

Minutes of School Council Meeting 13 October 2009

Present: Mmes DU FAYET DE LA TOUR, SAVORNIN, MENES, ADAM, LONQUEU AND LEON, FALCOZ, BOTTA

Teachers : Mmes MANJOSSEN (PS), DUSSEAUX (MS) DENNIEL (CP) COSTANTIN (CE1) VILLETTE (CE2) RYSAK (CM2) AND ARBERT (GS) LORIOT (CM1), ARBERT (English)

Invited : Mrs BONNET RICORDEL representing MR BLAIZE Cultural and Scientific Counsellor, Mr NADJI (Principal), Mrs ARNOU in charge of *FLE /FLSco*

Meeting started at 6.05pm

Agenda :

1. Presentation of members/result of elections
2. The role of the school council
3. Presentation of the school
4. How the school functions
5. The school rules and regulations
6. School project/school action plan
7. The school's pedagogic organization
8. Dialogue with families
9. Miscellaneous

Details of the meeting's activities

1. Presentation of the new members and teachers present.
2. Appointment of a secretary for the sessions and assistant secretary: Mrs MANJOSSEN is secretary of the meeting, Mrs DU FAYET DE LATOUR is assistant secretary.
3. Opening of the council meeting
4. Explanation of acronyms: *AEFE* (*Agence pour l'enseignement français à l'étranger*) (Agency for French Teaching Abroad) *FLE* (*Français Langue Etrangère*) (French as a Foreign Language) *FLSco* (*Français Langue de Scolarisation*) (French as a Language for School Instruction) *ATSEM* (*Agent Territorial Spécialisé des Ecoles Maternelles*) (Kindergarten Assistant) *AVS* (*Auxiliaire de vie scolaire*) (Special Needs Assistant).

Point No 1: presentation of the members/ result of the elections

1.1) The council members were introduced to all the members present, stating their name and position.

1.2) Results of the ballot

Number of voting members registered: 652

Number of voters: 129

Blank and spoiled votes 15

$$\text{Electoral Quotient: } \frac{S}{N} = 14.25$$

Valid votes.....114.....(S)

Number of seats to be filled 8 (N)

Allocation of seats of the incumbents

List	VOTES		VOTES OBTAINED BY ELECTION		
	Number of votes	% of votes (1)	Number	%	%
List of candidates not belonging to an association	96	100%	8	100%	100%

DULY ELECTED

Incumbents	Assistants
DU FAYET DE LA TOUR Elisabeth	LEVIGOUROUX Olga
LEON Thierry	BOUIS Marie-Noëlle
LONQUEU Laurence	RODA Jean-Marc
SAVORNIN Florence	
MENES Veronique	
BOTTA Hervé	
ADAM Virginie	
FALCOZ Olivier	

Point No 2: The Role of the School Council

Document issued by the *Vie Scolaire* 2008 circular

1) Structure of the School Council

Members with voting rights

Schools with 12 classes and more

The school council comprises:-

The Director of the school

One teacher per year level

One of the specialist teachers, or if necessary, a specialist teacher coming in to the school, chosen at the teachers' meeting.

One parent representative per year level.

Members with consultative voting rights

Ex-officio members :

The head of school or the Principal

The Finance Manager

The Inspector of French National Education in residence

2) Invited members

They can attend the council meeting with consultative voting rights:

- Support personnel, nurses, school assistants.
- Representatives of extra-curricular activities.
- Personnel invited by the Director, recommended by the school council in respect of their skills.

Parents' question: After-school activities?

Answer: After-school activities are not considered part of the school programme, sport is taken by the class teacher with the specialist teacher during school time.

3) The session's programme

- The Chairman sets out the agenda and introduces members with consultative voting rights.
- The Chairman appoints a secretary for the session.
- The Chairman leads the council's discussions.
- The minutes of the session are signed by the Director and countersigned by the secretary.
- The minutes are kept in the school records.
- Two copies of the minutes are sent to the Inspector of National Education.
- One copy is affixed in a place where it can be read by parents.

4) Specific aspects of the council

- The council is elected for a year. The Director decides the agenda which is sent to the different members a week before the date of the meeting.
- During the first meeting, the teachers explain the organization of their parent-teacher meetings.
- Questions regarding the school's teachers will not be entertained during the council meetings.
- At the end of the year, the Director draws up a council statement of intent for all relevant questions (for example: the school project and the results which have been given to him)

5) Powers invested in the school council

1. **Executive powers**

- The council approves the school project/school action plan presented by the pedagogic team.
- It determines the school rules and regulations.
- It determines the rules and regulations of the council.
- It deals with the organization of school time diverging from the rules decreed by the Minister of National Education.

