



MONDAY, JUNE 21, 2021 SCHOOL COUNCIL REPORT

Present (staff members): Mrs. Hersent, Mrs. Ferdy-Gueye, Mrs. Ndong, Mrs. Sambou, Mrs. Kane, Mr. Ndong, Mr. Diatta, Mr. Diaw, Mrs. Jallow Diarra, Mr. Sambou, Mrs. Ndiogoye, Mrs. Theunis, Mrs. Sène, Mrs. Faye, Mrs. Coulibaly, Mr. Sonko, Mrs. Cissé Diallo

Excused: Mr. Faye, Mrs. Théaudin, and Mr. Diaw.

Parents' representatives: Mrs. Pardon.

Those missing were excused.

The meeting started at 4:00 pm.

AGENDA

Mrs. Hersent read the agenda.

1. 2021/2022 job map update
2. Work planned during the school vacations
3. 2021-2024 school project Presentation
4. Questions from the parents' representatives

VOTE: The agenda was accepted unanimously.

2021/2022 job Map (Item 1 of the Agenda)

Mrs. Hersent presented the teacher movements that have occurred since the last school council meeting.

On the Corniche campus, departures are as follows:

- Mrs. Thérèse Diatta, who is currently a substitute teacher,



- Mrs. Roux, who was a bilingual first grade teacher for the first part of the year.

Mrs. Hersent then gave an update on recruitments made since April:

- Mrs. Neumann, pre-kindergarten teacher, French section. Mrs. Neumann has taught as a supernumerary teacher in several schools in France,

- Mrs. Imoh, Kindergarten teacher, English section. Mrs. Imoh has been teaching for several years in elementary schools in Nigeria and Senegal. She is currently replacing Mrs. Niang on maternity leave at the Ngor campus, and is therefore familiar with the functioning of EAB.

- Mrs. Théaudin, bilingual first grade teacher, French section. Mrs. Théaudin has taught at EAB in the classic track first grade and bilingual first grade classes, as well as at Aloys-Kobès school and at French Lycée Jean Mermoz.

Mrs. Ferdy-Gueye presented the movements on the Ngor campus:

Mr. Faye, bilingual third grade teacher, is leaving the school at the end of the school year.

Mrs. Ferdy explained the different recruitments:

- Mr. Diop, PE teacher. Mr. Diop is a Senegalese national education teacher and has been teaching for several years in elementary school in Saint Louis,

- Mr. Sarr, choir teacher. He is currently teaching in Saly,

- Mr. Sène, bilingual teacher of third and fourth grade, French section. He currently teaches at the Franco Senegalese school of Fann,

- Mrs. Marième Sow, teacher of pre kindergarten and kindergarten, English section. Mrs. Sow has taught pre kindergarten at EAB as well as in other preschools in Dakar.

Mrs. Hersent then spoke about the internal movements in the school:

- Mrs. Nkeze, who is currently a kindergarten English teacher at Corniche, will be a bilingual third grade and fourth grade English teacher at Ngor,

- Mrs. Jallow Diarra, who is an English teacher in pre kindergarten and first grade/second grade classic track at Corniche, will be an English teacher in pre kindergarten at Ngor and will also teach English reinforcement classes

- Mrs. Niang, who is a teacher of pre kindergarten/kindergarten English section at Ngor, will be an English teacher for pre kindergarten and first grade/second grade classic track at Corniche.



Work planned during summer holidays (Item 2 of the agenda)

Mrs. Hersent presented the work that is planned for the summer vacations on the Corniche campus.

The kindergarten entrance, which was put in place to limit groupings due to the pandemic, will be maintained. The ground will be landscaped: a pathway will be paved; green spaces will be created on the sides. The access to the kindergarten playground, behind the elementary school bathrooms, will also be paved.

The tiled area of the front playground, located in front of the elementary school restrooms, will be replaced with inlaid tiles. These tiles are non-slip. The objective is to create a quiet corner, with tables for snacking, reading or drawing. A structure will also be installed to shade this space.

The last project is the kindergarten playground. The slab will be resurfaced, with the installation of an anti-slip surface for about 2/3 of the space, and flexible slabs for the remaining 1/3.

Presentation of 2021-2024 school project (Item 3 of the agenda)

The school project sets out the priority areas of work over three years, which are determined after an analysis of the school's situation. It develops the strategies put in place to reinforce these axes within the school.

