

Think • Dare • Share

La newsletter de l'École Jeannine Manuel à Londres

Chères familles,

Quel plaisir de retrouver l'ensemble de notre communauté scolaire lors de cette nouvelle rentrée! Pour sa seconde année d'existence, notre école a poursuivi son développement en ouvrant les espaces du 43 Bedford Square et en accueillant une centaine de nouveaux élèves, aujourd'hui parfaitement intégrés. L'École Jeannine Manuel London compte désormais 290 élèves, de la Petite Section à la 4^{ème}.

Il y a un an, j'étais fière de vous présenter le premier numéro de notre newsletter. Je mesure aujourd'hui le chemin parcouru depuis. Après une première année pleine de succès au cours de laquelle nous avons constaté les progrès extraordinaires de nos élèves, les trois premiers mois de ce trimestre se sont révélés tout aussi enrichissants et épanouissants pour eux, avec des projets toujours plus nombreux.

Ce numéro de Think•Dare•Share est placé sous le signe de la culture, l'un des piliers de notre projet pédagogique. À travers les découvertes qu'elle implique, la culture est en effet au cœur de la pédagogie active car elle fait participer les élèves à la construction de leur propre savoir. Sa transversalité la place en outre au cœur des apprentissages fondamentaux.

Soutenir la curiosité, développer la créativité et susciter l'appétit de culture: dans cette newsletter où il sera notamment question de théâtre, de philosophie, de littérature et d'art, nous mettrons en exergue la diversité des projets culturels proposés aux élèves, que ce soit au sein de l'école ou en dehors.

J'aimerais en profiter pour féliciter l'ensemble de notre équipe éducative et de nos élèves pour leur engagement et leur travail au cours de ce premier trimestre et remercier nos parents pour leur rôle actif au sein de l'école.

Je souhaite à tous Merry Christmas, d'excellentes fêtes et une très belle année 2017.

Bonne lecture!

Pauline Prévot, Head of School



À la Une

It's been a busy start to the year!

From PS to 4^{ème}, our pupils have been hard at work discovering, questioning and learning about the world around us. *It is no wonder our EYFS pupils were so proud to welcome their parents to the classroom when we held a series of open mornings this November!* As the children escorted their parents down to their classrooms, it was hard to tell who was the most excited about spending this special moment with the other.

These mornings were organised to give pupils the opportunity to share some of their favourite things about school with their parents. For some this meant reading a story together, for others it was playing games and presenting some of their favourite displays from the classroom... All the children were very proud to show their parents their Learning Journey Books!

Parent mornings for pupils in EYFS will be held regularly throughout the year. Mrs Manhes, Head of Primary, explains *"It is particularly important for children in EYFS to be able to show their parents just how much they have already learnt and progressed this year.* Realising that their parents really value what they do at school is also very helpful for their learning."



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Learning Insight

The dramatic arts in the classroom



"When shall we three meet again? In thunder, lightning, or in rain?"

This year, drama takes centre stage for many of our students! No matter the form it takes – in English or in French, in alexandrines or free verse, improvised or recited – theatre can be a very powerful tool for learning and personal development.

There is no easier way to approach a complex theatrical text than by thinking about it from the point of view of the actor. This is precisely the approach adopted by our CE2, CM1 and 6ème pupils during their weekly drama sessions, which our teachers run jointly with practitioners from Shakespeare's Globe.

During these sessions, students are encouraged to think about difficult issues, ranging from character to theme, in a way that is extremely interactive and immersive, thereby making texts that are usually taught at a much higher level, accessible even for primary pupils. As English Teacher Rachel Fenn underlines, "What the Globe wants to do is encourage schools to go back to the text as a dramatic piece and to explore the story through acting rather than studying the language." It is because this method for teaching theatre is so engaging and reliant on collaborative work – two of École Jeannine Manuel's main pedagogical pillars – that we can bring our pupils to appreciate the intricacies of literary classics from such a young age on.

Drama also helps our pupils to develop their communication skills: *they expand their vocabulary and literacy, learn to better enunciate and, as they do, grow in confidence.* The success of our school's mission, "to promote international understanding through a bilingual education," rests largely on our pupils' capacity to master at least two languages, and drama certainly gives them some of the essential tools to do so.

Theatre and performance therefore have a legitimate place in the classroom, whether it is through the sessions we run with the Globe, the lessons delivered by Cours Florent trained Anne-Laure Vaillant, or through a selection of our After School Clubs, including Improv' and Video Production.

Including theatre in our pupils' daily life at school also helps to *nurture their appetite and curiosity for culture.* This means, of course, giving them a taste for literature and artistic expression, which is in itself enriching both academically and personally. It also appeals to their capacity to think about the historical and social context in which a play was written, thereby broadening their cultural horizon.



Beyond the purely academic dimension, *drama therefore helps to produce pupils who are well-rounded, curious and, we hope, fulfilled.*

6^e

HISTOIRE

Qui prenait des bains de natron? ?



In Focus



Vidéo Production, Culture Chinoise, Théâtre, Improvisation et tant d'autres... la culture est aussi au cœur des clubs!

