom the child to discover and respect the rules of life of the school and by extension, in society | <ul style="list-style-type: none"> • Not neglecting any know-how <p>Ex: children have 3 dictations per week, active pedagogy must not neglect the structuring teaching of the reinvestment of knowledge. Grammar & in-depth mathematics, rigor of learning. Quarterly checks in all subjects.</p> <ul style="list-style-type: none"> • Interdisciplinarity: concepts studied in parallel in the different subjects for strengthening knowledge: <p>Ex: we study the « complement of direct object » in French at the same time as the accusative in German, we work the charts with double entry in mathematics in kindergarten and also in sport with the help of drawings on the ground. Cross-curricular competencies are developed.</p> <ul style="list-style-type: none"> • Level groups in languages of on average 7 to 8 students to transmit to each one the most stimulating and best adapted to his needs. Thus there is no feeling of boredom or discouragement. The student keeps the sense of effort without being in stressed. Frequent talk due to small numbers. Purchase of textbooks abroad so that a child returning to his or her country has |
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| | | <p>fully followed a suitable program. Study conducted in the evening open to all. Teachers separate by learning cycle to help students review their lessons. It is 5 to 6 students per group who benefit from a daily tutoring available to them.</p> <ul style="list-style-type: none">• Technical resources and high-quality teaching materials available to teachers and pupils. <p>Classroom, video projectors, screens, CD or DVD players, Video library, library etc.) Continuous training of teachers when a need arises (Ex: computer training)</p> |
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