The main areas of focus for the next three years are as follows

- language skills, in French and English
- Better living together for better learning
- Aiming for academic success for all.

Axis 1: Mastery of language, in English and French

a) 1st objective: Develop vocabulary and oral language

- Implementation of the Narramus method with a planning from pre kindergarten to first grade
- Promote speaking opportunities: presentations, philosophical debates, class and delegate councils, and theater
- Implementation of a picture book /directory following the student until fifth grade
- Rethinking the organization of Emile in the classic track: establishing cycle programs, harmonizing practices (written records, etc.) and identifying fixed times for consultation between teachers



b) 2nd objective: improve writing

- ritualize a daily writing activity (writing jog, writer's notebook, sentence of the day...)
- develop transversality of writing skills (mathematics, science, etc.)
- Establish a graphism program in cycle 1 and first grade, harmonize methods

c) 3rd objective: improve reading

- Establish a daily time of reading aloud by the adult in cycles 1 and 2
- develop the pleasure of reading: adopt 10 minutes of reading per day, continue to open the library during break times
- Organize a reading rally each year
- Strengthen the links between the library and classes through the organization of joint projects (press week, springtime of poets, discovery of authors during countries special days, networked reading in connection with the works studied in class...)

Axis 2: Better living together for better learning

a) 1st objective: more involve students in school life

- Establish peer mediation
- Strengthen the voice of students during the council of delegates and more involve them in actions taken following these councils
- Establish recess and canteen rules with the students, have them create displays
- Establish a school program for harassment day

b) 2nd objective: Make the school an inclusive school

- Reinforce the reception of students with special educational needs, in particular through the integration of students from the Relay class
- Organize training time for the AESH and free up time for consultation between teachers and AESH
- Integrate the students of the Relay class into the projects of other classes
- Establish a school program for disability international day



- Train teachers on certain issues: neuro-sciences, dys
- c) 3rd objective: improve the school environment
 - Create quiet corners in the playground, with access to books, sheets, markers, board games
 - install game structures in cycle 1 and 2 playgrounds
 - Involve students in the management of the school's environment: waste management, micro-gardening, art (mural...)

Axis 3: Aim for academic success for all

a) 1st objective: Offer a pathway adapted to each student

- Reinforce the proposals of differentiated pathways in the two sections
- Continue the ESL sessions by structuring the assessments at the end of each period to make them more effective
- Plan the creation of an FLE teacher position for the beginning of 2022 school year
- harmonize the follow-up of students from Pre kindergarten to grade 5 (PPRE, PAP...)
- strengthen the link between kindergarten/first grade and grade 5/grade 6: participate in the school/college council, invite former students to present the different middle schools
- more involve the school psychologist in school life

b) 2nd objective: Adopt pedagogical practices that put the student at the center of learning

- Harmonization of mathematics method, HMM, from first grade to grade 5 in the classic track
- Organize math rallies every period for all levels
- Set up Maclé workshops.

c) 3rd objective: develop students' autonomy

- Think about the layout of the classroom to encourage autonomy and responsibility of students (corners dedicated to independent activities)
- Harmonize materials (notebooks/folders, etc.), the presentation and the rules of life for cycle 1, cycles 2 and 3



d) 4th objective: Integrate digital technology into teaching methods

- Use platforms/software as a vehicle for learning (lalilo, calcul@tice, epic, ...)
- Train teachers in the use of smartboards (progressive equipment of classes)

Mrs. Pardon, parent representative, proposes to establish a partnership with a speech therapist, who could come to the school to follow the students, outside of class hours. This would be part of axis 3 of the school project. She also suggested that the reports of the delegates' councils be posted on the board at the entrance of the school.

Mrs. Hersent took note of these remarks and validated the proposal to make the report of the delegates' council more visible.

Questions from the parents' representatives (Item 4 of the agenda)

1/ Teacher training : how many training sessions are planned per school year for the teachers (and more generally for the supervisory staff) and are more current pedagogies (Montessori, alpha, etc.) discussed during these training sessions, especially in order to put them into practice, particularly in the bilingual track where some parents regret a very traditional approach ?

