

School Project 2023-2028 Lycée Français de Toronto

The model of our school

The Lycée Français de Toronto: a unique pedagogical and educational model. From nursery school through to the final year of secondary school, the curriculum and pedagogical organization are those of the French education system in an international context. A school in the network of French establishments abroad approved by the MENJS:

- French curricula, guaranteed by MENJS approval up to the baccalaureate level, enable the acquisition of the very solid knowledge essential for many enlightened, responsible and autonomous adult, while ensuring the development of the psychosocial skills essential for many emancipated, supportive and committed citizen.
- Bilingualism certifié guaranteed by the FLS and ESL courses and by MENJS approval for the American International Section for the entire schooling period up to the French Baccalaureate or French International Baccalaureate (BFI).
- Membership of the EFE network as an accredited establishment, guaranteeing exceptional training by the IRF and the recruitment of teachers seconded by the MENJS with expertise in the French education system.
- An inclusive school with a dual mission:
 - support for students with special educational and teaching needs (EBEP)
 - Development of the DEIB mission: Diversity - Equity - Inclusion - Belonging
- an international context that enables multicultural openness (integrative dimension of plurilingualism) and a global orientation.

Our mission

From kindergarten to the Baccalauréat, the LFT offers an excellent education in French to a multilingual youth who thrive on diversity. We give our students the keys to becoming altruistic thinkers and innovative players in an ever-changing world.

Our vision

The LFT aspires to be an inclusive and innovative school that combines the rigor of a French education with the richness of Canadian multiculturalism. We believe in a holistic, multilingual education supported by a supportive and visionary community.

Our values

Humanism - Critical thinking - Responsibility - Curiosity - Individual excellence

The role of the project

The facility project is the LFT's roadmap for the next five years. It combines three complementary requirements:

- the expression of the collective will of our educational community from GST to Terminale.
- the expression of expectations and wishes for the evolution of the establishment.
- the expression of the school's choices in line with the guidelines defined by the AEFÉ.

The aim is to design a document that will set out the pedagogical and educational guidelines to follow.

The project approach will be agile and based on :

- the specific context of LFT and diagnosis
- defining strategic priorities
- drawing up and presenting an action plan
- annual evaluation and the possibility of flexible development of the school project, in line with the changing needs of the LFT and the region, AEFÉ guidelines and the evaluation of the school project.

This document is the result of a reflexion by all members of the educational community, after gathering the expectations and needs of the entire school community, including students and families. The actions to be implemented to achieve these objectives were proposed by working groups.

After being validated by the AEFÉ, it was presented for vote to the School Council on June 21, 2023.

Each year, the entire educational community must plan the actions that will implement the objectives on a day-to-day basis. Similarly, it will be up to the head of the school to present an annual activity report to the last school council of the school year, reporting on the implementation of the project, evaluating the actions undertaken and pointing out the adaptations necessary to achieve the fixed objectives.

Note on writing the school project:

To keep the document simple, only the masculine gender is used for functions.

Note on repeating actions:

Some actions are found in several strategic areas. This is deliberate, to make it easier to read the expectations and needs by strategic axis.

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AXIS 1 From the very first section to the Baccalauréat, a school that offers an excellent education in French, to a multilingual youth that thrives in its diversity.

1. A shared definition of success

The LFT implements the educational programs of the French education system in an international context.

The LFT is a bilingual school that welcomes French expatriate and local French-speaking students, who are trained in English, and local English-speaking and foreign allophone students, who are trained in French, all following the French education system. The LFT provides language certification (DELF, DELE, Cambridge, BFI) for all. It is also a plurilingual school, thanks to the integrative dimension of languages and cultures, taking into account the socio-cultural and affective dimension of the student in each language.

