



Ecole Internationale de Genève
International School of Geneva



Education Newsletter

Bulletin pédagogique

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Education for Peace

Small Steps

Never doubt what the smallest of gestures might mean to the person in front of you, on the other end of an e-mail or indirectly through the discussions you might choose to have about them. The slightest sarcasm, judgement, coldness might be brushed aside but might also strike deep into the other's heart. Even the act of ignoring someone, refusing to greet them, might seem like nothing in the heat of the moment, but it might also burrow into them and cause them discomfort or sorrow.

How lucky we are to live far from the shores of suffering, malnutrition, violence, insecurity and exploitation that our brothers and sisters across the world have to endure each day. Surely we should be thankful for the luxury of peace by being kind and generous to one another. How sad to take that precious gift of life, so short and magical, and decide to use it to attack others, to seek to hurt and to let our hearts become dark with selfishness and hatred, especially when we have been blessed with material gifts, clean water, shelter and food, those things that so many, too many, do not have.

If we believe in the Learner Profile, our Mission, our Guiding Principles, that education can contribute to a better world, then may we continue to propagate that beautiful message to our students, our colleagues, our families, not just through words but through actions. Simple actions: a smile, a greeting, a kind word, a bit of time to listen to what someone has to say.

Character education must form the very core of what we do, beyond developing cognitive and psychomotor domains and the transmission of knowledge and culture. The delicate tissue of the humanity, marred by war, needs models of peace to show that such a thing is possible not just on paper but in simple day-to-day practice.

So peace be with you my colleagues and thank you for fighting for a better world with each step you take, great or small. We rely on each other for it.

Conrad Hughes, Director of Education



Zeid Ra'ad Al Hussein, UN High Commissioner for Human Rights, awarding an Ecolint student a certificate for her cartoon for peace (photograph: Jean-Marc Ferré)

A petits pas

Ne doutez jamais de ce que le plus petit des gestes peut signifier pour la personne se trouvant en face de vous, à l'autre bout d'un email ou indirectement à travers les discussions que vous pouvez choisir d'avoir à son sujet. Le moindre sarcasme, jugement ou la moindre froideur pourrait être balayé, mais également frapper profondément le cœur de l'autre. Même l'acte d'ignorer quelqu'un, de refuser de le saluer, peut sembler insignifiant dans le feu de l'action, mais il pourrait aussi bien s'incruster en cette personne et lui causer de l'inconfort ou même la douleur.

Quelle chance de vivre loin des rives de la souffrance, de la malnutrition, de la violence, de l'insécurité et de l'exploitation que nos frères et sœurs à travers le monde ont à endurer chaque jour. Nous devrions montrer notre reconnaissance de pouvoir jouir du luxe de la paix en étant aimables et généreux les uns envers les autres. Quelle tristesse de prendre ce cadeau précieux que représente la vie, si courte et magique, et de décider de l'utiliser pour attaquer autrui, de chercher à blesser et de laisser l'égoïsme et la haine obscurcir nos cœurs. Surtout quand nous avons été comblés de biens matériels, d'un toit, d'eau potable et de la nourriture ; toutes ces choses que beaucoup, beaucoup trop, n'ont pas.

Si nous croyons au profil de l'apprenant, à notre mission, à nos principes directeurs ; si nous croyons que l'éducation peut contribuer à un monde meilleur, alors nous pourrions continuer à diffuser ce beau message à nos élèves, nos collègues et nos familles, et pas uniquement avec des mots, mais par des actions. Des gestes simples : un sourire, un salut, un mot gentil, un peu de temps pour écouter ce que l'autre a à dire.

La formation du caractère doit être au cœur même de ce que nous faisons, au-delà du développement de domaines cognitifs et psychomoteurs et de la transmission du savoir et de la culture. Le tissu délicat de l'humanité, marquée par la guerre, a besoin de modèles de paix pour montrer qu'une telle chose est possible, pas seulement sur le papier mais dans la pratique simple, au jour le jour.

Alors que la paix soit avec vous, mes collègues, et je vous remercie pour votre lutte pour un monde meilleur à chaque pas que vous faites, grand ou petit. Nous comptons les uns sur les autres pour y arriver.

Conrad Hughes, Directeur de l'Éducation



14 January: Ecolint and the UN - one mission (photograph: Jean-Marc Ferré)

Knowledge and Peace

Knowledge has, since the far-flung days of ancient civilization, been seen as a tool of improvement and good for humanity. Socrates said that there was one good, knowledge, and one evil, ignorance, in the world. Today the greatest atrocities and acts of evil are undertaken under the sprawling, hideous banner of ignorance, and of an unwillingness to know or to understand. For when one strives to know about the world they inhabit, to understand the people surrounding them, they will find it harder and harder to flock to the tenets of primal violence, rage and hatred. How does one kill another when one has spent time learning that person's language, contemplating their culture and understanding their history? And how can one hate and exploit another having done those same things?

Since Socrates' time, humanity has become vastly more unified, and its knowledge far greater. We have, by and large, a greater understanding of our fellow human beings than ever before. Of course there is much left to be done; violence and hatred still stain too many parts of the world; ignorance basks in the agony of many people. But these things can change. Knowledge is a force for betterment, and, ultimately, for greater peace, and if education continues to spread, to improve, and to broaden itself and become truly international, much of the evil in our world could be dispelled.

As an international student, I have witnessed the power of communication and understanding of other people, and the importance of breaking away from cultural isolation. I have seen its potential for creating peace, and know that if such experience can be shared throughout the world knowledge and peace could have a greater chance to curb ignorance and suffering.

Timur Kahn, Student, La Grande Boissière

Ecolint Values

The values that Ecolint transmits to students allow and inspire creativity to further understand and critically analyze the world and what opportunities education can offer. Through education, a privilege that is so valuable for our world today, a learner opens up their mind to different perspectives and ideas. Education is not simply a phase of our youth; it is constant throughout our lives.

Receiving an education allows learners to identify their strengths and weaknesses, and to highlight and further improve on their unique skills. It's that enlightenment that allows us to further work towards what we believe to be valuable not only to us, but to the community and environment around us.

Ecolint promotes diversity, variability and differences as an international school, to further help students to realize the importance of change and difference in our world, and how to use weaknesses and strengths of others to further advance towards a peaceful planet, where all live equally in harmony.

Without understanding the diversity of religion, culture, community and individuals, we will not be able to communicate, cooperate and work together towards a peaceful environment.

Celebrating difference has been a core aspect in our education. The world has seen enough prejudice and war out of fear of change and difference.

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Our educational experiences can help us actively participate in creating a safer, more humane and sustainable world in a variety of fields. Every child is another world, another outlook, another perspective, and a valuable asset to our international community.

Education is that one weapon that can allow individuals to achieve an open mind, and therefore make them active contributors and cooperators toward peace.

The most valued disposition that students of the international school of Geneva own today is the understanding that most importantly, peace is about action. The idea of community and service is a core aspect of education within the foundation. There are various causes that students volunteer and raise awareness for. Those very causes, charities, NGOs, signify a form of peace for others, and should be respected by all.

By students taking action, we take one step closer to peace.

The International school of Geneva teaches students to hold mutual respect for one another by studying alongside each other irrespective of background. By understanding one's view, another must learn to respect it, that is how one becomes a truly international learner.

Grace Trivedi, Student, Campus des Nations



Education for Peace at the Palais des Nations (photograph: Jean-Marc Ferré)

Open-Mindedness

To be part of our community is a privilege and I believe that we mustn't forget our role in the international spectrum of life. We are the first and oldest international school in the world and our beliefs and constitutions are embedded within the organisation of the very building we stand in [the United Nations]. This is a fact I applaud.

What we must keep close to heart however is the influence that education plays in shaping future generations. Our schooling teaches us how to express ourselves fairly and how to respect others. However, not every school adheres to this and it is vital that we spread our knowledge and understanding in achieving peace.

Education, in school, is one of the birthplaces for us to learn compassion, acceptance and understanding. Although a strong case can be made for one's upbringing in the household, we trust that those who have chosen to educate their children in the international system already obtain such an open outlook which they will then instil in future generations.

