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Educational Approach and Organisation



Table of Contents

Vision and values	2
The iféa method	3
An individualised educational approach.....	3
Digital technology that serves learning	3
Updated teaching and learning methods	4
Our teachers	5
Science education.....	5
Modern languages	6
French, History-Geography	7
Cultural and artistic awareness, sports and physical education	7
Citizenship and eco-citizenship education	9
Path to the Future.....	9
Evaluations	10
School day, after-school clubs, and extracurricular activities	11
IFÉA hours	11
Homework that is done	11
Primary School timetable	11
Secondary School timetable.....	12
After-school clubs and extracurricular activities.....	12
Our team	13
Teachers who are in tune with the times	13
Partner researchers.....	13
We believe in drawing from an extended team of professionals that offers our pupils all-round support.	13
Our pilot school	14
Catering	14
Classrooms and facilities	14
Special needs children	15
Supporting gifted children.....	15
Top-level athletes and distance learning (September 2021)	16
Inclusive education (September 2021)	16
lféa families	16

VISION AND VALUES

“Working together for fulfilment through education”

The Institut Français d'éducation pour l'Avenir (iféa, French Institute for Forward-Looking Education) is a **new model of private secular schools** that is at once firmly anchored in its time and forward-looking. **Caring, high standards, and solidarity are at the heart of the values** that have inspired its founding team.

To do well academically, children and teenagers must feel they will flourish at school. Research findings in learning and educational sciences on the relationship between well-being and academic achievement support this conclusion. This is why caring occupies a natural central place in our approach. It is also indissociable from setting high standards, another key principle in our approach, as they are designed to let our pupils reach their full potential through the acquisition of fundamental knowledge and skills, including psychosocial ones. If pupils have learnt how to relate to knowledge, which has changed greatly with the advent of the Internet, they will be able to find fulfilment in a global and connected world, as they meet the challenges of their generation, be they environmental, socio-economic, or technological. Our aim is therefore for all pupils to find their place in the 21st century, a world which they will help build through civic-mindedness and engagement.

Every child will be encouraged to develop their curiosity and autonomy, as well as their capacity to work in a team setting. Questioning, trial and error, experimenting, making mistakes and progress will be at the heart of their schoolwork.

Children will follow French state programmes, secured by a common foundation of knowledge, skills and culture, the mastery of which will extend over Primary and Secondary School cycles. However our method involves adaptations to the official programme in order to give more meaning, effectiveness, and consistency to what is taught, for example highlighting interdisciplinarity, key stage cycles or project-based learning.

School rhythms will also be rethought around the circadian and chronopsychological rhythms children and teenagers. The best interest of pupils is at the centre of our timetables, as we aim to provide optimal work conditions.

Based on over twenty years of experience teaching and training, **we blend teaching methods** that already work in both **“traditional”** and **alternative schools with recent educational and cognitive science research findings.**

We do our best to collaborate with researchers in child development psychology and in neuroscience in order to translate the principles of cognitive neuroscience, the effectiveness of which is well documented, into academic curricula.

Our schools will also promote cooperation and solidarity, by encouraging pupils to bring their school to life, taking responsibility for it, investing in activities for their younger classmates, for example. But solidarity also involves making our schools more accessible. More accessible to state education teachers, for example, so they can follow free training modules on innovative teaching practices. More accessible to parents and carers, by supporting positive parenting. And of course, more accessible to pupils, offering bursaries from the very start. These will initially be funded by the school, to lower tuition fees for families in need.

THE IFÉA METHOD

AN INDIVIDUALISED EDUCATIONAL APPROACH

Because every child is unique, it is essential to take into consideration the individuality of all our pupils. **Individualised teaching** is therefore a key pillar of our school.

It involves **individualised** learning paths (encouraging self-paced independent progress) and a **customised** approach to group settings (encouraging progress through cooperation) through teaching practices that are adapted to every child's progress.

We are convinced that children or teenagers who don't flourish in a traditional curriculum are simply children who have not received adapted, individualised support, often over a period of several years. Failing to provide a fair measure of individualised and customised teaching often causes discouragement, and children may lose the will to make efforts, have self-confidence and faith in school. We therefore want to integrate our pupils into a community that works together whilst taking into account individual specificities and giving meaning back to learning.

