

# Lycée Guébré Mariam

**The structure of the college at the beginning of  
the school year 2017/2018:**

**WORKFORCE TO DATE:  
18 divisions, 450 pupils**

***In 2017/2018:***

***5 divisions de 6<sup>ème</sup>***

***5 divisions de 5<sup>ème</sup>***

***4 divisions de 4<sup>ème</sup>***

***4 divisions 3<sup>ème</sup>***

# The main principles of the French education system

*“Every children share the ability to learn and progress. ”  
Article L. 111-1 of the Education Code*

DO NOT LEAVE ANYONE AT THE EDGE OF THE PATH: SCHOOL INCLUSIVE

ACCOMPANYING EVERY PUPIL TO HIS HIGHEST SUCCESS: SCHOOL EXCELLENCE

INTEGRATING PARENTS IN THE INSTITUTION'S LIFE : EDUCATIONAL CORESPONSIBILITY

"THE STUDENT IS AT THE CENTER OF THE EDUCATIONAL SYSTEM": SCHOOL CLIMATE AND SCHOOL DEMOCRACY

# DO NOT LEAVE ANYONE AT THE EDGE OF THE PATH: INCLUSIVE SCHOOL

IT IS THE DUTY OF THE SCHOOL TO GET ADAPTED TO THE REQUIREMENTS OF EVERY PUPIL, THE PUPIL ARE NOT REQUIRED TO GET ADAPTED TO THE SCHOOL

IN ADDITION TO COMPLETE HOURS OF COURSE INSTALLATION OF GROUP HOURS, PERSONALIZED SUPPORT.

# DO NOT LEAVE ANYONE AT THE EDGE OF THE PATH: INCLUSIVE SCHOOL

**PPRE: Personalized Educational Success Programs**

- Disciplinary support, homework support, methodological support
- Contract signed with the family
- At present, 65 pupils in all classes of the college benefit from it

**MATH FORUM:** open to all students on slots specific to each class. On the basis of volunteering, support or deepening

**COURSES DURING HOLIDAYS:** in partnership with the Alliance, on a voluntary basis..

**INDIVIDUAL GUIDANCE:** with the principal teacher, each teacher, the principal or the assistant principal

# ACCOMPANYING EVERY PUPIL TO HIS HIGHEST SUCCESS: SCHOOL EXCELLENCE

**SCHOOL REQUIREMENTS:** results in validation of expected skills on each level

**EVALUATION BY NOTATION AND SKILLS:** work, participation in class, autonomy of the pupil

**BEARING AND ORIENTATION APPOINTMENT:** At different times of the schooling of the pupils, policy decisions will have to be taken,

**ORIENTATION PROJECT:** each student will have to set a goal of orientation (study, spinneret post-bac) with the help of the teams of the Lycée

# ACCOMPANYING EVERY PUPIL TO HIS HIGHEST SUCCESS: SCHOOL EXCELLENCE

## IMMEDIATE OBJECTIVE: the Lycée

General Bac spinneret

- Literary: mathematical specialties, advanced foreign languages (English, German, Spanish), theater
- Economics: Social and Political Sciences
- Science: mathematical specialties, physical science, Science of Life and Earth

## MEDIUM-TERM OBJECTIVES: Higher education

- Preparatory classes: engineering schools, business schools
- 2 years courses : IUT, DUT, BTS
- Schools: integrated preparatory classes, architecture ...
- University: medicine, law, economics, sciences, literature studies...

# INTEGRATING PARENTS IN THE LIFE OF THE INSTITUTION: EDUCATIONAL CORESPONSIBILITY

Parent involvement in Institution's bodies (APE):

- Governing Board
- Advisory Board
- School Council

Shared Responsibility:

- Educational follow-up
- Dialogue and listening
- Settlement project

# "THE STUDENT IS AT THE CENTER OF THE EDUCATIONAL SYSTEM": SCHOOL CLIMATE AND SCHOOL DEMOCRACY



## LEARNING CITIZENSHIP:

- Progressive autonomy: work, exercising responsibility
- House of high school students/house of college students

## POSITIVE PEDAGOGY:

- Focus on success rather than failure
- Invitation to progress and concern for personal motivation
- Attention to specific needs and profiles

## SCHOOL CLIMATE:

- Shared Respect
- Benevolent Authority



- The college's curricula have been written in cycles based on a new common pedestal, which presents what every pupil needs to know and master at the end of compulsory schooling..