Respecting values, beliefs, religions, cultures and traditions of others is the intrinsic basis for our constitution and moving through stages of life with an accepting, sufficiently tolerant and open mind when encountering new ideas to your own is what being an Ecolint student or alumnus is all about. The experience of an international education is, I believe, what being human is all about. Studying and growing as a person surrounded by people from completely different backgrounds and cultures is a learning opportunity in itself.

When we look at the greater scale of things and observe all the tragedy and injustice being done by people who see differently to others it really puts it in perspective. The possibility that we might hate, with passion, those sitting beside us, simply for the colour of their skin, religious beliefs or gender might seem incomprehensible but is a very real threat.

In contrast, in my experience as an Ecolint student, I have never witnessed a racist, sexist or antireligious remark aimed at someone in a derogatory manner, unfortunately one will always hear the odd comment in jest.

Recently we've seen more tragedies come to light in France and Nigeria but some more publicised than others. Though I would like to pass on my thoughts to the victims and their families it is important to realise how easily our knowledge can be altered by media interference and biased opinions. What should be emphasised as seen in Paris is how hate and violence has been treated with love, solidarity and unison. This is how I believe we should involve ourselves.

As pioneers of the international education system we have the means and the ability to thrust ourselves in a new direction of learning. Our learning should be more relevant. We need to be more aware and active in international affairs and given more opportunity to voice our support.

George Hartley, Student, La Châtaigneraie

MANIFESTE SUR L'ÉDUCATION POUR LA PAIX

Nous, élèves de l'Ecole Internationale de Genève, déclarons que les écoles de par le monde devraient enseigner à tous les jeunes à :

1. Être ouvert d'esprit et montrer de la curiosité envers les différentes races, croyances, genres et contextes de vie ;
2. Se sentir réellement concerné par les autres et prendre en compte leurs besoins ;
3. Être prêt à partager avec les autres ;
4. Être attentif à la souffrance d'autrui et être disposé à apporter son aide ;
5. Apprendre sur les processus de paix et la résolution de conflits ;
6. S'inspirer des personnalités qui ont marqué l'Histoire par leur contribution à plus de paix dans le monde ;
7. Travailler ensemble, au sein et en dehors de l'école, à l'édification de la paix ;
8. Discuter et s'informer sur les affaires internationales ;
9. Comprendre à quel point le monde est fragile et agir en tant qu'êtres humains solidaires ;
10. Maintenir vivante la flamme de la paix tout au long de sa vie.

Genève, Palais des Nations, 2015

Ce manifeste a été rédigé à partir des réflexions d'élèves de tout âge de l'Ecole Internationale de Genève





MANIFESTO ON EDUCATION FOR PEACE

We the students of the International School of Geneva declare that schools throughout the world should teach all young people:

1. To be open-minded and curious about people's race, beliefs, gender and background;
2. To genuinely care about other people and consider their needs;
3. To be prepared to share with others;
4. To be attentive to the suffering of others and prepared to help;
5. To learn about peacemaking and conflict resolution;
6. To be inspired by the people in history who brought more peace to the world;
7. To work together, inside and outside of school, as builders of peace;
8. To discuss and learn about global affairs;
9. To understand how fragile the world is and act accordingly as one humanity;
10. To keep the flame of peace ablaze throughout our lives.

Genève, Palais des Nations, 2015

This manifesto was drawn up from the reflections of students of all ages from the International School of Geneva



Ecolint's Poster People

What do Gene Kelly, Josef von Sternberg, Rita Hayworth, Yul Brynner, Richard Burton, William Holden, Jules Dassin, Elizabeth Taylor and Serge Reggiani have in common? There are two answers. If the first is not glaringly obvious to you, let me give it away by specifying that Josef von Sternberg and Jules Dassin, perhaps the less instantly recognizable names on the list, were both prominent film directors whose careers respectively spanned the 1920s-1940s and the 1940s-1970s. The second answer is more intriguing: they were all Ecolint parents.

I can find no clear-cut rationale for why these movie stars and other major figures in the cinematographic world gravitated towards our school. In so far as the Hollywood milieu generates snobbery or pretension, these would have been better satisfied by a number of other educational establishments in the Lac Léman area. Ecolint has always been refreshingly unconcerned with social status and glamour. Moreover, during the decades when several of the children of the above-mentioned celebrities attended our school, Ecolint was run by a passionately egalitarian and high-minded director, Marie-Thérèse Maurette, who crucially contributed to setting in stone the humanitarian values that are now revered as the core of the school's identity, and had little time for fashion or frivolity. As George Walker points out in his compelling biography *Marie-Thérèse Maurette: Pioneer of International Education* (2009), "she would not hesitate to remove lipstick, nail-polish and high-heel shoes from the American students (...)". After 20 years at the helm, she resigned in 1949 because, as Walker puts it,

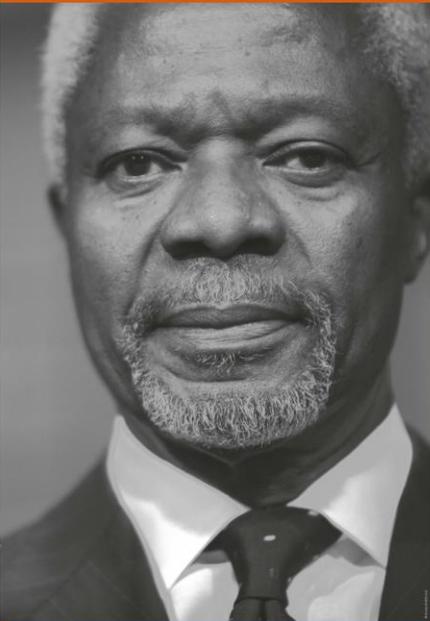
"her responsibility for the school was no longer compatible with her hardening left-wing political views. In common with many French intellectuals, Maurette now believed that Communism was the only way forward."

You would not think that the Ecolint fostered by Mme Maurette was the natural choice of school for – say – the couple who gave their names to the "Taylor-Burton Diamond", purchased for Elizabeth by Richard in 1969 for \$1.1 million and auctioned nine years later for \$5 million.

Be that as it may, in selecting the faces that figure prominently on the posters of Ecolint's 90th Anniversary Exhibition, I had no qualms about including a substantial number of our parents – including Taylor and Burton. I won't pretend that their striking physiognomy was not a consideration. But another, more profound one is that – although educators and alumni are arguably the individuals who most significantly either shape or are shaped by the school – the identity of the parents who decide that the International School of Geneva offers the best education for their children says something about who we are as an institution. In this light, it is meaningful that in 1927 Albert Einstein – though never an Ecolint parent – wrote to the director of our fledgling school, Paul Meyhoffer, to request that we employ a relative of his, a certain "Mlle Einstein". (This request was very politely turned down.)

What attracts some prominent people rather than others to our school also says something equally important about *them*. Einstein was clearly a kindred spirit, but it is intriguing that during 1947 and 1948 Brigadier General H. Norman Schwarzkopf, Provost Marshal of the United States' European Command in Germany, was corresponding amiably with the radically left-wing Mme Maurette and praising in his letters the "splendid reputation of the

Ecole Internationale”, in which his children were boarders – adding, for good measure: “(...) Mrs. Schwarzkopf and I continue to recommend the school to our friends over here.”¹

 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Founding Father</p>	 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">World Leader</p>
<p>Jawaharlal Nehru Ecolint Parent</p> <p><small>(1889 – 1964, India) First Prime Minister of India, leader of the Indian independence movement</small></p> <p><small>(1889 – 1964, Inde) Tout premier Premier Ministre de l'Inde, chef de file du mouvement pour l'indépendance de l'Inde</small></p>	<p>Kofi Annan Ecolint Parent</p> <p><small>(born 1938, Ghana) Member of the International School of Geneva's Governing Board (1981 – 1983), United Nations Secretary-General (1997 – 2006), Chairman of the Africa Progress Panel, Chairman of The Elders</small></p> <p><small>(né en 1938, Ghana) Membre du Conseil de Fondation de l'Ecole Internationale de Genève (1981 – 1983), Secrétaire général de l'Organisation des Nations Unies (1997 – 2006), Président de l'Africa Progress Panel, Président de The Elders</small></p>
 <p><small>Ecole Internationale de Genève International School of Geneva</small></p>	 <p><small>Ecole Internationale de Genève International School of Geneva</small></p>