This is why we use collaborative educational methods to a varying degree from Year 2 to Secondary School. Our aim is to develop all skills, including psychosocial skills, so that children learn how to cooperate for projects organised around an initial question, find solutions to conflicts, participate in democratic and philosophical debates using their critical thinking, etc.

Individualisation and customisation call for radically rethinking traditional school frameworks. Class numbers are therefore reduced (between 18 and 20 pupils maximum) from Primary School to Secondary School, with classrooms that are adapted to collaborative work.

Homework is supervised and supported both in Primary and in Middle School, with group and individual revision sessions given by main teachers, while peer tutoring (fellow pupils) is encouraged throughout the school.

DIGITAL TECHNOLOGY THAT SERVES LEARNING

We bolster our teachers' educational tools by also providing digital tools. Far from replacing teachers, these help improve the effectiveness of personal teaching.

Classrooms are extended into the digital space, which pupils gradually become familiar with as they get older. In Primary School, and progressively throughout their schooling, **pupils learn to use and master digital learning tools** (editing and sharing documents, handling and editing photos and videos, etc.). We also strongly encourage mobilising the Internet's infinite reservoir of knowledge, through a **critical approach to sources** (checking information origins, discerning real from "fake" news, etc.).

The use of laptops or tablets for learning is proportionate to a child's age and must be supported within reason to best supplement their knowledge. Screen time is controlled over the course of a week in order to respect children's cognitive development, well-being, and health, especially our younger pupils.

Beyond being simple digital tools, specific software modules are used to **develop and reinforce skills through memorisation and practice exercise modules**: spelling, numeracy, geometry, etc. These modules have been developed by specialists in each field, and are coherently integrated

into **iféa's digital platform**, which is used by children, families, and teachers alike. The modules help individualise homework, for example.

Individual progress can be monitored by families and teachers, at an exponential level, compared to monitoring progress without these tools. For instance, if a child is having a hard time completing a given task, they will receive specific attention from a teacher. Likewise, a child for whom a topic is easy will be set higher level tasks.

UPDATED TEACHING AND LEARNING METHODS

Our educational approach does not draw from a single method. On the contrary, it draws inspiration from a **pragmatic combination of several educational methods**, especially those that are derived from experiments in alternative learning, learning and cognitive sciences. Furthermore, our methods are not fixed, but are constantly being improved, integrating classroom developments and experience, as well as findings from experiments both in France and abroad.

Iféas partly use **active methods** that have placed a child's interest as a driving force for learning. To this end, we have drawn inspiration from education pioneers, such as Montessori and Freinet, applying a variety of approaches, but overall, which seek to **encourage autonomy, caring, and solidarity whilst developing creativity and self-confidence**, and developing eco-citizenship. We also **selectively break down year group boundaries** and favour **small class sizes**.

Helping children and young people manage their emotions, teaching them to be centred during quiet times as they read, breathe, or are mindful of their environment is also part of iféa's mission. This form of support is a natural extension of putting a child's well-being first so they can learn or retain their self-confidence. In addition to mindfulness or yoga workshops in English and silent reading sessions for all, pupils who are sitting exams may also participate in stress management workshops.

Our project also involves translating findings in cognitive neuroscience into teaching modalities in our classrooms. While keeping a necessary distance from a vast scope of research with many internal debates, we believe that using research findings about **our pupils' brains**, and taking on board some of their suggestions contribute to **more effective work**, which is crucial for the success of the young people who are entrusted to us.

Memorisation and comprehension mechanisms, understanding attention spans, motivation, and active participation are all being investigated in cognitive neuroscience, echoing the way in which our teachers implement our educational approach.

From Year 2, we want to help our pupils better understand their own cognition. **Knowing how to better memorise, understanding what it means to "be concentrated" and how to improve one's attention span** can only help them feel empowered and active in their learning. Their feedback to our teachers also helps pupils fully participate in the evolution of our teaching efforts in the classroom.

OUR TEACHING TOPICS

No topic is ignored, but a number of them have been given a general rethink. Special attention is given to teaching sciences and modern languages. From Year 2 to Year 13, interdisciplinary projects and citizenship education contribute to working on or exploring classroom lessons in a different way, with an overall perspective. These projects are on the weekly timetable, further giving pupils an opportunity to acquire cross-sectional skills.

