

Definitions of High quality learning and teaching, Global citizenship embracing intercultural learning and Wellbeing.

1- High quality learning and teaching

The Lycée Voltaire can take advantage of many assets in order to guarantee high quality learning and teaching, as evidenced by the following points:

1- Reduced numbers (20 students per class as average): an exceptional rate with experienced teachers makes possible great adaptive flexibility of systems aimed at individualizing learning paths.

2- Diversity of programs: in order to open up other horizons to its graduates, the Lycée Franco-Qatarien Voltaire added a technological stream to the general French Baccalaureate in 2019 and introduced in 2022 the international baccalaureate, IB DP in French.

At the elementary level, the MAGE (multi-age) classes in kindergarten voluntarily bring together pupils from the first three classes (PS, MS and GS) in order to enrich their language, develop mutual aid and empathy between children of different ages while respecting their rhythm and their needs with an individual follow-up.

3- Recruitment: the school has chosen to diversify its recruitment of teachers in order to diversify the teaching approaches implemented. With the opening of the IB DP, the recruitment of an IB director as well as the training of all teachers allow the program to be taught with solid foundations. Similarly, the recruitment and training of a guidance counselor allows our graduates to orient themselves towards local, French and international universities. Finally, the Lycée Voltaire recruited and trained a person responsible for inclusion in order to support students with special educational needs.

4- Continuous and diversified professional development (Qatari and French Ministries of National Education, AEFÉ, IB, CIS).

The tenured teachers have benefited from the initial training of the French national education system. Newly recruited teachers at the local level benefit from training with the AEFÉ over 2 years with a professionalization course which includes training time, two visits by educational advisers per year and support by a voluntary tutor within the establishment.

With regard to continuous professional development, teachers communicate their training needs each year and enroll according to the training plan adopted. Other compulsory training courses are organized each year within the school with local resources. Finally, the directors and the deputy headmaster regularly select and offer teachers the opportunity to follow distance training, in particular through the FUN-MOOC platform. 18 hours of continuous training are an integral part of the teachers' service time.

With the IB, all teachers have received category 1 training. In-school professional development is also done within the school through 2 weekly meetings.

Other training is followed with the CIS, in particular on orientation, inclusion and child protection.



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5- Differentiation

- APC: For primary school, Complementary Pedagogical Support allows another teacher to take part in a class session, twice a week to take care of pupils with special educational needs.
- PPRE: Personalized Educational Success Projects are intended for students with learning difficulties. These PPREs, in conjunction with the families, allow to support the students with skills that have not been acquired and are necessary for the continuation of their education.
- PAP: The Personalized Support Plan is intended for children with learning disabilities and provides information on the educational arrangements and adaptations from which they benefit.
- PAI: The Individualized Reception Projects are established by the families with the school nurse in order to be able to welcome pupils who have chronic illnesses, food intolerances or allergies and thus to be able to benefit from their treatment if necessary.

6- Collaboration and planning meetings: level meetings are held weekly in primary and in the IB section. Other quarterly meetings bring together the teachers of each cycle, and others are held by divisions.

7- Rules and policies: The handbook of procedure as well as the IB policies define the the rules the school life and fix the rights and the duties of each member of the educational community. The child protection policy is shared and practiced with all staff members at the three sites during official training.

8- Integrations: ManageBac for the IB, Turnitin, benchmark assessments at CP and CE1, placement tests in 6th and 10th, IELTS, Brevet, Bac, CIMA for the Arabic language and SIELE in the Spanish language and PIX (certification in technology from the 7th grade), ASSR 1 and ASSR 2 (School road safety certificate)

9- Student and Teacher Wellbeing - Class life hours are held in a timely manner to allow students to discuss major events with their homeroom teacher. The class representatives, the MS and HS students councils, are elected to participate in the democratic and civic life of the school. Staff members are present at all times to ensure that all student needs are met.

As for the teachers, an annual personal interview takes place. It allows everyone to share their projects and expectations with management, which creates a healthy space for discussion and growth.

10- Motivating projects: Lycée Voltaire offers many exciting educational projects for its students, throughout the year, from primary to secondary school. Among these many projects (93 educational projects submitted for the 2022-2023 school year and 109 for the 2023-2024 school year), we can notably mention Olympiads for primary classes, sports activities around the World Cup 2022, an artistic project with the artist of Street Art El Seed, various themed weeks such as Mathematics week, the week of languages and cultural diversity and that of the Francophonie. We can also mention school newspapers, cooperative and collaborative projects: Bonjour Voltaire and Labo Maths.

