

# LES 8 COMPÉTENCES SOCIALES / 8 LIFE SKILLS

## Exposé des 8 compétences sociales

En tant qu'éducateurs, nous aspirons à donner à nos élèves non seulement les résultats du baccalauréat académique qui leur permettront de passer à la «prochaine étape de l'éducation», mais aussi les compétences fondamentales que nos élèves utiliseront tout au long de leur vie.

À l'EEB2, nous pensons que le développement de notre caractère pour devenir la meilleure version de nous-mêmes est d'une importance vitale pour la réussite et le bien-être de chacun.

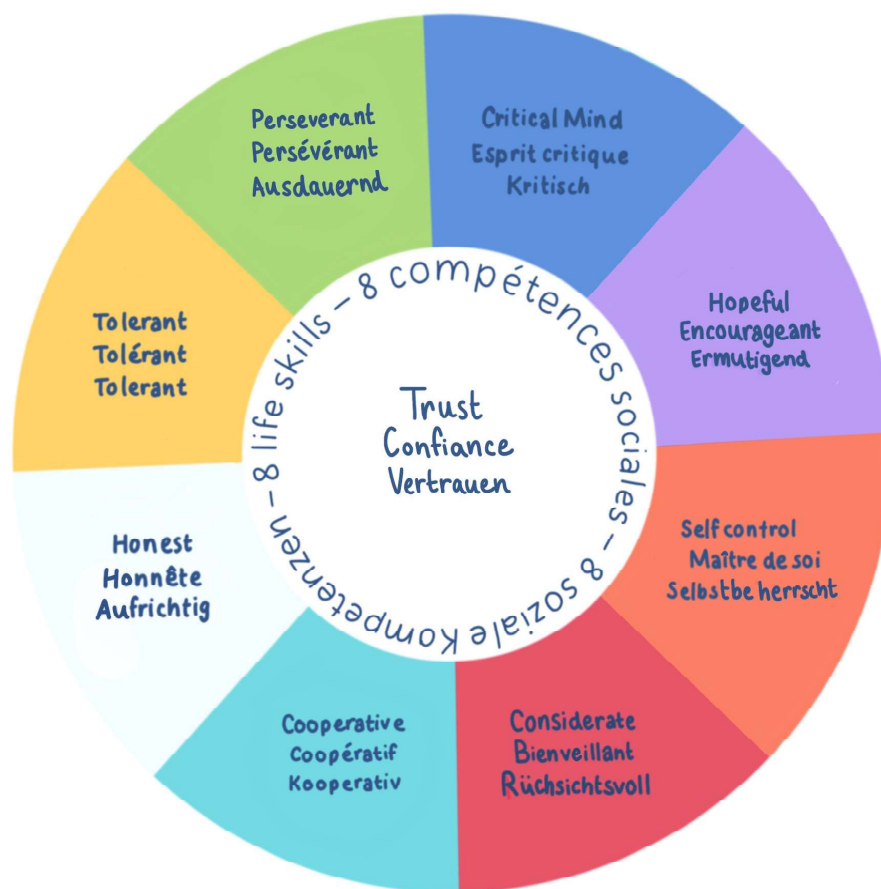
Notre projet pédagogique encourage un mode de vie caractérisé par la bienveillance, la coopération, l'honnêteté, l'espoir, la maîtrise de soi, la patience, l'ouverture d'esprit et la tolérance. Le mot clé est la CONFIANCE. Ces compétences sont ancrées dans les principes des écoles européennes.

## 8 Life Skills Rationale

As educators we aspire to empower our students not just with the academic baccalaureate results that will allow them to progress to the 'next stage of education' but with the foundational life-skills that our students will employ throughout their lives.

We, at EEB2, believe that developing our character to become the best version of ourselves is vitally important for everyone's achievement and well-being.

Our pedagogical project encourages a way of life characterised by being considerate, cooperative, honest, hopeful, self-controlled, patient, open minded and tolerant. The key word is TRUST. These skills are rooted in the European Schools principles.



Life skills logo: Emmeline Kjellgren, S7 SV

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1. **Consideration** - In line with the principles of the European schools that asks us to foster *'co-operation, communication and concern for others'* in our students, we aim to put consideration at the heart of our teaching and to encourage our students to work together productively and respectfully toward a better outcome for all.
2. **Honesty** – As guardians of the future, we hope to enable our students to be truthful and upright citizens in a modern and democratic Europe and to refrain from deceptive self-interest but to act always with integrity and toward the common good.
3. **Self-control** – We want to enable our students to develop self-control so that they are not controlled by their emotions but are able to maintain perspective on their life, work and relationships. We want them to develop emotional intelligence and thus empower them to always work towards the best democratic outcomes.
4. **Tolerance** – In line with the *'tolerance'* encouraged by the principles for European schools, we are mandated to ensure our students are *'untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures and learn as they mature that they belong together.'*
5. **Perseverance** – We need to equip our students with the tenacity necessary to strive toward their goals and not give up as they *'become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.'*
6. **Co-operation** – Principles of the European school states we must *'foster tolerance, co-operation, communication and concern for others throughout the school community and beyond.'* To this end, we must teach our students to contribute to a common effort toward a shared goal.
7. **Critical Mind** – To empower our students to become the guardians of Europe and *'to prepare them for the next stage of education'* we must help them to develop critical thinking skills so that they are cognitively reflective and capable of employing a range of reasoning skills suitable for the tasks they are faced with.
8. **Hope** – Hope is not simply wish fulfilment but it is the substance that fuels a plan. It is our responsibility as educators to help our students to develop strategies to achieve their dreams and to realise what is possible and probable.

«The school believes it is important to celebrate pupil's contributions to our community. For that reason, we will provide cards that can be written to pupils or members of staff that pupils would like to thank or acknowledge for having shown any of the life-skills or in any other way, contributed to the school in a positive way. If a pupil wishes to have a card sent, they should ask their conseiller to write the card, explaining why it should be sent. Teachers also have the opportunity to send a card to pupils or other staff members. These cards can be found in the staff room. For exceptional contributions, these cards can be signed by Ms. Meeus or by Mr. Schmelz. In these cases, the cards should be taken to either Ms. Meeus' office or the Secretariat of Mr. Schmelz.»