### Cycle 3 - Consolidation

CM1 - CM2 - 6<sup>e</sup>

### Cycle 4 – Further information

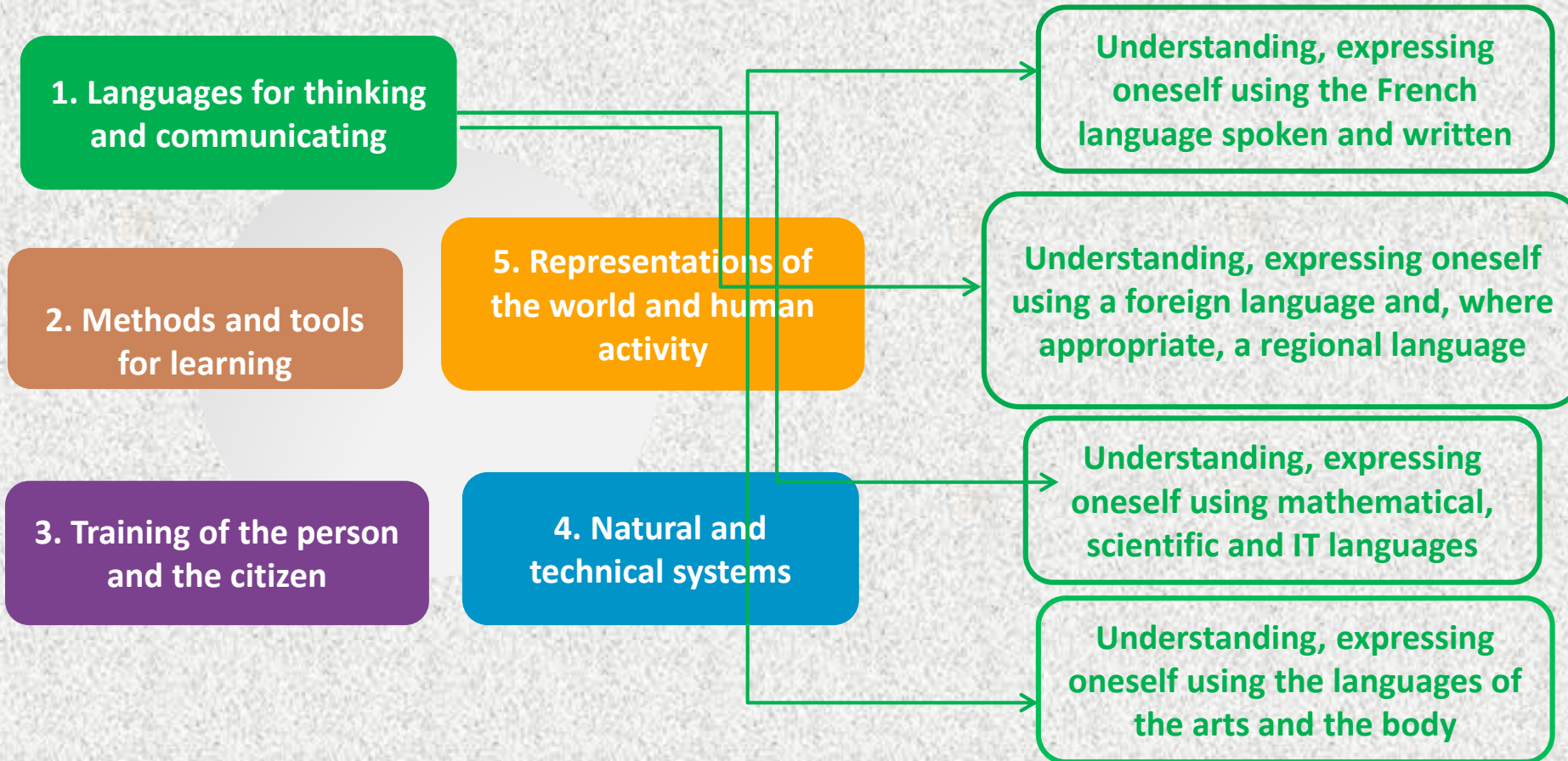
5<sup>e</sup> - 4<sup>e</sup> - 3<sup>e</sup>

- An **evaluation** with more explicit objectives, to help the students to progress by specifying their acquired and what they have to deepen
- Balanced **timetables**
- Different **learning arrangements** to address program knowledge
  - in the form of **a personalized accompaniment** (AP) for all students, extended to each level of the college;
  - in the form of projects leading to concrete realization in **practical interdisciplinary lessons** (EPI) in Cycle 4.

