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Organisation

The management team together with the educational staff, the maintenance personnel and the school life team constitute a community in which each one has an educational role to play.

The headmaster supervises the senior high school and the secondary school for vocational training.



External relations

The school is **open to its environment**. It constantly develops new relations and multiple partnerships with the organisations, communities, local institutions (town council, police, army, justice.), associations (theatre, cultural events..) secondary schools and universities both in France and abroad.

- Parents
- Other establishments, pool of animation of the educational policy (BAPE)
- Academic services (school inspectorates, vice-chancellorship, teaching inspection)
- General Treasury
- Orientation and Information centres (CIO)
- CRDP (network of pedagogical documentation)
- Local Authorities
- Cultural organisations
- Businesses
- Suppliers
- Schools abroad (England, The United States, Spain, Italy, Russia, Vietnam and Russia)

The organisation of the high school

The board of directors

It is made up on the basis of a tripartite representation (**1/3 representing the administration and the local councillors, 1/3 representing the personnel, 1/3 representing the users: parents and pupils**). The staff representatives, parents and pupils are elected.

Decision-making competences

- It fixes the principles of implementation of the pedagogical and educational autonomy of the school (organisation in classes or groups, methods of distribution of the pupils, use of the funds in hours, organisation of school time, preparation of the orientation, opening of the establishment on the social, cultural and economic environment, etc)
- It adopts the school's project, the contract of objectives, the budget and the financial account, the internal rules, the selling price of products and provisions of services carried out by the school.
- It gives its agreement on:
 - the activity programme of associations functioning in the school,
 - any question relating to the reception and the information of parents,
 - the making of conventions or contracts,
 - questions relating to hygiene, health, safety.
- Each year it draws up a report on the teaching operation of the school and its material operating conditions.

Advisory competences

- It delivers its opinion on:
- **Creations and suppression of sections, options, further trainings,**
- principles of choice of textbooks, software and teaching aids,
- modification of the hours of entry and exit
- It can adopt all wishes on the questions relating to the life of the school.

The standing committee

- **Emanation of CA**, its representatives are elected by the members of CA by category.
- It examines the questions subjected to CA.
- It is obligatorily seized by the questions related to the pedagogical and educational autonomy of the school
- It ensures that all consultations are carried out in particular those of the teaching teams.
- It can receive delegations of CA to exert some of its competences.

The teaching board

It was instituted by the law of April 23, 2005 on the future of the school (article 38). It is chaired by the headmaster and brings together at least a principal teacher by level of teaching, a teacher by disciplinary field, a chief supervisor and, possibly the works manager.

Its attributions concern:

- the coordination of teachings
- the evaluation of the school activities
- the teaching part of the school's project
- the teaching experiments (article 34) It gives an account of its work to the board of directors.

The teaching councils

- They gather all the teachers of the same discipline of a school and **materially make proposals for the teaching of the discipline:**
 - distribution of funds
 - proposal for purchase of materials
 - choice of handbooks and software

- **They contribute to the development of the plan for ongoing training of the personnel** of the school:

- analysis of disciplinary or area needs
- hierarchical proposals of training activities to be entered in the training plan.

- They are consulted within the framework of the DGH (global hour allocation) on the **use of the provisional means**: hours-positions and additional hours-years, but also hours-pupils. They meet at least once a year on the initiative of the headmaster or at the request of the teachers, or the IA-IPR.

The teaching teams

- They are set up per **class, cycle or discipline**.
- They have the role of **supporting the dialogue between the teachers**, in particular with regard to the development and the implementation of the project and methods of teaching; to ensure the follow-up and the evaluation of pupils; to organise the assistance with personal work.

Middle school and high school: educational committee

Principle

The role of the educational committee, in a middle school or in a high school, is to examine the situation of a pupil whose behaviour is unsuitable for the rules of life of the school. It looks above all to bring a personalised educational answer.

Composition of the educational committee

The educational committee is chaired by the headmaster or his representative.

It also includes:

- school staffs, among whom at least 1 teacher,
- at least 1 pupil's parent.

The composition is determined by the board of directors and is included in the internal rules of the school.

Role of the committee

- It examines the situation of the pupil whose behaviour is unsuitable for school life, and looks for an adapted and personalized educational solution, as for example a measure of empowerment.
- It can also handle incidents involving several pupils.
- It also assures the follow-up of the personalized educational solutions.

Measure of empowerment

The measure of empowerment consists in participating in cultural activities, of solidarity or training in educational purposes. It takes place outside teaching hours.

It can last no more than 20 hours, has to respect the dignity of the pupil and not expose him to danger.

It can take place in the school, but also, by concluding an agreement, within an association, within a region with a measure of autonomy or within an administration.

If it takes place outside of the school, the pupil, or his legal representative if he is minor, has to give his agreement.

In every case, the pupil has to sign an agreement to realize the measure of empowerment so that it is valid.

The disciplinary committee

- The disciplinary committee is an **emanation of the board of directors** only. The members of this authority can be disciplinary members of council.
- It includes the headmaster or his deputy, the administrator, the chief supervisor, and representatives of the staffs, the parents and the pupils, the elected representatives for every category and among their representatives the holders and the substitutes to the board of director.
- It has plenitude of abilities to **pronounce all the penalties appearing in the internal rules against the pupils**.

