

Primary TEACHING

PROJECT

From CP to CM2 (ages 6-10)



C.I.D.E.M.

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EDUCATIONAL AND TEACHING PROJECT

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EDUCATIONAL AND TEACHING PROJECT

Introduction

The C.A.B. places the pupil at the very heart of the learning process for social life and personal development.

Our school applies national education programs, but has the freedom in its methods and is open to all those who adhere to its educational project.

Our teaching takes into account the diversity of individuals when learning which allows individualisation of programmes. Pupil develops his or her autonomy and thus becomes agent in his or her learning.

I. Learning through discovery and experimentation

The school encourages personal learning and creative approaches in order to:

- **Become independent** when faced with knowledge and those who hold it, working in various situations: lessons, group work, personal and individual work, cooperative and collective activities that unite the entire class around.

- **Satisfy their need for knowledge**

- **Give a methodology for learning:** thus for all ages, when facing a technique to acquire, a problem to solve, a project to carry out, the group or the individual is led to observe what is happening, to determine their objective, to search for documents, information, tools, and to request the required skills. The accumulation then sorting, classification, and analysis of the elements of a situation lead to new knowledge. This approach of trial, error, and success will gradually lead to a useful and effective conclusion, a general idea, sometimes a new concept.

The role of the teacher is to put the student in a situation of discovery and then to bring them the tools and techniques that will allow them to find the answers to the questions they ask themselves.

II. Learning through achievement

The CAB has chosen the dynamics of success and self-confidence. For this, the teaching team:

- Encourages all kinds of manual, physical, intellectual, creative or technical achievements without competition.
- Respects the pace of progress of every child
- appreciates positively the way in which the child has progressed in his/her school work and in his/her behaviour.
- Develops the ability to adapt to new situations.
- Sets up times to break down barriers to improve mutual aid

III. Learning with your whole being

The CAB aims to broaden students' horizons and promote their openness to the world. The teaching team supports the student by:

- Presenting a variety of situations to them by appealing to their own reactions and stimulating their analytical mind.
- Encourage them to question, encourage expression, creativity in all areas (visual arts workshops, music, sports, theatre, philosophy workshops, yoga and relaxation, etc.)
- Open them to the outside world, other courses, and the various professions that parents are invited to come and present to the classes. Learning often leads to work of the type exhibited, exhibitions, theatrical and musical creations, etc.
- Encourage living together in the classroom and school groups. In order for students' experiments to become experiences and allow them to develop themselves without losing their own personality, it takes time and space to analyse them. "What's New", "Class Council", "Philosophy Workshops" are opportunities for this. They regulate the life of the class and teach children to speak in turn, to follow the course of an idea in a discussion, to give the floor when they lead a debate. They also learn about democratic decisions. Above all, children acquire the ability to be accountable and to be active participants in a meeting.

IV. Sports activities and relaxation exercises

A basic part of education, sport aims to improve motor skills, improve safety and efficiency of actions and improve behaviour: it promotes physical, psychological and social development. The student who knows their own limits, improves their performance and becomes able to be among others. As a cross-disciplinary area, sport promotes socialisation, the development of independence and civic education.

Thanks to its collaboration and training with a yoga teacher specialised in meditation, a school teacher trained in RYE (Research Yoga at School) techniques, the pedagogical team organises daily exercises adapted to teaching situations and integrated into schedule.

The set of techniques is divided between yoga postures, awareness of breathing, games and exercises developing attention and concentration, relaxation sequences and meditation-concentration adapted to children.

These include:

- Stabilising attention and concentration to encourage learning by working closely with teachers
- Enabling children to better manage their stress, difficulties and relationships
- Developing confidence, self-esteem and goodwill.

V. The CAB, a school with various pedagogies

At CAB, teachers and parents are looking for a different kind of education, not only international but also pedagogically innovative and personalised.

Our school offers a multilevel class organization of CE2, CM1, CM2 (8-11 years-old) in order to optimise progress the pupils' progress and encourage their interaction with each other.

A/ The functioning of the cooperative class rests on three pillars:

1 ° A personalised approach to the child's work:

- By the central place granted to the work plan: each child has one, and it supports activities of each during the ranges of independent work.

- Through an individualised progression and marked by the use of a colour code (named belt). From primary school programs, a set of skills is developed, shown by coloured belts.