# The new common ground

## ➤ 5 training areas

## ➤ Objectives in each of them



# Assessment of student achievement

The main objective of the evaluation is to show the pupils **what they already master**, and to what extent, and **what they still have to work** to achieve to a sufficient degree of the objectives set. This evaluation must therefore be **benevolent** to make an objective inventory. Before making an **assessment** of the achievements, the evaluation must participate in the **training**,

The school booklet of each pupil will accompany him from the CP to the 3rd, thus allowing a follow-up of the acquired on all the compulsory schooling. It will include information on student outcomes and progress, specific support modalities and projects implemented in the context of PPE or pathways

At the end of the college, the **national diploma** (DNB) is awarded to the students according to their level of mastery of the common base and the results at an examination at the end of 3ème class.

# The organization of teaching

À CHAQUE  
CLASSE SON  
EMPLOI  
DU TEMPS

6<sup>e</sup>



5<sup>e</sup>



4<sup>e</sup>



3<sup>e</sup>



	6 <sup>e</sup>	5 <sup>e</sup>	4 <sup>e</sup>	3 <sup>e</sup>
Français	4h30	4h30	4h30	4h
Mathématiques	4h30	3h30	3h30	3h30
Histoire - géographie Enseignement moral et civique	3h	3h	3h	3h30
Langue vivante 1	4h	3h	3h	3h
Langue vivante 2	-	2h30	2h30	2h30
Sciences de la vie et de la Terre		1h30	1h30	1h30
Sciences physiques	4h	1h30	1h30	1h30
Technologie		1h30	1h30	1h30
Éducation physique et sportive	4h	3h	3h	3h
Arts plastiques	1h	1h	1h	1h
Éducation musicale	1h	1h	1h	1h

**Latin courses: intended for pupils of 5eme and 4ème at the rate of 2h/week**

**Theatre workshop hosted by Ms Combe: for all students of 2nde on Tuesday from 12:30 to 14:00.**

**Club of the plastic arts.**

**Chinese classes: for 2nde and 1ère students on Saturday morning.**

**Astronomy workshop: for Terminals students only,**

**Baseball lessons: for all pupils of the College and Lycée, animated by M. Jacquot on Tuesday from 5:00 to 6:30 and Wednesday from 12:30 to 13:30.**

**Self-defense courses: for adults (parents and staff of the Lycée) and animated by Mr. Gleize, Mondays and Thursdays from 5.30 pm to 6.30 pm (motricity room).**

**Brazilian percussion): intended for pupils and adults (parents and staff)**

# Margin of maneuver

## Means for working in groups or involving several professors on the same course

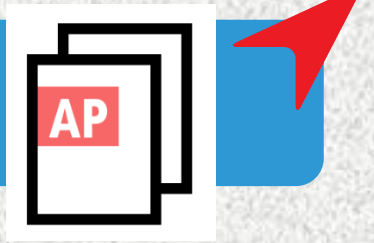
The hourly resources granted by the school will of course allow courses to be provided, but will also include a supplement for the **setting up of small groups** or joint **interventions of several** teachers during the same course (accompaniment personalized, personalized support and individualized assistance)

These accommodations can be applied to any course.

**This additional means can not be used to add compulsory hours for students.**

## Additional education

### Personalized coaching (AP)



To accompany a student in his or her learning is to allow him / her to progress independently and to show him how to overcome the difficulties, present or to be confronted. **All students are concerned.**

Personalized accompaniment times are a privileged opportunity to use **different pedagogical modalities**: mediation between students, tutoring, workouts ...

They make it possible to **diversify the types of groupings of students**: class group, needs groups, skills groups ... according to the choices of the teaching teams and according to the needs identified.

**Personalized accompaniment hours are primarily hours of instruction.**

Personalized support falls within the general framework of pedagogical support, **which aims at the inclusive education of all children and seeks to support their ability to learn and progress.**

# Additional education

## Interdisciplinary Practical Lectures (PPE)



PPEs are based on **interdisciplinary project approaches** leading to concrete **individual or collective achievements**

Ils permettent aux élèves de **mieux comprendre** ce qu'ils apprennent en le mettant en **pratique**, et de mieux maîtriser les **rapports entre les différents savoirs** en s'appuyant sur **plusieurs disciplines**, comme le font les situations de la vie quotidienne.