2. **Consultative powers:**

This council must be consulted for advice on all questions to do with the functioning of school life, especially on:

- ❖ Pedagogic structures and the composition of classes.
- ❖ The organization of school time and the calendar.
- ❖ The school project or the school action plan, regarding the primary school, on the proposal from the teachers' meeting.
- ❖ The particular procedures adopted to ensure the best use of the means allocated to the school and its adaptation to the environment.
- ❖ School conditions for handicapped children, taking into account the local constraints.
- ❖ Extra-curricular and complementary activities.
- ❖ Projects and organization of school trips.
- ❖ Questions relating to hygiene, health and security of the students within the school and extra-curricular framework.
- ❖ Catering.
- ❖ How materials and teaching tools are chosen.
- ❖ Proposals for training presented by the panel responsible for further education.
- ❖ Questions relating to reception of parents, information to parents and how they might participate in school life.

6) The Calendar

- One session per semester
- The first session is held a week after the election of parents to the council.
- The school council can be called to meet at the discretion of the Director or 50% of the members with voting rights.

Point No 3: presentation of the school

Reminder: table for 2008– 2009

	TPS	PS	MS	GS	KINDERGARTN TOTAL	CP	CE 1	CE2	CM1	CM2	ELEMENTARY SCHOOL TOTAL	PRIMARY SCHOOL TOTAL
No. Levels		1	2	2	5	2	2	2	2	2	10	15
French	1	15	28	33	77	35	29	33	31	33	161	238
Malaysian nationals		1	4	2	7	4	3		2		9	16
Others	1	5	2	10	18	8	13	12	7	7	47	65
Total of students	2	21	34	45	102	47	45	45	40	40	217	319

Table for 2009 - 2010

	TPS	PS	MS	GS	KINDERGARTEN TOTAL	CP	CE1	CE2	CM1	CM2	ELEMENTARY SCHOOL TOTAL	PRIMARY SCHOOL TOTAL
No. Levels		2	2	3	7	3	2	2	2	2	11	18
French	6	26	19	39	90	38	41	27	37	33	176	266
Malaysian nationals	1	4	1	5	11	2	3	4	0	2	11	22
Others	0	7	14	11	32	15	6	14	8	10	53	85
Total of students	7	37	34	55	133	55	50	45	45	45	240	373

73.3% of the students are French in the elementary school (2008 figure: 74.19%)
67.6% of the students are French in the kindergarten (2008 figure: 75.49%)
71.31% of the students are French in the primary school (2008 figure: 74.60%)

These figures call for a deeper reflection on the concept of 'French' students.

- 1) Nationality does not necessarily imply knowledge of French; more and more non-Francophone French students are attending the school (couples where the father is French but often absent for professional reasons). This increase in numbers must be analysed, as it brings into play the effect of pedagogic choices made in the establishment, especially regarding the opening of bilingual streams, and major expansion in the *PS* due to the opening of bilingual classes in *MS*.
- 2) The numbers fluctuate during the year due to departures and arrivals linked to professional life and the impossibility of recruiting Malaysian children.
- 3) Due to construction works and the amalgamation of the elementary school and the kindergarten, many parents have postponed the entry of their children enrolled in the school.
- 4) The *CE1* year group is full, with 25 students per class. We must be vigilant when it comes to arrivals without departures.
- 5) Departures in January are forecast to be balanced with arrivals for the moment.

Overall analysis:

The rise in numbers in Kuala Lumpur is 16.92%.

In the class levels we have:

TPS/PS→	PS→ Marina	PS/MS→Marie	MS BIL →Marc	GSA→Samantha	GSB→David
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Valérie Blache	Manjossen (creation)	Laure Dusseaux	Bonnefoux/Yew Ling Tan	Arbert	Arbert (creation biligual)
GSC→Corinne Fromont/Virginie Caumont	CPA→Véronique Dieudonné	CPB→Laure Savoi/Genny Lafosse (BIL)	CPC→ Marie-José Denniel	CE1A→ Delphine Costantin	CE1B→ Cathy Vigier
CE2A→ Camille Egreteau	CE2B→ Laurence Villette	CM1A→ Laurence Gaillard	CM1B Sébastien Loriot	CM2A→ Penylène Rysak	CM2B Najoua Hatat

9 new colleagues have joined us in the teaching team, a person responsible for *FLSco* (French as a Language for School Instruction) (Audrey Arnou with experience of teaching French as a Foreign Language and a teacher replacing Marya Charpentier.

