

## The pedagogical philosophy of the French-Qatari school Voltaire

The French-Qatari School Voltaire, and in order to meet the needs of the majority of students, has adopted multiple learning methods for the school community. These are based on a complementarity of the teaching processes of the French programs and those of the IB.

This pedagogy prepares our students to become responsible and engaged citizens, able to adapt, understand global issues and meet the challenges of a constantly changing society in order to build a better world.

### 1- The curriculum

Our curriculum is based on a complete and global program built from the small section of kindergarten to the grade 12 class . It is based on an articulation between the domains of the commun core, the very clear objectives in terms of acquisitions and skills, the different teaching methods (lessons, personalised support<sup>\*1</sup>, practical interdisciplinary teaching and learning<sup>\*2</sup>, university admission platforms<sup>\*3</sup>) and the evaluation methods along with the indicators on how to evaluate.

**Each subject of study develops a common and individual progression based on its curriculum. This progression, drawn up by the teaching committee for secondary education and by the committee of teachers and cycles in primary highlights the crossovers between the subjects of study.**

Each discipline thus builds an annual or even multi-annual progression.



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## **2- Common core skills (Minimum set of knowledge that all students must master at the end of each level)**

The common core is divided into five areas of teaching and learning defining the knowledge and skills that must be acquired at the end of the compulsory schooling.

These 5 major areas of teaching and learning of the common core of knowledge, skills and culture have been broken down into 8 areas of non-compensable skills:

- **Language skills to think and communicate (4 components)**
- **Methods and tools for learning**
- **The construction of the person and the citizen**
- **Natural systems and technical systems**
- **Representations of the world and human activity (Eduscol)**

### **3- Evaluation practices**

- Evaluation is not limited to scoring. It is essential and mandatory.
- Evaluation affects the emotional register of the student.
- Evaluation must be positive and caring while remaining demanding.
- Students do not learn to be assessed, but are assessed to learn better.
- Teachers implement rigorous tasks using a range of assessment strategies.

### **4- Educational path**

The educational path integrates the idea of a progressive acquisition of knowledge and skills that accumulate throughout the student's journey, a journey whose main driving force must be the student. The student is accompanied by the entire teaching team who should allow him/her to structure his/her achievements and to appropriate own path. This appropriation can thus contribute to giving the educational path its individual dimension.

### **5- Interenship and orientation**

Students develop throughout the cycles their knowledge and skills in the various disciplines while preparing for the continuation of their path and their active future participation in the evolution of society.

- Initiation to self-discovery from the 6th grade
- Professional internships, as part of the DNB (Diplôme national du Brevet).

## **6- Information technology**

In the digital age, we collectively have to offer students and families who have chosen Voltaire, to make the school site a real portal open to the world which exposes our know-how and our professional skills, both in the pedagogical field, (school and extra-curriculum activities) and in the administrative dimensions, (registrations, payments, research of all types of information that make up the life of a school).

## **7- Plural educational pathways**

With the STMG baccalaureate preparation, Voltaire school stands out in the world landscape of approved French establishments and fully inscribes its educational offer in a individualized scheme of school pathways. It thus offers the General and the Technological streams of the French baccalaureate.

Since the start of the 2022 school year, the school has also hosted a French-language IB/DP section, which represents more than 10% of our junior and senior students. The 1st class of IB graduates is crowned in May 2024.

At the same time, we have initiated new educational paths in kindergarten classes with the multi-age class system since the start of the 2022 school year.

## **7- Cultural cooperation**

Cultural cooperation is an important field in the relationship between France and Qatar, it is important, as far as we can and whenever possible, to be part of this cultural project which goes beyond the initiatives of Lycée Voltaire. An agreement was signed in the past with the French Institute of Doha, we will make sure to sign a new agreement which will reveal the Voltaire project, rich in its many initiatives.

Personalised support\*<sup>1</sup> "It is a teaching time integrated into the student's schedule which is organized around three main activities: support, deepening and assistance with orientation" (Eduscol)

Interdisciplinary practical teaching and learning\*<sup>2</sup> : These are interdisciplinary courses that combine several disciplines on a common theme.

University admission platforms\*<sup>3</sup> : These are platforms such as Parcoursup, Common app and UCAS