2017-2020 SCHOOL PROJECT

Adopted during the School Committee's meeting on February 22nd, 2018

EXISTING: the pupil/student's fulfilment during their school years

What comes out of the various workshops held on Saturday, January 23rd shows that the current four axes of the School project are both relevant and promising in terms of its new declination.

Reminder:

> Axis 1: MASTERY OF LANGUAGES
> Axis 2: CIVIC EDUCATION
> Axis 3: PERSONALISED SUPPORT
> Axis 4: CULTURAL, ARTISTIC AND SPORT OPENING

EVOLUTION: facilitating the pupil/student's self-fulfilment

The reading of the various reports shows that our new approach could be systematically borne by three forces:

➢ A better broadcast of the LFKL's image outside: digital space to promote the pupils/students' project and works, communication, website, etc.

➢ Digital development: digital tools to serve the educational methods; digital tools to facilitate various initiatives, etc.

➢ Increase of the interlevel, cross-subject, interpupil/student collaboration: break down the barriers within LFKL and between the subjects, the cycles, the pupils/students, etc.

The new axes of the project:

Axis 1: DEVELOP INDEPENDENCE AND MORAL VALUES

Axis 2: INDIVIDUALISE AND PROMOTE THE PATHS TO SUCCESS

Axis 3: ABSORB LANGUAGES AND CULTURES

Axis 4: ENHANCE CREATIVITY AND SELF-FULFILMENT

Operational goals	Assessment indicators	Actions considered
Implementing project teaching skills	- As part of the school activities - As part of the extracurricular activities - Participation in the area's contests and projects - Team work between the pupils/students - Points of contact for the follow-up and perenniality of the actions.	• **Cross-subject practical teachings (EPI), Lower secondary pathway** • **ProZAP [Asia-Pacific area projects], cycle projects, level projects, class projects** • **School day trips and field trips** • **Discovery of the local environment, APPN [Nature-surrounded educational activities]** • **Independent workshop nursery/primary** • **Upper secondary/primary mentoring** • **Organisation of events by and for the pupils/students (Green celebration, Christmas party, Week of Taste, of Science, French-speaking world, etc.)** • **Lower secondary and Upper Secondary School Life Councils (CVC/CVL)** • **Recognition of the pupils/students' actions (solidarity, civics, performance, sport, etc.) by the school through the issuance of certificates. "Make a pupil/student's resume." "Create an award-giving ceremony"?**
Digital	- Digital education, behaving in the digital world, etc. - Linking digital tools and their daily use, etc. - Developing a critical digital culture	• **Using software and digital tools (particularly for pupils and students with special needs)** • **Digital points of contact for each cycle** • **IT equipment (tablets, interactive white board, etc.)** • **Digital training for the teachers**
Developing self-confidence	- Encouraging the sense of initiative	• **Class representatives' council meetings** • **School psychologist**

	- Getting more involved in the school's institutions (School Life Council (CVE), CVC, CVL) - Respecting oneself and others - Encouraging team spirit	• **Pupils/students' participation in the drafting of rules and regulations (for their class, the school)** • **Sport activities (ECA, competitions)** • **Shows, Talent show, Flash Mob, Slam** • **Drama and civics** • **Suggesting benevolent and positive actions of solidarity towards the youngest** • **Life Skill Education (benevolent communication, conflict and stress management, peer mediation, high-risk behaviour prevention)** • **Upper secondary/primary mentoring**
Developing critical thought and curiosity	- **Action sheets validation** - **Diagnostical and final assessment (video, article, recording, exhibition, etc.)**	• **Philosophy workshops in primary school** • **Exchange with local schools (and other structures)** • **Discovery of the host country's culture** • **Projects on multiculturalism (school day trips, live performances, school trips, etc.)** • **Promotion of the Malaysian culture (Chinese, Indian, Malay)** • **Literary prizes (Azimut, Incorruptibles, Segalen, Encre d'Asie)** • **General contest** • **Geoscience** • **Maths week**
Strengthening the methodology acquired	- Better organise one's working time - Better organise one's extracurricular time - Learning how to learn - Developing a sense of individual and collective effort - **Generalising the support network in secondary school (job creations)**	• **Personalised support in small groups** • **Pupils/students mentoring each other** • **APC [Additional educational activities]** • **Supervised study session** • **Homework support (primary)** • **Maths and French support (lower secondary)**