Staff meetings

- They are chaired by the headmaster, and include:
 - the teachers of the class
 - two parent delegates
 - two delegates of the pupils of the class
 - the chief supervisor, CPE (the doctor of school health, the social worker, the nurse can be invited to participate).
- **They examine the educational questions** concerning the class and, in particular, the methods of organisation of the personal work of the pupils. They monitor the school results of every pupil.
- **They put forward proposals of orientation**, but it is the headmaster who makes the decision.

The educational committee for health and citizenship

The CESC is chaired by the headmaster. It brings together the educational, social and of health staffs of the school and the representatives of the teaching personnel, the parents and the pupils. These persons are chosen by the headmaster on proposal by the members of the board belonging to their respective categories, as well as the representatives of the municipality and the district incorporated within this council. According to the subjects being treated, it can associate with its work any person whose opinion it considers to be useful.

The CESC is a tool serving global prevention.

- **It contributes to the education in citizenship**
- **it prepares the plan of prevention against violence**
- **It proposes actions to help parents in trouble and fight against exclusion**
- **It defines an educational program in health and in sexuality and of prevention of risk behaviours.**

The council of high school life

The **CVL is an authority which sits in every high school**, professional as well as general and technological education.

This council consists of 10 high school students and in an advisory capacity, 8 staff representatives (8 volunteers) and 2 parents (among the elected representatives of the board of directors), 3 representatives are elected every year by the general assembly of the delegates, and 7 are elected for two years in the direct universal suffrage of the high school students. The year 2006-2007 was a year of renewal of the CVL. The vice-president of this council is an elected high school student, he is by right one of the 5 elected representatives at the board of directors. The **CVL meets on summons of the headmaster** before every ordinary session of the board of directors or in extraordinary session at the request of half of its members or that of the delegates' conference. Chaired by the headmaster, it is compulsorily **consulted on the organisation of the studies, the organisation of school time, the elaboration of the school project and the internal rules, the information about orientation, sports, cultural and extracurricular activities, health, hygiene and safety.**

This instance is an important place of animation and reflection. The organisation of the elections of its members is a **highlight of the school life and learning of citizenship.**

The headmaster

Recruited by competitive examination, he is appointed by the Minister of Education. He can be assisted by a Deputy.

Guarantor of security of goods and people, he has authority over all personnel. He promotes and conducts the pedagogical and educational policy and pilots the school project.

Chairman of the Board, he is the executive. Officer of revenue and expenditure, he prepares and implements the budget.

He represents the school, particularly among competent territorial authorities.

He prepares an annual report on the school's educational functioning that reflects the implementation of the school project, the objectives to be met and the results achieved, that is to say the performance of the school.

MAIN POINTS OF THE PROJECT OF THE GEORGE POMPIDOU HIGH SCHOOL

1st LEVEL OF PROGRESS

- **Objective**

Not to leave anybody out of the educational avenue by meeting the diversity of the public and by managing pupils in their school life.

- **Development strategy**

- To take into account the diversity of courses and levels.
- To reinforce the management of pupils in difficulty from the 1st year.
- To evolve teaching practices (individualisation, support, communal homework).
- To facilitate communication and exchanges with the families.
- To develop actions of information in order to facilitate orientation.
- To take into account all public (initial and continuous training).

- **Expected results:**

- To give confidence back to pupils thanks to the actions of the project of the high school.
- To improve school results, success rate with examinations and to help the pupils in their choices of orientation.
- To limit the number of pupils dropping out thanks to GAIN by helping families as much as possible.

2nd LEVEL OF PROGRESS:

- **Objective**

To improve admission and working conditions in order to enable the success of our pupils.

- **Development strategy**

- To improve facilities (networks, rooms...) and to support the acquisition of powerful teaching equipment.
- To control the TICE and the audio-visual (materials, buildings, software, maintenance).
- To train the personnel with multimedia techniques and individualisation.
- To adapt the buildings to the training and technological developments.
- To establish timetables according to the pupils' needs.

- **Expected results:**

- To work in suitable buildings and with adequate furniture and materiel.
- To equip each room with powerful audio-visual and IT material (video projector, laptop).
- To have personnel trained to practise individualised teaching methods and fully conversant in the use of the material.

3rd LEVEL OF PROGRESS:

- **Objective**

- To develop cultivated individuals and responsible citizens by encouraging the opening of the high school (international, cultural and economic).

- **Development strategy**

- To encourage international opening and European Sections.
- To maintain a level high of relations with socio-cultural businesses and partners.
- To develop cultural activities, leisure and animation.
- To facilitate further education as well as social and professional integration of our pupils.
- To enhance the education of high-school pupils and students, and their know-how.

- **Expected results:**

- To multiply the partnerships with the following countries: England, Germany, Rumania, Spain, Italy, Vietnam...
- To reinforce competences of our pupils in foreign languages.
- To establish partnership contracts with businesses and to multiply interventions of working professionals and/or former pupils.
- To encourage a maximum of pupils to take part in cultural activities and leisure.