

# International School

## Provence-Alpes-Côte d'Azur



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# Presentation

**The ITER International Agreement** was signed by the parties at the Elysée Palace in Paris on 21 November 2006. The French plan for an international school represents an essential element for determination of the location of the scientific program provided for in this agreement. The Cadarache site, located near the town of Manosque, was thus chosen by the Member States to be the seat of the ITER Organization.

For the record, the ITER International Organization comprises seven partners: the European Union, the United States of America, the Russian Federation, the People's Republic of China, Japan, South Korea and India.

These countries will participate in the design and construction of a nuclear fusion reactor, followed by its experimentation over the next 30 years.

The partner countries will provide, for several decades, a resident international team of approximately 1000 researchers and technicians, with contracts averaging five years in duration, whose presence generates specific schooling needs.

In that context, the presence in Manosque of an international education structure, whose priority aim would be to provide schooling for the children of ITER staff and which would be geared to the needs of the wide variety of groups of pupils expected, European and non-European alike, was essential. The opening of this international school is the response of the French authorities to one of the major commitments given by the parties which are signatories to the ITER agreement, and hence by the European Union.

For more information about the ITER Project:

- Website of ITER Organization: <http://www.iter.org/>

- Website of the Agency "ITER France": <http://www.itercad.org/>

## Environment of the International School

Located on the territory of the town of Manosque, the International School enjoys a varied geography.

Located in the Durance Valley, in the South-West of the "Département of the Alpes-de-Haute-Provence", Manosque is the junction of the regional parks of "Luberon" and "Verdon" who are famous for their rich natural and architectural heritage and for the diversity of their landscapes. Thus, the city enjoys a Mediterranean climate, very similar to the climate of Provence at low altitude.

Established between sea and mountains, Manosque is close to important communication routes (A51, N96 national road, rail ...) linking the Southern Alps, the Rhone Valley and the Mediterranean. This ease of access to the Alps and their ski resorts, the Riviera and its resorts and its proximity to big cities like Aix-en-Provence (50km), Marseille (80km) or Avignon (90km) provides to Manosque the better conditions for an economic development.