		• **Training on how to search for things in the CDI [Information and Documentation Centre]** • **Using digital tools for self-assessment and independence.**
Civic pathway	- Civics, Solidarity, Opeing to others, etc. - Health education, supporting the initiatives of the **CESC [Health and civic education committee]** - Tracking and sharing these actions with all (website?) Teachers' working time adjustment (timetable e.g.: the same 1h/week for the entire educational team) for meetings and project creation.	• **Encouraging the pupils/students' solidarity initiatives, opening to the host country (penpals, etc.)** • **Green celebration, sustainability actions** • **MYMUN supervised by the upper secondary students with relieved hours** • **Sex education (interactive theatre)** • **Replacement of punishment (detention, expulsion) by civic integrations (actions towards the youngest pupils)** • **Addiction prevention (interactive theatre)** • **Actions against bullying and discrimination** • **Election of the pupils and students' representatives** • **Awareness on health problems.**
Internal training	- Training courses leading to diplomas - For pupils/students and staff - By peers or external trainers	• **First aid, sea rescue** • **APER [First education to traffic certificate] / ASSR [School certificate on road safety] Levels 1 and 2** • **Integrated school (training teachers to welcome handicapped pupils/students), handicap points of contact** • **Life Skill Education** • **Digital training** • **Practices exchange and peer training (on a normalised hour?)**

AXIS 2: INDIVIDUALISE AND PROMOTE THE PATHS TO SUCCESS

Operational goals	Assessment indicators	Actions considered
Creating a digital portfolio for each pupil/student	- Personal progress, EPI, etc.	• Photobook + challenge notebook (nursery & primary), personal success and progress notebook (primary), USB keys for cycle 4 • Creation of an individual storage space from nursery to Terminale. **Using a common tool.**
Personalised support, support tools	- Language path to success - Skill groups and certifications - Supporting pupils/students with difficulties - Creative workshops	• In primary, regular personalised support, tutoring, support to pupils/students with special needs network, implementation of PPRE [personalised school success programme], PAP [personalised support plan], PPS [personalised schooling plan], PAI [personalised reception plan]. • Homework support • Mentoring by upper secondary students after class or during study hours • In secondary school, PPRE (support in methodology and French), PPS, supervised study session (in 6^e), French and maths support (from 6^e to 3^e), personalised support from 2nde to Terminale. • Creation on PRONOTE of a document monitoring the pupils/students' support tools all along their school years.
Methodology support and guidance	- Ability to organise one's personal work - Teachers' feedback - Training within the CDI: preparing presentations, autodoc, etc. in 6^e and 5^e	• Acquiring work training enabling all pupils to adapt to the requirements of lower secondary school • Using efficient memorising and learning techniques • Being capable of presenting one's work orally • Communicating and exchanging kindly with one's classmates and teachers

	- Gaining ease in continuous and interaction speaking	• Understanding wordings and instructions, being able to extract information from a collection of texts • Improving one's writing skills.
Civic pathway	- **Traceable actions in a civic portfolio** (diplomas, certificates, references, etc.)	• Nursery: Sustainability (making collective compost, even protected organic gardens, etc.) • Primary: teachers' conference and pupils' council meeting • Implementing the civic pathway (primary). Encouraging solidarity and collective initiatives. • CVC, CVL, Study guidance (mentoring), "Green celebration", upper secondary students' newspaper. **Perenniality of the school's various solidarity actions (point of contact or written form, cycle project)**
Artistic and cultural pathway (PEAC)	- Traceable actions in a portfolio - Highlighting art history… - Bringing fine arts and music closer	• Creating a cultural events directory (membership?), resource person (admin) • Finding cultural partners, opening to the host country • Talent show, choir, drama, cultural ECAs to develop (marching band, clown, photography, film club, etc.).
Future pathway	- Academic guidance, job discovery as early as primary school - Opportunities to study in France and abroad, lectures - Visits from working parents - Access to competitive entrance exams…	• Knowing oneself (video through several years) • Job forum (lower/upper secondary) connected to visits from professionals (police officers, firemen, cowboys).