Visitors at the Ecolint exhibition in the Palais des Nations may have been puzzled to see the burly face of his son, General Norman Schwarzkopf Jr., rather provocatively juxtaposed with

¹ Much more recently, another of our high-profile parents, Mario Bunge, who is the Frothingham Professor of Logic and Metaphysics at McGill University and one of the world's leading philosophers, praises the educational approach of the “prestigious École Internationale” in his autobiography, which he wrote at the age of 95 and has just been published. His wife, Marta Bunge, Emeritus Professor of Mathematics (also at McGill), adds that our school “is renowned for its excellence and for the diversity of its student body”.

our slogan: “Educating for Peace since 1924”. The younger General Schwarzkopf, you will remember, led all the coalition forces (close to a million soldiers) during the 1991 Persian Gulf War in his capacity as Commander-in-Chief of the U.S. Central Command. War obviously represents the ultimate failure of everything that Ecolint stands for, and we can never condone – let alone exalt – it. Having said that, the offensive to eject Iraq from Kuwait was a rare example of military action legitimately based on a U.N. Security Council resolution, following the unprovoked invasion of one member state by another. Moreover, Schwarzkopf respected the terms of the U.N. mandate and crucially opposed turning the campaign into a full-scale counter-invasion and occupation of Iraq. Later in life, he was critical of the 2003 takeover of Iraq by the United States and its allies. It is therefore not inconceivable that some of the values he absorbed in our school had a positive ethical impact on his judgement, even in a professional field that – from an Ecolint perspective – is as unpromising as the military one.

Reassuringly, the vast majority of the parents, alumni and – it goes without saying – educators whom our exhibition highlights have led lives that either exemplify or at least are wholly compatible with everything that Ecolint stands for: four Nobel Prize laureates (at last count), renowned scholars, perennially beloved singers, democratically elected world leaders, philosophers, philanthropists, poets and novelists... not to mention the Polish physician Ludwik Rajchman, a secular saint who in a previous article I described as “the noblest Ecolintian of them all”.

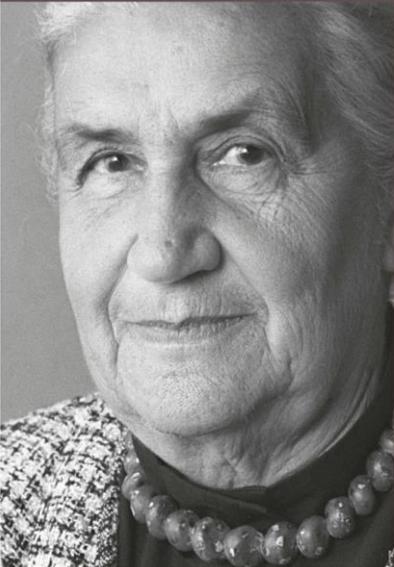
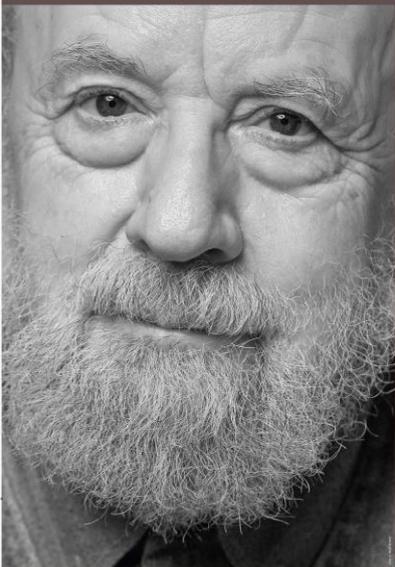
Some might nevertheless object that it is invidious to single out those who are already prominent whilst passing over in silence hundreds or thousands of Ecolintians whose merits may be just as great, if not greater, but whose lives have been comparatively discreet. This is a respectable argument, but it must be borne in mind that interspersed among the school’s “celebrities” there are faces little known to the general public – Ecolint heroes such as Arthur Sweetser, Paul Meyhoffer, Adolphe Ferrière, Paul Dupuy, Marie-Thérèse Maurette and, of course, Dr. Rajchman – which finally get the attention they deserve by rubbing shoulders with the likes of Charles Aznavour or Jackie Stewart.

In an idealistic institution such as ours, it might seem fair and didactically appropriate not to focus on the famous and instead to rescue from obscurity those whom history may have unfairly overlooked. However, this worthy goal is best achieved by harnessing the fame of some so that a bit of their limelight helps to illuminate others who have unjustly been relegated.

Et puis il y a ceux, sans doute les plus nombreux parmi nos anciens, nos parents et les autres membres de notre communauté, qui ont peut-être mené une vie exemplaire, qui se sont distingués par leur gentillesse, leur patience, leur générosité, leur altruisme, mais dont seulement ceux qui les ont fréquenté de très près connaissent les vertus. Comment célébrer ces héros de l’ombre, qui ont passé leur vie à aider leur prochain sans jamais chercher à se faire remarquer ? Ce dilemme n’est certes pas exclusif à l’Ecolint. « Virtue is its own reward », dit-on en anglais. Et si ce dicton ne suffit pas à nous satisfaire, osons penser qu’il y a une conscience universelle qui voit dans le cœur des hommes et apprécie à sa juste mesure les qualités de chacun. « Si Dieu n’existait pas, il faudrait l’inventer, » dixit Voltaire. Par contre, un humble archiviste doit se contenter des faits que nous pouvons tous appréhender et que l’histoire nous lègue.

Mais toutes ces spéculations métaphysiques ne nous empêchent nullement de nous réjouir que le charme de Rita Hayworth, le charisme de Joe Dassin, l'inspiration poétique de Robert Graves ou la vision philosophique de Jeanne Hersch ont enrichi, de près ou de loin, le monde d'Ecolint dont nous aussi faisons partie.

Alejandro Rodriguez-Giovo
Foundation Archivist

 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Philosopher</p> <p>Jeanne Hersch Ecolint Teacher, Professeur</p> <p><small>(1910 – 2000, Switzerland) Philosopher, writer (<i>L'être et la forme</i>, <i>L'étonnement philosophique</i>), professor (University of Geneva), member of UNESCO's Executive Board</small></p> <p><small>(1910 – 2000, Suisse) Philosophe, écrivain (<i>L'être et la forme</i>, <i>L'étonnement philosophique</i>), professeur (Université de Genève), membre du Conseil exécutif de l'UNESCO</small></p> <p> Ecole Internationale de Genève International School of Geneva</p>	 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Novelist</p> <p>Michel Butor Ecolint Teacher, Professeur</p> <p><small>(born 1926, France) Novelist, poet, essayist, author of <i>La Modification</i></small></p> <p><small>(né en 1926, France) Romancier, poète, essayiste, auteur de <i>La Modification</i></small></p> <p> Ecole Internationale de Genève International School of Geneva</p>
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From the Institute

Happy New Year to from the Institute of Learning and Teaching and all good wishes for 2015! We have welcomed colleagues to many different events and workshops since September and these have included the 'Gifted Education Higher Order thinking' course, continuing Masters modules on both the Durham and Geneva University Masters programmes, the Assistant Training Programme, language courses, and in particular workshops in the autumn term given by Michel Sasseville on Philosophy for Children. Language courses are offered through the Institute in both French and English
Les cours de langues anglais et français continuent d'avoir lieu au sein de la fondation ainsi que les tests de niveaux maîtrise de la langue (TOEIC et TFI)

[2014 / 2015 Enrollment for the TFI French Test](#)

[14 / 15 Inscription pour le test d'anglais TOEIC Bridge](#)

Campus de La Grande Boissière :

[Français B1/B2, LGB, Mar 2015](#)

[Français B2/C1, LGB, / May 2015](#)

[Anglais B1/B2, LGB, / March 2015](#)

[Anglais B2/C1, LGB, / May 2015](#)

Campus des Nations

[Français B1/B2, Nations, / Mar 2015](#)

[Français A2/B1, Nations, / May 2015](#)

[Anglais B1/B2, Nations, / March 2015](#)

[Anglais A2/B1, Nations, / May 2015](#)

The 'Gifted Education Higher order Thinking' pilot course is offered by the Institute and led by colleagues who were trained last April to deliver the course.

