

# SCHOOL PROJECT

**kindergarten  
2.5 years to 6 years**



**C.I.D.E.M.**  
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# CONTENTS

## **I. SOCIAL PROJECT**

- 1) History
- 2) Welcoming service
- 3) Operating period
- 4) Supervision of children
- 5) Welcoming physically or mentally handicapped persons
- 6) Trainees
- 7) After kindergarten

## **II. PEDAGOGICAL AND EDUCATIONAL PROJECT** pages 6 to 12

- 1) The active educational policy
  - 2) Inclusive education
  - 3) An ongoing dialogue
  - 4) Objectives and teaching methods
- 
- a) Promote emotional balance
  - b) Promote gaining autonomy
  - c) Promote socialisation
  - d) Develop psychomotricity and tracking over time
  - e) Develop oral and written language
  - f) Promote the adoption of a logical approach
  - g) Foster artistic expression and creativity

## **I. SOCIAL PROJECT**

### **1) History:**

The kindergarten was established in 1972 by a group of French and foreign parents. During the first year it operated thanks to the volunteers of these establishing parties, but from the second year, a young children educator Mrs. Danièle LEMAIRE was employed. She remained headmistress for 26 years. She gave the school its warm atmosphere and brought her active teaching skills and bilingualism. The language for schooling was English.

In November 2010, the school moved from 48 Bd Orloff to the current premises.

### **2) Welcoming service:**

The CAB currently offers 85 places in kindergarten (from 2.5 years to 5 years) divided into 4 classes. Children are welcomed 4 days a week: Monday, Tuesday, Thursday and Friday, from 7:50 am to 6 pm (maximum time). Parents have the option to enrol their 3 year old child part time (4 mornings), at  $\frac{3}{4}$  time (4 mornings + 2 afternoons) or full time.

The children have the possibility to take meals at the kindergarten: a canteen meal, delivered by a caterer or the Lunch Box, a cold meal, provided by the family if the child suffers from allergy or requires a special dietry.

### **3) Operating times:**

The CAB follows the calendar of the National Curriculum.

### **4) Supervision of children:**

In kindergarten, each of the 4 classes is supervised by a educator. An educator of English or German language (according to the choice of parents) supports a group of children one session per morning. Two ATSEM (Classroom Assistants) who work for the kindergarten assist the educators. From the age of about 4 years old, workshops are organised and led by educators.

A psychologist speaks with the professionals of the institution upon receiving their request.

The psychologist's collaboration with the teaching team allows her to take their feedback, understand certain situations encountered with the children, analyse the child/adult interactions and to take a step back from their own work.

### **5) Welcoming physically or mentally handicapped persons:**

Due to a lack of specialised staff (nurse, physiotherapist, etc.), there is no provision for treatment or reeducation at the CAB, but we try to integrate the child into the group to allow him/her to make the most progress in all awakening and learning activities and to participate fully in community life. However, the teaching team can receive ad hoc advice from specialised networks (CMPP, CAMSP, etc.).

The presence of a "different" child allows other children to learn tolerance; they will also be asked to help him.

We do not have a sufficient number of teachers or a suitable structure to support a child with a severe disability.

For children with chronic illness, their enrolment shall be subject to consultation between the various team members and the attending physician.

We can, according to the protocol recommended by the PMI, establish an Individualised Welcoming Project (PAI). It will specify the necessary adjustments to be made and must necessarily involve parents and all staff who will receive specific information.

## **6) Trainees:**

The C.A.B. works in partnership with schools of early childhood educators.

CAB is therefore a place of training for them and welcomes their students.

Each year the CAB also offers the opportunity for many young people to do an internship.

## **7) After kindergarten:**

After kindergarten, children can continue their elementary schooling at CAB for ongoing active education and bilingual schooling.

# **II. TEACHING AND EDUCATIONAL PROJECT**

## **1) Active teaching:**

At CAB, educators and school teachers attach great importance to the fact that children themselves are responsible for their own learnings. They are inspired by teachers such as Freinet, Decroly or Montessori. In kindergarten, educators prioritise learning through play. This is how children discover that learning is also a pleasure. The new concepts are introduced in class using experiences the child had in its environment by trial and error, manipulation and multi-sensory experimentation.

By these methods, the child's autonomy is developed in all classes. Our small structure, the small groups, an atmosphere of confidence and the continuity between the different classes favours this autonomy.

The child's involvement is encouraged by giving him/her the security of being recognised as a subject within the group. Indeed, reciprocal listening is fostered. Speaking time is favoured by shared group moments (the "show and tell", "the bag of surprise", the "notebook of life") and in individual relationships.

Through its active methods of learning, the CAB wants to contribute to the development of children and allow them to remain curious and desire to learn throughout their lives.

## **2) Inclusive education:**

At CAB, we look at the development of the child as a whole, not only intellectually but also emotionally, socially, artistically and physically. Life learning in groups is encouraged by collective work, green classes (from 5 years). Creative, manual and artistic workshops, psychomotricity, music and theatre help the child to better understand the body and its possibilities.