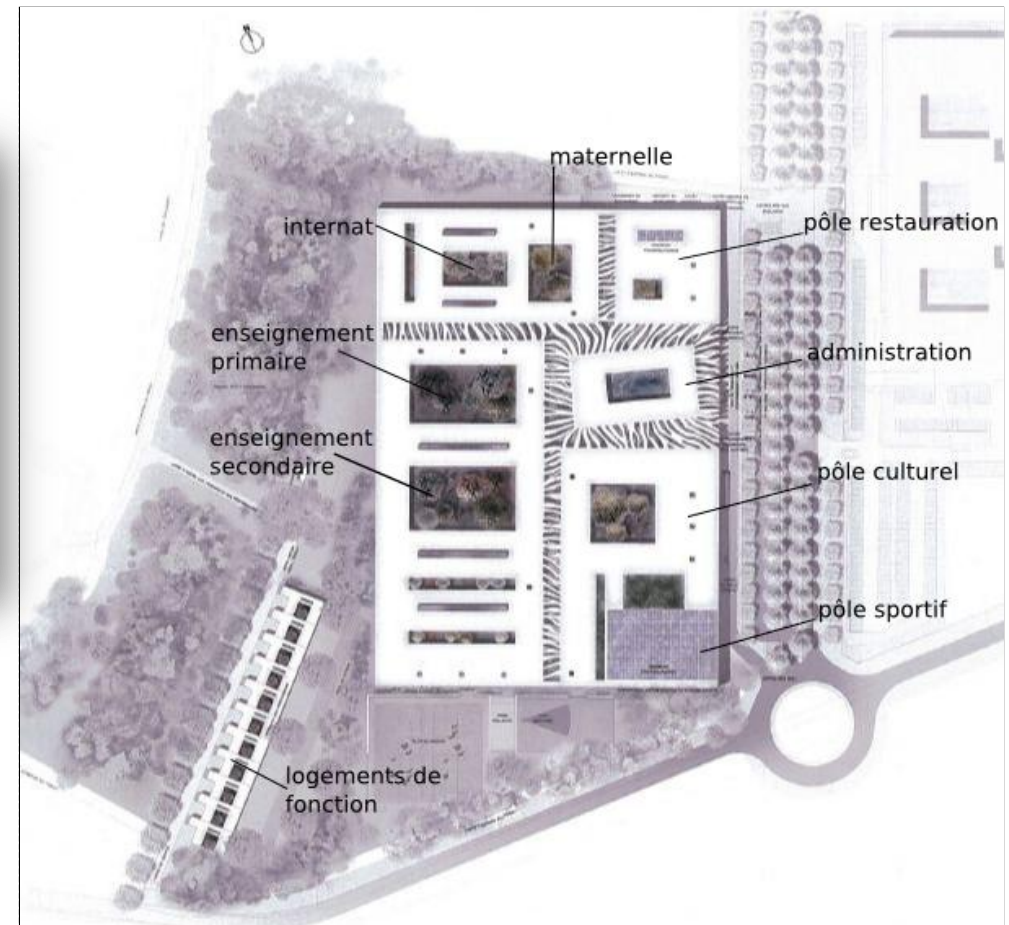


## The Buildings of the International School

The architectural project clearly meets the needs of the International School, which will welcome over 1000 students, from 3 to 18 years, and in all the school levels (Nursery School, Elementary School, Junior and Senior high schools).

The school is also open to the local and regional population by welcoming students which live in Manosque and in the Provence-Alpes-Cote d'Azur Region. The International School provides an educational and cultural enrichment on its territory.

The "Région Provence-Alpes-Cote d'Azur", which has funded the construction of the School buildings, has focused on an exemplary environmental approach and has wanted an architecture in harmony with its area.



# Functioning of the International School

## Admission rules :

- The International school formally undertakes to admit children of the ITER Organization staff,
  - Local pupils: the admission will be considered on the basis of linguistic criteria in so far as places are available. Admission decisions will be taken by the *Inspecteur d'académie*, who is the head of the Alpes de Haute-Provence local education authority and director of the education services of the *département*, reporting to the Ministry of Education.
- During the second part of the school year, the *Inspecteur d'académie* published a circular announcing the open classes for the next school year to the students whose parents do not work within the ITER Organization. This students must take language tests. The objective is to ensure they are able to receive a teaching provided at 50% in the language section. Admission decisions are taken by the *Inspecteur d'académie*

The registration forms to take the tests are available on the International School's website in the days following the publication of the circular.

Since its opening in September 2007, virtually all the children of ITER families and many local pupils of both European and non-European nationalities have attended the International School, which provides a bilingual curriculum.

The school's pedagogical structure currently comprises six section languages (Chinese, English, German, Italian, Japanese and Spanish), operating on the principle of parity (French language/section language).

A wide range of modern languages is offered throughout schooling (French as a Foreign Language (FFL), Chinese, English, German, Hindi, Italian, Japanese, Korean, Russian and Spanish).

From the "college" level (Junior High School), the English speakers students can be enrolled in the English section of European Teaching, where the courses are taught in English at 80%. The introduction, in September 2009, of the European teaching responds to the needs of students for whom teaching 50 % French and 50 % English would be a handicap for the preparation of French national exams. This European curriculum must be considered as a diversifying element in the teaching possibilities as it is being developed alongside the bilingual education plan put into place since the creation of International School.

For more information on the "Inspection Académique des Alpes-de-Haute-Provence":  
<http://www.iao4.ac-aix-marseille.fr/>



# Financial and material organization of the International School

The International School is a public school of which the administration and pedagogy is founded on those practices adopted by the French National Education Department. The International School regroups a Nursery School, an Elementary School, and two « EPLE » (local public teaching establishments) the Junior High School and the Senior High School. These EPLE have an School Board ("Conseil d'Administration").

The International School is run by a Director nominated by the Minister of Education. The Director is both a representative of the State and the executive representative of the school board.