SCIENCE EDUCATION

Science education is central to our curriculum. Understanding the world we live in first involves knowing the objective facts and rules that govern it. It also means developing critical and analytical thinking so these facts can be interpreted. This rests on two complementary approaches: **acquiring a solid and structured knowledge base, and developing analytical powers.**

Scientific education stems from a global approach that naturally connects formal sciences (mathematics, IT and computational thinking), physical sciences (physics and chemistry), and life sciences.

These skills are learnt through investigation, inspired by scientific research, enabling pupils to “discover” science, rather than passively absorb its teachings. Individual and group discoveries are then analysed and linked back to laws and theories, bringing their full meaning to life. This approach stimulates pupils and truly motivates them to understand and learn. In this way, sciences are no longer factors for academic selection, but become an enjoyable key to understanding the world, which children take pleasure in developing.

The approach works especially well in collaborative projects. By nature interdisciplinary, it can also be applied to other topics, such as history and geography, or citizenship education and ecology, which are natural extensions of living sciences.

A particular emphasis is given to **information technologies and computational thinking.** Although these are essential skills for navigating our world and the future, they are not highlighted in current state programmes. However iféas give them a central place within science education, starting in Primary School (i.e., robot programming), becoming more prominent as pupils progress to Year 13. With regard to learning computational thinking, which aims to understand the usefulness and limits of computers as well as how they complement human skills, our pupils will first learn about algorithms and data handling in Primary School, in parallel with their discovery of geometry, chemistry and biology.

Developing observation skills and attention to detail, valuing critical thinking and discipline, encouraging initiative and teamwork, and stimulating research through the process of enquiry, as well as encouraging scientific and technical vocations all contribute to pupils finding fulfilment in the 21st century.

Children in Primary School are invited to **develop their logical thinking and acquire psychosocial understanding and skills** for example through life sciences, physics-chemistry, or engineering, by relying on experimentation and trial and error. Observation, handling, and experimentation also help pupils consolidate their “reading, writing, counting” skills and their reading, as do writing a brief summary or preparing oral presentations of their work. Pupils in

Years 5 and 6 use Middle and Secondary School science labs. In addition, Middle School science teachers regularly teach them practical skills, supplementing their Primary School lessons and interventions with support from our research partners (scientific research workshops, which continue into Secondary School).

Finally, mathematics is bolstered by digital learning. **Computational thinking is gradually introduced in Year 5** in reasonable proportions (algorithms, problem solving, coding, etc.).

In Middle School, the range of scientific studies gets broader. **With more hours of teaching compared to official programmes, science is taught through topic-based lessons** (maths and digital skills, life sciences, physics-chemistry) **and through project-based sessions** (with engineering sciences for relevant projects). In this case, sciences are coupled with other topics, such as English or history, for example.

More specifically, Secondary School maths are bolstered by longer hours of reinforced digital learning. Over the course of a project, pupils are encouraged to **discover how scientists conduct their research**, encouraged by collaborations between our teachers and researchers. This is the case in Primary, Middle, and Secondary School, helping pupils build up rigorous learning, introducing them to methods from various fields of scientific investigating and grasping the four dimensions of their scientific activity: creative, methodological, critical, and collaborative.

MODERN LANGUAGES

In a globalised world, **being bilingual (English-French) has become a key skill** for finding fulfilment in the 21st century. Learning a foreign language also helps develop the capacity to understand one another and be open to the world.

Bilingualism involves cultural immersion from an early age. This is why, from Primary School, we offer English lessons as a communication and working tool. **Children start learning English in Year 2**, with daily oral practice through playful methods that stimulate curiosity. This approach is reinforced by theatre workshops in English.

Full English immersion begins in Year 3, when history or science lessons are taught in English, for example. Each class receives equal attention from a French teacher and an English-speaking teacher. These teaching teams therefore follow the yearly progression of topics.

In Secondary Schools, pupils deepen their language practice both in dedicated language lessons, and through engaging in cross-topic projects. We believe that speaking English must be as natural as possible, and therefore favour teaching through games and a variety of activities, to help children share with each other and with adults. This encourages project-based learning.

