



L'ÉCOLE DU CHEMIN
- LANGLADE -

THE SCHOOL PROJECT: THE MAIN PEDAGOGICAL AXES

L'École maternelle du Chemin, an alternative and bilingual school, offers learning and developmental objectives that are in line with the french National Education's competency standards.

1) AUTONOMY: AT THE CORE OF LEARNING

Autonomy is the key to learning and an important factor in the development of the child.

With Montessori learning materials (practical life and sensorial life), the child can practice at his own pace and as many times as needed, precise gestures that will lead him to a greater control of his body and his senses, as well as to develop his fine motor skills, indispensable tools for learning to read and write.

Then, through the initiation to reading and writing, he gains skills to better act on his environment and better understand the world around him.

Through activities linked to the Freinet pedagogy (empowerment, regular practice of reflection, questioning, decision making when faced with choices involving oneself and the group, active participation in situations of knowledge transmission, relationships based on multi-age and trust, etc.) the child discovers his/her role and social issues within the group. He learns to act and express himself within a common framework. He builds autonomy of thought and confidence in his ability to express himself, to communicate and to transmit. He also discovers communication tools (listening, empathy, mediation, benevolence...) in contact with adults/educators and children of different ages.

In this multi-faceted approach to community life, the child can explore and develop his own autonomy, in relation with his peers and thus put into practice situations favorable to the evaluation of his achievements.

2) COOPERATION: DISCOVERING OTHERS AND ONESELF

Cooperation is an essential tool for the development of the individual in his relationship with others and with his environment.

Through various situations relying on the choice of common strategies that will ultimately leads to the resolution of complex problems, the child learns to become aware of his or her own abilities, which allows him or her to identify his or her role within the group.

Thinking and creativity are stimulated through cooperative games and joint projects, therefore, the child puts into practice tools that are beneficial to his personal development.

By performing collective daily tasks, the child becomes aware of the need to cooperate for his well-being as well as for the collective one. He learns how to organize himself and to get involved in the community.

Adults/educators organize collaboration situations and propose the children (according to their possibilities and taking care not to put them into difficulty) to participate actively in the learning process of the less experienced. By using the characteristics of the multi-age group and the various means of transmitting knowledge, the adult establishes a climate of trust and benevolence.

The child becomes aware of his personal needs and his influence within the group to which he belongs. By observing the referring adults and by practicing non-violent communication on a daily basis (mediation in conflict resolution, etc.), the child learns to observe and analyze situations of living together. He has his own identity, which is essential for the proper functioning of the group. He learns to be respectful of others and thus he gets used, little by little, to his living environment.

Finally, more globally, the child is likely to meet resource persons as soon as a group project is thought to be useful. In this way, he discovers that the diversity of knowledge is not limited to the adults around him and that cooperation has a wider dimension than the school setting. He learns to find help in developing his own knowledge.

Interested parents can also intervene within the school to share knowledge and skills that can be beneficial to the class group.

3) ENVIRONMENT: INITIATIVES AND ACTIONS

Current environmental issues require a effective involvement of the educational community. The respect of nature and the living world must be a priority in the learning process.

By being introduced to human sciences (zoology, geography, botany, geology, history, technology, etc.), he acquires the knowledge necessary to relate to the living and non-living world.

By exploring a natural environment close to the school, the child discovers nature in a concrete way, at the rhythm of the seasons and its local characteristics (scrubland/garrigue), he observes the changes and the evolutions of the living world that surrounds him and, thus, he identifies his place in this environment.

He can also explore all the possibilities of games that nature offers (Land Art, building huts, investigations, treasure hunts, etc.).

By participating in initiatives and actions that allow for the protection, maintenance and enhancement of his environment, the child becomes aware of his impact and his role in the preservation of his living environment (selective sorting, recycling, occasional waste collection, reuse and second life of objects, etc.) and of the living world that surrounds him (introduction to vegetable gardening, composting of green waste, preservation actions, etc.)

To complete the group's specific needs, the child will be brought into contact with local actors who are involved in this approach to protecting life.

4) WELL-BEING: SELF-AWARENESS

Within the group, the child acts, expresses himself, discovers and shares. He learns about his physical and intellectual being. He learns to feel and experience emotions that he cannot yet control.

Guided by caring and attentive adults, the child practices various activities (workshops to express his emotions and sensations, initiation to massage, contemplation, meditation, etc.) and takes trials and errors as assets and necessary steps in his development and mastery of

learning. He gains confidence in his abilities. He develops empathy towards his peers (pacifist keys, non-violent communication). He explores the world through his senses, enriches his vocabulary and his knowledge of his body and notices his own physiological functioning.

By practicing yoga, relaxation and meditation activities on a daily basis, he acquires a more precise knowledge of his body schema and his relationship to the mind. He learns new skills of balance, memory and concentration.

The adult observes and listens to the child's natural needs (to observe, to contemplate, to rest, to act). The child feels respected in his individual pace. He has the opportunity to experience his presence in non-action.

5) BILINGUALISM AND INTRODUCTION TO OTHER LANGUAGES

The child is in French/English immersion.

Acting by mimicry and observation, he is introduced to bilingualism and develop his language skills.

Learning activities and daily life moments are carried out in both languages. The child learns increasingly rich and varied concrete vocabulary.

Learning two or more languages, from a very young age, develops communication skills with peers (opening up to others, being able to adapt to any new environment, developing a communicative and linguistic sensitivity) and stimulates further learning of other languages.

Discovering other cultures, other places and ways of life by learning different languages improves the knowledge of the universality of humanity.