In France, school buildings are under the responsibility of the local and regional authorities: at their charge are operating costs, equipment, construction, reconstruction, extensions and major repairs of the Senior High School (Region), Junior High School (Department) and Primary School (Commune). In the International School the three local and regional authorities are the Provence Alpes Côte d'Azur region, the Alpes de Haute Provence department and the Town of Manosque. The Provence-Alpes-Côte-d'Azur Region undertook the construction and the equipping of the school as well as overall management. Management conventions set out the role and the financial contributions of each party.

## International School Financement:

The French state finances 80% of the personnel's salaries as well as certain educational expenses:

- Personnel expenses: management, administration, education, health staff and laboratory technicians, teachers.
- Educational expenses: text books, reproduction rights, education projects (cultural, international, ICT, pedagogical innovation...), social funds, funds for life in Senior High School, health committee, citizenship.

**Within the framework of conventions between the Region, Department and the Commune of Manosque, the costs are spread as follows:**

- **The Provence Alpes Côte d'Azur Region:** finances construction work, current work which has been programmed over several years, urgent work, major maintenance, grants to the school for installing building fixtures, grants for minor maintenance, equipment and furniture of common areas, the remuneration of technical personnel who deal with the reception, general and technical maintenance of the premises, and its board and lodging. The Region also pays an annual grant for operating costs.

- **The Alpes-de-Haute-Provence Department:** reimburses the Region its expenditure linked to building work, equipment and personnel (according to an allocative key set up in a convention). The Department pays the school an annual grant to cover operating costs for the Junior High School.

- **The Town of Manosque:** pays directly for furniture and teaching equipment in the primary and nursery schools. For the primary school, The town recruits and manages technical workers in charge of the reception, the maintenance of the building, the supervising, accompanying and table service for pupils in the school restaurant. The Town of Manosque reimburses the Region and the International School a part of their expenses (according to an allocative key set up in a convention).

# Current Pedagogical approaches in place at the International School

The International School is a public school of which the administration and pedagogy is founded on those practices adopted by the French National Education Department. In France, since the adoption of the 23 April 2005 law concerning the future direction and planning of the development of the School, teaching practices have been based on the “Socle commun de connaissance et de compétence”. This guide defines the sum total of essential knowledge and skills to be mastered during a school career, to be followed by further education, and the building of a professional and personal future in order to enable the student to ultimately integrate the required life skills necessary to successfully adapt in society. The “Socle commun de connaissance et de compétence” stems from the recommendation of the European Parliament and the Council of the European Union in matters of “key skills for education and learning throughout life”. It refers to international evaluations, notably those of the Organization for Economic Cooperation and Development (OECD) and the “Program for International Student Assessment” (PISA) which studies students' acquisitions, and proposes a comparative measuring device for the knowledge and skills necessary throughout life.

