

Interview with Isère Lloyd-Davis: Many of you will have been in contact with Miss Lloyd-Davis at some point, but do you know everything she does in our school?



What is your role at École Jeannine Manuel?

My primary role is as Admissions' Officer, however, I also run the Yearbook club with Sophie Dourousseau and I

will be taking part in the Student Council Committee, helping pupils liaise with the school leadership team. As you can see, everyone at École Jeannine Manuel wears many hats!

What does your role as the Admissions' Officer entail?

I am the first point of contact for all families interested in joining our school. I oversee the online admissions applications and organise the appointments between the families and our Heads of School, before presenting the candidates to the

Admissions' Commission and sending out the final decisions.

How have admissions evolved since you started?

As more people are finding out about our school and the opening of the lycée in September 2018, we are receiving more applications. Interestingly, we have also found that there is an increasing amount of international candidates applying, which is why we are very fortunate to count more than forty nationalities in our school this year.

What do you enjoy the most about admissions?

Our admissions approach is on a case by case basis and I enjoy being in contact with the families, introducing them to the school, answering all kinds of questions and helping them integrate into our community.

22

The number of our pupils who took part in the London Youth Games this year. This was the first time we participated in the running event - congratulations!



Un grand merci !

A terrific welcome picnic, ghoulish Halloween celebrations, and delightful gatherings organised just for our parents: a huge thank you to our Parents' Association without whom none of these events would have been possible!

Make sure you check out *à venir*, our Parents' Association's brilliant new weekly newsletter for updates about what's on at school each week.



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Think • Dare • Share

La newsletter de l'École Jeannine Manuel à Londres



The EnergyBase, our new sports' facilities

Chères familles,

J'ai été ravie de retrouver l'ensemble de la communauté de l'École Jeannine Manuel lors de cette troisième rentrée des classes. L'année scolaire s'annonce palpitante, avec de nouveaux projets, tant pour nos élèves que pour notre école. Nous sommes particulièrement heureux de constater que, trois mois à peine après la rentrée, les 109 nouveaux élèves qui nous ont rejoints sont déjà parfaitement intégrés et portent avec fierté la mission de compréhension internationale de Jeannine Manuel.

Ce premier trimestre a été marqué par la mise en place de nouvelles modalités d'évaluation au collège qui rendent les élèves plus conscients des compétences travaillées et de celles évaluées. Ce changement, également mis en place dans nos écoles soeurs françaises, fait l'objet du Learning Insight que vous découvrirez - ou re-découvrirez - au sein de ce numéro de Think•Dare•Share. Nous suivons de près ces évolutions et constatons que les premiers mois s'annoncent déjà très positifs. Comme toujours, nous continuons à innover pour que tous nos élèves - vos enfants - puissent bénéficier des dernières avancées en matière de pédagogie.

Je souhaite à chacun d'entre vous d'excellentes fêtes et une très belle année 2018 !

Bonne lecture !

Pauline Prévot, Head of School

À la Une

National Poetry Day

On September 28th, our Year 3 to Year 10 pupils celebrated National Poetry Day by submitting over one hundred poems on this year's theme of Freedom. "We were blown away by the range of ambitious poetry produced, in many different styles and forms, by pupils across the entire school," said middle school English teacher, Ms Sklar.

National Poetry Day is an opportunity to open up the more unenthusiastic students to writing poetry of their own free will. This allows them to explore their capacities, expand upon new ideas and finally begin to enjoy this form of creative process. Ms Sklar explained that, "Students can sometimes have a negative view towards poetry as it is a literary form that they only usually encounter at school and some can see little relevance for it in their daily lives."

The more enthusiastic students use this competition to give themselves a platform, within their school community, for their creativity and courage to share their thoughts and feelings in a public forum.

This event was an inspirational success and we thank all of the participants for their time, effort and creativity. We hope to receive even more competition entries from our budding poets in the future.



*High in the sky,
Like a bird, like a plane,
Like a pretty butterfly,
Freedom is the light that
Guides me through the night.
Freedom is my witness
That stands up for my rights.*

Extract from 'Vietnam War',
by Margot Pare CM2

*Then my freedom was taken
from me,
Caged between the claws of
society,
But in the black sky, some
nights I see,
The flames and I whisper;
Come back to me...*

Extract from 'My Freedom',
by Alice Ripoll 4e2

Standards-based assessments

Extracts from our newsletter: *l'Enseignement et les évaluations par compétences au collège*



While we have used standards-based assessments in primary school for many years, this year marks the introduction of standards-based assessment in Middle School. Standards-based assessment of competencies will help provide *clear goals, formative feedback and incentives* for students to learn by identifying the skills required to progress in specific subjects or units of study. The mastery of competencies will be assessed as Proficient +, Proficient, Emerging, or Not Yet (see score map below). The new report cards will provide feedback to students and parents as to how well students are meeting or exceeding standards *compared to the academic expectations* set by teachers for each teaching period.

Beyond serving as a tool to record and communicate achievement, standards-based

assessment is meant to empower students to *take charge of their own progress* by gauging key learning skills and mastery of content. The new assessments will take into account a *greater variety of skills*, not reflected under the previous system, and will provide sharper, more granular insight into a student's learning process. As you can probably tell, these assessments were inspired by the conviction that *personal growth, rather than competition, is the best incentive for students to engage* with the material and learn. Standards-based assessment will allow students to grasp better where they excel, where they can grow, and, most importantly, how to get there.

By implementing a competency-based approach to learning, we are heading in the same direction as other top actors in private and public education across the globe. In adopting this approach, the school is also adopting a language that translates more readily into other educational systems, as skills are part of a common language that is understandable everywhere.