Pupils who join us during the school year are given time to adjust and to refresh their knowledge through intensive courses. These can be one-off sessions, according to individual needs, or can take the form of refresher lessons before the school year starts, during the first week of half-term holidays in October, or for two hours a week over the course of a term. Supportive peer mentoring (between school pupils) also runs throughout the school year.

From Primary to Secondary School, to encourage cultural and language open-mindedness, we organise partnerships with European countries that also study English and with anglophone countries across the world. As part of the school projects created by our teaching team, pupils may go on immersive language study holidays.

From the age of 7, all pupils may also test their linguistic level by sitting **Cambridge certification tests**. Our school can prepare pupils to these certification tests (courses with former certification examiners).

While we encourage English-French bilingualism, we also want our pupils to expand their cultural and linguistic horizons, so they can become open-minded world citizens. Being conversant in several modern languages both stimulates cognitive faculties and allows children to find their full place in the 21st century globalised world. Understanding another language implies understanding an entire cultural, political, social, and environmental system.

We therefore offer taster courses in **Chinese or Spanish from the start of French cycle 3, in Year 5**. Depending on individual choices, it is therefore possible to start practising one of these languages, continuing into Year 7.

FRENCH, HISTORY-GEOGRAPHY

Following official French programmes, studying French in Primary School involves **learning how to read and write** (French cycle 2), followed by **consolidating knowledge** (cycle 3), so that it can serve other learning experiences. Special attention is paid to speaking, as a doorway into literacy. From cycle 4 (Years 8–10), French lessons are a further stage into **constructing independent thinking**, based on precise use of the French language, on developing necessary critical thinking and discernment, particularly in the Secondary School curriculum and in preparation for Baccalauréat exams. **This learning approach contributes to a shared literary and artistic culture.**

History and Geography aim to question the place of humans in time and space, so as to progressively lay foundations of meaning, reference points, and notions pupils will need to understand the roots and challenges of the world in which they live.

In a historical or geographical context, they should be able to develop their analytical, problem-solving, and debating skills. In Primary, Middle, and Secondary School, History and Geography lessons aim to relate, explain, give meaning through lectures and dialogues, but also to guide collaborative work situations, documentary research, and oral and written presentations in various formats. Educational materials, debates, feedback as part of a teacher’s ongoing, and caring feedback all help consolidate our pupils’ self-confidence, autonomy and thinking skills. iféa also integrates ethical and civic teachings from the official EMC (Moral and Civic Education) curriculum through weekly citizenship education.

French, History, and Geography lessons naturally include digital tools and are extended through interdisciplinary projects.

CULTURAL AND ARTISTIC AWARENESS, SPORTS AND PHYSICAL EDUCATION

Cultural and artistic awareness has overlapping goals: an introduction to artistic practices and encouraging creativity, developing an understanding of past and contemporary art and culture, and passing on a common heritage that will broaden the horizons of pupils on the world and on the role they will play as keepers of the heritage of humanity.

In addition, in an increasingly “dematerialised” world, using one’s hands or being in physical contact with material is essential, and contribute to experiencing fine arts and art in general as a vector for satisfaction and pleasure.

Art and cultural topics are studied as part of iféa lesson time and through extracurricular activities.

In Primary School, art history, fine arts, and music are taught weekly, and help consolidate fundamental skills such as reading, writing, and numeracy.

In Secondary School, the artistic and cultural education find their natural place in afternoon projects. We have chosen not to follow the official French format of weekly one-hour slots for fine arts and music lessons. We do not believe in segregating teachings or in spending a quick, isolated hour on a topic, as this does not lay the groundwork for pupils to consider things thoroughly. We wish to bring new meaning to these fields by including them on a case-by-case basis throughout the year in the context of interdisciplinary projects. Pupils are also invited to discover artwork and artists, and to visit cultural venues as part of these projects.

Particularly keen pupils may join our music school (voice and orchestra options, for example) or take additional art modules (theatre, fine arts, etc.) through our after-school clubs and extracurricular activities.

Our schools also place an emphasis on learning a modern language, especially English, but also Chinese or Spanish to promote cultural awareness.

In keeping with official French programmes, our project does not diminish the importance of sports and physical education, where it serves to **develop motor skills**, as well as general skills and knowledge. PE develops a range of practices that require a high level of cultural and social involvement, all important for developing a child's personal and community life. Throughout their time at school, **engaging in sports and physical education also encourages children and teenagers to develop their well-being and to have a healthy lifestyle**. Sports and physical education can help Middle School pupils gain new reference points about themselves, about others, and about the environment, so they can build a positive self-image whilst respecting individual differences.