A. A definition of excellence: Leading all students to mastery of the foundation and each student to progress through pedagogical differentiation

Actions :

- Ensure the acquisition of fundamental knowledge (reading, writing, arithmetic, respecting others), then lead each pupil to master the common base of knowledge and skills.
- Strengthen the identification of admissions needs with adapted admissions tests.
- Develop a culture and pedagogical practices of differentiation.
- Extend the adaptation of expectations to assessment, including certification.
- Rethink the practice of assessment to enable all students to be at the heart of their learning, without comparison or competition with other students. Abolish grades and detach ourselves as far as possible from any grading system in favor of explanations of achievements and efforts.
- Develop innovative practices backed by cognitive science research (flexible classes, cooperatives, positive assessment).
- Work on oral skills at all levels of schooling (using theater)

B. Differentiated, multilingual teaching practices that take into account the diversity of students' language acquisition (French-speaking, English-speaking, allophones).

To support learning in French while celebrating our linguistic diversity, all disciplines must be approached as DNLs. We need to support our educational community and our families in "non-monolingualism".

Language objectives by level :

Maternelle: structuring of mother tongue and beginning of second language. Elementary: reading, writing and communicating in 2 languages: French and English = bilingualism: all students are in the American International Section.

Middle school: solidification of bilingualism and addition of Spanish. End of Cycle 4: trip to France. American International Section at the student's choice, with the Brevet or Brevet International.

Lycée: consolidation of languages up to certifications for all students. International American section of the student's choice in seconde. Terminal cycle: concurrent Baccalauréat général and Baccalauréat Français International (BFI)

Actions :

- Develop a culture and pedagogical practices of differentiation.
- Strengthen FLS/ESL pathways for bilingualism for all.
- Develop innovative practices based on research in cognitive sciences applied to language didactics.
- Building multilingual tools to support learning in all disciplines.
- Train teachers and the entire educational team in multilingualism.
- Develop co-teaching practices.

C. Strengthening the school-family bond - co-education Actions :

- Build a common policy according to levels concerning learning at home afin so that it is truly to the bénéfice of the child and the link with his family, without inequalities. Respect the child's rhythm in terms of cognitive abilities.
- Building clear communication tools to help families:
 - understand the French education system, the French Baccalauréat and the French International Baccalauréat.
 - their children's progress and disappointments.
- Organize teacher-family discussions on monitoring students' schooling. Use and train m pronote as a monitoring tool to facilitate co-education.

Indicators of success :

- Involvement of teaching teams in preparing open days
- Clear, bilingual infographics of possible career paths at LFT
- Follow-up of training courses/pedagogical initiatives and participation rates
- Retention rates at orientation stages (entry to 5th grade, entry to 3rd grade)
- Exam and certification pass rates
- Number of multilingual differentiation tools created and used
- Year-end family survey on pedagogical follow-up
- Alumni survey (Bac+1, +5, +10)
- Family attendance at events organized to monitor their children's progress (pronote training, parent-teacher meetings, careers evenings)
- Monitoring of pronote entry of all information required to track students and their work

2. An educational project supported by all

A. Well-being and "living and doing together"

Concern for the school climate is central to the life of the school.

The well-being of children and adolescents, and their mental and physical health, must be a constant concern for all those involved in education. This must be all the more marked after observing the impact of the health crisis on the health of pupils of all ages. It is important that every student feels welcomed, supported, protected and encouraged within the school. Concern for students' health and well-being must also include the preservation of a calm school climate, both inside and outside the classroom. Intrinsically, this means preventing and combating the fléau of harassment.

Develop a school violence prevention policy Actions :

- Contribute to the CESCE m drafting a plan to combat violence in schools.
- Develop actions to combat m harassment at school.
- Anti-harassment ambassadors for schools - PHARE program.
- Participation in the national anti-harassment day.
- Give meaning to punishments and sanctions. Use accountability measures and the m educational committee as a means of mediation in cases of violence. Respond to each act of violence m (punishments, sanctions, accountability measures, etc.). Systematically contact the family in the event of violence.
- Offer students supervision outside class time (workshops, activities, etc.).

Enable the construction of and respect for individual identities (inclusive school)

Actions :

- Release a DEIB referent m from responsibility
- Facilitate the creation of community affinities that reinforce a sense of identity.
- Strive for diversity in all teaching and learning materials, so that everyone feels represented.
- Celebrate holidays, commemorations and events that are important to our community, while maintaining the spirit of secularism.
- Involve families in community initiatives.