This form of assessment is perfectly aligned with the pedagogical practices developed by our founder, Jeannine Manuel and informed by decades of classroom experience. Moreover, the contribution of leading cognitive scientists such as

Stanislas Dehaene of the Collège de France to our growing understanding of how the brain works and develops *confirms the crucial impact of student engagement on learning and the role that effective assessment can play in stimulating that engagement*. At the same time, Stanford professor Carol Dweck's Growth Mindset principles underpin our approach to teaching and the emphasis on skills that standards-based assessment promotes.

The strategies inspired by these ideas make students more aware of the role they can and must play in their own education, more cognizant of the effort-progress virtuous cycle and more confident in their ability to achieve. They will *develop skills through active engagement and a process of self-discovery*. This shift in our assessment policy should therefore also *foster autonomy*, already a key quality of École Jeannine Manuel students, by providing them with better information to build the roadmap of their learning experience.

SYMBOL	STEP	MEANING
+	Proficient +	The skills required are applied effectively to new situations.
●	Proficient	The skills required are confidently applied to familiar situations.
●	Emerging	The skills required are improving, but remain tentative.
●	Not Yet	The skills required are not yet in place.

In Focus

We've been keeping our families very busy this term: Halloween celebrations, parent mornings and an English workshop run by Ms Fenn... We would like to thank all the parents who have been involved in activities at school since the start of the year!

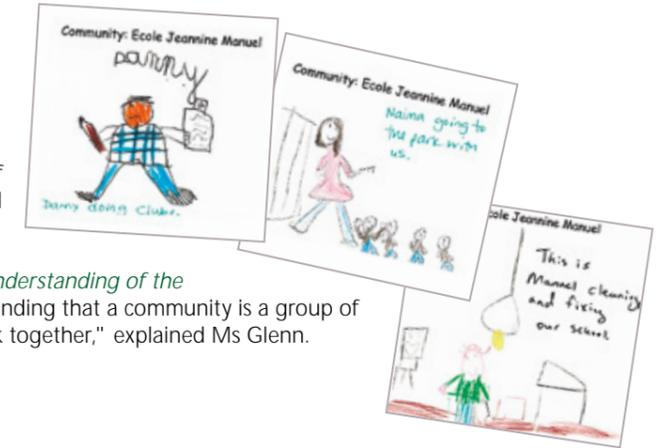
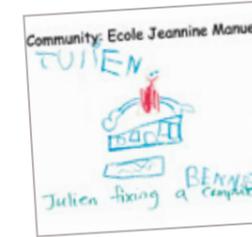


Class Stories

CP / Year 2

Community Explorers

You may have spotted our Year 2 students and their teachers wandering about the school, asking lots of questions and taking notes as they walked past. This exploration is in fact the first step of a study, the aim of which was "for students to have a more complete *understanding of the school community*, as well as an understanding that a community is a group of people who care for each other and work together," explained Ms Glenn. Great work, Year 2s!



MS / Reception

Musée de l'Enfance



C'est une journée pas comme les autres en Moyenne Section... nos élèves se préparent à leur toute première sortie de l'année! Pour cette première excursion, les élèves sont allés explorer les galeries du Musée de l'Enfance du Victoria & Albert Museum. Point de départ d'un projet sur le thème des jouets, cette sortie a tout d'abord "*permis aux enfants de vivre une petite aventure qui a renforcé la cohésion de groupe et le sens des responsabilités*", nous explique Ghasal Keating, enseignante de MS. Une fois arrivés au musée, nos

élèves se sont chacun vus attribuer une image représentant un jouet qu'ils avaient pour mission de repérer parmi les centaines de jouets exposés, leur permettant ainsi de *développer autonomie et sens de l'orientation*. Après une exploration approfondie du musée, c'est mission accomplie pour nos élèves qui sont revenus enchantés de cette aventure!



5^{ème} / Year 8

Burnham Beeches

On a sunny morning in October, our Year 8s grabbed their rucksacks, slipped on their wellies and went off to Burnham Beeches. They spent the day *exploring the site*, learning about its geological history, collecting different samples of soil, clay or leaves and observing different types of sedimentary rock.

With their bags full of samples and their minds boggling with questions, they returned to the labs and *began investigating further*. Which type of tree do these leaves belong to? What kind of soil samples are these? And what type of plants could grow in them? Guided by their teachers, Ms Mummy and Mr Smyth, our pupils *analysed their samples, interpreted the results, and found the answers to all their questions*. The Year 8s are now ready for their next excursion!



Charybde était la fille de Poséidon et Gaïa. Zeus la changea en gouffre marin pour la punir d'avoir volé à Heracles une partie du troupeau de Géryon

6^{ème}

Français Qui est Charybde?

CM2 / Year 6
Rencontre



Comment faire pour écrire un livre? Où trouver ses idées? Comment se documenter? Autant de questions que nos élèves de CM2 ont eu la chance de poser à Éric Chevreau, auteur de Bonhomme de 14, roman épistolaire qui se déroule lors de la Première Guerre Mondiale que nos élèves avaient étudié en classe avant la visite de l'écrivain. "Cette expérience a été très enrichissante pour nos élèves, explique Mme Portail, enseignante de français en CM2. Cela leur a permis de *mieux comprendre le processus d'écriture et ainsi d'affiner leur analyse du texte*". Le travail de cette œuvre et la rencontre avec son écrivain s'inscrit par ailleurs dans l'actualité du moment avec les commémorations de l'Armistice et a *également servi d'introduction à la Première Guerre Mondiale*, sujet qui sera abordé en histoire plus tard dans l'année.