## Organization of schooling in the French education system

Age	Degree/Level	Cycle	Classe
3	<b>Nursery School ("Ecole Maternelle")</b> The primary objective is the acquisition of rich, spoken language which is organized and understandable to others. The child creates links with other children and adults. He/she uses his motor skills, sensory, affective, relational and intellectual capacities, and progressively becomes a student. He/she discovers the universe of writing.	<b>Cycle 1 : first learning cycle</b> It is organized around six principal domains: Building language skills; Discovering writing; Becoming a pupil; Corporal expression; Discovering the world; Perceiving, sensing, imagining, creating.	<b>Petite Section (PS)</b>
4			<b>Moyenne section (MS)</b>
5			<b>Grande Section (GS)</b>
6	<b>Elementary School ("Ecole Elementaire")</b> Elementary school builds the foundations for a training which leads each child to a qualification, and which will continue throughout life. Elementary school must have high expectations and combines memory and invention, reason and imagination. Children learn socialization and autonomy and the respect for the rules as well as the spirit of initiative.	<b>Cycle 2 : the cycle of fundamental learning</b> Cycle 2 encompasses the last year of nursery school and the first two years of elementary school (ages 6-8). It is organized around seven fundamental spheres: Mastering written and oral expression and the French language; Living together; Mathematics; Discovering the world; Foreign language; Art; Sport.	<b>Cours Préparatoire (CP)</b>
7			<b>Cours Élémentaire 1<sup>ère</sup> année (CE1)</b>
8			<b>Cours Élémentaire 2<sup>ème</sup> année (CE2)</b>
9			<b>Cours Moyen 1<sup>ère</sup> année (CM1)</b>
10			<b>Cours Moyen 2<sup>ème</sup> année (CM2)</b>
11			<b>Junior High School ("Collège")</b>
12	<b>Senior High School ("Lycée")</b> The mission of senior high school is to ensure the success of each and every student entering the school after junior high school. This objective is fundamental to the 2010 reform, which reorganizes all the different Baccalaureate options in such a manner that each option facilitates and leads to fulfilling and rewarding opportunities in further education. There are equally changes put in place in order to help students to better plan their career paths through personal accompaniment during their final school years and a better adaptation of the high school to modern world requirements- specifically in terms of foreign language learning , access to culture and the overall involvement of high school students in their own education. At the end of the Terminale school year, students take the Baccalaureate exams, which represents the first university grade in that it enables students to pursue further education.	<b>Cycle 3: the cycle of in-depth learning</b> The subjects taught in this cycle are a continuation of those taught in cycle 2: Mastering the language of the section and French; Civic education; Literature; Critical observation and analysis of the French language; Foreign or regional languages; History; Geography; Mathematics; Experimental science and technology; Visual arts; Music; Sport.	<b>6<sup>ème</sup></b>
13			<b>5<sup>ème</sup></b>
14			<b>4<sup>ème</sup></b>
15			<b>3<sup>ème</sup></b>
16			<b>2<sup>nde</sup></b>
17	<b>1<sup>ère</sup></b>		
		<b>Terminale</b>	

**At the International School, the teaching provided is bilingual with a dual approach whereby content and teaching practices of the French education system are articulated and enriched by complementary teaching and pedagogical practices used by the education systems in ITER countries. This approach is adopted in order to achieve the goal of mobility for students insofar as schools and universities are concerned. A structure aimed at harmonizing the French curriculum and those of the countries of origin is implemented by means of ongoing consultation and cooperation between teachers of students of all age groups. A refined knowledge of the contents, methods and philosophies applicable in the different countries represented is an essential source of inspiration for the required pedagogical and educational syncretism.**

Within the ISM, a large number of projects are outlined in the Action Plan, and pursued throughout the school year. These projects are defined in the implementation plan of the **School's Strategic Plan**, of which the main goals are designed to meet the numerous expectations, relating to coherent school career development, international school and university mobility, the acquisition and mastering of the most fundamental to the most complex skills required (languages and humanities, scientific and technical culture, and the formation of a well –adapted, responsible and fulfilled individual):

- **Axis 1 : Adapt teaching to students' profiles, the question of bilingualism/multilingualism and cultural diversity,**
- **Axis 2 : Promote the success of all students, certification and international mobility, including return to original country,**
- **Axis 3 : Open up the school to the local and worldwide environment.**

**Assessments from the Nursery School to the Baccalaureate:**

In the Primary school (Nursery and Elementary Schools):

The evaluations of students are sent to parents twice during the school year, at the end of each semester.

In the second degree (Junior and Senior High Schools):

- The parents of students enrolled in international sections receive a report card at the end of each trimester (three reports per school year).

- The parents of students enrolled in the European Teaching receive a report card at the end of each semester (two reports per School year). An interim report card is also sent to parents in the middle of each semester.

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The move to the next class is decided by the Direction of the International School in accordance with the rules of the Ministry of Education. The students which are not qualify to move into a higher class may be allowed to repeat.

Considering the diversity of students at the ISM – from nursery school level to high school, combining numerous nationalities, mother tongue languages and different cultural backgrounds - these initiatives promote a multiplicity of cultures and conserve diversity as a fundamental element in the design of the school's identity.