It is a professional development program for all teachers in all classrooms and enhances teachers' understanding of:

- the concept of giftedness
- commonly observed cognitive and affective behaviours and characteristics associated with giftedness
- the use of inclusive identification methods to identify gifted students
- ways to develop appropriate learning experiences for gifted students
- ways to improve gifted students' critical, creative and caring thinking skills
- ways to develop higher order thinking in all students

The 10 colleagues from across the Foundation following this course have been meeting after school one Monday per month and module 5 in February, will look at critical thinking. We are hoping to be able to offer this again next year and if you think you might be interested in this course please get in touch.

Dans le cadre du Master Francophone, nous proposons à tous les membres de la fondation, de se joindre à nous pour le prochain cours donné par le Professeur J-P- Payet de l'Université de Genève.

Il est possible d'assister à la conférence d'ouverture du jeudi 19 février de 17h15 à 20h15 au campus des Nations - Grand-Saconnex (Salle Rousseau) ou de participer à tout le week-end de formation en validant ou non le module. Dans les deux cas, contacter frederic.mercier@ecolint.ch

[Cours Master Francophone : Dynamique sociale à l'école : Enjeux scientifiques et politiques](#)
[Dynamique Sociale à l'école / Inscription](#)

The Durham Masters module in November focused on classroom assessment and the next module which will be held on April 23rd – 26th is entitled 'Intercultural and International Education'. This module is of course also available to follow as a professional development opportunity, please contact us for more information.

One of the highlights of last term was surely the visit to the Foundation by Michel Sasseville from Laval University in Canada. Professor Sasseville introduced many of us to a new way to foster critical thinking amongst our students and develop in-depth ways for the class to discuss and communicate their ideas. The workshops were a fascinating taster of this way of working with our students and we hope to be able to continue with this next year

Les quatre ateliers que nous avons proposés ont tous été des moments de réflexion intense et profonde. Cependant, aussi enthousiasmante soit-elle, une formation ne suffit pas nécessairement à réinvestir en classe ce qui a été vécu. L'Institut, en collaboration avec Pro-Philo, organise des accompagnements pédagogiques des personnes qui ont suivi la formation afin de les guider dans cette nouvelle approche. Ces accompagnateurs, formés par le Professeur Mathieu Gagnon de l'Université de Sherbrooke, ont tous une grande expérience des séances de pratique de la philosophie. Ils mettent leurs expériences au service de leurs collègues en les guidant au fil des animations.

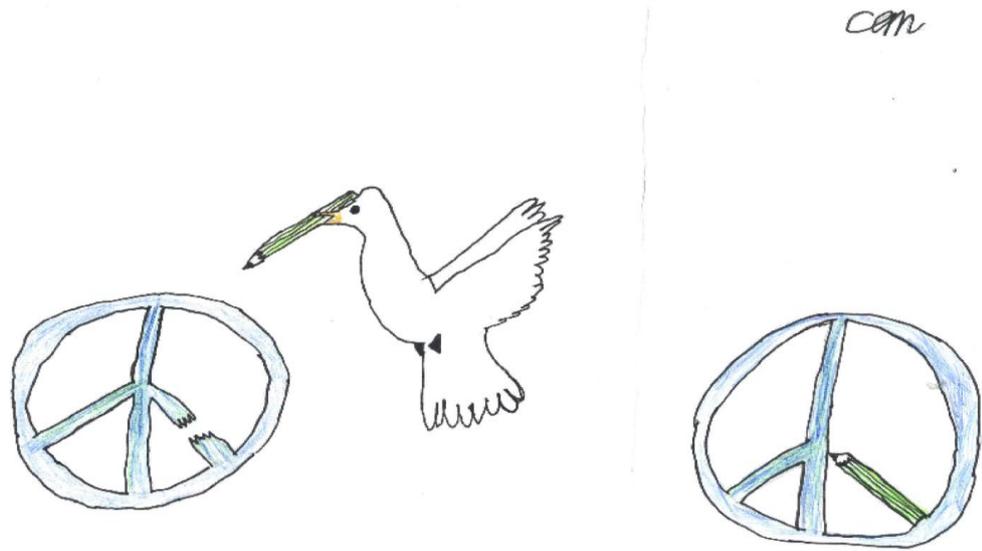
En novembre 2015, Le Professeur Sasseville sera à nouveau parmi nous. Quatre formations seront proposées et cette fois par niveau d'enseignement (réception-première / deuxième - sixième / secondaire 1 / secondaire 2) ainsi qu'une formation dans le cadre du Master francophone sur la "communauté de recherches".

We are presently working on the third issue of the Ecolint Research Journal. Some of our colleagues on the Durham Masters degree course are now completing their degrees and we look forward to publishing the abstracts of their dissertations in the 2015 edition. If you have recently completed a dissertation with another university or published any academic papers please do let us know as we would also like to include your work in the next Journal.

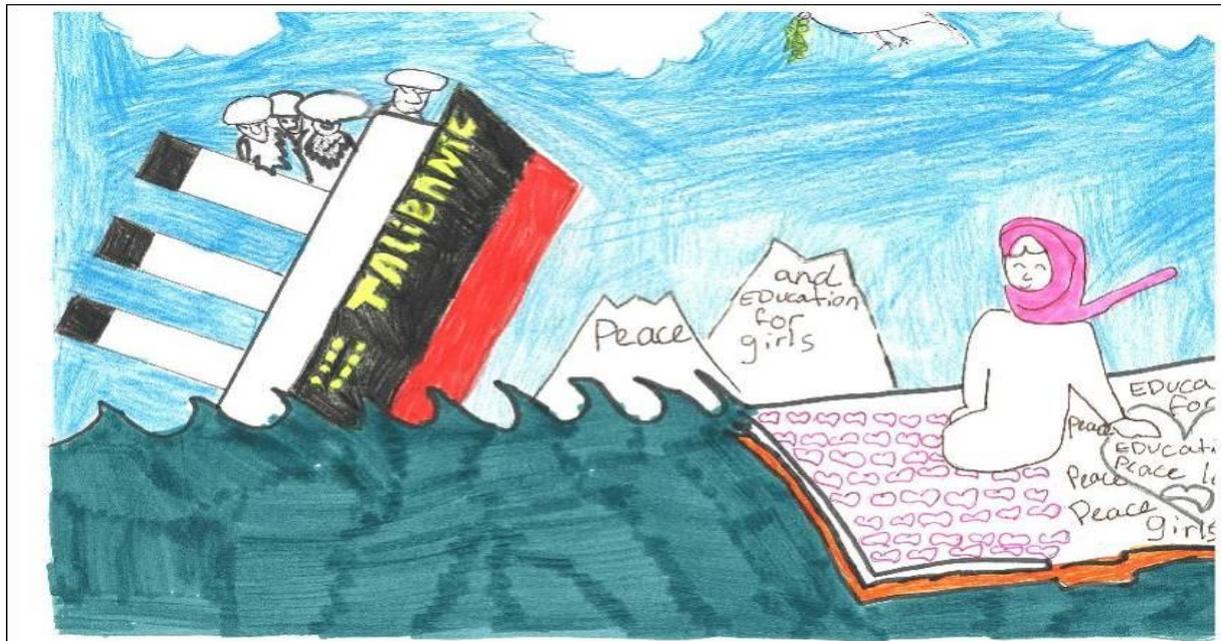
If you are interested in any of the above professional development opportunities please do get in touch.

With all best wishes,

Frédéric Mercier and Alison Ball



Cem Celik, Student, La Grande Boissière



Kiera Khodara, Student, La Grande Boissière

Annexe VI

Food Education Curriculum Middle School LGB

Marcus James, La Grande Boissière Middle School

Training

I have sourced both the types and places for professional development.

