

# Erasmus+ Irlande avril 2019





**W**hen you  
**E**nter this room,  
**L**earning is fun and  
**C**o-operation is expected.  
**O**ur positive attitude and  
**M**utual respect are part of  
**E**verything we do and say!



# Organisation de l'école

- Junior and infant ( GS- CP) 17 élèves
- 1st- 2<sup>nd</sup> grade ( CE1- CE2) 17 élèves
- 3rd- 4th grade ( CE2- CM1) 17 élèves
- 5th-6th grade ( CM1- CM2- 6<sup>ème</sup>) 17 élèves
- ASD class- classe accueillant des enfants autistes – 3 élèves
- Une directrice qui intervient ponctuellement dans les classes
  
- La preschool est privée. 16 élèves - 2 éducateurs (10 euros/h)







# Fonctionnement organisationnel

- Les enseignants sont recrutés par l'école par l'équipe de management
- Les remplaçants aussi mais ne sont pas payés pendant les vacances
- La directrice enseigne dans les classes mais n'est pas titulaire d'une classe, elle participe aux ateliers
- Pas de sectorisation pour les élèves. Cette école accueille beaucoup d'enfants « migrants » et des enfants allophones
- L'école fonctionne de 9h à 14h30 pour les élèves ( 13h30 pour les GS CP)
- Pas de service de restauration- snack pris dans les classes en 30 mn
- Calendrier scolaire: 1 semaine à la Toussaint, 2 semaines à Noël, 1 semaine en février,, 2 semaines en avril, 2 mois complets en été (30 juin/1er septembre)





# Spécificités pédagogiques

- organisation des classes en îlots ou en U
- toilettes dans les classes
- Lino + chaises plastiques = pas de bruit !
- chaussons: le fonctionnement maternelle perdure jusqu'en CE1
- organisation du matériel collectif- pas de trousse individuelle pour les plus jeunes
- Encadrement des adultes renforcé dans cette école pour prendre en compte la difficulté scolaire, particulièrement dans les petits niveaux

# Spécificités pédagogiques

- Une enseignante pour le soutien ( recovery teacher)
- enseignement quotidien du gaélique à partir de la GS ( 1h par jour)
- élèves très autonomes ( aspects matériels)- approche Montessori et Steiner
- souplesse dans l'obligation de participer aux activités
- beaucoup d'encouragement, de bienveillance
- affichages positifs, énormément de matériel
- groupes de niveaux homogènes
- peu d'exigence sur l'écriture, sur le soin, sur l'investissement
- travail important sur le bien être des élèves





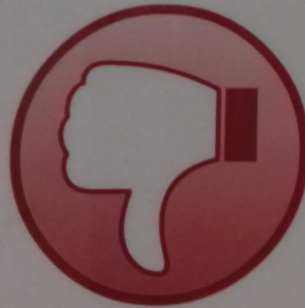
I can do this!

I'm ready to try  
something new.



I'm getting there.

I need a bit of help.  
I'm a bit unsure.  
I might need to practice



I need help!

I don't understand this  
I'm not ready to move  
on yet.

# Spécificités pédagogiques

- Les enseignements sont dispensés en fonction d'un curriculum national très prédictif
- Les enseignants suivent majoritairement des manuels avec guides pédagogiques, choisis par l'équipe enseignante
- Peu d'initiative autres que ces manuels laissées aux enseignants
  - groupes de niveaux homogènes
  - peu de recherches culturelles: projets en boîtes
  - peu d'exigence sur l'écriture, sur le soin, sur l'investissement
  - 
  -



# Writing: Progression Continuum

The child shares his/her ideas, thoughts, feelings and knowledge through collaborative and independent writing and in responding to written texts by others. Over time, this writing shows increasing complexity of ideas, sophistication and richness of expression, and accuracy of punctuation, grammar and spelling. The child brings his/her own voice and personality to the writing through word choice, ideas, style and tone. The child uses an increasing range of genres, adapting style to suit the audience and the purpose, and comes to understand differences between written words and conversational words. Writing involves a gradual release of responsibility from the teacher as scribe to the child as an independent writer. During this process, the child moves from gestures, oral texts\*\* and mark-making to more conventional forms of representing their writing.