The playground is a free space where the child can evolve and invent. Imagination and creativity are thus encouraged daily and the child blossoms. Conflicts are not removed, but they easily find a way out, and are always an opportunity for joint reflection with the teachers.

Personalised education: CAB staffing is limited (no more than 22 children in classrooms) and most work is done in small groups of ten or twelve. This allows educators to better keep pace with each child.

### **3) An ongoing dialogue:**

A true partnership is established between parents and educators.

In kindergarten, a meeting at the beginning of the year informs the parents of how each class works. In the second quarter, an individual interview takes place with the educators. Throughout the year, they remain available to meet parents if they wish to. On the other hand, at the youngest age, parents accompany their child in the classroom and thus have the opportunity to convey any useful information.

### **4) Objectives and teaching methods:**

#### **a) Promote emotional balance**

##### **Objectives:**

- respect the personality of the child
- arrange the separation with the family
- promote inclusion in the group
- develop school/family relationships

##### **Means:**

- setting up a safe atmosphere
- pre-resumption of classes for all, resuming contact with the teacher
- staggered return to classes
- parental involvement in school life
- Home time during breaks at the end of the year for the youngest children

We seek to foster diverse relationships within the school and between the school and the family.

We seek to respect the needs of children in their rhythms of life. The welcome at the start of the day, the meal, the nap, the snack are intense moments during which the emotional references of the children are at stake, they take place in a calm atmosphere, following rules and an established rite, while respecting the children's pace.

We make children aware of the importance of respecting the rules of life in the school and in the classroom, so that life in the community runs smoothly.

We accompany the separation of children and their families in a progressive way, in order to establish a link between home and school.

As of June before the start of the school year, the future children in early years of school, in the presence of one of their parents, are welcomed with an hour or two of break in which they get to know the school.

At the beginning of the school year, a morning of "pre-entry", is planned for all the children so that the families become familiar with the school and can make the acquaintance of the teacher taking care of their child. Children can get their bearings in their new class. This morning is also a special chance to speak up about and assist with anxieties involved with the future separation.

At the beginning of the school year, the children of the early years of schooling benefit from a return that is staggered over a week. This makes it possible to adapt children within the class by small groups, to accommodate them individually, separation time gradually increasing. For children of MS and GS who have just arrived from abroad, gradual adaptation is also recommended.

When arriving during the PS year, for full time schooling, the child will be welcomed part-time during the first week.

At the end of each year, a stay of three to five days is offered for children that are five years old, if the group is ready. It is a step towards autonomy, to live without one's parents, with one's class group.

The maternal-elementary connection is established naturally in school. Entering CP does not mean that children break away with people and places they know well. In a reassuring atmosphere, they will approach learning how to read, free from any possible anxiety due to changes in benchmarks, ready to satisfy their curiosity and their desire to learn.

## **b) Promote gaining autonomy**

### **Objectives:**

- To develop the autonomy of the child
- in daily actions
- inside the school

### **Means:**

- Respect for each child's pace
- Respecting the time required for gaining knowledge
- Authorisation to circulate within the school with the agreement of the teacher
- Freedom to carry out autonomous activities
- Children serve themselves at snack times
- Toilets are freely accessible
- In early school years, children get up alone from naps
- From middle school years, children have responsibilities (preparation of snacks, distribution of papers, mail...)
- From higher school years, green class

We empower children to be materially independent and affectively, to the extent of their possibilities, so that they become progressively autonomous from adults and other children.

We believe that time is a fundamental factor in the gaining autonomy. We give the children the necessary time for their learning, this is made possible by the small numbers in the groups.

We give children opportunities to move around the school, with a task they are committed to carrying out that will allow them to meet and connect with the different members of the school.

We give children the opportunity and the means to take responsibility and to finish an action. So in the classroom and in the school, we are listening to the children's suggestions.

Respecting the rules of life allows a class and its individuals to live as a harmonious group. In our opinion it is essential that children gradually become aware of and feel the need of the very existence of these rules.

Thus, we avoid acts of abstract authority and implement rules based on the coherence and harmony of the group.

## **c) Promote socialisation**

### **Objectives:**

- develop a sense of responsibility
- develop respect for others
- develop a sense of belonging to a group (class, school)

**Means:**

- children take on meaningful responsibilities in the classroom, at school
- multiplication of possibilities for exchanges
- development of coherent life rules
- decompartmentalisation between classes
- older children help the little ones in moments of everyday life
- relationships with various teachers/staff

We seek to make children aware of the presence and importance of others. We are particularly attentive to the moments of groupings and exchanges.

Awareness of the place and interest of others is also expressed through the pleasure of doing group activities, being together at parties and other convivial moments in school life.

From an early age, children are used to working and interacting with different stakeholders, which enhances their openness and adaptability.