Consolidate the option map in secondary

Rethink the internal/external communication

Rebuild the website, make it more dynamic

Keep the weekly newsletter

Use the PRONOTE software better…ENT

AXIS 3: ABSORB LANGUAGES AND CULTURES

Operational goals	Assessment indicators	Actions considered
Mastering the French language	- Attractivity of non-French-speaking pupils/students or those who have not followed the French education system - Participation rate in the drama workshops - Completion of a class project	• **French-speaking world (e.g.: dictation)** • **Incorruptibles, Azimut, Segalen literary prizes** • **Drama project** • **"Singing" week: choirs** • **Encouraging the use of French in the pupils/students' interactions** • **Personalised support** • **"Selling" French, "advertising" it to make the language more attractive: cultural events open to external people (Christmas market, Green Day, Flea market)** • **Lower/Upper secondary schools at the cinema** • **French film club followed by discussions** • **Exchange with families in France (penpals)** • **"Language study", "vocabulary" contest/games (activities outside class)**
Maximising the teaching of French as a Foreign Language (FLE)	- Success rate of non-French-speaking pupils/students (at the national assessments, certifications, exams) - Success in the 5 skills defined by the CEFRL: listening, speaking, reading, writing and interacting orally.	• **Dealing as early as nursery school** • **Monitored teaching until the goal is achieved** • **Creation of FLE jobs** • **Taking non-French-speaking pupils/students a whole morning and integrate them in the afternoon (creating a CLIN-like class [introduction class])** • **Maintaining a FLE certification tool with an IMP [allowance for specific mission]** • **Team work between class teachers and FLE teachers: implementation of common projects and progress trajectories**

		• **FLE training for the staff**
		• **Defining the job description of the FLE and FLSCO [French as a schooling language] point of contact**
		• **Distinguishing a FLE/Newly arrived pupil/student in the French language and system pathway through initial upkeep and assessment led by the point of contact**
		• **Establishing a welcoming protocol and facilitating the thinking process regarding the family project.**
Keeping language certifications	- Pupils/students' success rate - LFKL as examination centre	• **Keeping the already existing language certifications** • **Creating a German certification** • **Creating an IMP for the certification coordinators** • **Reintroducing in the financial rules and regulations the school's bearing of the costs of the pupils and students' language certifications.**
Creating a multilingual pathway	- Project assessment by an IPR [Regional education inspector] or educational adviser/EEMCP2 [Expatriate teacher assigned as educational adviser in secondary school]	• **Creating a multilingual pathway as early as primary school with the learning of a third language (one of the languages of the host country) (see the AEFE [Agency for French Education Abroad] language policy)** • **Guaranteeing the continuity of the Non-Linguistic Subjects (NLS) in English between the primary and the secondary** • **Creating NLS in other languages/other subjects.**
Underlining the learning of culture going hand in hand with the learning of a language	- Validation and funding of the projects mentioned	• **Literary prizes (Incorruptibles, Azimut, Segalen)** • **Week of Taste** • **Language Week (one day, one language)** • **Encouraging school trips and day trips with a cultural aim (Melaka, Singapore, etc.)** • **Encouraging cross-subject projects with a cultural aim** • **Finalising the school trips charter.**
Reinforcing the discovery of body language	- Performing arts, dance, etc. - Sport	• **Shows, performances (Talent Show, slam, etc.), improvisation tournament**

		• **Sport events: Olympiads, Sports Day, participation in interschool competitions** • **Cultural day trips: dance shows, plays, circus, etc.**
Promoting the French culture		• **Organising the World Music Day** • **Week of the French-speaking World / French History Month** • **Establishing a film club (films in French) / book club / gastronomy club** • **Improvisation tournament.**

Being more open to the local culture (various cultures in Malaysia)	- Daily life, interschool exchanges
	- Diversity of the cultures represented
		• **Homestay in a Malay kampung**
		• **Day trips: temple, local museum, local restaurant**
		  - **Interschool exchanges:** exchanges with international schools (penpals, school visits)
		  - organising a Family Day
		• **Participation in the local cultural holidays**
		• **Colours of Malaysia Day (May-June).**

Working and validating intercultural skills **The teaching methods of the intercultural dialogue necessarily go through the "Intercultural capacities and know-hows" of the European Framework**	As a process of opening to the culture of the Other, the intercultural aspect cannot be separated from the didactics of languages and cultures. FLE is part of this whole. Summative assessments are thus held mostly in language class on: - the capacity to go beyond stereotyped superficial relationships - the capacity to establish a link between the culture of origin and the foreign culture - the awareness on the notion of culture and the ability to recognise and use various	• The added value of the intercultural perspective is that it is essentially defined as a training to observe, understand and put into perspective the data of the foreign culture, not to take it as a model to emulate but precisely to develop a dialogue between cultures • Various cultural celebrations at LFKL • Language certifications (English, Chinese, Spanish, German, Malay) to better communicate with others • Language and Culture Week • World cuisine • Cultural and linguistic trips