## 2 Progression Milestones - Writing

Stage 1    Stage 2

Stage 1

a

The child enjoys making marks and shapes using different implements. He/she shares personal experiences and interests through these marks and shapes. The child shares these with others using gestures, sounds or words.

b

The child enjoys making letter-like forms and drawings while playing with different implements and materials. He/she shares meaning by naming some features. The child distinguishes between letters and pictures and recognises some letters in familiar words. He/she writes and interacts with the teacher as scribe, sharing personal experiences.

c

The child enjoys emergent writing using a variety of implements and shows good muscle control. He/she explains the main messages in their writing. The child uses basic conventions of print, names and sounds some letters and uses random strings of letters in writing. Their attempts show some emerging awareness of sounds. He/she uses new oral and reading vocabulary from texts\*\* read and writes for particular purposes and interacts with the teacher as a scribe.

d

The child continues to write collaboratively with the teacher and begins to write independently about personal experiences and familiar topics. He/she uses some phonetically correct letters and common letter patterns and familiar words while using some correct word order, full-stops and spaces in sentences. The child writes some upper and lower case letters legibly as separate flowing letters. He/she reads and discusses their texts\*\* and chooses ones for display.

e

The child creates texts\*\* independently in which he/she shares personal experiences and preferences. He/she does this using complete sentences, some vocabulary from texts\*\* encountered and vocabulary outside his/her personal experience, more print conventions and more phonetically correct spellings. The child begins to select language appropriate for texts\*\* for a particular purpose, and works with others during the writing process.

f

The child creates texts\*\* for different audiences and purposes. He/she writes with increasing independence using a wide bank of vocabulary and basic punctuation. The child gathers information and begins to plan and edit their work. The child uses visual along with phonetic strategies for spelling and spells a range of high-frequency words with accuracy.

g

The child creates texts\*\* independently for a number of purposes and audiences. He/she thinks about audience and purpose when choosing words, the ideas or information for the texts, and the structure of the texts. The child uses a variety of tenses, connectives and punctuation marks. The child spells accurately using a wide range of strategies.

h

The child uses a range of writing genres and writes detailed texts\*\* independently for a range of purposes and for different audiences. He/she chooses words, language features and structures to match the text\*\* purpose, audience and genre. The child plans texts\*\* and uses accurate spelling of high-frequency and difficult words, correct punctuation and grammar in texts. The child uses literal and implied meanings in texts\*\* and responds to the work of others, beginning to identify the author's intent.

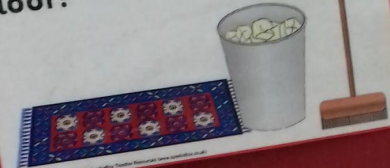
\*\* 'text' to include all products of language use: oral, gesture, sign, written, Braille, visual, tactile, electronic and digital.

◇ Genres are types of multi-sentence oral or written text structures that have become conventionalised for particular purposes with expected organisational patterns, as well as language features related to register, e.g. narrative, informational, persuasive, and multi-genre. Simply put, genre refers to a selection of writing forms in order to recount, explain,



# Check...

Today...  
did we clean up the  
floor?



Today...  
is the classroom looking  
good?



Today...  
did we tidy our tables?



Today...  
did we tidy away our  
equipment?



at when

Páistí –before sitting down,  
please make sure:

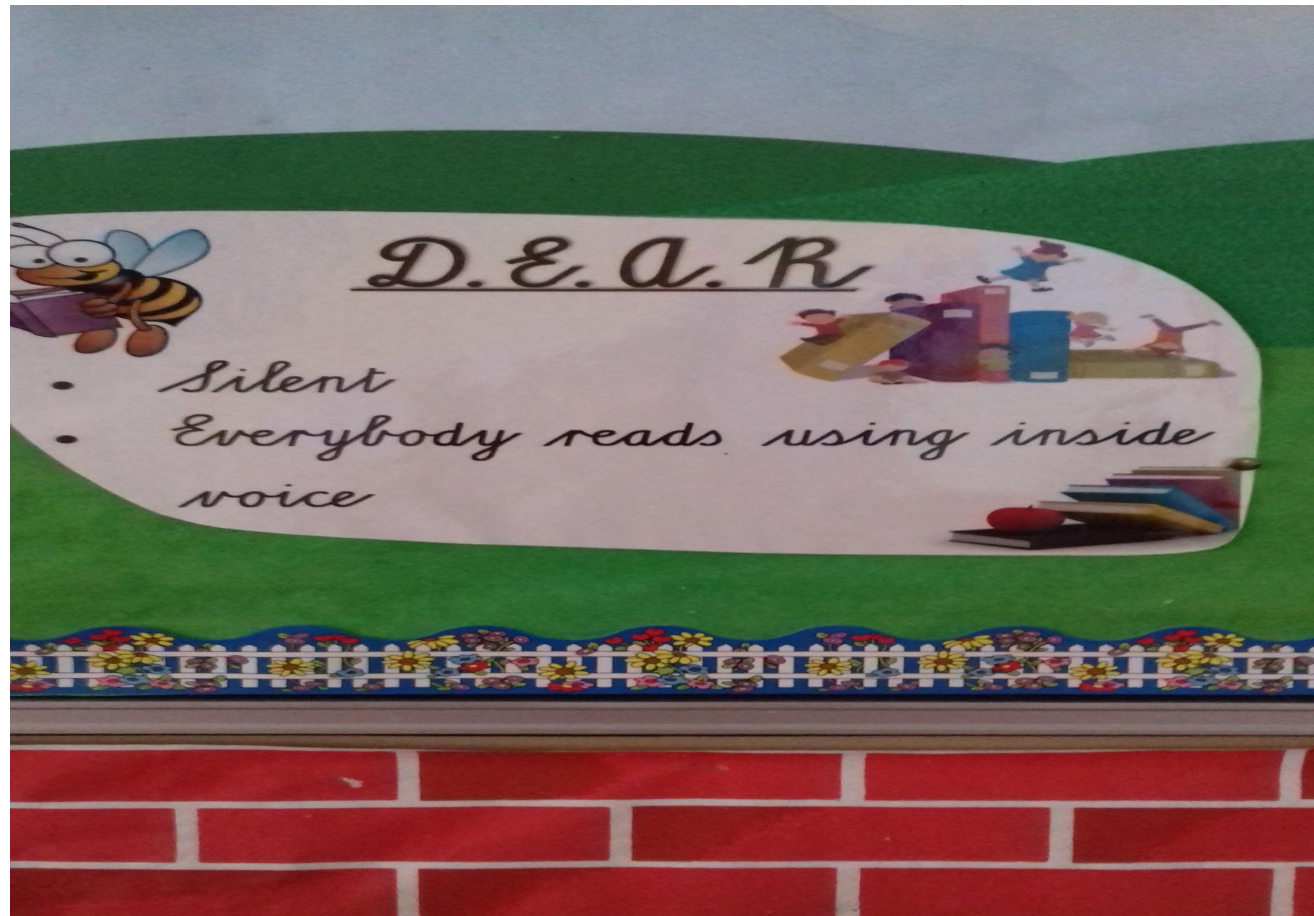
1. You have taken off your outdoor shoes.
2. You have hung up your coat, scarf, hat etc.



Let's all keep our school clean and tidy!



# Drop Everything And Read !



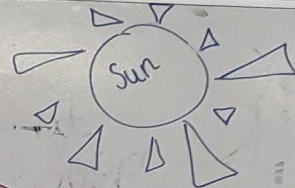
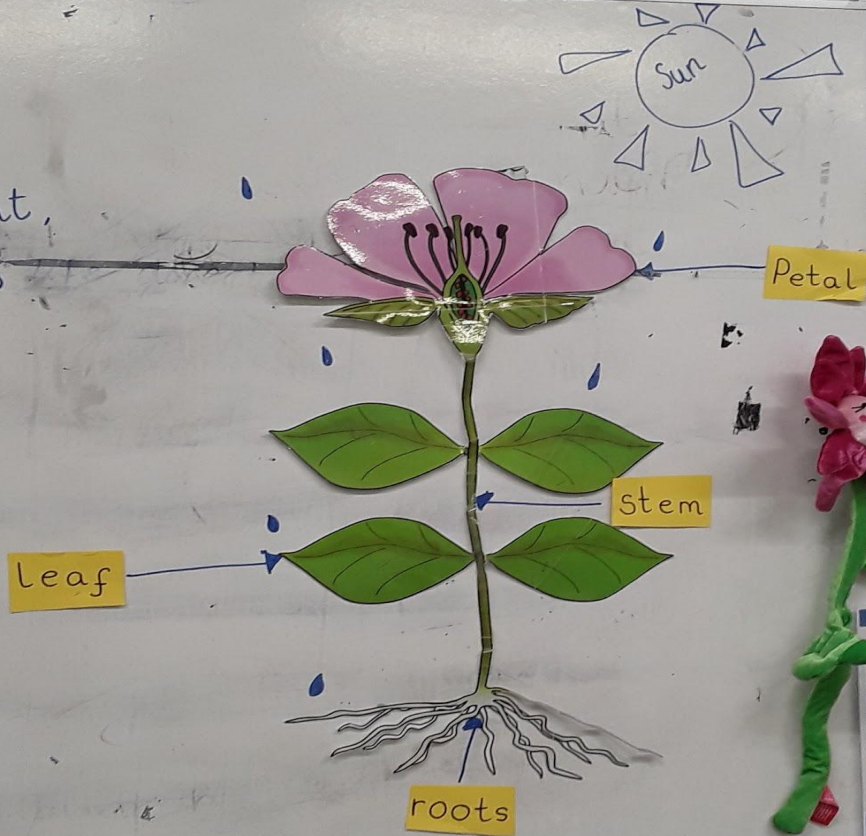


# Projets “en boîte”





Flowers need  
Water, sunlight,  
and fresh air to  
grow.