En EPI, les élèves vont préparer et mener des **projets** aboutissant à des **productions**, seuls ou en groupes.

**Les heures d'EPI restent avant tout des heures de cours.**

They allow students **to better understand** what they are learning by **practicing** it, and to better control the **relationships between different knowledge** by relying on **several disciplines**, as are the situations of everyday life.

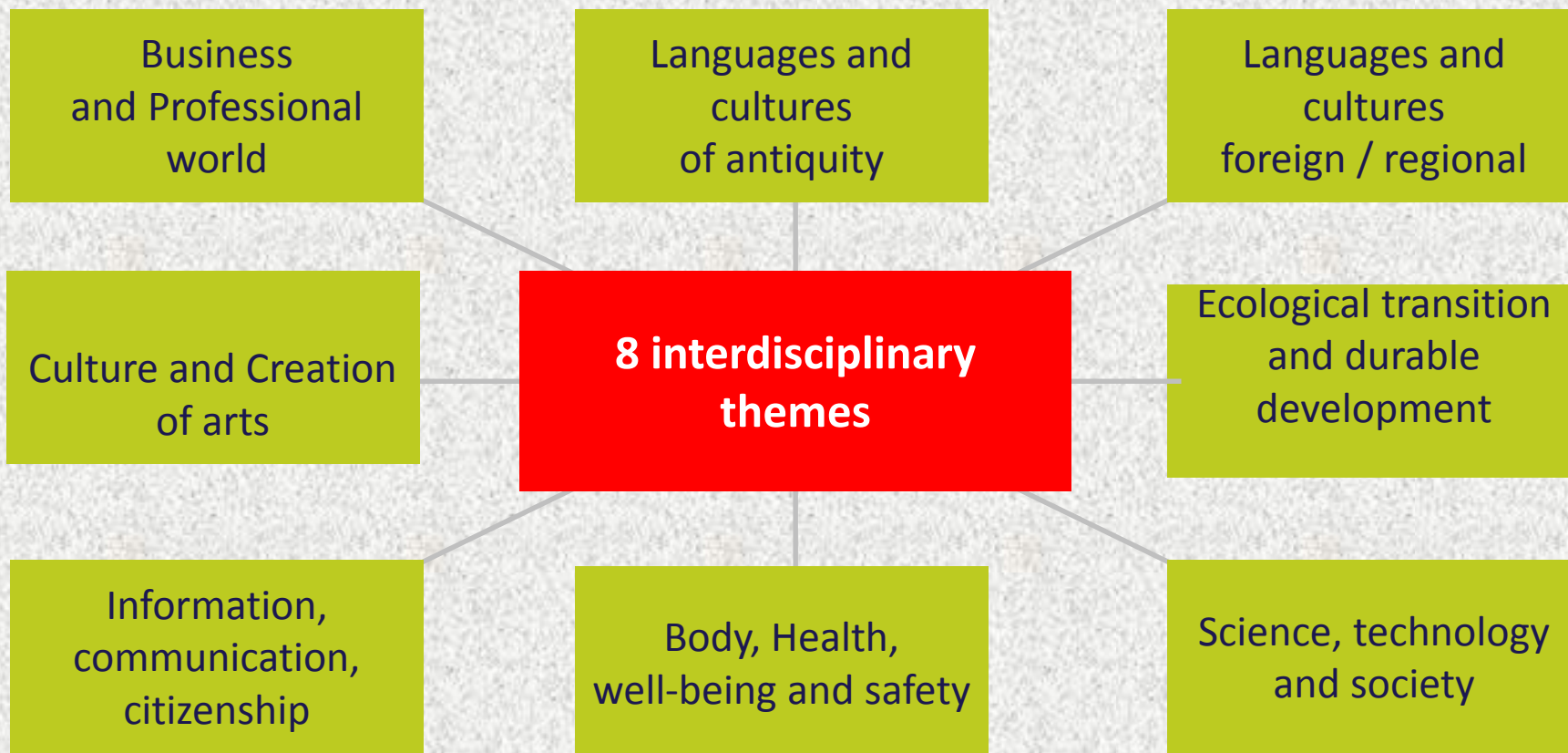
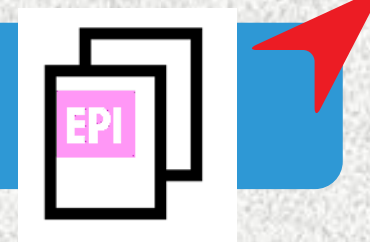
In PPE, students will prepare and carry out **projects** leading to **productions**, alone or in groups.