	strategies to make contact with people from other cultures - the capacity to play the part of a cultural mediator between one's own culture and a foreign culture so as to manage situations of cultural misunderstandings and conflicts efficiently	• DRAMA: Theatrical improvisation tournament with local and international schools • Intercultural meetings in the field of ART • Inviting Malaysian authors • PEAC and PEL portfolios • Digital collaboration with schools.
Developing general knowledge	- Number of pupils/students participating in the General Contest	• **Using digital tools** • **Developing actions in connection with the CDI/BDC [Library & Documentation Centre]** • **School's participation in MYMUN** • **Cultural studies (lower secondary) and European class (upper secondary)**
Developing the mastery of the mathematic, scientific and IT languages	- Number of classes participating in various events	• **Science Week** • **Participation in the area's Science Challenges** • **Mathematics Week** • **Maths rallies, Number race, etc.** • **Visit of primary pupils to the science labs** • **Geoscience olympiads** • **Scientists' lectures in upper secondary.**

Human and material needs for the implementation of the project:

- **Create FLE/FLSCO jobs**
- **Take non-French-speaking pupils/students a whole morning and integrate them in the afternoon (CLIN-like class)**
- **Reintroduce in the financial rules and regulations the school's bearing of the costs of the pupils and students' language certifications**
- **Drama project: create a drama class (request to be submitted to the AEFE)**
- **Create an IMP for the certification coordinators**
- **Increase the weekly hours of history and geography (to enable the development of general knowledge)**
- **Increase the number of cultural school trips and day trips (even internationally)**

AXIS 4: ENHANCE CREATIVITY AND SELF-FULFILMENT

Operational goals	Assessment indicators	Actions considered
Offering innovative and creative teaching	- Number of registrations in the optional subjects - Assessment of creative class projects - Exhibitions & shows attendance	• **Offering optional subjects in the middle of the day or on Wednesday morning to encourage pupils and students to choose them** • **Initiation and artistic and cultural creation classes** • **Writing and expression workshops** • **Creating mini businesses to reveal each pupil/student's talents within cooperative projects** • **Promoting the pupils and students' technological and scientific inventions**
Giving more room to art-related subject teaching	- Number of artistic and cultural optional subjects offered in lower and upper secondary and at the *Baccalauréat* - Number of hours related to artistic and cultural activities	• **Offering artistic and cultural optional subjects at the *Baccalauréat*** • **Request for teachers' training** • **Implementing cross-subject activities including artistic aspects (EPI)** • **Enhancing art within other subjects** • **Offering artistic activities during the study hours in lower secondary on a voluntary basis** • **Developing theatrical activities and the teaching, presentation and development of speaking skills** • **Listing the existing equipment.**
Enhancing fine arts, sport, music and dance		• **Primary/Lower secondary/Upper secondary exhibitions on common themes** • **Cultural ECAs: music, drama, etc.; mobilising the local artistic resources (Indian dance, calligraphy, etc.)**

		• **Creating an orchestra, a choir** • **News report (using the media), photography, film clubs** • **Planning for an art room in primary and an exhibition place/wall** • **Point of contact in charge of creating partnerships with galleries, museums, artists, etc.** • **Hosting artists, writers in residency who will offer workshops potentially leading to an exhibition, a show, a film, etc.** • **Highlighting the productions (followed by the school exhibitions)** • **Making actions such as the Flash mob and Talent show durable and highlighting them** • **Projects related to local holidays (CNY, etc.)** • **Making the various sport events whether selective or not (for all) durable** • **Sport events with local schools**
Sharing digital knowledge and practices	- Equipment assessment - Number of digital-related projects created during the year - Participation in inter-upper secondary digital and creative projects	• **Continuing the training actions initiated in primary** • **Assessing the equipment, skills and needs and keeping on deploying them** • **Establishing IT points of contact among pupils/students and teachers to share skills** • **Creating pupils/students' clubs using digital tools** • **Using a digital tool to keep a trace of the various stages of the artistic, digital, cultural and civic pathways.**
Using the space		• **Benefitting from rooms favourable to debates (acoustic conditions)** • **Letting the pupils/students make their classrooms their own** • **Improving the pupils/students' common room** • **Dedicating rooms to rest and creation**

		• **Art room in primary with adapted equipment** • **Improving the technology and IT classrooms** • **Suggesting projects to embellish the various areas of the upper secondary: canteen, CDI, corridors, etc.**