The following have been agreed for Health and Hygiene training and I plan to start them in the coming weeks.

<http://www.virtual-college.co.uk/products/food-hygiene-catering.aspx>

<http://www.virtual-college.co.uk/products/vc-food-level-3-food-hygiene.aspx>

<http://www.virtual-college.co.uk/products/food-allergy-awareness-training.aspx>

I am also awaiting the start date for the following course: *Sustainability of Food Systems: A Global Life Cycle Perspective*.

<https://www.coursera.org/course/globalfoodsystems>

‘This course explores the diversity of the foods we eat, the ways in which we grow, process, distribute, and prepare them, and the impacts they have upon our environment, health, and society.’

Curriculum development and resources

To support the content of the Sustainability Food course I have been researching recipes to further reduce the environmental impact of the lessons and add another element to the curriculum. More details can be found here: <http://planeat.tv/your-plate>

In addition I am looking into screening either the ‘Planeat’ or ‘Fedup’ film documentaries. Both take a deeper look at the importance of both food education and food choices. This will follow the success of showing ‘Project Wild Things’ in the art centre last term, it was open to parents and students and followed a Skype with the director. I will aim to follow the same format again.

Another source of ideas for recipes that link to areas of the curriculum, in this case science and technology, is from the book ‘Incredible Edibles’ by Stefan Gates.

These sources and others are providing the ideas for the content of some cooking lessons.

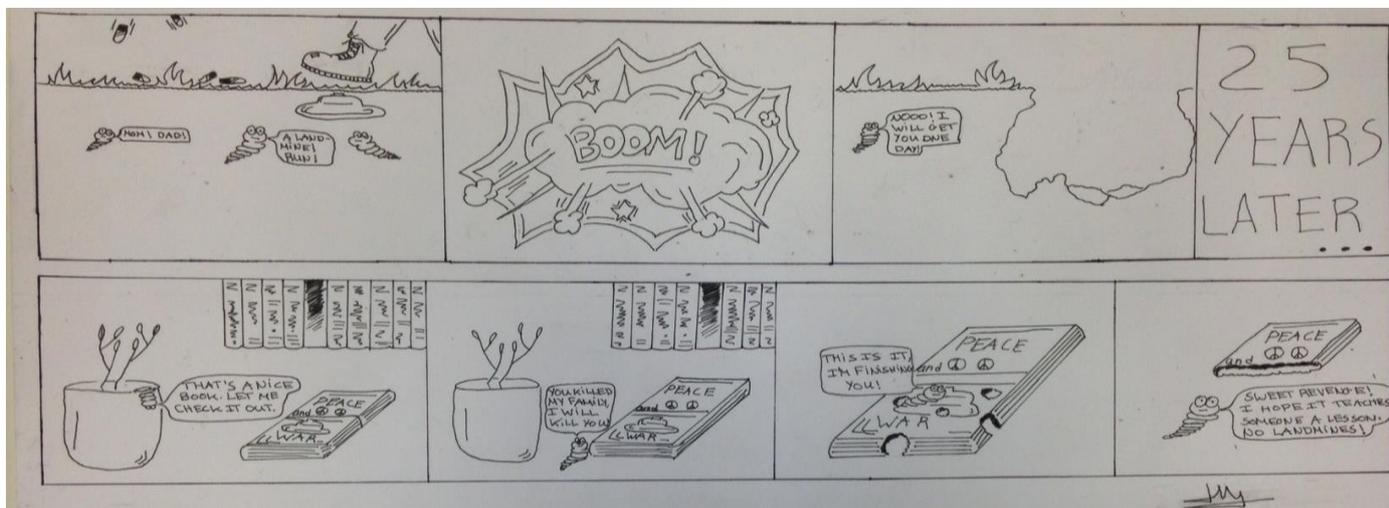
The input and update with the Heads of Year has been postponed but will hopefully take place at the next meeting.

Practical

The initial idea was to have the kitchen in the middle school, accommodate 16-18 students and run as part of the creative option programme. This has obvious limitations due to the small size and curriculum space. We (Shona and I) are therefore looking at other ideas and options. Later this year or next I would like to explore the idea of being part of the High School technology development and possibly reach students outside just the Middle School.

Wider aspects

At the end of October I joined the LGB Health Committee and went to their meeting. This was to present my project, support Stephane Weylands initiative about Healthy Choices and give my thoughts on other items in the Agenda. I plan on attending future meeting and continuing to gain from what such a group can offer. Following this I also provided input for Stephane's presentation to Year 5 students in December, sadly I was unable to attend the actual assembly.



Jordi Nonay, Student, La Grande Boissière

Manuel de chimie

Arnold Nussbaumer, La Grande Boissière, Ecole Secondaire

Le projet d'écriture du manuel de chimie progresse à un bon rythme. Durant l'été 2014 j'avais rédigé les 4 premiers thèmes du programme.

A ce jour, les thèmes complémentaires du niveau supérieur pour les 4 premiers chapitres ont été rédigés et je travaille actuellement sur les thèmes 6 et 16 qui concernent la cinétique chimique.

Le manuel comporte actuellement les chapitres suivants :

- Introduction, évaluation, travaux pratiques.
- Thème 1 – Les relations stœchiométriques
- Thème 2 – La structure atomique
- Thème 3 – La périodicité
- Thème 4 – La liaison et la structure chimiques

Nouveaux :

- Thème 5 - L'énergétique / La thermochimie

Module complémentaire du niveau supérieur (MCNS)

- Thème 12 - La structure atomique
- Thème 13 - Le tableau périodique: les métaux de transition
- Thème 14 - La liaison et la structure chimiques
- Thème 15- L'énergétique / La thermochimie

Le cours pour le niveau moyen compte pour l'instant 123 pages et celui du niveau supérieur 56 pages.

Les 15 élèves du NS ont terminé l'étude des thèmes 1,2, 3 12 et 13. Actuellement nous abordons en classe les thèmes 4 et 14.

Les 8 élèves dans la classe IB NM de mon collègue, le Dr Etwaree, ont étudié les 3 premiers thèmes.



Adam Cobos, Student, Campus des Nations

The Teaching English Second Language students in Mainstream Classes (TESMC) course at La Châtaigneraie Primary School Campus
Gayle Courtenay (La Châtaigneraie Primary), Nayaira Zohny (Campus des Nations Primary)

At this point in time, we have delivered Units 1 - 5 of the course. This was organised in the following fashion:

Wednesday 29 October - 13.00 - 16.00 Unit 1

Wednesday 17 December - 9.00 - 16.00 Units 2 & 3

Wednesday 14 January 9.00 - 16.00 Units 4 & 5

We have 11 members of staff on the course from La Châtaigneraie Primary School campus - 2 members of staff from LGB dropped out at the last minutes for personal reasons. This year, differing from last year, most of the staff enrolled consist of teaching assistants, language B teachers and supply teachers. There are some key members of teaching staff who would greatly benefit from taking up this CPD opportunity, however they are unable to attend due to other commitments on Wednesday afternoons.

It is obvious that, for some members of staff who attended the course last year, or who are currently attending the course this year, there has been a growing improvement in EAL language teaching pedagogy. This is, in turn, having a knock-on effect on other members of staff, who are observing this practice when working with trained members of staff in a team.

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It comes to a point however, where this learning needs to be taken a step further and reinforced. This could be done if we were to offer the How Language Works Course which follows on from the TESMC, which is the introductory course.

It is apparent, however, that this course is mainly aimed at teachers (Language A and B) rather than teaching assistants as it focuses on the planning of activities for EAL students within the mainstream class. This is not to negate the usefulness of this course, knowledge-wise for the class assistant, however I feel that the course may need to be slightly tweaked in order to be more relevant to their role. The course is also quite obviously tailored to the needs of teachers from Year 3 and above. There is a new specialized EARLY YEARS course which Unlocking the World are offering called 'Teaching young children in English in multilingual contexts' and this is definitely more appropriate for those teaching children in Year 2 and below.

