

Presentation of the IB programme philosophy Lycée franco-qatarien Voltaire

In order to meet the needs of our students, multiple learning modalities are adopted by the school community of the French-Qatari high school Voltaire. It is a complementarity of the teaching process based on the spirit of the IB framework.

These educational choices prepare our students to become responsible and engaged citizens, capable of adapting, understanding global issues and meeting the challenges of a constantly changing society in order to contribute to building a better world.

In the IB framework, teaching and learning is based on a concept of education that highlights the many ways in which learners work together to develop their knowledge and understand the world around them .

The program focuses on building academic skills that complement the concepts defined within the IB framework.

1- The IB educational framework.

The IB provides an educational framework within which our school develops its own program which also meets the requirements of the national curriculum and possibly other programmes.

The educational framework includes six subject groups, which provide a broad and balanced education to students.

A minimum of teaching hours for each subject group during each year of the program is required. Students have the opportunity to choose courses from six subject groups, while respecting certain conditions.

Students must also study a common core subject, “The Theory of Knowledge” and carry out a long-term project in the form of an essay. They decide what topic they want to explore, identify what they already know, and discover that a certain amount of new knowledge will need to be acquired to complete their project.

Finally, students must formulate a research question, develop a proposal for action while taking into account the success criteria to carry it out.



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WWW.LYCEEVOLTAIRE.ORG

سلى 40354025 (+974) SALWA

الوعب 40354060 (+974) AL WAAB

الخليج الغربى 40354040 (+974) WEST BAY

ص.بريد 12634 الدوحة، قطر PO.BOX 12634 DOHA, QATAR

Students also undertake at least one jointly planned interdisciplinary project, which involves two sciences studied at the school.

2. Approches to learning skills

Approaches to learning are the basis of independent learning. The targeted skills are:

- Communication
- Collaboration
- Organisation
- Research
- Reflection

Approaches to learning within IB programs equip students with skills that are relevant and help them “learn how to learn.” The IB identifies five categories of skills specific to approaches to learning which are broken down into different groups of skills adapted to the developmental stages of students.

3. Assessment based on criteria

- Assessment is an integral part of teaching and learning.
- Assessment under the IB requires teachers to assess the specific objectives prescribed for each subject group using the assessment criteria established for each of these groups, each year of the program. Teachers must also develop rigorous tasks using a range of assessment strategies.

4. Contextuel learning and teaching.

IB students develop an understanding of the connections between humans and reinforce each person's responsibility for the planet through global contexts, exploring:

- Identities and relationships
- Personal and cultural expression
- Orientation in space and time
- Scientific and technical innovation
- Equity and development
- Globalization and sustainability

Craativity, Activity and Service (CAS)

Students take action by applying what they have learned within the classroom and beyond. They strive to be selfless members of the living community. They value service and work to improve the lives of others and the environment.

Students must also do physical and creative activities that contribute to the development of their personality. All these well-performed activities help enormously to follow and understand the student's journey and are essential for obtaining the diploma, the IB/DP.