This topic, as all iféa topics, also allows for a wealth of experiments, giving it a place of choice in interdisciplinary learning.

CITIZENSHIP AND ECO-CITIZENSHIP EDUCATION

We deliver citizenship education from Primary to Secondary School, both during lessons and extracurricular activities, as defined in the French official curriculum:

“Citizenship education is part of a pupil’s overall educational project. It is intended for future citizens, as they gradually become aware of their rights, their duties, and their responsibilities.”

Supported by the entire curriculum, including moral and civic education, and as part of the common foundation of knowledge, skills, and culture, **citizenship education contributes to the transmission of republican values and principles, and to life in a democratic society.**

It is based on class teachings, by meeting with stakeholders or visiting institutions that develop citizenship, and by engaging in projects or educational activities that focus on citizenship.

In an ongoing effort to give meaning to what pupils are learning as future citizens, iféa is committed to dedicating focused time on citizenship education, clearly identified in our pupils’ timetables.

Major citizenship education themes are covered through conferences and debates, outings, or projects over several weeks, supported by our teachers and external partners. Teaching republican values and the principle of secularism, environmental and sustainable development education, media and information education, combating all forms of discrimination and racism, etc., are all examples of themes we will cover.

Eco-citizenship education is also taught daily within our teaching and pupil community, as they are invited to **get involved and become engaged in an overall approach to sustainable development through the way our school is run** (managing waste, recycling paper, etc.) **and through specific lessons.**

PATH TO THE FUTURE

As defined in the law of 8 July 2013, which redefines republican education, the Parcours Avenir (Path to the Future) must enable pupils from Year 7 to Year 13 to progressively be able to find direction, develop initiative, and discover the professional world by engaging with economic players.

This educational pathway is a cornerstone of the iféa project. **We aim to prepare our pupils confidently through information and dialogue from a young age about academic orientation, to support them in their personal development** regarding issues that can both be stressful (making choices), and sources of motivation (giving meaning to our efforts).

From Year 7 to Year 13, throughout the school year and extracurricular activities, special sessions are devoted to unpacking major teaching themes in the official programme: discovering and understanding the diversity of the economic world and professions, discovering and learning about various training opportunities, and higher education, and creating a career plan.

We are particularly intent on facilitating and encouraging exchanges between our school and players in the economic world (including through class presentations or local agreements), and on ensuring that educational orientation is a common theme when designing cross-topic projects. Allocated times (on-site support), required sessions (i.e., workplace observation), or highlights (job fairs at school with parents, Secondary School or student fairs, etc.) all enhance our programme.

EVALUATIONS

A comparison with international educational systems, and in particular European systems, shows that **the French evaluation system does not provide enough encouragement**. Yet it is through assessments (be they diagnostic, formative, self or peer-based) that teachers and pupils receive information on what is being learnt, allowing for remedial measures if necessary. **Overall marks** are not specific enough to distinguish learnt skills from skills needing consolidation. Likewise, **they tend to identify what is lacking rather than what has been gained**. In addition, written work is overvalued in comparison to verbal work, while psychosocial skills are not given much consideration (though there has been progress in this area in recent years).

At iféa, skills-based evaluations help identify the range of know-how a pupil is employing and to fine-tune them. They provide clear, explicit, reassuring indicators for pupils, who are more readily able to identify their strengths and weaknesses. They also break away from a system in which pupils settle for marks that judge and rate them, and create competition, replacing it with a more emotionally neutral system which provides opportunities for more empowerment and involvement. Self-assessments and mutual assessments stem from this involvement, since they help pupils understand the expectations of assessments from the inside. What ensues is a partnership and contractualisation process between teachers and pupils.

Marking is consequently very sparse in cycles 2 and 3 (from Year 2 to Year 7), becoming more regular in cycle 4 (from Year 8 to Year 10), and into Secondary School.

Mock exams (supervised exam conditions for the French Brevet and Baccalauréat) are organised from Year 9 so that pupils become accustomed to this format, generating less stress.