In developing its education plan, the International School draws upon the wealth of interaction between individuals and enhances this through artistic, cultural and sport gatherings.

In order to promote personal expression and the recognition of the different cultures and languages represented, numerous events are planned and held, allowing all students and teachers to share the cultural and historical aspects of their respective countries. Even though these events correspond to the specific learning requirements and facilitate the application of the pedagogic principles of differentiation, they equally enable the sharing of cultures, and are often an opportunity to encourage contact between the different cultures and affirm the diversity of the International School.

The objective is to create a feeling of belonging in a unified educational community where all the students interact irrespective of their age, linguistic section or origin or language, and is based on the principle of motivation and self confidence, to encourage a love of learning and curiosity not only within the school but also outside the school context, and even throughout life.



# The teaching in Primary School

**In France the primary school curriculum represents the first 8 years of education, in Nursery and Primary schools.**

The primary school has a set routine, alternating a complete day in French and a complete day in the language section (in order to respect the equal balance between French and the other language content of the curriculum). Whenever possible, the language and mathematics are studied in the mornings (8:25 to 11:35) and the discovery of the world, sport, music or art in the afternoons (13:30 to 16:30).

The bilingual education plan (contrastive approach incorporating the two languages) is based on the new 2008 National Education programmes and completed with teaching approaches taken from educational systems of signatory countries of the ITER agreement. There is constant harmonization and interaction between French primary school teachers and language section teachers. Teaching differentiation is the founding principle of our approach. In parallel, for the students who do not have their mother tongue in the linguistic section, a device for maintaining a contact with the language and culture of origin is established (Hindi, Korean, Russian).

After initial evaluation, a personalized support plan adapted to the needs of students is implemented (after the autumn holidays). Taking into account the student's results, a new evaluation is done at the end of the first semester in order to adjust his/her needs for personalized support for the second part of the school year based on the core learning requirements (Cf. 2005 law "avenir de l'école").

Regarding the school restaurant, Nursery students have a suitable dining room. Two seatings of school catering are organized for the Elementary students. Adjustments are made for those pupils needing personalized support which enables them to dine comfortably.

A daycare service allows the International School to offer daycare (before and after school) to parents of children in the 1st degree (nursery and primary). This extracurricular service is from 7:30 to 8:15 AM and from 4:40 to 6:15 PM. There are two specifically designated rooms where the children can create artwork and do other recreational activities as well as play outside in the Elementary courtyard, weather permitting. This daycare service is managed by the Town Hall of Manosque in collaboration with the school.

## The Nursery School

Children can attend nursery school from the age of 3. Teaching in nursery schools aims at developing their oral expression and providing them with the basic learning skills for writing.

### Educational Objectives:

Learning is based on various principles:

- Creative aptitude through handicrafts and exercises in self-expression, language, music and dance,
- Sense of observation and logic,
- Artistic and cultural discovery.

The curriculum are available on the Website of the International School:  
<http://www.ecole-internationale.ac-aix-marseille.fr>

### QUESTIONS, ANSWERS

**At what age my child can attend the Nursery School?**

In accordance with the rules, the children can attend the Nursery School from the age of 3. The children must be aged of 3 years old before the 31st of December and be potty trained. For example, a child born the 10th of October, 2008 can be enrolled for the school year 2011-2012.

**How can a child that doesn't speak French follow lessons taught in French?**

By teaching French as a foreign language in ways adapted to each student so that he /she can follow the class without difficulty. These classes will be offered at all school levels (from Nursery school to Senior high school).

**Is nursery school compulsory?**

In France, there is no obligation to put your children in nursery school. Though it is not compulsory, most children regularly attend nursery school in France.

However, children must be schooled from the age of 6 in primary school.

## QUESTIONS, ANSWERS

**My child will turn 6 during the school year. Can I enroll him/her in the first year of primary school?**

Students are generally accepted into primary school in the school year from the age of 6. All children who turn 6 between 1 September and the 30 June of that school year can attend primary school provided an exemption has been granted. Exceptions can be made by the Director upon request from the parents.