We are now currently planning the next four sessions, which are to take place on the following dates:

Wednesday 18th February - 13.00 - 16.00 Unit 6

Wednesday 18th March - 13.00 - 16.00 - Unit 7

Wednesday 29th April - 13.00 - 16.00 - Unit 8

Wednesday 27th May - 13.00 - 16.00 - Final Unit 9

All is currently running smoothly and both myself and Nayaira are sharing the workload with regards to giving feedback for Between Module Activities and Between Module Reading Reflections. I have also had to hold a few extra sessions on Wednesday afternoons for some members of staff who have been unable to attend some sessions due to unforeseen circumstances.



Agata Michalak, Student, Campus des Nations

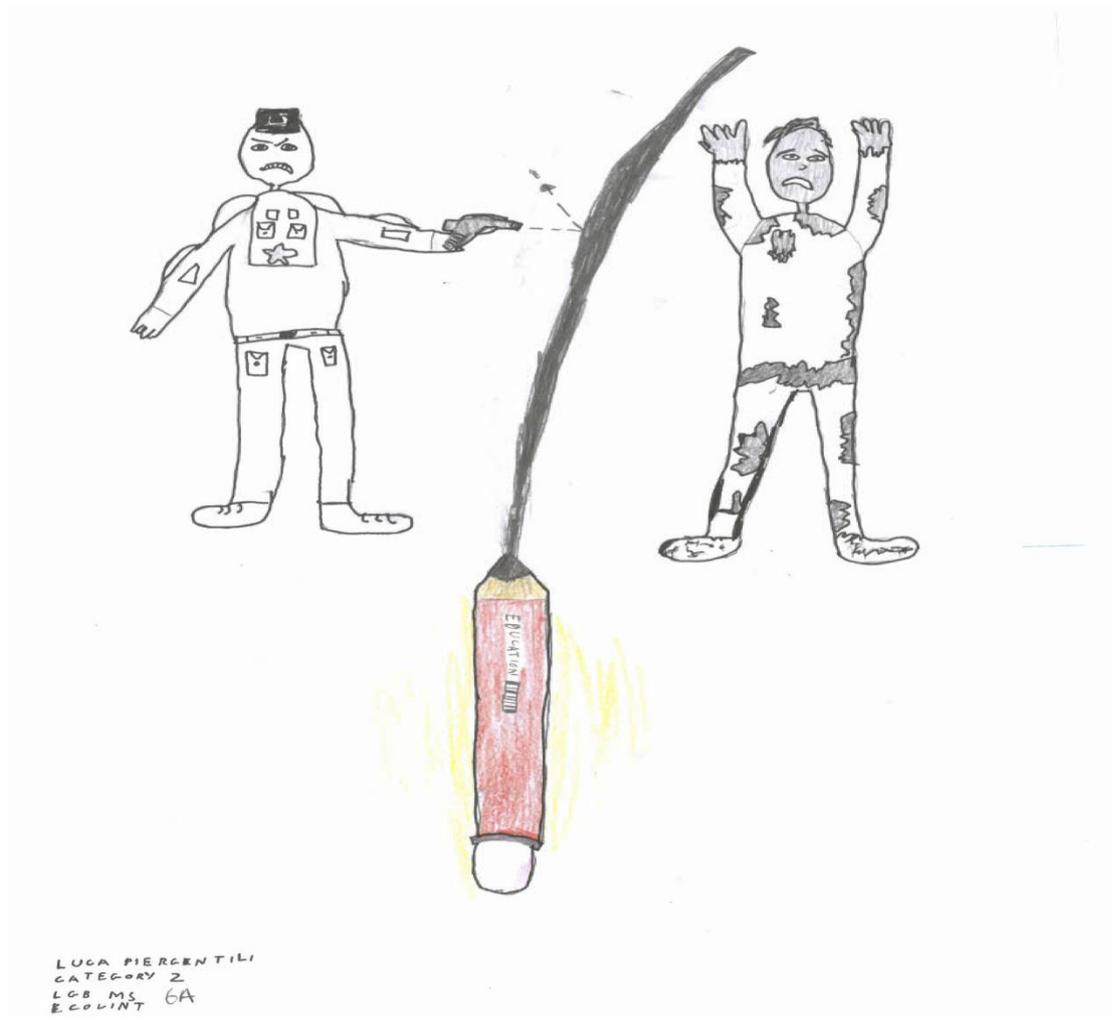
L'apprentissage en ligne révolutionne l'éducation du 21^{ème} siècle **Stéphane Bocken, Campus des Nations Secondaire**

C'est une évidence depuis plusieurs années, la génération actuelle de nos étudiants passe de plus en plus de temps connectée. Ils ont remplacé les agendas papier par leur « Smartphones », ils rendent certains devoirs via email et ils apprennent de plus en plus de choses face à leurs écrans d'ordinateur.

Lanterna Online est une entreprise qui l'a bien compris et la symbiose éducationnelle qui a débuté maintenant il y a deux ans porte déjà ses fruits. L'outil s'améliore, l'interface devient plus pratique, le feedback plus précis, les informations plus pertinentes. Beaucoup d'étudiants sont déjà dépendants de ce type d'apprentissage. Rare sont ceux qui, aujourd'hui, peuvent encore s'enorgueillir de n'avoir jamais rien appris en regardant une vidéo éducative en ligne et n'avons-nous pas nous même appris beaucoup de nos sites de référence favoris?

La génération d'aujourd'hui est *Lanterna Online*, *Khan Academy*, *Mathletics* autant que *Youtube* et *Google*. Elle éprouve un besoin de formation continue et celui-ci passe par les technologies de l'information. Nous ne pouvons qu'encourager ces outils complémentaires à ce que nous pouvons leur offrir en classe. Ils leur offrent une information disponible 24 heures sur 24, un tuteur virtuel qui peut répéter les explications, accepter les pauses et corriger certaines erreurs instantanément. Ce que ces ressources offrent à nos étudiants ce n'est pas un remplacement de l'enseignant mais son extension. Le travail que nous investissons dans la collaboration avec une plateforme éducationnelle comme *Lanterna*

Online multiplie le potentiel d'apprentissage de nos étudiants. Ils en sont conscients et sont demandeurs de ce type d'opportunités.



Luca Piergentili, Student, La Grande Boissière

Polycopiés de biologie

Véronique Chanon, La Grande Boissière Secondaire

Après avoir mené à bien le polycopié pour le 1er trimestre pendant les vacances d'été (116 pages et 18 chapitres), c'est au polycopié du second trimestre que je me suis consacrée depuis septembre 2014. 10 des 15 chapitres prévus ont été réalisés. Il est en relecture finale et je commencerai à l'utiliser avec mes élèves dès les vacances de février. Le travail avance, certes, moins vite que pendant les vacances d'été, mais je suis fière du travail réalisé d'autant plus que mes élèves sont très enthousiastes de l'utilisation faite en classe. .

Developing an Online Mathematics Course with Lanterna **Al Maturo, La Châtaigneraie Secondary**

Working with Lanterna in the Summer 2014, the goal was to develop an online course using their platform. Their platform for IB Prep is fine, and certainly marketable. Is it compatible for an online course? This was my question.

Eliminating the human element from education (eliminating the teacher) and replacing it with automated features is certainly a noteworthy goal. However, one cannot expect learning to be optimized without instruction, guidance, and of course, feedback. The personalized the feedback, the better for learning. Using the Lanterna platform, limits were placed on the mediums and how material is delivered. A textbook was not allowed, for example.

On the issue of a textbook, I can go into long detail describing why I found this to be a bad decision. The amount of research and development invested into textbook design spans decades. Certainly much progress has been made, and this progress has been measured. Abandoning the textbook seems brash at best. Even if there were an online replacement to the textbook, that online replacement has not been measured for its success. Furthermore, to my knowledge, no online replacement exists. Many excellent resources are available online, but these are not housed in one place, nor are the ones currently available certain to be available tomorrow.

To continue with the topic of online resources, intellectual property issues arose when designing the online course. How much can one copy & paste from the Internet when creating a course? Is Wikipedia an open source from which one can copy & paste in an effort to make profit? Ditto for other websites.