There is not a fixed number of trainings per year, it can vary. For example, this year, Mrs. Ferdy and Mrs. Hersent made many class visits, at least two per teacher, and this can go up to 4 or 5 for new teachers. During the reports of these class visits, points such as the layout of the classroom, materials used, classroom management and pedagogy are discussed. An individual follow-up is made during the year following the remarks made. For the next few years, these class visits will be reinforced by training sessions on the needs identified during the visits or expressed by the teachers. They will be conducted by Mrs. Ferdy and Mrs. Hersent, or even by visiting lecturers.

A partnership has been established with the ESPE of Amiens, which will send teacher trainers during the school year to provide training to teachers.

The teachers of the classic track have the possibility each year to follow a training course from 1 to 3 days, which is led by the master trainers of the zone.

We note an evolution in the practices of the teachers in both tracks. In kindergarten, the teachers propose mainly manipulative activities, experimentation and much less work on cards. In elementary school, the teachers vary the approaches: workshops, manipulation, group work with problem situations, etc. The school has also acquired a large amount of mathematical equipment for manipulative activities.



2/ Tidying up the classrooms and common areas: Are there plans to set up rituals in the classrooms (tidy up every evening before leaving and every Friday); have the classrooms on the new campus been designed with sufficient space for tidying up (lockers for each student, small libraries, etc. Finally, at Corniche, the common areas need to be tidied up better; for example, it was noted that sports equipment was mixed with found objects and old student notebooks dating back several years... This is essential for the hygiene of the premises, but also to keep the equipment in good condition.

The teachers usually tidy up the lockers and the classroom once a week, traditionally on Friday. Ngor's classrooms will have much the same furniture as they do now: cabinets, shelves, student lockers, and library.

Lost and found items are put in the storage room, and sports equipment is in the sports room. The archives are being reorganized for better preservation.

Mrs. Pardon suggests that the school organize a lost and found exhibition each term so that they can be disposed of more quickly.

3/ Weight of school bags: The children's school bags are too heavy. The teachers are asked to make sure that the students bags are not too heavy (possibly by coordinating between teachers for the students of the bilingual track). In this sense, would it be possible to allocate a number of dictionaries to each class, which would avoid the students having to carry their dictionaries from one day to the next?

The teachers will increase their vigilance on the weight of the school bags, which can indeed be substantial in the bilingual track. Concerning the dictionaries, except for some exceptional activities to be done at home, they remain in the classroom and should not be in the schoolbag.

Mrs. Pardon asked that the school study the possibility of investing and leaving 6 dictionaries per class, under the responsibility of the teacher; and that each pupil keeps his/her dictionary at home, which would avoid

- to burden the students,
- to take up a lot of storage space in the classroom,
- to allow families with several children to invest in several dictionaries.

This simple and concrete action could be put in place as of the beginning of the school year in September 2021.

Mrs. Hersent explains that having only 6 dictionaries in a class seems to be pedagogically complicated, but that the suggestion is retained and will be raised at the teachers' council.

4) School field trips and extra-curricular activities for the 2021 school year: Will they resume if the health situation remains as it is now? In particular, will outside activities resume (pottery, capoeira, circus,



etc...) and if so, parents would like to see an equitable distribution between the different campuses as much as possible.

Mrs. Hersent explained that there is no information yet concerning the official health protocol that will be in effect in the schools at the beginning of the next school year. The management is in direct contact with the Senegalese authorities and the French Embassy. As was done in the second half of the year, visiting lecturer will be able to intervene in the school, during school time (class projects) as well as in extra-curricular activities.

The possibility of going on school field trips will depend on the health protocol.

5/ School canteen: Has our request during the second council meeting concerning the canteen fees of 12,000 F CFA per student per term for day students been taken up? Does the school agree to abolish these fees or at least to reduce them significantly, since they largely cover the supervision costs mentioned?

The request of the parents' representatives was studied. It was decided to maintain the fees as announced. In addition, an additional supervisor will be present on the Corniche.

Mrs. Pardon indicated that the issue of canteen fees per trimester was again raised by several parents and that they would like to see the fees lowered.

Mrs. Pardon indicates that the parents would like microwaves to be installed to allow the meals to be reheated, as some children who do not eat at the canteen do so not by choice but because they have constraints (allergies or food prohibitions).

The meeting is closed at 4:50 pm.