Nurturing the LFT's collective identity Actions :

- Enable students to commit themselves to the values promoted by the school: equality fi l l e s - g a r ç o n s , the fight against all forms of discrimination and the celebration of diversity, eco-responsibility, respect, dignity, equity, fraternity, solidarity, integrity and ethics, freedom of thought, audacity, ambition, curiosity, creativity and innovation.
- Organize a humanitarian trip for the Seconde level.
- Create a school identity through sports (soccer academy), events, outings and projects.
- Organize group events (meetings, outings, trips).
- Decpartmentalize activities: cross-class, cross-disciplinary, cross-curricular.
- Put fin to level groups and favor differentiation.
- Develop student tutoring
- Involve families in pedagogical and educational projects.

Develop a sense of belonging Actions :

- Set up a protocol for welcoming new students and a protocol for integrating sixth-graders, to facilitate the transition from school to college.
- Make elections (delegates/CVC) a highlight at the start of the year, as part of School Commitment and Democracy Week.
- Hold regular meetings of the CVCL and expand its activities.
- Encourage student initiative.
- Mobilize students to find solutions to certain problems (toilets, corridors, etc.).
- Regularly exhibit students' work. Highlight students' commitment by affixing their achievements.
- Support students in project methodology.
- Increase the number of workshops involving students.
- Setting up spirit days to punctuate the life of the facility.
- Develop a sustainable approach to respecting the environment (clean-up site, waste sorting, etc.) as part of the EFE3D label.
- Involve students in hosting Open House mornings.

B. Combining in-class and out-of-class work

Ensure individual and collective follow-up of students Actions

:

- Optimize the use of Pronote to improve student tracking.
- Set up a secondary educator for each level.
- Regular monitoring of classes by the main teacher, the secondary school teacher and the CPE.
- Regular meetings between head teachers and CPEs.
- Set up follow-up fiches if necessary.
- Introduction of tutoring and mentoring, student-teacher, student-pupil.
- Develop inter-degree links afin continuity in student care.
- Transmit information to head teachers every year.
- Refer students to the right professional and pass on information to external partners involved in a student's care.
- Organize class activities.
- Organize educational teams and school follow-up teams for students who need them.

Provide educational support for students outside school hours Actions :

- Rethink the organization of the duty room and corridors afin order to encourage work and group work.
- Design and implement spaces for individual work with and without digital access, group work with and without digital access, exchanges of practice, tutoring, cooperation and relaxation.
- Rely on secondary school educators afin they offer their help during office hours.
- Develop actions in conjunction with the documentalist teacher.

- Participate in the development of the "Devoirs faits" scheme.
- Offer workshops.

C. Educational pathways: health, citizenship, future and artistic and cultural education pathways

The educational health path (body, heart and mind)

Actions :

- Promoting well-being above all.
- Supporting students in taking care of themselves and others.
- Develop daily physical activities and activities that promote mental and physical health.
- Food and taste education.
- Sexuality education.
- Prevent risky behavior.
- Promoting social ties and communication: non-violent communication, clear messages, managing emotions.
- Take into account the emotional sphere in and out of the classroom.

The citizen's path

Actions :

- Promote the values of the French Republic and the principle of secularism through a commitment to living together, which is an integral part of school accreditation and a positive marker of school identity for parents. These values and the spirit of secularism must be taught with an understanding of local contexts.
- Media and information literacy: combating misinformation, fake news and cyberbullying. Educate about privacy. Develop digital skills and PIX certification. Training in the use of AI.
- Developing knowledge and skills through moral and civic education
- Building citizenship through class delegate elections and delegate training.
- Develop the Conseil de la Vie Collégienne et de Vie Lycéenne afin to make it a forum for civic engagement.
- Develop civic commitment through solidarity actions.
- Initiate a sustainable development approach (EFE3D).
- Pass the ASSR levels 1 and 2 exams and provide first aid training.
- Offer integration days for sixth-graders afin order to better understand how the school works.
- Give meaning and consistency to punishments and sanctions by making them explicit. Develop accountability measures.