The online text that we were creating also had limits placed on it by Lanterna management. The reasons given were related to student feedback. Their line was, no text boxes (a page of text information) was to exceed 2-3 screens. These screens are narrow, and scrolling down with the swipe of 2 fingers exposes their text quickly. Topics requiring deeper explanation were compromised. Research to measure the effectiveness of the text boxes was not in play. Rather, it was the feedback, gathered in some fashion from students, that drove this decision. I question the level of research and analysis that went into student feedback.

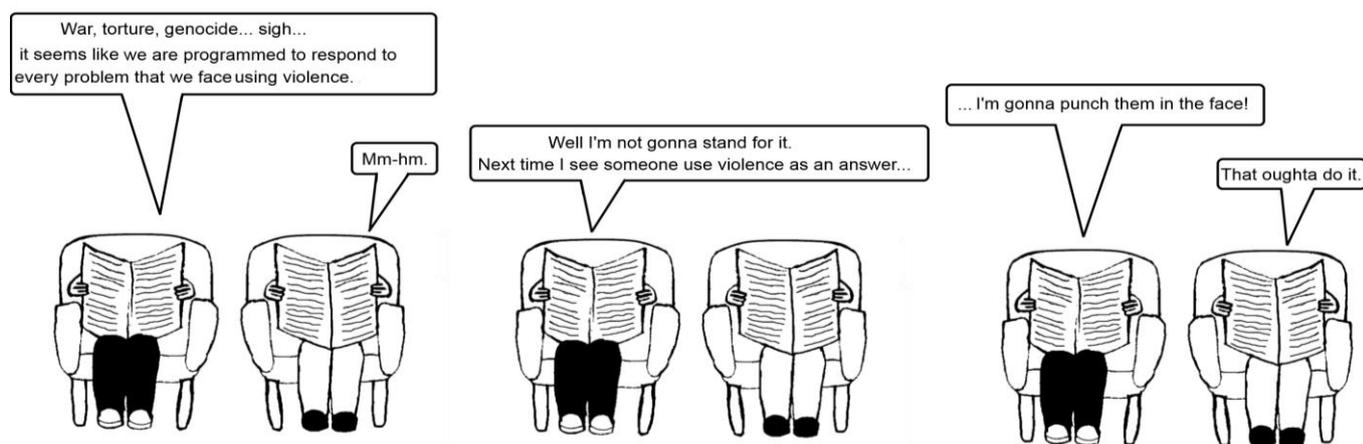
Having taught SAT test prep courses for the Princeton Review, I got the sense that Lanterna IB Prep was much like their SAT prep counterparts. This is not meant to be a criticism, but rather, to explain that Lanterna, like Princeton Review, is not the venue to design an online course. These are test prep companies. Their business model does not fit our educational model. Or, to put it differently, if we were to adopt their model, then we would be compromising standards supported by educational research. I question if accreditation institutions would accept the shortcomings.

Lanterna budgetary issues presented some issue relating to intellectual property rights. Past IB questions cost money to publish. These cost \$25 per question. Lanterna was unwilling to spend any money on past IB questions. The idea was to create questions of IB quality. Realistically, the approach was to alter, just enough, questions and other materials, in order to claim it as our own. While I understood this, I could not resolve the challenge of

writing concise Mathematical rules, theorems, postulates, and axioms, without plagiarizing the work of someone else. Certainly I could not do this in any time efficient manner. This relates back to the topic of a textbook.

In summary, Lanterna does not seem the proper platform, for educational reasons, to design an online course.

Looking ahead, I wish to develop an online Mathematics course using Moodle provided by Ecolint. The next Annex VI report will address this, and is already written. I should note, I have been teaching an online Mathematics course since 2008 through Nichols College located in the USA. I designed the course myself. My student numbers range from 5-12 per semester. Thus, I am familiar with the task of setting up and delivering an online course. Ecolint has the tools, Moodle being the main tool.



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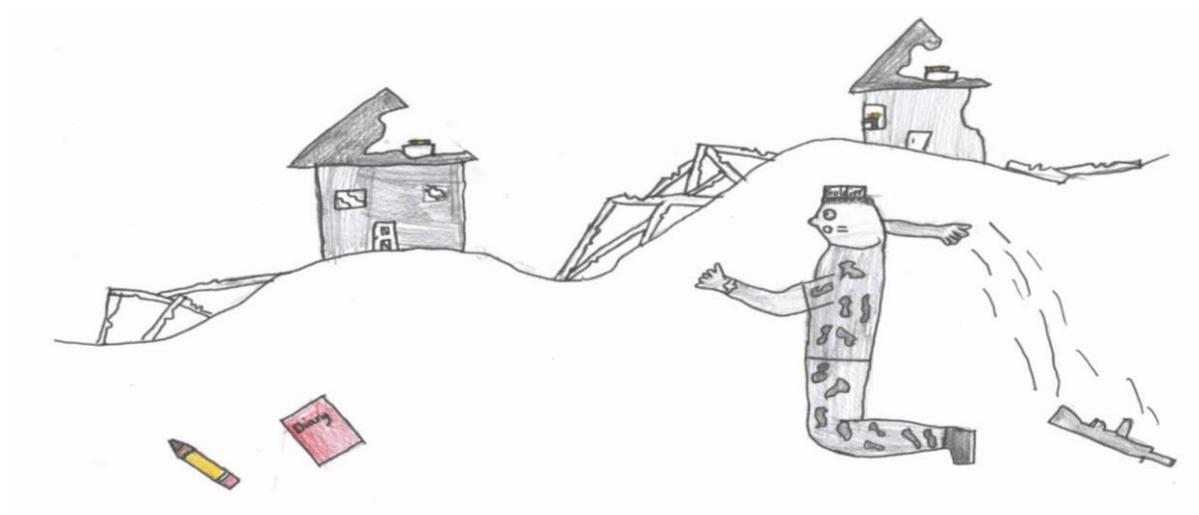
Cole Thierrin, Student, Campus des Nations

Lanterna Online Economics Jon Halden, La Châtaigneraie Secondary

The Annexe 6 project with Lanterna Education continues to progress well. The process of moderating the online content of the I.B. Economics course has been enhanced by the fact that I can now directly communicate with the person who has given feedback relating to concerns they have about the learning platform. Once I have modified the course content in response to their concerns, I am able to explain the steps that have been taken. Sometimes, the feedback given is incorrect and this can also be communicated directly. An equally frustrating aspect of moderating the online content is that users do not always give full details as to why they feel there is an error. Finally, I am only able to correct errors that occur in the main text or the multiple choice questions. Much of the feedback concerns diagrams that are not correctly drawn, or audio clips that do not work

properly. This can only be addressed by the web designers at Lanterna and is subject to a time lag.

This project has given me the opportunity to see how difficult it is to assess certain aspects of economics through multiple choice. Many of the multiple choice questions have more than one possible answer depending on how you interpret the question. This is especially true for the Development Economics unit. This is perhaps why the International Baccalaureate abandoned multiple choice as an assessment tool for I.B. Economics. It does not fully test the understanding of students in terms of higher order skills, which are vital for success on the current and previous syllabus. A challenge that Lanterna face is trying to develop online assessment tools that challenge students intellectually but can still give programmable and instantaneous feedback. The redevelopment of the I.B. Economics course is about to start, so perhaps this is one of the areas that will be considered.



Quinten Van der Lee, Student, La Grande Boissière

Projet de Site web et manuel de physique en français pour le Baccalauréat international

Olivier Coupy, La Grande Boissière Secondaire

Actuellement je suis en train de produire des documents, présentations, cours et exercices, ainsi que travaux pratiques, d'étoffer le site internet de référence et par la même de combler le déficit de ressources francophones pour la classe de physique BI.

- Sur les 12 thèmes à développer, 5 sont déjà prêts et utilisés, avec des power points, des tableaux et notes de cours avec leurs exercices.
- 6 Protocoles de travaux pratiques obligatoires sont finalisés, une dizaine d'autres sur des travaux complémentaires.
- Le site internet bien avancé et déjà opérationnel pour la moitié des chapitres étudiés en classe 12.

