



NEWSLETTER #15 - SCHOOLYEAR 2022/23

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Dear LIFT Parents,

The highlight of this week was the first parents / teachers meetings and the publication of report cards for the first two periods of the teaching of the year, a key moment in the school year for everyone. We are delighted to welcome all of you again at the school.

The educational team has dedicated a large amount of time for dialogue, reflection and writing of these report cards, in order to provide you with a written memory of what has been done in class and let you know where your child currently is in her / his learning journey. We have not been able to translate in Mandarin all this information, but a .pdf soft copy will be sent out to you.

A few comments came to mind when I read these report cards, and then during the parents / teachers meetings.

First and foremost, the pedagogical value of this tool itself demonstrates that LIFT has found its own place in the Taiwanese education landscape, and soon - as a French institution abroad and part of the AEF network of accredited schools.

These report cards also illustrate something that may appear as obvious, but which is in my opinion a considerable asset of our school: our teams know our pupils very well. It is certainly a requirement, but I think this has been brought at LIFT to a very high level, with our teachers in French, in English and in Mandarin alike. **This is the result of a clear will: to allow, with a limited number of pupils per class, a high ratio of educators, and a dedicated time for team work, to implement a regular, in-depth and collective system of monitoring for each pupil, to make personalized teaching for each child possible.** Our teachers spend a considerable amount of time working on individualized learning journeys of the pupils, to exchange information, good practices and to decide in a concerted way how to remediate and answer hardships and challenges in the learning of each child. **I am convinced that learning in a school of "human scale" is extremely beneficial for most of our pupils.**

Then, a sense of collective pride is apparent; we are proud to be able to count on **pupils who have all, irrespective of their recent history, profile, interests and abilities, entered into the dynamic of the classes and into the trilingual learning framework we are implementing.** If a period of adaptation has naturally been necessary, our school constitutes today a complex yet coherent whole, where individual learning journeys intertwined and reinforced each other.

Evaluation is a core topic of the act of teaching. As you know, LIFT works with active evaluation, to be opposed to evaluation as sanctioning - good or bad -. On the contrary, we consider **evaluation as a tool that needs to be made available to pupils to "learn how to learn", a crucial dimension of any endeavor when one learns something.** Our teaching and learning director wrote with further details this week on this core dimension of our work.

Finally, we hope that this moment of dialogue consolidates our willingness to guarantee the most possible regular and seamless communication. We wish to emphasize again that a relationship of trust should happen directly between each of you and each of the teachers, and you should not hesitate to request a meeting anytime it is needed.



Kindest regards
Thomas Chaumont
Head of School