Class Stories

CM1

Cogito ergo sum

How can I be sure that I am not dreaming right now? What is the difference between knowing something to be true and believing that it is true? These are some of the questions that our CM1 pupils have been tackling in their weekly philosophy classes this year. *The lessons are designed to help pupils develop their critical and creative thinking, their capacity to work with others to problem-solve, and their self-confidence.*

"It is also a fantastic opportunity for our pupils to learn about the history of ideas which is essential for them to better understand both their own culture and that of others," explains Sophie Durousseau, the philosophy teacher. UNESCO strongly advocates teaching philosophy to children, precisely because *it is a discipline that helps construct "a better understanding of the world,"* an objective therefore perfectly in line with that of our school. Research further shows that undertaking philosophical enquiry from a young age improves cognitive faculties as well as verbal and numerical reasoning. As Constance (CM1 pupil) puts it, "What is exciting about philosophy is that we learn to see different people's points of view, there is no right answer and we can all express our own ideas!"

PS/4^{eme} Quand Cyrano rencontre Boucles d'Or



Y a-t-il meilleure façon d'apprendre qu'en échangeant avec les autres? *Ce matin-là, c'était un échange un peu particulier qui avait lieu en maternelle.* En effet, les PS ont accueilli les 4^{eme} pour écouter leur adaptation de *Cyrano de Bergerac*. Une fois l'histoire terminée, au tour des petits de raconter aux plus

grands les aventures de Boucles d'Or.

Le peer teaching est un excellent outil pédagogique car il requiert un engagement complet de la part des élèves, ce qui leur permet ainsi de consolider leurs connaissances. Un bel exercice donc, enrichissant tant pour les grands que pour les plus petits...



4^{eme} Le Barbier de Séville au Royal Opera House

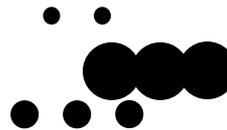
Que ce soit à travers *Cyrano de Bergerac*, la poésie de Ronsard ou encore d'Eluard, nos élèves de 4^{eme} étudient depuis ce début d'année comment se dit l'amour dans la littérature française. *Et comme la culture se vit aussi en dehors des murs de l'école,* nos élèves ont pu apprécier le génie de Rossini grâce à une représentation du Barbier de Séville donnée au Royal Opera House en Septembre dernier. L'occasion pour eux de découvrir et de prendre gout à l'opéra.



Choir Club enchants the YMCA!

It was a moving afternoon when our pupils went to the YMCA to perform at the Senior Christmas Concert.

Les Égyptiens... lors du processus de momification!



127

The number of students that have joined our school this year.

Children in Bedford Square

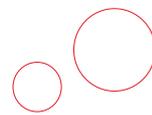


Good news! EYFS pupils now have access to Bedford Square for their lunch break!

Opening of the Reading and Research Room!

This year, the pupils are delighted to have access to the 3R, pronounced Triple R – our reading and research room. *This interactive space, complete with iPads, iMacs, Kindles and a wide range of French and English books to browse and borrow, provides a new gateway for the Middle School pupils to do research in.* This is an essential educational outlet whose purpose is to teach our pupils to use learning resources effectively. Understanding the academic value of utilising a combination of texts and technology in school is a key aspect in the pupils' progress in the modern world. This is a calm place where the children can come to take a breather and quietly read a book or skim through some of our subscription magazines.





Staff

Interview with Leonor Serrano-Rivas, Art Teacher (Middle School)



Welcome! To start off, could you tell us a bit about yourself?

I am an artist with a passion for education! After obtaining a degree in Fine Arts and another in Architecture from the Universidad Europea de Madrid, I moved to London to complete a Masters in Fine Arts at Goldsmiths University. In addition to working on my own artistic projects, I have experience teaching children both in schools and through museum workshops.

How does your training as an architect influence how and what you teach?

My classes are designed as a game: pupils first need to get some historical context on the period that we are studying in order to then be able to create their own works. My training as an architect influences the way I teach in that during my classes we are constantly playing with the scale of things. This is a way for students to approach the process of making, of deconstructing to better understand the different steps that are involved in creating a work of art.

As an architect and an artist I also see teamwork as a key skill that students need to develop. Discussing, negotiating, and defending ideas are therefore also an important part of my classes.

Can you tell us about some of the exciting projects that you are working on with your pupils this year?

We have started building a Portrait Timeline which serves as support for us to look into the history of art.

For each art project we do, we focus on a specific artist as a way to approach various different art movements, topics, or techniques: Picasso, for instance, served as a canvas upon which to explore cubism, David Hockney (as a more contemporary version of cubism) was a way for us to approach photo-collages, and Calder was an introduction to the magical world of wire sculptures.

What does it mean for you to work in a school such as ours?

I love how diverse the backgrounds of my pupils and colleagues are; I love being able to hear all the different accents and experiences of the people around me. The school truly encourages cultural exchanges which seems so crucial nowadays. I feel truly lucky to be part of such an exciting and important project.



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Thank you to the Parents' Association!

A buddies system for new families, weekly coffee mornings, events in and out of school for pupils, staff and parents... just like our students, the Jeannine Manuel Parents' Association has been very busy since the start of the year.

As always, the Parents' Association has been an extremely helpful point of contact for all parents and new families were quickly integrated within the school community thanks to their support.

Thank you for everything you do for us!

Check out the new Jeannine Manuel Parents' Association website:
<https://jmanuelparents.org.uk>