**Who runs the school restaurant?**

The school restaurant (catering and supervision) at both the nursery school and the primary school is managed by the staff of the town of Manosque.

## The Elementary School

Bilingual teaching (50% French – 50% foreign language) is organised over a period of five years : the **Cours Préparatoire** (CP), the **Cours Élémentaire** (CE1 & CE2), which lasts two years, the Cours Moyen (CM1 & CM2), which also lasts two years.

### Educational objectives

The educational objectives of primary schooling are:

- Perfecting writing and reading skills, Learning foreign languages,
- Developing reasoning and deduction skills (solving Mathematics problems, documentary research, visits...),
- Developing artistic skills through Visual Arts and Music lessons or Drama, Cinema and Architecture,
- Improving group interaction

The curriculum are available on the Website of the International School:

<http://www.ecole-internationale.ac-aix-marseille.fr>

## The Secondary Education

Secondary education is organized into two cycles: **Junior High School** ("Collège") and **Senior High School** ("Lycée").

In the international sections, bilingual and intercultural teaching is provided as planned with 50% in French and 50% in the language corresponding to the language section: English, German, Spanish, Chinese, Japanese and Italian.

Each of the above languages is offered as a second foreign language. Spanish, Italian, Chinese and Japanese are offered as beginner courses in "Seconde". The complementary languages are Hindi, Russian and Korean.

An English European schooling has been opened in September 2009 and is offered from the Junior High School. This European schooling respects the rules of the European schools. English is the main language of instruction (more than 80% of teaching time). This European Schooling responds to the needs of those students for whom teaching 50 % French and 50 % English would be a handicap for the preparation of the "Diplôme National du Brevet" at 3<sup>o</sup> level. In June 2013 the EIPACA will be the first French school to present students to the European Baccalaureate exams.

For more information about the European Schools:

<http://www.eursec.eu/>

Bearing in mind the uniqueness of the pupils and the school's mission, pupils have access to personalized support which answers to their specific needs after diagnostic evaluation in language, literature and mathematics at the beginning of the year (adapted teaching in class and specialized immersion modules). This flexibility and an associated guaranteed coherent curriculum irrespective of origin, future schooling and further education of the students form the core of our teaching practices and our philosophy of action.

### QUESTIONS, ANSWERS

**My child will turn 6 in October . Can I enroll him/her in the first year of primary school?**

Students are generally accepted into primary school in the school year from the age of 6. All children who turn 6 between 1 September and the 30 June of that school year can attend primary school provided an exemption has been granted. Exceptions can be made by the Director upon request from the parents.

**Is a certificate issued at the end of Junior High School ("3<sup>ème</sup>")?**

Yes, the certificate issued at the end of Junior High School ("3<sup>ème</sup>") is the National Brevet Certificate ("Diplôme National du Brevet" - DNB). The pupils in the European teaching will not be taking this exam as it is not part of the European syllabus.

**Must my child have passed the DNB certificate to be able to attend Senior High School?**

All students sit the DNB certificate which validates the end of the first cycle of secondary studies. The diploma is recognized in most foreign countries.

It is not taken into account when passing into the next class.

**In addition to diplomas and certifications specific to the French education system, students can they get other certifications?**

The International School prepares the students to certifications attesting skills in languages - such as the Diploma of French Language Studies (DELFS), the Advanced Diploma in French Language (DALF) and First Certificate of Cambridge - or level of study such as the British IGCSE (International General Certificate of Secondary Education).



## The Junior High School

**From the Junior High School the International School offers a choice between two courses:**

- **The international sections**, which includes six linguistic sections (English, German, Spanish, Italian, Chinese and Japanese). The teaching is organized according to the principle of parity: 50% in French and 50% in the language of the linguistic section.
- **The European Teaching** where lessons are taught in English at 80%.

**The National Brevet Certificate (DNB) including the International Option ("Diplôme National du Brevet à Option Internationale – DNB"):**

The DNB is a certificate, issued by an examining board which validates knowledge acquired during the first 4 years of secondary education. The pupils in the European teaching will not be taking this exam as it is not part of the European syllabus.