The future path

The "parcours avenir" (future path), an individual path of orientation and discovery of the economic and professional world, is led by the guidance coordinator and the PRIO (information and orientation resource personnel in France), but supported by the entire educational community.

LFT is a school that provides students with all the tools, knowledge and skills they need to succeed in post-bac studies anywhere in the world.

Actions :

- Communicate a coherent message that everyone can understand, from admissions to educational teams and post-bac orientation.
- Build tools to understand the academic results recognized by the universities to which students apply (transcripts).
- Develop the presence and visibility of the alumni network.
- Give the guidance program a real place in teams, SOWs and dialogue with families.
- Accompany as many young people as possible, from 3rd grade upwards, from being accredited with the "Duke of Edinburgh award", which enables them to develop skills: Staying mentally and physically healthy, connecting (safely) with others, giving back to the community what they have received, adopting structured methods and setting goals).
- Post-bac: support the construction of students' personal and professional projects, educate them on information on professions and filières, teach students about themselves, support students in decision-making processes throughout their high school education and on Parcoursup.

The artistic and cultural education pathway

Actions :

- Educating them about art and through art.
- Practicing art, diversifying artistic fields.
- Meet artists, nurture local and international partnerships.
- articulate and take advantage of different educational times.
- give meaning and coherence to all the actions and experiences in which the student takes part.

D. Inclusion of students with special educational and pedagogical needs (EBEP)

Implementing individualized, multi-year educational follow-up for EBEPs

Actions :

- Have a teacher in charge of EBEP follow-up.
- Set up and monitor PAIs, PPREs, PAPs and PPSs for EBEPs.
- Articulate the referent's work with that of teaching teams and secondary school educators (accompanying students in class).
- Train the teachers and the educators at educators to learning disabilities and inclusive pedagogies.
- develop co-teaching practices.
- develop individual and cooperative academic support, tutoring and mentoring.
- build students' autonomy in terms of personal work.
- Implement FLS and ESL pathways wherever necessary.

Supporting EBEPs and their families Actions

:

- Set up educational teams, bringing together all the players involved.
- Train students and their families in the digital tools available to them.

Indicators of success :

- Annual survey of students and families.
- Examination accommodation rates.
- Creation of monitoring protocols that are known and understood by all.
- Number of educational teams meeting per year.
- PAP annual reviews.
- Monitoring pedagogical innovations and sharing practices.
- List actions and draw up annual reports.
- Communication of trips and community events in the annual calendar for all students.
- Number of co-educational training/réflexions and participation rates.
- List community actions carried out or facilitated by school life and educational teams.
- Rate of participation in "devoirs faits" and assessment of the scheme (supervisory team and survey of students and families).
- Number of communication tools created and monitoring of their active use.
- Number of alumni participating in solicitations and events.

AXIS 2 A school that equips our students to become altruistic thinkers and innovative players in an ever-changing world.

1. Defining psychosocial and emotional skills

The LFT is a school that enables children to develop solid psychosocial skills (growth mindset) throughout their school career.

Psychosocial skills are a person's personal, emotional and social competencies. These skills give color to our relationships with others. They complement knowledge and know-how.

List of psychosocial skills :

- Social skills (communication, teamwork, conflicts management, negotiation, civic and citizenship skills)
- Personal skills (leadership, self-evaluation, adaptability, being responsible, being resourceful, being resourceful, flexible, time management, self-esteem)
- Methodological skills (gathering and organizing information, planning and organizing, learning to learn, analytical skills, innovative and creative thinking, problem solving)

The LFT is also particularly attentive to the development of scientific skills: the investigative and experimental approach, critical thinking and scientific relativity, the implementation of problem-solving, inventiveness, innovation and action on the environment. Moral and civic education, development of freedom, one's own and care for that of others

The LFT pays particular attention to enabling children to grow in humanity and discernment through workshops in philosophical dialogue (which can draw on literature) and mindfulness.

The aim is to make a significant contribution to the development of reflexive thinking in children and teenagers, of critical thinking and of skills enabling them to become conscious, active and enlightened citizens.