The English teachers are:

Michèle DADOUN CE1 AND CE2, Nithia in Kindergarten, Mrs Sharmini and Rosalind in CM2 as CM2 /6ème liaison and Jerome Albert in CM1. Mr Albert will also be in charge of the supervision of rock climbing.

- Parents' question: is the *FLE* (French as a Foreign Language) structure sufficient?
- Answer: for the moment there is an important *FLE* presence in place for the *CP*, the rest of the time the *FLE* teacher takes charge of the students signalled by the teachers.
- Parents' question: Regarding the enrolment of foreign students, is there a test before enrolment?
- Answer: the *AEFE* (Agency for French Teaching Abroad) allows for the schooling of foreign students, but in order not to destabilize the classes, we have put into place a charter for the foreign students which makes provision for 30 hours of French with a linguistic test before enrolment into the LFKL.
- Parents' question: what arrangements are there for students in difficulty?
- Answer: we assure our role in public service for children with specific educational needs by putting into place the *PPS* (*Le Projet personnalisé de scolarisation*) (Personal Schooling Project) and *PAI* (*Projet d'Accueil Individualisé*) (Personalized Care Project) in the school.
- Mrs Chupick, the speech therapist attached to the school takes the students during school hours.

Point No 4: How the school functions

1. General pedagogic functioning:

1.1 The Team

The Kuala Lumpur school functions in the same way as a primary school in France. Its administrative structure conforms to the current regulations:

It is headed by a school director. There are currently 18 teaching colleagues,

5 *ATSEM* (Kindergarten Assistants)

Devi, Zie, Elodie, Laetitia, Nurul, Bathma, Letchmi and Prima

The specialist teachers

3 English teachers:

Mrs Michèle Dadoun

Mrs Genny Lafosse (bilingual)

Mr Jérôme Albert (1/4 time)

Mrs Nithia

The primary school offers extra teaching to non-Francophone children, and Mrs Audrey Arnou is in charge of this.

Within the framework of educational accompaniment, we have an assistant for the non-Francophone children in Cycle 2 and Cycle 3 twice a week.

The school also offers extra teaching to non-Anglophone children by the English teachers.

1.2 Pedagogic activities

The French School of Kuala Lumpur's programmes are oriented by the 2008 French National Education programmes.

The technical capacity of the LFKL allows the children to practise a certain number of activities like swimming, rock climbing, combat games, team games, choir in the auditorium etc.

Each class is able to go to the computer room for multimedia learning in accordance with the B2i (IT and Internet Proficiency Certificate) in CM2.

Classes attend the library regularly for access to books for focus activities and to borrow books.

Recess times of 15 minutes per half day have been joined for a morning break from 9.45 to 10.15.

The teachers of each class propose different activities during the year, school trips, educational excursions or extra-curricular activities, which must of course be approved by the council.

As a final note in this pedagogic chapter, the LFKL is keen to embrace the local culture of the host country and offers the students the possibility of learning about and observing a number of local traditions.

1.3 2008 Programmes

(see timetable and programme <http://www.education.gouv.fr/cid38/horaires-et-programmes.html>)

Since the beginning of the 2008 school year, the Ministry requires each teacher to set aside two hours per week to help children in difficulty. The teacher is in charge of evaluating the difficulty and remedial measures. This extra teaching is not intended to last the whole year; it must be timely and focused, with a summarizing assessment.

Two national evaluations are planned this year; the first in CM2 will take place in January 2010; the second concerns CE1 and will take place in May 2010.

The programmes can be found on the National Education website at the following address:

<http://eduscol.education.fr/D0048/primprog.htm>

1.4 Supervision

Supervision is carried out by teaching personnel during the school day and Student Support Services (*Vie Scolaire*) personnel during the lunch break.

2. Further education for teachers

Further teacher training aims to equip teachers with the essential teaching skills to be able to continually adapt to the education system and for the success of all students. It concerns teachers in the primary and secondary levels.