The hours of PPE remain above all **hours of classes**.



# Complementary courses

## Themes of EPI



# Les parcours éducatifs

During their schooling, students follow four educational paths



**Citizenship** is built around new moral and civic education, media education and information. Participation and initiatives of pupils in actions promoting the training of the future citizen are encouraged.



The **future path** allows the classes 6ème until Terminal to build its individual path of information, guidance and discovery of the economic and professional world.



**The artistic and cultural education path** (PEAC) allows to acquire a personal artistic culture while diversifying its means of expression.



**The educational pathway** of health makes it possible to explain what is offered to the pupils in health, in the fields of education, prevention and protection.

# The New National Certificat

- Beginning in 2017, the patent of the national diploma (DNB) is based on continuous assessment and three compulsory tests passed at the end of cycle 4 (class of 3ème):
- An oral test in which the student presents a project worked in the context of a practical interdisciplinary teaching (EPI) or one of the educational paths, making it possible in particular to evaluate the quality of oral expression
- A written test on French, history-geography and moral and civic education
- A written test on mathematics, life and earth sciences, physics-chemistry and technology

# The main innovations of the patent DNB



- The evaluation consists of the eight components of the common core of skills, knowledge and culture is included in the calculation of points for obtaining the DNB
- Physics-chemistry, life and earth sciences and technology are now evaluated in a terminal class examination .
- 8 hours of written tests against 7 hours today.
- An oral examination on a subject taught by the student in the context of interdisciplinary practical teaching in Cycle 4 or one of the pathways (arts and culture education, Future and Citizen)
- A Republican graduation ceremony for students.

# ● Three examinations

- **Two written examinations**

- The first test is for mathematics (2 hours) and experimental science and technology (1 hour)
- The second test focuses on French programs (3h), history-geography-moral and civic education (2h)

## ● A common theme

- A first part (3 hours) devoted to the skills of analysis and understanding of documents and proficiency in different languages
- A second part (2 hours) devoted to the spelling of the written language and the ability to write
- Questions identified for each discipline
- A dictation and a rewriting exercise
- A work of writing of invention or reflection, of their choice

# ● An oral examination

- A new oral test of 15 minutes (5 minutes of presentation and 10 minutes of interview)
- New skills assessed, adapted to the requirements of the pursuit of studies and the current world: oral expression, project management, teamwork, autonomy.
- The mastery of the language at the heart of this new test: the quality of oral expression is worth half the points.
- College students involved: the pupil presents an interdisciplinary project that he has conducted as part of practical interdisciplinary lessons or paths of artistic and cultural education, the future and the citizen. The student chooses the project he wishes to present; the assessment of the work done and the knowledge gained from the project is worth half the points.

# The common base

- Components of the common core
- The common core will be divided into five training areas defining the knowledge and skills to be acquired at the end of compulsory schooling:
  - languages to think and communicate;
  - methods and tools for learning;
  - the training of the individual and the citizen;
  - natural systems and technical systems;
  - the representations of the world and human activity.



## The evaluation of the common base represents 400 points.

- The mastery of each of the eight components of the common base is appreciated during the 3rd quarter class council of the 3ème class:
- Insufficient proficiency (10 points)
- Fragile Mastery (25 points)
- Satisfactory (40 points)
- Very good command (50 points)
- The exam tests represent 300 points.
- Mathematics, science of life and earth, physics-chemistry and technology are evaluated on 100 points
- French, history-geography and moral and civic education are evaluated on 100 points
- The oral test is evaluated on 100 points

# ● AFTER THE 3EME CLASS

- The second general and technological one: orientation year
- Selection of the general bac
- Further development of the orientation project
- After the 2<sup>nd</sup>e class:
- Scientific, Literary and Economic Baccalaureates
- Accompaniment towards post-bac: partnerships with schools and universities, engineering schools, political science ...