Through the practice of philosophical workshops, the child becomes capable of elaborating a real reflexion, sharing it with others, developing listening and empathy, learning to collaborate. He can learn to say what he thinks and to listen to the thoughts of others. In this way, they acquire the ability to resist manipulative "ready-thinking", dogmatism and prejudice. They acquire the basics of non-violent communication, of confidence in themselves and in others.

What about emotional intelligence?

It brings added value to people, in addition to their technical skills. A person endowed with emotional intelligence is thus able to identify emotions, in themselves as well as in others, and provide an appropriate response: emotional perception - emotional assimilation - emotional management - emotional understanding.

2. Breakdown of psychosocial skills into levels

KINDERGARTEN:

Care for the child, his psychological security, his confidence, his self-esteem. Self-knowledge and connection with others.

Socialization. Emotions.

Cognitive science: sensory experiences, autonomy, positive assessment, stimulating curiosity.

ELEMENTARY :

Continuation of work begun in kindergarten.

Social skills = non-violent communication, teamwork, conflict resolution, listening.

Socialization. Emotions.

COLLEGE :

Personal skills: leadership, self-evaluation, adaptability, tutoring, commitment, volunteering

LYCÉE :

Methodological skills: gathering and organizing information, media literacy.

Planning and organizing, learning to learn, analytical skills, innovative and creative thinking, problem solving - this is complex thinking.

3. Actions to develop psychosocial skills

They are expressed in terms of our relationship with ourselves, our relationship with others and our relationship with the world.

A. The self-relationship

Have good self-esteem Know yourself

Cultivate a sense of belonging Have a sense of competence

Actions :

- Use the schoolyard as an outdoor classroom or for educational projects.
- Putting sports at the heart of children's daily lives: EPS, extracurricular, club, "intra-mural lunch", participation in regional sporting events, ZAN and AEFÉ, APQ, JOP 2024 label.
- Set up cooperative classes and flexible classes.
- Generalize philosophy workshops with a primary and junior high school curriculum led by SEVE-certified facilitators.
- Developing non-violent communication and clear messages.
- Generalize theatrical practice by targeting knowledge and skills according to the chosen levels.
- Practice meditation (mindfulness) and yoga.

- Time and space for peer-to-peer training.

Indicators of success :

- Number of workshops held
- Number of students who participated
- Well-being for all

B. Relationships with others

Actions :

- Use the schoolyard as an outdoor classroom or for educational projects.
- Joint projects: BHM (enlarge m all heritages), orange shirt day, pink shirt day, commemorations, francophonie week, international week...
- Co-teaching.
- Wall of emotions.
- LFT Webradio/podcasts.
- Inter-degree tutoring.
- Sports tournaments.
- School outings.
- Portrait gallery.

Indicators of success :

- Number of joint projects
- Number of co-teaching sessions
- Webradio dynamism (number of programs and podcasts produced)
- Number of sports tournaments and school outings

C. Relationship with the World

Actions :

- Use the schoolyard as an outdoor classroom or for educational projects.
- Solidarity actions and humanitarian trips.
- Eco delegates and EFE3D actions.
- Citizenship course.
- Budding ambassadors.
- Media education.
- Engage students in a process of questioning content through panels m the BCDI.
- Develop projects with other schools and partners.

Indicators of success :

- Number of citizen and humanitarian projects implemented
- Number of sustainable development initiatives
- Number of projects with external partners

AXIS 3 A school connected to and open to the world

A school in Toronto where the motto is: Diversity is our strength, a school in Canada, in North America

1. Going beyond the school walls and bringing the world to the LFT

To offer our students an academic, pedagogical and human experience in the classroom, in the school, in our city of Toronto, in Canada and around the world.

Actions :

- Anchor subject weeks in the curriculum: maths week, poets' spring, voices of poetry, international week, maths en jean, code night, etc.
- Promote talent by enabling students to express themselves through artistic and linguistic projects: talent shows, theater, music and performing arts, poetry voices, etc.
- Develop opportunities for students to get involved in long-term extracurricular projects: LFTimes, Webradio, Model Un, Geography Club, etc.
- Join the ADN AEFÉ international exchange program.
- Class/school twinning with other schools.
- Create collaborative spaces for students.
- Develop community involvement opportunities: volunteering outside LFT walls, humanitarian trips, spirit days.