In addition, evaluations and teacher feedback are carefully assessed and summarised into an individual learning profile that is constantly updated. This profile gives teachers and parents a clear vision of a child's difficulties, progress, and successes, facilitating individual support through digital tools. Progress is monitored over a period of time, rather than the short term, so as to bring out progress, but also to detect any learning gaps and activate adapted remediation methods.

SCHOOL DAY, AFTER-SCHOOL CLUBS, AND EXTRACURRICULAR ACTIVITIES

IFÉA HOURS

Primary School pupils have lessons from Monday to Friday, from 8.40 to 4.00, and Middle School pupils have lessons from 9.00 to 4.00. However all pupils must stay in school until 5:30. Ranging from half an hour to an hour and a half depending on the level, this time is entirely devoted to supervised homework. There is no school on Wednesday afternoon. Our breakfast club is open from 8 am when required by families.

We have integrated our pupils' school time into a global approach that takes into consideration the biological and chrono-psychological rhythms of children and teenagers. Lessons are organised based on pupils' levels of alertness (attention and learning peaks that vary throughout the day and the week). This is why all of our pupils' lessons start at 9 am. They enjoy a real midday break over lunch, giving them time to relax on the playground or indoors. Teachers take into consideration afternoon and post-break lessons, adapting their teaching methods and targets to these periods, during which pupils tend to have lower attention spans. In Secondary School, Friday afternoons don't have a set schedule, instead offering citizenship education, interdisciplinary projects, cultural outings, in-school conferences and debates during the last half-day of the week. Primary School timetables are naturally more flexible across the week.

HOMEWORK THAT IS DONE

Pupils do their homework at school, under the supervision of responsible adults who help as needed. Pupils are no longer assigned after-school work (though one-off revision, research or reading assignments may be set in Middle School). We believe that a young pupil who has spent a day at school does not need to do further work at home. The time that is saved can instead be devoted to leisure, extracurricular activities, or family time, without having stressful homework.

However homework is set for Secondary School pupils, in preparation for cycle 4, the French Brevet and Baccalauréat.

PRIMARY SCHOOL TIMETABLE

Primary School pupils have a timetable that is organised around school rituals, individual or collaborative periods, and assembly time. They are encouraged to work independently with the help of individualised tools and to cooperate with one another.

Children are in English immersion for half of their school time, taught by a bilingual English-French teacher.

In addition to fundamental teaching in writing, reading, and numeracy, pupils will receive a scientific education that is based on enquiry-based methods, taught in part by Secondary School staff. Older children will have lessons in the science lab, giving them access to Middle and Secondary School equipment and material. Researchers (doctoral students from partner laboratories) will teach classes on a case-by-case basis, leading experiments that stem to their actual research projects.

Sessions devoted to philosophical and democratic debating, discovering the world and others are also favoured (history, geography, arts). Interdisciplinarity is featured from Year 2, enabling pupils to grasp that a given theme can be approached in its entirety (i.e., the issue of water or energy across the world). To this end, multi-age projects will be the opportunity to conduct crossover projects from the national programme, supported by peer emulation from different learning cycles.

A choir, run by the head of our (extracurricular) Music School, will be offered to all Primary School pupils in lesson time.

SECONDARY SCHOOL TIMETABLE

In Middle School, core topics are mostly taught in the morning (except where noted). These topics are taught in specially equipped classrooms, to promote collaborative rhythms within each year group, but also periodically mixing pupils from a same (Year 6 pupils with Year 7s, or Year 8s with Year 9s, for example), or across several topics. Teachers put pupils in a position where they can actively engage with their learning. To do so, they alternate between teaching environments (typical lectures, flipped classrooms, problem-based learning, etc.), with reduced size classes that switch between learning as a class and learning in smaller groups.

Pupils then enjoy a real midday break over lunch, which gives them time to relax on the playground or indoors.

In the afternoon, lessons continue through interdisciplinary sessions. Two afternoons are devoted to projects. In a classroom or as part of redesigned, multi-age groups, pupils are encouraged to think about cross-sectional themes and to work together. The outcome of these projects is then presented to classmates and parents as part of special events.

Friday afternoons are partly devoted to citizenship education, through pupil-led projects. These themes extend classroom topics (History & Geography, French, English, etc.), the programmes of which allow for this type of approach. Pupils may also attend debates, round tables, or conferences in their fields of study, participate in philosophy workshops, or in outings related to topics in the official citizenship education or Path to the Future curriculum.