2° Collective and cooperative activities

They unite the class around projects which require the transfer of academic skills (publication of a school newspaper, correspondence, children's conferences)

This is most often using the Freinet techniques to produce texts.

Other moments of collective learning are proposed: these are lessons, during which the pupils follow a pedagogical sequence led by the teacher.

3 ° Mutual help activities: "If you do not know, ask, if you know, share!" »

One of the pillars of the cooperative classroom is that children have the opportunity to learn by helping each other. Differences between children exist and situations of mutual help are generated by a cooperative effect that occurs naturally when one is led to teach something. The one who explains utilises their knowledge by anchoring them more.

B/ Tools in the cooperative classroom:

1° Educational material with a cooperative aim: PIDAPI

Created by teachers, the PIDAPI material is meant to be a learning medium for cooperative classrooms.

They consist of self-corrected training files as well as an array of formative evaluation supports. Mathematics and French skills are grouped into eight bands.

Students build their own learning:

- through all the projects that they lead and conduct autonomously and voluntarily (children's conferences, free texts, correspondence, etc.)

- through didactic moments_(lessons) led by the class teacher
- through cooperation situations
- through the PIDAPI file

The teacher:

- organises the classroom environment
- helps with conflict resolution
- is available to children who encounter temporary difficulties to help them to engage in the activity and to overcome any mistakes but also to those who advance more independently to encourage them to continue their progression.
- evaluates the work produced by the children
- works with families, inviting them to participate and exchange ideas.
- works with other teachers to involve children in an empowered school logic.

2° Teaching materials based on the Ron Davis programme

This programme is based on a positive, creative pedagogy and is developed for spatial-visual learners (non-verbal thinkers).

Davis empowers the child to:

- Adapt his or her mode of functioning to the classroom world (picture thinking)
- To discover that learning requires images
- To find ways of transcribing into images what they wish to learn.

This method is built with tools that will facilitate learning and make the child more self-sufficient (orientation, relaxation, energy meter, control of symbols).

3° Some borrowings from Maria Montessori's pedagogy

She used to say: "a child cannot think without his hands".

The material provided to the children (in mathematics, grammar, conjugation, science) allows them to manipulate concrete objects and helps them to build up more abstract notions little by little. Step by step, the children can move away from the material and access complete abstraction and work on paper.

Through their experiments, children build their own understanding, they appropriate concepts not by memorising them but by constructing them. This allows a sustainable acquisition of learning: if a technique learned mechanically can be forgotten, the reflection that was carried out to acquire a notion can be found again in an autonomous way because the children will have put meaning in it. We therefore use this material as much as possible in our classes to enable our pupils to experience learning in an active and effective way.

4 ° Some borrowings from the pedagogy of Célestin Freinet.

Part of the material organisation of elementary work at the CAB is inspired by the Freinet pedagogy. The CAB places great importance on the empowerment and autonomy of the child. Through various tools such as the individualised work plan, the weekly class council, correspondence, presentations and self-correction, the child becomes a real actor in his/her learning. His/her school activities have a meaning since they tend to meet his/her own needs as much as possible.

Little by little, the child acquires a critical eye and an ability to analyse his/her own work and others' work, as well as argumentative skills enabling him/her to explain his/her arguments clearly within a group or in front of his/her interlocutor (adult or child).

This concept of responsibility also takes place beyond the classroom, thanks to the tutoring or accompaniment of the youngest kindergarteners by the older ones, in specific moments such as resting, reading, helping in the canteen, tidying the playground.

Every appropriate moment is used as an opportunity for exchanges between children, a moment of co-learning, a moment of mutual help and individual and collective progress.

Conclusion

Each year, within the classes, thanks to the collaborative work of teachers and pupils, new learning techniques are introduced. The CAB's pedagogy is constantly evolving and being enriched. We are committed to not neglecting any pedagogical advances in neuroscience. Their benefits for the children are analysed and discussed by the team.

Fontainebleau has an exceptional natural environment and our playground has recently been renovated. We work hard to place this environment at the heart of our pupils' learning: use of our outdoor classroom, maintenance of our green courtyard, sports activities in the castle grounds, days in the forest, nature week... we multiply the opportunities to connect with and raise awareness of this nature!