2- Global citizenship embracing intercultural learning

French programs include “moral and civic education” for all students.

1- Different nationalities, several languages: about thirty nationalities are represented at the Lycée Franco-Qatarien Voltaire with 42% of those who are Qatari. The school environment is perfectly trilingual. We proceed with the translation of documents, the site and all communications.

In addition to the four languages taught within the school, students can benefit from the CNED program which allows them to follow courses not provided by the school remotely. CM1-CM2 students benefit each week from a course of the French program in English (The EMILE program) in order to reinforce their mastery of the language in diversified situations

2- Diversity of programs

Globalization and cultural diversity, international relations in a multipolar world, artistic and literary movements across the world and the expression of cultures are evident in the French curriculum. Global themes, international-mindedness, the CAS program and the attributes of the IB learner profile form the richness of the IB curriculum.

3- School library resources - Our library chooses texts and books that deal with international or intercultural subjects as well as those written by authors from different cultures and countries (Article 17 of the United Nations Convention)

4- Intercultural projects CAS, CVC et CVL

Creativity and service projects allow the entire school community to come together around themes of global issues. They target local and international communities. (Appreciation of custodial staff, Black history month, International women's day, Pink October for breast cancer awareness, Charity projects after crises and disasters in affected countries). The Cultural Diversity Day in elementary and secondary schools is a day of festivities highlighting the cultures of all students and staff members. Families are invited to actively participate.

5- Partnerships

Apart from the IB, International Baccalaureate Organization, partnerships have been established with various associations and organizations to allow pupils and teachers to have

fruitful educational exchanges. Lycée Voltaire is a member of the UNESCO Associated Schools network, of SÉBIQ, a French-speaking partner of the IB. It is also a partner of the Qatar Foundation, a pilot education association in Qatar. It has also received the **EFE3D label for Sustainable Development from the AEFÉ**.

MUN - This student-led initiative allows them to hone their public speaking skills while exploring a variety of global issues. Our students attend the THIMUN and Georgetown MUN each year, where they work to develop resolutions consistent with the principles of the United Nations (Article 17).

6- Appreciation of the culture of the host country - The project “My values define my identity” is part of the teaching of the three compulsory subjects of the MESE. A coordinator on each site stimulates a dynamic in order to develop Qatari and universal moral and civic values.

7- Participation in international competitions - JIJ (International Youth Games), CAP (Asia Pacific Cup of the AEFÉ), budding ambassadors, CIS Football World Cup, cré@school.

8- Other cultural and intercultural projects - To develop interculturality, the Lycée Voltaire confronts its students with situations and places that are mostly new to them. This is evident in the implementation of discovery and learning projects via, among other things, the snow class in the French Alps, the discovery of the Loire castles, meeting and practicing cooking with starred chefs, and correspondence with French-speaking classes around the world.



3- Definition of wellbeing

Lycée Voltaire strives to provide staff and students with working conditions favorable to their physical, moral and social well-being. For this, the layout of the classroom materials is adapted to the age of the children. Teachers who need it benefit from orthopedic chairs in their classroom. Special spaces within each building are dedicated to staff to meet and relax, and computer equipment is made available to them to carry out their preparations if necessary. The play areas for children are varied and secure.

A child protection charter has been drawn up and is known to all, affirming that the school promotes a culture of respect and tolerance that ensures the well-being of students and staff.

Resources and support elements, such as the presence of psychological support and healthy lifestyle awareness programs, are also implemented by 3 nurses and a school psychologist. Building on physical and moral well-being, each student has the opportunity to thrive in a caring and personalized educational environment, including providing equitable educational opportunities. With respect to the UN Convention on the Rights of the Child the school emphasizes on the inherent dignity and equal rights of every child. Ensuring children's rights to education, protection from harm, and participation in decisions affecting their lives, in turn supports their mental health, self-esteem, and social development.

An inclusive approach to learning in every classroom fosters a sense of community and belonging in students while encouraging them to collaborate with others. This additional support for pupils with special educational needs helps to build their self-esteem and encourages them to develop the necessary emotional and social skills, such as the ability to work in groups. In addition, personal development activities, various study projects, presentations dedicated to their future choices, internships, and class life hours help students manage stress and improve their mental health. We believe that when children are respected as active agents in their learning environments, they experience a sense of belonging and agency, which are crucial for positive psychological growth. Promoting these rights within schools helps create environments where students feel safe, valued, and empowered, ultimately enhancing their emotional resilience and capacity for academic and personal success.