2. Overcoming language and cultural barriers

Develop each community member's sense of belonging by embracing and valuing its cultural and linguistic richness.

Actions :

- Participate actively in major AEFÉ network events: La Semaine des Lycées Français du Monde, Salon virtuel de l'Orientation, Ambassadeurs, ambassadrices en herbe, Les Jeux Internationaux de la Jeunesse).
- International Week, Language Month, Spanish Week.
- Festival of literature (multilingual).
- Take part in school competitions in different languages.
- Multidisciplinary interventions in the classroom.
- Language courses in extracurricular clubs.
- Engage in communications and affichages systematically in French and English.
- Offer FSL or ESL courses for the community and families.
- Offer lectures by international and Canadian artists/authors.
- DEIB committee staff, parents, students.
- Strengthen the role of the Parents' Association (APA).
- Strengthen partnerships within the French-speaking community (Alliance Française, France Canada culture, Théâtre Français, etc.).
- Develop the importance given to partnerships with the region, gateways to culture, art, sport, heritage, higher education, research, eco-responsibility, institutional representatives, etc.
- Cultivate a close link with the embassy, consulate and SCAC, ensuring its role of diplomatic influence.

- Organize and facilitate events that celebrate the languages of the community (Language May, community meals, "family swap" program).

3. Involving every member of our community

Every member has a place at LFT and in the community. Implement actions and create opportunities afin everyone finds their place at LFT, m Toronto, Canada and the world.

Actions :

- Valuing the diversity of our community by allowing community members to share their personal and professional experiences
- Providing opportunities to build and share identity
- Create opportunities to promote diversity (dedicated days, conferences, round tables, etc.)
- Create an "LFT Ambassadors" program for students, parents, alumni and staff to represent the LFT at events: open days, trade fairs, Bastille Day, etc.
- Perpetuate major community events: back-to-school event, annual gala, quarterly parties, sports competitions, AWA, social committee, etc.
- Create a family welcome program
 - Parent's guide
 - Training for parent representatives
- Create an alumni association
- Create an LFT store
- Create staff + parent + student committees for cross-functional LFT projects

Indicators of success :

- Year-on-year calendar of actions/projects
- Growing number of projects
- of students/staff involved in projects
- of students and staff proposing new projects and actions
- % Support from teaching teams

AXIS 4 A school committed to the well-being and professional fulfillment of its staff, for a school community that is supportive, visionary and individually and collectively committed.

LFT is a school that has strengthened its administrative pole with a Human Resources support function afin order to demonstrate its commitment to supporting its school community and transparency and ethics in all HR processes.

The confiance and collective intelligence must be preserved between management, the board, the school council and APLFT representatives, all concerned and guarantors:

- compliance with the agreement between the LFT and the AEFE,
- of the MENJS approval certifiating our school,
- the Board's strategic orientations,
- project,
- the APLFT collective agreement (local contracts)

1. Quality of Life at Work

Developing the DEIB

Actions :

- Develop an inclusive recruitment policy.
- Use non-stereotyped communication.
- Follow the training courses included on ADP.
- Celebrating the diversity of the staff, while respecting the spirit of secularism as far as possible.

Working in confiance

Actions :

- Communicate live as soon as possible, and take responsibility for any questions or disagreements.
- Working together.
- Helping and supporting each other.

Share the values, vision and missions of our school Actions :

- Make them visible.
- Make sure you share them when recruiting.

Ensuring work-life balance Actions :

- Sharing a charter of good co-educational practices between staff and families.
- Rethink workspaces to optimize on-site working possibilities.
- Respect the disconnection charter.

Anticipate to plan more serenely Actions :

- Distribute the annual calendar with major events fin June for t h e following year.
- distribute a schedule of meetings before each period for the entire period.