Participant	Name of training course	Dates	Places
HATAT Najoua	Methods for teaching students with little or no French	12/10/2009 4 days	Vientiane
VIGIER Cathy	Teaching the History of Art and Art	23/11/2009 4 days	Phnom Penh
ARBERT Samantha	Measures for teachers in charge of bilingual classes	30/11/2009 3 days	Ho Chi Minh
ARBERT David	Measures for teachers in charge of bilingual classes	30/11/2009 3 days	Ho Chi Minh
SAVOI Laure	Measures for teachers in charge of bilingual classes	30/11/2009 3 days	Ho Chi Minh
LAFOSSE Jenny	Measures for teachers in charge of bilingual classes	30/11/2009 3 days	Ho Chi Minh
TAN Yew Ling	Teaching in a bilingual class: didactic coherence	16/11/2009 3 days	Hong Kong
BONNEFOUX Marc	Teaching in a bilingual class: didactic coherence	16/11/2009 3 days	Hong Kong
MANJOSSEN Marina	From activities to learning in the kindergarten	08/02/2010 3 days	Bangkok
RISAK Pénylène	Producing a written text in Cycle 3	22/03/2010 3 days	Hong Kong

The substitute during the teacher training courses will be Marya Charpentier in the interest of pedagogic continuity.

Parents' question: Do the *ATSEM* speak French?

Answer: the *ATSEM* are local employees and do not all speak French.

Point No 5: School rules and regulations

The school rules and regulations for 2008 to 2009 have been amended on several points:

1. Changes in timetable.
2. The introduction of an information letter for parents.
3. The introduction of an assistant for non-Francophone children.
4. An explanation on the guarantees of school insurance.
5. A discharge form from the parents for anyone who picks up children in the kindergarten.
6. Accompaniment of the children from the school entrance to class.

Unanimous vote of the members present.

Parents' question: why has ¼ hour been reduced from the lunchtime break?

Answer: During the meeting of the commission 26 hours, the objective was to adjust the hours to 24 hours. It was decided to shorten the afternoon, finishing at 2.15, or half an hour less per day. The ¼ hour reduction at lunchtime enables us to readjust the timetable to 24 hours. In addition, there were many accidents during this lunchtime break.

Parents' question: have the children got enough time to eat?

There is no problem: the children have more than enough time to eat and still have a break.

- Mail is considered proof of absence.

Point no 6: school project and action plan of the establishment

The school project and action plan of the French school of Kuala Lumpur. The Lycée has been developing a new project centred around 6 main axes since the beginning of the school year 2008.

Axis 1: Mastering French as the language of school instruction and integration of non-Francophone students.

Axis: 2: Reinforcing English teaching.

Axis: 3: Awareness of home culture and the French and European cultural heritage.

Axis: 4: Promoting the development of the whole child and encouraging all aspects of their self-expression within the establishment.

Axis 5: Helping children in difficulty.

Axis 6: Actively involving the school in sustainable development on economic, human and citizenship levels.

With reference to axis 2, LFKL students will sit for the Cambridge Starters and Movers tests from March. We are looking for a means of extending this certification to all CM2 students.

Parents have raised the question of re-using consumables from the preceding year in the framework of the sixth axis: "sustainable development". The teachers will be made conscious of the need to recycle material from the preceding year.

Point no 7: Pedagogic organization of the school

The length of the school week of the kindergarten and elementary school is fixed at 24 hours. Students in difficulty can be given a maximum of 2 hours of individual help.

The Basic Learning Cycle: (Grande Section in kindergarten, CP, CE1)

The Consolidation Cycle : (CE2, CM1, CM2)

The Grande Section is part of the kindergarten and therefore follows its timetables.

CP and CE1 teaching hours

<u>Disciplines</u>	<u>Annual number of teaching hours</u>	<u>Weekly number teaching hours</u>
French	360 hours	10 hours
Mathematics	180 hours	5 hours
Physical and Sports Education	108 hours	
Modern languages	54 hours	
Art and the History of Art	81 hours	9 hours *
Discovering the World	81 hours	
TOTAL	864 hours	24 hours

The apportionment of hours per week will be part of the teachers' pedagogic project, taking into account the annual fixed number of hours for each discipline.

PROGRAMMES OF THE CYCLE OF FUNDAMENTAL LEARNING

The Basic Learning Cycle begins in the Grande Section of the kindergarten. It continues into the two first years of the elementary school, in CP and in CE1.

The primary objectives of CP and CE1 are

- Learning to read
- Writing and the French language
- Knowledge and comprehension of numbers
- Writing numbers in figures (decimal numeration)
- Arithmetic using small quantities

THE CONSOLIDATION CYCLE (CE2, CM1, CM2)

CE2, CM1 and CM2 teaching hours.