In addition, the school organizes meals with colleagues several times a year to share convivial moments. At the request of teachers, a sports club welcomes staff members every week to school facilities and organizes sports competitions reserved for staff and their families.

The role of site responsables:

The 3 campus referents, namely the deputy headmaster for the Salwa site, the 2 primary directors for the Al Waab and West Bay sites and the educational councillor in Salwa (For child protection) ensure the coordination of measures guaranteeing the well-being of students and staff. With particular regard to the organization of working days and break times, they build balanced timetables and organize the spaces of the 3 campuses in order to facilitate community life.

The same is true for lunch breaks when they organize the pupils' meal times, as is also the case for the organization of breaks (outdoor and indoor spaces, pupils' foyers.../...).

The campus referents also coordinate the working time of the school psychologist and the meetings with the students, with the 3 school nurses and, where applicable, the class teachers.

When a situation of student or staff in difficulty is identified, the referents coordinate the interventions of the various specialized staff and draw up a report which will be transcribed in a dedicated register (child protection charter).

The role of the referents is decisive because they are the ones who organize the life of the 3 campuses and who ensure the daily well-being of students and staff with respect to the UN Convention on the Rights of the Child. As these principles emphasise the importance of ensuring that children's rights are respected and upheld in educational settings the school focuses on the following:

1. **Right to Quality Education (Article 1, 28 and 29):** Referents ensure that all children enrolled in our school have access to quality education which is essential for cognitive development, emotional growth, and future academic and professional opportunities.
2. **Right to Non-Discrimination (Article 2):** School staffers foster an inclusive environment ensuring that all students, regardless of their ethnicity, race, and background, are treated equally and fairly.
3. **Right to Protection from Harm (Article 3, 19 and 39):** Referents and all staffers are vigilant to signs of abuse, neglect, and exploitation in order to foster a safe and supportive learning environment that promotes student mental and emotional well-being.
4. **Right to Participation (Article 12):** The school staff and direction acknowledge student's right to have their views heard and taken into account subsequently helping them feel valued, respected, and empowered in their school environments.
5. **Right to Health and Well-Being (Article 24):** The school promotes access to health services, nutrition, and a healthy environment that helps safeguard students' physical and mental health.
6. **Right to an Identity (Article 7 and 8):** The school acknowledges a child's right to preserve their identity, including their name, nationality, and family ties, which is crucial for a strong sense of self-worth and security. In addition, the school organizes events to enforce student identities such as diversity day.
7. **Right to Freedom of Expression (Article 13 and 14):** The educational curriculum followed promotes the development of self-confidence and autonomy by encouraging children to express their thoughts, ideas, and emotions openly.
8. **Right to Rest and Leisure (Article 31):** An emphasis on the importance of free time and relaxation which contribute to a students mental health, relaxation, and creativity is put in evidence through our annual timetables which are carefully studied annually by direction. In parallel, the school offers a range of in school and extracurricular activities available to all students. Recognizing that balance between study and play is essential for well-being and is put in evidence as our students are allowed to themselves schedule activities with school premises encouraging student led initiatives.
9. **Protection of children's privacy (Article 16):** The school ensures and has set in place protocols that protect children's privacy. All staffers are bound by strict confidentiality and legal commitments.
10. **Everyone must know children's rights (Article 42):** The organises talks, sessions and has set in place protocols that are periodically discussed and reviewed to ensure that all of the schools community is aware of children's rights.

Student services (School life)

School life is a singularity of the French education system. Its main objective is to support students on a daily basis and to be the interface between the school and the families.

As close as possible to the students, they know them perfectly. As soon as the students arrive at school, they check their punctuality and attendance and are thus able to alert the campus referents if anything unusual is observed. Dialogue and listening are at the heart of the work of school life throughout the working day.

School life receives parents to answer their questions but also to inform them of the organization of days when teachers are absent.

School life can also be called upon for occasional supervision.

School life can also lead meetings of student delegates and supervise school field trips in addition to accompanying teachers.

The missions of school life are multiple and contribute to the general well-being of our school.