Preventing psycho-social risks and ensuring a feeling of physical and mental safety in the school

Actions :

- Communicating access to healthcare.
- Conduct community well-being surveys.
- Be attentive to each other.
- Meet and follow the recommendations of the Joint Occupational Health and Safety Committee (JOSH).
- Study the feasibility of an infirmier-infirmière position.

Maintain a climate of work and exchange Actions :

- Free up time.
- Work on spaces to optimize time for silent work, collective work, informal and convivial sharing.

Recognize and listen to what everyone has to say and encourage collective intelligence Actions :

- Convene meetings and manage them with efficiency and constructive dialogue.
- Maintain a constructive dialogue with FT and LFCA representatives.

Promote communication

Actions :

- Send internal letters.
- Afficher on a screen in the staff room.
- Afficher in the HIP (Hub de l'innovation et de la pairagogie).

Develop a sense of belonging Actions :

- Ensure quality onboarding (with buddy).
- Introduce staff members and make the trombinoscope easily accessible.
- Participate in team building days.
- Communicate the welcome booklet.

Developing a sense of community

Actions :

- Participate (if you can) in AWA events, the social committee, fin n end-of-year parties, fitness hours.
- Participate in team building days.

Indicators of success :

- Feedback from the QWL survey
- Percentage of participation in all events and projects
- Quality of dialogue with authorities, associations, representatives and unions
- Number of communications
- Back to communications
- Number of survey responses
- Recognition of the school in the region

2. Support for career paths and careers

Supporting career paths Actions

:

- Take the time to talk about your short-, medium- and long-term career path, without fear of HR consequences.

Develop the recognition and enhancement of career paths Actions :

- Sharing projects and experiences.
- Introduce the staff and their backgrounds (with agreement).
- Celebrating birthdays (with permission).

All understand each other and make it possible to speak using the language of one's choice Actions :

- French comprehension courses.
- English comprehension courses.

Develop a sense of equality among staff Actions :

- Work towards a fair and equitable collective agreement, taking into account the diversity of contracts (local, seconded, annual).
- Include all staff in projects and events whenever possible.
- Help organize and participate in group events and projects.

Indicators of success :

- Quality of relations with APLFT representatives
- Number of HR Commission meetings and quality of dialogue
- Understanding and quality of professional development interviews
- Number of HR problem follow-ups

3. Training

The LFT is a school that stands out for its boldness and pedagogical innovation.

The LFT is a school that intellectually uplifts the entire school community through training, on-site conferences and webinars.

The LFT is a school with a hub for innovation and pedagogy (HIP), designed to encourage brainstorming, collective intelligence and co-construction.

The LFT is a school that must continue to take into account the contribution of neuroscience or cognitive science to innovate its teaching practices.

Develop continuing education

Actions :

- Diversify the training offer between the IRF catalog, institutional missions, regional or international training courses (conferences and seminars) and pedagogy.
- Encourage inter-grade, inter-disciplinary and peer-to-peer class observations (pineapple chart).
- Develop specific support: mentoring, coaching, immersion, co-teaching.

Promote professional development Actions

:

- Practice self-assessment.
- Introduce professional development interviews rather than appraisals.
- Promote personalized continuing education.
- Promote peer-to-peer observation and communities of practice.

Develop pairagogy

Actions :

- Offer opportunities to share talent, expertise and experience.
- Sharing resources and projects.
- Set aside time for pairagogy.
- Offer "on-call" times for resource personnel.

Cooperate

Actions :

- Set up moments of cooperation.
- Develop inter-degree projects.
- develop inter-degree, inter-disciplinary and cross-disciplinary pathways, schemes and programs.
- Accept to give up time and gain time thanks to digital technology.

Be innovative

Actions :

- Allow yourself to think "outside the box".
- Experiment with other practices.
- Visit put at up-to-date about practices practices, the new professional and/or pedagogical and/or educational resources.

Indicators of success :

- Number of courses requested
- Percentage of the community requesting training
- Number of returns from pairagogy training courses
- Number of times proposed for pairagogy
- Number of innovative pedagogical and educational initiatives proposed
- Number of meetings to build collective intelligence