PE lessons are also typically taught in the afternoon.

Our Secondary School programme is under way; details will follow shortly. Following the national education reform in September 2019, and ensuing new curricula and Baccalauréat, we are awaiting feedback from our Secondary School teaching team.

AFTER-SCHOOL CLUBS AND EXTRACURRICULAR ACTIVITIES

After-school clubs and extracurricular activities have been designed based on two criteria. They first **allow pupils to have fun before and/or after school by engaging in a range of activities**. These activities, many of which have a programme that has been created with IFÉA teaching staff, are part of our overall plan to help children find fulfilment and success at school. They also **invite other children/young people to participate in high-quality extracurricular activities** (tutoring, sports or artistic activities, etc.).

From 2020, our pilot school will offer tutoring, a theatre school, a music and singing school, a chess school, an IT club, along with English and Chinese lessons.

OUR TEAM

TEACHERS WHO ARE IN TUNE WITH THE TIMES

Iféa's founding team believes that **teachers will continue to be dominant factors for the success and well-being of children** in 21st century schools. Even in the digital age, nothing can replace human presence to guide a child's learning.

However the **role of teachers must undergo a radical change**. Teachers must not only be experts in their subjects, but also be specialists for each child they are entrusted with, adapting their teaching methods to individual profiles. Because knowing how to share knowledge is at least as important knowledge, genuine attention is given by our team of teaching professionals to the transmission of knowledge, which cannot be done as it was last century.

With the Internet, pupils now have access to an infinite wealth of knowledge, so that teachers are no longer the sole knowledge holders. Their mission is now to **guide children, helping them sort information, and enabling them to develop their critical thinking and their well-being as future citizens**.

Our teachers form an integral part of a teaching team. They come together regularly to share their experiences and discuss situations in a structured setting. Teaching experiments are evaluated, and the most effective approaches are shared throughout the teaching community.

At iféa, highly experienced, peer-acknowledged state education teachers who also train teachers in several French academies (Paris, Aix-Marseille) have designed our pupils' curricula. A number of them will also have teaching hours.

PARTNER RESEARCHERS

Iféas invite close collaboration between teachers and researchers, who work together to design a coherent methodology, based on a reasonable approach that always places a child and a teenager's well-being at the centre of any consideration.

We want our schools to be 21st-century schools. We envision them as **innovation hubs** that will create strong synergies between partners, to help invent or improve the teaching practices and tools of tomorrow.

WE BELIEVE IN DRAWING FROM AN EXTENDED TEAM OF PROFESSIONALS THAT OFFERS OUR PUPILS ALL-ROUND SUPPORT.

Our teaching staff oversees the well-being of every school pupil. Whenever in doubt regarding hardship or difficulties experienced by a pupil, our staff can work with families and refer them to specific support either at school or with external iféa partners. **Parents are welcome to call upon our network of specialists and experts** (psychiatrists, psychologists specialising in gifted children, graphotherapy, sophrology, speech and language therapy, etc.).

Our extended network, made up of child psychologists and child psychiatrists, will help detect and support various atypical traits, such as "dys" conditions, gifted children, school phobia, ADHD, anxiety and depression, etc.

OUR PILOT SCHOOL

Our first school, the iféa Emilie du Châtelet school, will open its doors in Clichy-la-Garenne (Hauts-de-Seine) in September 2020 and will welcome pupils from Year 2 to Year 10. Years 11 to 13 will open progressively between 2021 and 2023.

CATERING

Pupils may enjoy meals that are prepared by an organic caterer, and heated at school. A common room serves as a dining hall from 11.45 to 1:20 pm (with staggered mealtimes depending on the year group) and is open to pupils who wish to eat at school. Dining hall staff takes care of delivering meals from the catering service and serves pupils.

CLASSROOMS AND FACILITIES

Equipped with flexible furnishings in Primary School and with modular furnishings and sizes in Secondary School, our classrooms are adapted to our educational approach and encourage cooperative work whilst respecting individual working times.

Each year group has a dedicated classroom. Teachers move from class to class, so that pupils' work can sit undisturbed (models, robots, drawings, etc.). Some classrooms will have soundproofed sliding walls to create bigger teaching spaces and join up multi-level year groups. This will be the case for special projects and science rooms.