**d) Develop psychomotricity and tracking over time****Objectives:**

- development of overall motivity
- development of fine motor skills and handwriting
- development of the notion of time

**Means:**

- a motivity room
- specific activities
  - games
  - use of adapted equipment
  - fine motor skills game
  - introduction to handwriting
- regular activities punctuating the day
- following a calendar of international holidays

During the day, time is reserved for children to independently choose their games and activities.

In acts of daily life, children find means of contributing to the development of their motor skills: to move in the school, to go up or down the stairs, to close the buttons of a coat, to put on shoes and to tie them, to blow his/her nose ...

Specific activities are organised with the permanent concern of keeping the children's interests. Situations developing motor skills, favour balance, stature, orientation in the space, force, rhythm, expression ... Varied material is made available to children (scarves, bricks, hoops, balloons , ropes ...) Fine motor skills (cutting, gluing, shredding, modelling ...) are worked on with the same approach and workshops complement and refine the learning of everyday life.

Like spacial awareness, time awareness is part of a child's education. Visual aids displayed in classes as well as the regular nature of activities lead them to find their bearings in relation to the different moments of the day, the week, the month, the year.

Handwriting skills originate first and foremost in the bodily experience of children. Handwriting, present in many activities, is a source of creativity for children and takes different forms depending on their age. It is exercised in more or less directed activities:

-Handwriting exercises lead to the systematisation of the gesture, to its orientation in a limited space then to the writing in G.S. Handwriting is related to physical exercise, experiments by the body so that children live the movements in space before leaving a mark on the page.

## **e) Develop oral and written language**

### **Objectives:**

- development and mastery of oral language
- initiation to the concept of writing

### **Means:**

- setting up of word time: notebook of life among the little ones, exposes and surprises for the older children
- Spontaneous expression by the children
- working on themes throughout the year
- small group activities
- development of small shows for the whole school
- privileged place of the book in the class
- reading stories, songs, nursery rhymes
- language games

## **Spoken language**

Spontaneous language in everyday situations is a source of learning. We encourage all children in the group to speak and ensure that they interact with adults and with each other. Organisation of activities in small groups is ideal as it enables each child to express one's self, to be listened to and to listen.

Activities or stories are the medium for structured language exchanges that complement spontaneous situations. In addition, classes work each year on different themes that are sources of vocabulary expansion. A notebook of life serves as a language support for the youngest children. It allows them to make the connection between home and school, to express with the help of photos or drawings, what they want to share with the group.

In older age groups, "show and tell" or "surprise bag" are privileged language moments.

Nursery rhymes, songs, poems, stories, presentations are all activities that put children in touch with new words and enrich their vocabulary.

## **Written Language**

Mechanisms that will promote reading literacy are implemented. From the small section, a loan library (in French or English) is set up for each child. In all classes, educators tell a lot of stories with the help of a book. This is how books quickly appear as familiar and interesting objects for children who are likely to enjoy reading later.

The representation of emotionally charged first names, is in general, the first thing that children recognise. They then want to sign their work and are required to reproduce their first name.

## **f) Promote the adoption of a logical approach**

### **Objectives:**

- development of logical operations

### **Means:**

- use of acts of everyday life
- use of specific games

The logical step translates through movement and action. All life situations are opportunities for the child to observe, compare, deduce, apply (examples: being three in the dollhouse, tidying up, building ...)

Knowledge gained in a very natural way is supplemented by the manipulation of specific play equipment (bingo, board games, logic blocks, Montessori forms...)

Children learn to describe, compare, classify, and sort basic perceptions (eg, recognise and name colors, explore shapes in a tactile way...).

They compare quantities, whether using digital procedures or not.

For older children, scientific learning sessions have been put in place. These are moments of observation and discovery which develop in children a spirit of curiosity and which call for a pre-scientific approach. We observe shapes, colours, smells, tastes, lifestyles, we do experiments. The children make assumptions. Each gives his opinion and is enriched by collective thinking.

## **g) Foster artistic expression and creativity**

### **Objectives:**

- raise awareness of the different artistic fields, music, theatre, cinema, painting
- develop listening and practical theatrical, pictorial and musical skills

### **Means:**

- musical games in class
- music workshops with a music teacher in GS
- theatre and puppetry workshops
- painting workshops
- manual activities
- shows at school or externally

Weekly workshops allow children to develop their creativity.

They will practice theatre, drawing, music, modelling, handicrafts, etc ...

Music and poetry are mingled with everyday life. Older children benefit from a music worker who also gives workshops in small groups.

During the year, parents are invited into the class to sing with the children the latest songs learned in French and in English.

## **CONCLUSION:**

The main objective of our pedagogy is that your children feel happy, fulfilled, eager to learn and to know new things.

Our objective is that they become curious, critical adults who know how to express themselves in front of a group, take initiatives, adapt to new situations and take responsibility.

Our aim is for them to enter the adult world as citizens open to different cultures!