<u>Disciplines</u>	<u>Annual number of teaching hours</u>	<u>Weekly number of teaching hours</u>
French	288 hours	8 hours
Mathematics	180 hours	5 hours
Physical and Sports Education	108 hours	
Modern language s	54 hours	
Experimental Science and Technology	78 hours	
The Humanities		11 hours*
Art and History of Art**	78 hours	
History, geography, civic and moral instruction	78 hours	
TOTAL:	864 hours	24 hours

The apportionment of hours per week will be part of the teachers' pedagogic project, taking into account the annual fixed number of hours for each discipline

** 20 teaching hours are assigned annually to the History of Art and are relevant to all subject domains.

CONSOLIDATION CYCLE PROGRAMMES

In order to respect the continuity of the first years of the primary school, the primary aims of CE2 and CM classes are:

- Mastering the French language
- Learning the principle elements of Mathematics

The students are prepared to follow teaching in the different disciplines in secondary school to the highest level.

Point no 8: dialogue with the families

Each teacher defines how they will organize their dialogues with the parents of their class.

The method of communication can be digital, oral or written. There will be 2 meetings each year as well as individual meetings at report time.

On the whole school level, the Director will be in touch both by Internet and in writing: that is one document per family or 280 documents to be distributed. A circular is sent out each month to the parents.

The parents can ask for a meeting at any time with the management and class teachers.

Children are evaluated regularly: reports will be produced 3 times per year (twice for the *PS*) for information and monitoring of the children.

The students' parents are able to keep abreast of school life through "Hebdo" the weekly news bulletin, information notes, mail and notices.

Additionally, this year, the Director will set up a permanent committee whose goal will be to increase participation in the life of the school.

This committee will include 3 parent representatives and the Director of the school. It will meet once a month and minutes are not intended to be taken.

Dialogues with the parents must respect a certain number of rules:

- The dialogue depends on listening to and respect for others.
- The parent-teacher meeting comes from a request or invitation.
- The most appropriate place and time are decided mutually.
- The teacher aims to create a climate of confidence and guarantees total discretion.
- In the dialogue with the parents, the teacher acts in the same professional manner required in the classroom.
- The teacher strives to answer to the parent's questions and advise them on the education of their child.
- The parent should approach the meeting with confidence.
- The parent receives information from the teacher and explains his or her perspective.
- The teacher and the parent try to define together the means and ways in which they can each contribute in their respective fields.

Point no 9: Miscellaneous

Question 1: Will lessons be made up?

Answer: The decision on making up lessons will be taken in the Board meeting.

Question 2: What English certification is offered to LFKL students?

Answer: The English certifications are the Cambridge Starters and Movers exams.

Question 3: What type of selection process is there for the bilingual classes?

Answer: The selection is by linguistic test. Concerning the tests, we have set up a recruitment panel which determines whether the child can join a bilingual class. On this panel are the director, the bilingual class teachers, the English teachers and the class teachers.

Question 4: The monolingual classes?

Answer: The monolingual classes are not inferior classes in any way; the small numbers allow for a better learning environment.

Question 5: How are the English teachers recruited?

We try as far as possible to recruit teachers who are native speakers. It is a priority to recruit teachers of quality.

Question 6: Numbers in CE1?

Answer: The CE1 class is in a difficult situation regarding numbers in respect of class space. 25 students per class remains the maximum threshold at the LFKL. Should there be any new arrivals we may have to open a new class or to put the children on a waiting list, to ensure suitable teaching conditions.

Question 7: What is the status of the personnel?

Answer: There are expatriate resident and local personnel. 88.9% of the personnel are certified by the National Education Department.

Question 8: The common spaces (canteens and playgrounds) compared to the numbers?

Answer: We will have to think of a different arrangement if the number of students continues to rise. We can still manage the flow for two years.

Question 9: The parking area use and security of children?

Answer: Concerning the parking area, the question will be dealt with by the Board. For security, a recommendation will be made for the teachers to increase their vigilance at end of school.

Question 10: Extra lessons?

Answer: The teachers have 2 hours of individual help available during the 26 school hours. This takes place during the hours of English by special arrangement. In parallel with *FLE*, and within the framework of the school action plan the LFKL has put into place extra English for the non-Anglophone students. This should on no account take place during core subject teaching hours.

Question 11: The rock climbing wall?

Answer: The rock climbing wall will be used this year by all primary school classes. 2 instructors will be available to help the colleagues during lessons. 4 people will be assigned to look after the on-going maintenance of the wall.

Meeting adjourned at 8.35pm.