Show me 5

10:35  
10:45

Today's  
Timetable



12:20-12:30

#ASW19  
A Mile A Day Challenge

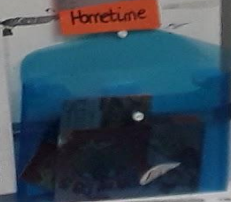
Date	5 Laps
Jan 15	✓
Jan 16	✓
Jan 17	✓
Jan 18	✓
Jan 19	✓

WE DID IT!

b and d  
bed



Power Hour



Harretine

2D Shapes

sh

# GESTION DE LA DIFFICULTE

Recovery teacher. méthode australienne:

<https://readingrecovery.org/reading-recovery/>



- des enseignants supplémentaires pour les fondamentaux surtout pour les plus jeunes
- pas de différenciation sur les autres domaines
- un psy qui passe une fois par an pour un élève pour un bilan.
- 
-



i n m the ing the  
 a m the  
 England going the  
 to  
 t Summer the to  
 back the  
 mm

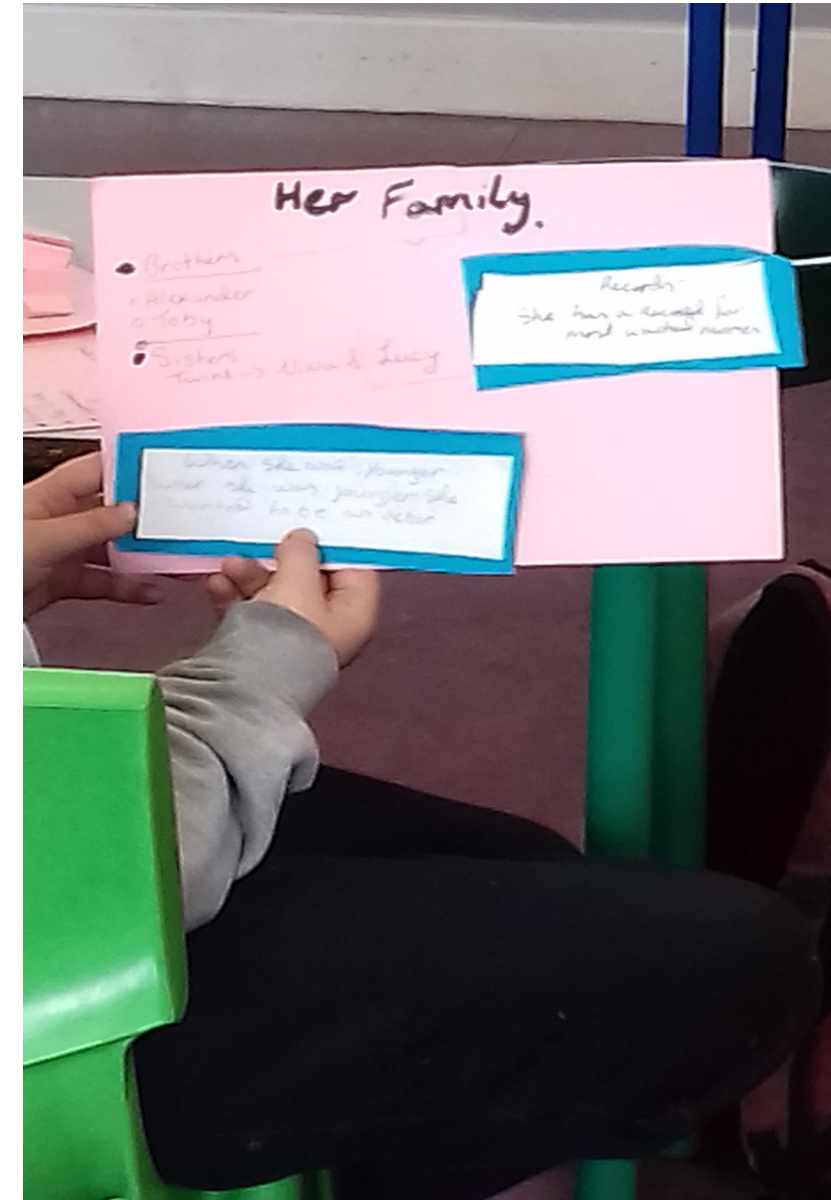
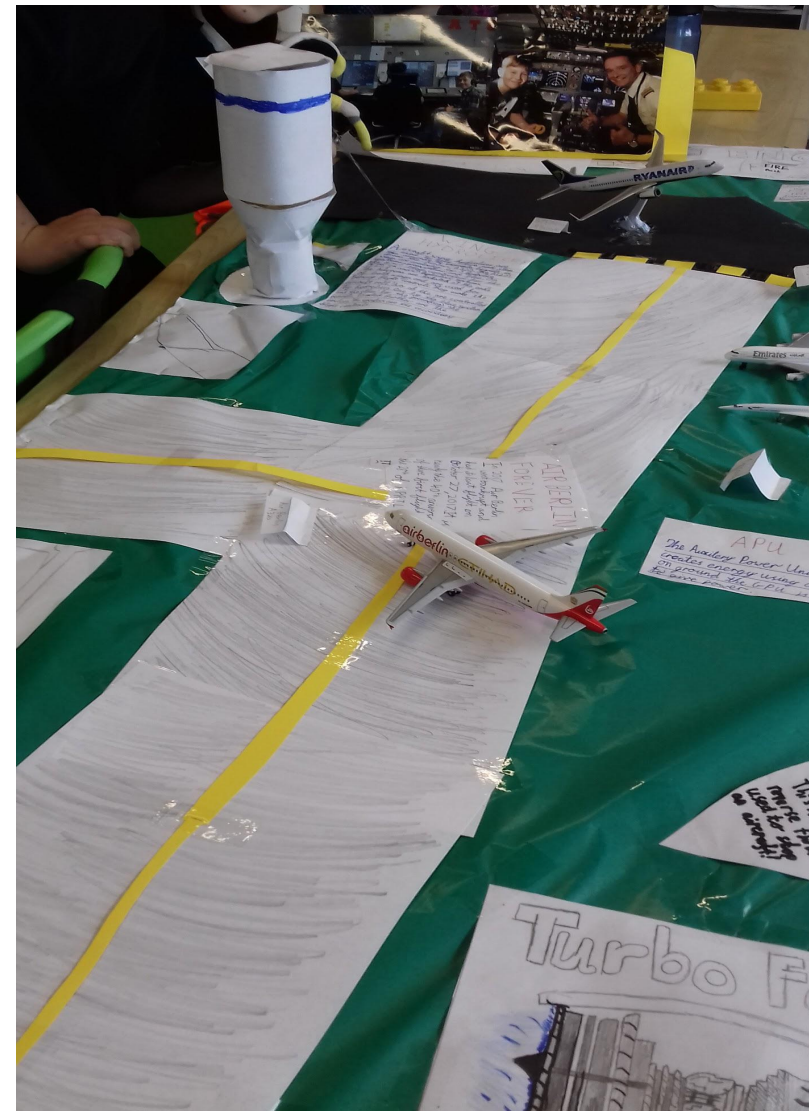
I am going back to England  
 in the summer.

This literacy station is organized on a wooden shelf. At the top, a blue magnetic board displays phonics cards with illustrations and sound combinations: ou (cloud), ow (cow), oi (orange), ck (duck), and ox (king). Below these are cards for th (thumb), ff (fox), ss (kiss), and zz (zoo). The next row includes igh (night), ure (chocolate), air (girl), and ear (bear).  
 Below the magnetic board are four black bins containing letter tiles. The first bin has tiles for 'oi', 'er', 'or', 'ar', 'ur', and 'th'. The second bin has tiles for 'a', 'b', 'c', 'd', 'e', 'f', 'g', 'h', 'i', 'j', 'k', 'l', 'm', 'n', 'o', 'p', 'q', 'r', 's', 't', 'u', 'v', 'w', 'x', 'y', 'z'.  
 The shelf below contains eight levels of cards, labeled 'Level 1' through 'Level 8'. Below the levels are four baskets: a green one, a clear one, a blue one, and another blue one. At the bottom of the shelf are more levels of cards, labeled 'Level 13' through 'Level 22'.  
 A sign on the left side of the shelf reads: "Please write on board. Thank you."





# Projets présentés par les CM





# Observations concernant l'enseignement des mathématiques

# Autres enseignements

Classe des autistes



Soutien