Je poursuivrai ce travail, au fur et à mesure de l'avancement du programme en adaptant certaines ressources à la réalité de l'enseignement en temps réel.

Sites Internet : LGB-allemand et LGB-italien **Hernan Hoyos, La Grande Boissière Secondaire**

Les sites Internet de l'Ecole Internationale - Grande Boissière en allemand et en italien créés début septembre 2014 ont été mis en ligne dès octobre et sont en phase d'être complétés.

Comme pour le site en espagnol, les objectifs sont multiples :

- Mettre du matériel didactique à la disposition des élèves.
- Présenter un média dans les langues d'apprentissage.
- Promouvoir les activités qui se font en allemand et en italien dans le Département de Langues.
- Faire connaître les sites du département (à l'instar du site en espagnol en ligne depuis l'année passée) à l'ensemble de l'école.
- Créer un historique des activités dans la langue d'apprentissage.

Bien que les sites soient très récents, les objectifs fixés ont été atteints.

On y trouve les informations suivantes :

- La composition du corps professoral.
- Le compte-rendu des voyages scolaires à Berlin, Munich, Fribourg et Bern, avec des photos pour qu'élèves et parents se fassent une idée des activités réalisées lors de chaque voyage.
- Les recettes de cuisine qui rendent compte de la richesse de la gastronomie italienne: ces plats variés et colorés qui donnent envie de réaliser sont expliqués pas à pas.
- La poésie en italien comme instrument d'apprentissage et d'échange interculturel.
- Des journaux en ligne qui offrent la possibilité de se tenir au courant de l'actualité italienne et allemande.
- Des liens avec des sites interactifs didactiques qui sont un point de référence pour les élèves d'abord, mais aussi pour tout visiteur des sites.
- Le lien « projets » qui permet aux élèves de voir les travaux qu'ils ont réalisés en classe. Ces travaux vont ainsi rester en ligne comme exemples de travaux proposés par les enseignants sous forme écrite et visuelle.
- Les vidéos, qu'elles soient réalisées par les professeurs ou par les élèves, sont un témoin de toutes les réalisations de l'année. Elles concluent les processus pédagogiques.

Ces sites doivent être dynamiques et si possible interactifs, pour cela il est impératif de les actualiser: ils seront donc remaniés et adaptés régulièrement afin d'accompagner et stimuler les activités de notre département.

Lien du site en allemand: <http://deutschlgb.wix.com/ecolint>

Lien du site en italien: <http://italianolgb.wix.com/italiano>

Lien du site en espagnol: <http://lgbspanish.wix.com/mundohispano>



Sophia Lewis Recchia, Student, Campus des Nations

Odyssey of the Mind

Jeanette Terry & Todd Besanceney, La Châtaigneraie Primary

In our report of May 2014, we discussed the formation of at least two teams with a view to participate in OotM in Switzerland, but the overwhelmingly positive response from students and parents has led to an expansion.

We will attend Spontaneous Saturday on January 31st, 2015 with three formalised teams from Classes 4/5. We had hoped to attract more parent and staff volunteers to work with us, as it makes a huge difference to the quality of the sessions. With the help of Diane Whitney, an active and enthusiastic parent at our school, we have built a strong group of volunteers who have become coaches to these three teams. These teams meet for one lunch session a week as well as outside school sessions. We support these sessions by running Spontaneous Problems alongside our parents. In our report of September 2014 we envisaged that the program would be offered externally and run by dedicated parents. This has been achieved and has been important to allow for in-depth explorations, focused teamwork and the preparation of the teams for competition.

In Class 3 (Odyssey Lite), we have continued to focus on Spontaneous Problem Solving. It has been a challenge to find enough parent and staff volunteers to come regularly to assist in running the 'stations' (we usually have 3-4 running simultaneously.) We have one parent who consistently attends, but no other staff, so it remains problematic. We are currently

introducing a Long Term Problem and have split the students into teams. We will give them about 4 weeks to prepare a response, including the construction of props and a simple script. This has been met with great enthusiasm, with the students looking forward to presenting their work to a panel of in-school judges. They will be judged against a range of relevant criteria, typical of OoTM problems, and be given lengthy feedback about their performance from a panel of adults. We see this as important to the preparation of these students should they wish to continue next year in a formal team.

La Châtâigneraie Action Research Projects **Richard Robinson, La Châtâigneraie Secondary**

Overview

A group of seven teachers from the English, Mathematics, Music and Science departments are working on small group research projects. The idea is to explore one aspect of teaching and learning and consider how its effectiveness within our context. Our focus is group work and so each subject-based group is exploring one aspect of this topic. The aim is to find out what works best for us at this school, what good practice looks like and what impact it has on learning and student understanding. Of course it should also reveal what is less effective! The main outcome will be a report and resources recommending ways to get the most out of group work and to help ensure high quality learning outcomes.

We are meeting every half term to reflect on progress made and discuss the issues being raised.

English Dept Project Update

Empowering student learning through group work.

Key contextual statements

- Everyone learns better when they feel empowered and have ownership of the process.
- Tasks with vague or non-existent outcomes or objectives are likely to demotivate or disenfranchise.

Summary of idea

Students and teacher to have open discussion about group work. Student led. Explore via a SWOT style analysis. Discussion to be recorded for note taking. Notes copied up and shared with students. On the back of these notes students are asked individually to identify key priorities / objectives that they feel would have most impact on improving group work. These objectives are ordered based on most popular.

Methodology

Based on student-led objectives, we set up group work sessions / lessons organised by students. Each student group will need to agree a schedule for their group work sessions. The following provides a starting point:

1. Setting objectives / outcomes for learning.
2. Group design: role of individual / job description
3. Breaking group work up: individual work / pairs / whole group opportunities
4. Time of groupwork - start of lesson, end, middle?

5. Purpose: idea gathering, exploring / discussion or implementing / creating?
6. Timing / pace and use of mini plenaries and checks.

Through the use of an online platform (google+ or tumblr?) students reflect and record the process. They write up reflections and observations. Take pictures and film.

Outcomes

- Students produce “lesson study” style lesson plans that offer best practice ideas for group work.
- Student reflection and evidence is collated into a report for staff.

Maths Dept Project Update

We are experimenting with allocated roles in group work. We have chosen to put pupils in groups of 3 with the following roles: facilitator & resources manager, recorder & reporter, understanding coordinator. Tasks have been designed to match the unit of work covered at the time with a focus on communicating processes to reach a solution rather than the solution itself. Students have then been asked for feedback in the form of self-evaluations with the following questions: how well they felt their group worked together, how they contributed to the group, and how useful the roles were and how much pupils respected them. Pupils have for the most part enjoyed these group work sessions.

Music Dept Project Update

Le département de Musique travaille sur la mise en place d'une meilleure organisation et compréhension des attentes dans le travail pratique en petit groupe par les élèves (classes 7 et 8).

L'option première est que le professeur expose, en amont, le projet à réaliser un peu plus longuement pour laisser, en aval, les groupes travailler dans une plus grande autonomie. Nous essayons d'encourager une approche collaborative en soulignant fortement, auprès des élèves, l'importance de l'attitude de chacun et l'impact direct de celle-ci sur le travail des camarades.

L'accent est mis sur les points suivants:

- Compréhension initiale du projet*: les éléments exposés en classe par le professeur.
- Exigence de l'élève envers lui-même*: qualité du travail fourni individuellement.
- Exigence de l'élève envers les autres membres du groupe*: ne pas accepter qu'un membre ne s'investisse pas suffisamment dans le travail du groupe et l'aider à trouver une motivation.
- Autonomie et collaboration à l'intérieur du groupe*: les élèves doivent d'abord essayer de s'entraider et de résoudre les difficultés rencontrées par eux-mêmes, à l'intérieur du groupe, avant de faire appel au professeur.
- Résultats et satisfaction*: les élèves sont-ils satisfaits de la performance finale et trouvent-ils plus de plaisir dans leur travail en suivant cette approche.

Ces 5 points seront auto-évalués individuellement par les élèves à l'aide d'un petit formulaire.

Le résultat de leur travail (performance musicale de chaque groupe) est présenté devant la classe, comme d'habitude.