Each classroom will feature an interactive projector and several white boards, to support collaborative work.

Our wifi network will allow pupils to use digital tools when appropriate.

SPECIAL NEEDS CHILDREN

SUPPORTING GIFTED CHILDREN

Our school welcomes and includes high potential children. Our teaching methods, based on specialised teaching, openness, and caring, our redesigned school day and extracurricular timetables (which have an overall perspective), our specially trained instructors, and adapted tools all contribute to the flourishing of these pupils and give meaning back to their learning.

We have several goals. We first aim to welcome high and very high potential pupils to enable them to be happy and fulfilled. Waking up and feeling the motivation that is required to go to school is not always easy for these profiles. **Finding satisfaction in personal effort, self-confidence** and faith in a school, thriving through classroom learning, mastering one's anxiety and learning to live as a community are fundamental goals for our founding team.

Through our individualised and customised method, we further aim to help each pupil **progress at their own pace** (taking the time they need to carry out a task for more perfectionist pupils, to go faster or to extend their learning), to let their imagination, curiosity and creativity run free, and to express themselves in front of their peers unashamedly. These pupils, who have a broad view of the world, will naturally approach issues in their entirety, for example through interdisciplinary projects or when age groups are broken down. Our team checks in with them regularly, as they do with all pupils, to measure progress and sticky areas (whether related to their relationships or other learning modules).

We also want our gifted pupils to **be educated in a school that welcomes all pupils**, and not in a school or class specialising in “gifted pupils.” We do not wish to call this choice into question. It can be complicated to find solutions that entirely meet the needs of parents and children. However our personal and professional experience has led us to believe that things can be done differently. High and very high potential children and teenager often tend to prefer going to a school and class that welcomes all types of learning skills.

We also offer a specific learning track for high potential pupils who have fallen behind in the classical curriculum or who suffer from school phobia. This learning track is shaped on a case-by-case basis with the child, teenager, or young adult, alongside their parents, our teaching staff, and external partners. It can take various configurations, blending school time with home learning.

Finally, we make it possible for pupils to engage in activities that **extend their desire to learn, discover and apply teachings**, at break time, or through extracurricular activities. Pupils can sign up for chess, coding, music, theatre, sports and modern languages as part of this approach.

TOP-LEVEL ATHLETES AND DISTANCE LEARNING (SEPTEMBER 2021)

We will be offering a specific curriculum for top-level athletes who practise a sport intensively in external facilities and benefit from our method and our distance-learning programme. Curricula will be designed on a case-by-case basis.

INCLUSIVE EDUCATION (SEPTEMBER 2021)

Given our experience in this area, we are considering opening our school doors to an Unité Localisée pour l'Inclusion Scolaire (ULIS, inclusive education unit) in Primary and Secondary School. This programme will support the academic success of children with disabilities through learning differentiations from which all school children will benefit.

As full-fledged members of our school community, ULIS pupils will be able to follow inclusive learning programmes that are adapted to their capabilities and needs in order to gain social and academic skills. Our programme coordinator, a specialised teacher, will be in charge of this unit, liaising both with our teaching team and with external partners.

IFÉA FAMILIES

We want our pupil's families a real place in our community. Parents are part of IFÉA's teaching community, because the well-being of children and teens can only be truly effective if **every adult in the teaching community works together, in a spirit of solidarity**. Welcoming parents and carers, providing regular information and fostering constant dialogue, inviting them to actively participate in specific activities (orientation mornings, preparing for school highlights such as sporting, cultural, or festive events, etc.) are at the centre of our approach. Through their involvement and support in their child's education, and in school life (according to individual availability), parents and carers help create an environment that encourages fulfilment and acquiring skills and knowledge. Because their children receive personal monitoring and individualised learning profiles, parents are able to follow their child's progression more effectively.

By supporting and encouraging positive parenting, we also offer parents and carers the opportunity to come together and find answers to their worries. To support this, **IFÉA offers learning modules throughout the year**. These are led by specialists (psychologists, researchers, teachers) and aim to help parents support their children more effectively (for example by creating overall revision plans based on their child's specific needs, understanding how a child or a teenager's brain works and therefore, how to help them approach their work, etc.), and learning to handle stressful situations at home better.