The pupils in the 4<sup>th</sup> year of secondary school ("3<sup>ème</sup>) take 4 written exams at the end of the year :

<b>Exams</b>	<b>Language of subject and expression</b>
History - Geography	in the language of the section (English or Spanish)
Language and Literature	in the language of the section (English or Spanish)
Mathematics	in the language of the section (English or Spanish)
French	French

Furthermore, a **continuous assessment** takes place throughout the 4<sup>th</sup> year of secondary school in order to allow a complete appraisal of all aspects of pupils' competences in all subject areas. The completion of the level A2 in a foreign language and of the B2I is compulsory, as obtaining level 2 in Road Safety (ASSR 2). The Information technology diploma (B2i) validates skills acquired throughout different teaching in the use of the information technologies.

## QUESTIONS, ANSWERS

Is the diploma obtained in France valid in the ITER parties countries?

Yes, the Baccalauréat OIB is currently recognized by all European countries and numerous non-European countries.

Will the students' work be assessed on a regular basis?

Students are assessed throughout their entire studies. Reports cards are sent to families.

In addition to diplomas and certifications specific to the French education system, students can they get other certifications?

The International School prepares the students to certifications attesting skills in languages - such as the Diploma of French Language Studies (DELF), the Advanced Diploma in French Language (DALF) and First Certificate of Cambridge - or level of study such as the British IGCSE (International General Certificate of Secondary Education).

## The Senior High School

**Senior high school teaching is organized over three years: *Seconde*, *Première* and *Terminale*.**

The school curriculum is the same for all students in *Seconde*, though they can choose extra subjects.

The final objective of this teaching cycle is to obtain the High School diploma of the Baccalauréat (with an "international" option OIB).

The « Baccalauréat » is a qualification issued by the National Education system. It fulfills the dual purpose of validating the completion of secondary education together with enabling access to higher education. It corresponds to university entrance level.

The general Baccalauréat exists in 3 options which pupils begin in their "1<sup>ère</sup>" class:

- the economic and social Baccalauréat (ES option),
- the scientific Baccalauréat (S option),
- the literary Baccalauréat (L option).

Certain parts of the Baccalauréat exam are taken a year earlier in the "1<sup>ère</sup>" class.

- In ES: French, TPE (personal project work), science
- In S : French, TPE (personal project work).
- In L : French, TPE (personal project work), sciences, mathematics-ICT.

The final part of the BACCALAURÉAT exam will be taken at the end of "Terminale" class. This is made of compulsory written, oral and/or practical tests according to the chosen option. Other tests may also be included depending on additional options

Internationally recognized by the greatest universities and institutions of higher education, the International Option Baccalaureate enables international mobility.

**Students enrolled in the English European Schooling take the European Baccalaureate**

# The Parents

## The parent representatives

The parents are represented by the parents elected at the beginning of the school year.

The parent representatives are members of the board of the International School.

## The association IPM

*Not to be confused with the parent representatives (who are elected). The association Inter Parents Manosque (IPM) mission is to organize various events in order to welcome and assist parents . Through its activities, the association IPM helps the International School to be a place of sharing in an international environment.*

*For more information: <http://www.ipm04.fr/>*

## For more information



Website of the International School:

<http://www.ecole-internationale.ac-aix-marseille.fr>



Website of the "Académie d'Aix-Marseille":

<http://www.ac-aix-marseille.fr>



Websites of the French Ministry of Education:

<http://www.education.gouv.fr/> and  
<http://eduscol.education.fr/>



Website of the Town of Manosque:

<http://www.ville-manosque.fr/>



Website of the "Communauté de Communes Luberon, Durance, Verdon":

<http://www.cc-luberon-durance-verdon.fr/>



Website of the "Conseil Général des Alpes-de-Haute-Provence" ("Département"):

<http://www.cgo4.fr/>

Région



Provence-Alpes-Côte d'Azur

Website of the "Conseil Régional Provence-Alpes-Côte-d'Azur" ("Région"):

<http://www.regionpaca.fr/>



