

SCHOOL PEDAGOGICAL

PROJECT

2026 – 2030

*Building the future of the Shanghai French School
together*



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FOREWORD

FROM THE HEAD OF SCHOOL



Laurent FOUILLARD

Head of School,
Shanghai French School

The Shanghai French School's 2026–2030 School Pedagogical Project is the result of an ambitious, collective reflection carried out by our entire educational community.

In a world undergoing profound change, our school must continue to look to the future while remaining true to the values that shape its identity.

A school pedagogical project is not merely a reference document: it sets a shared course, a common vision, and a framework for action that gives meaning to our daily commitment to our students.

Throughout this process, staff, students and parents took part in the reflection to jointly identify the priorities that will guide our development over the next four years.

This remarkable mobilization enabled a collective ambition to emerge, built around four key strands: arts and culture, technology and digital tools, educating tomorrow's citizens, and staff training.

I would like to warmly thank everyone who took part in this process: the 225 staff members mobilized during the reflection days, the 49 students representing both campuses, and the 30 parents who contributed to the discussions and to building this shared plan.

This plan reflects our determination to offer every student the best conditions for personal growth, success and openness to the world. It is now our shared roadmap for the years 2026 to 2030.

Together, let us continue building a school that is ever more innovative, inclusive, demanding and open to its international environment.



The Shanghai French School

An International School of Excellence

The Shanghai French School welcomes more than 1,620 students, aged 2 to 18, representing over 60 nationalities.

As a member of the worldwide AEFE network, it provides an excellent French education within a uniquely multilingual and multicultural environment.

Spread across two outstanding Eurocampus sites, the Shanghai French School supports every student on a path to success built on high standards, international openness and personal fulfilment.

KEY FIGURES

1,620+
students

60+
nationalities

2
Eurocampus sites
Qingpu and Yangpu

50,000 m²
of educational facilities

100%
pass rate
at the Baccalauréat and DNB

97% / 50%
With 97% earning honours
including 50% with highest honours

OUR STRENGTHS



Trilingual education:
French, English, Chinese



AEFE network:
more than 160 schools worldwide



Academic excellence:
100% pass rate at the Baccalauréat and DNB



International outlook:
60 nationalities



Student wellbeing:
support and personal fulfilment



Personalized support
for every student

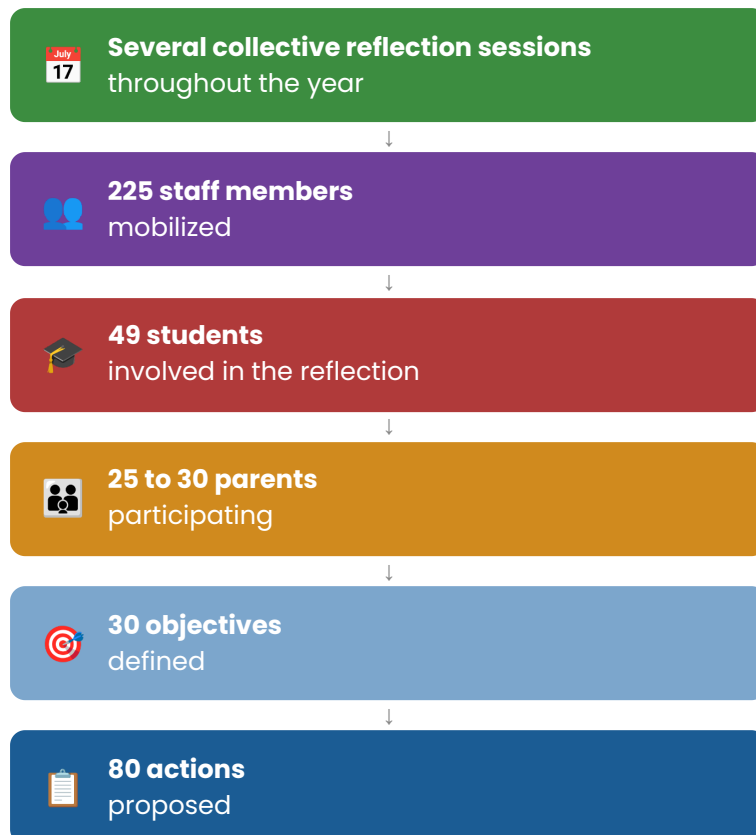


International universities:
partnerships and pathways to further study worldwide

A Collective Approach in the Service of Our Ambition

Building the Shanghai French School's plan together

The 2026–2030 School Pedagogical Project is the result of extensive consultation involving the entire educational community.



A shared plan is the foundation for coherent, lasting collective action.

Our Vision for

2026 – 2030

“Educating cultured, innovative, responsible and engaged students, capable of thriving in a complex and ever-changing world”

Our ambition is built around four complementary strategic strands:

Axis 1

Arts, Culture and Heritage

Building a cultural identity open to the world



Axis 2

Developing the Use of Technology

Preparing students for the technologies of tomorrow



Axis 3

Educating Citizens for 21st-Century Challenges

Raising responsible, engaged citizens



Axis 4

Professional Development and Continuing Training

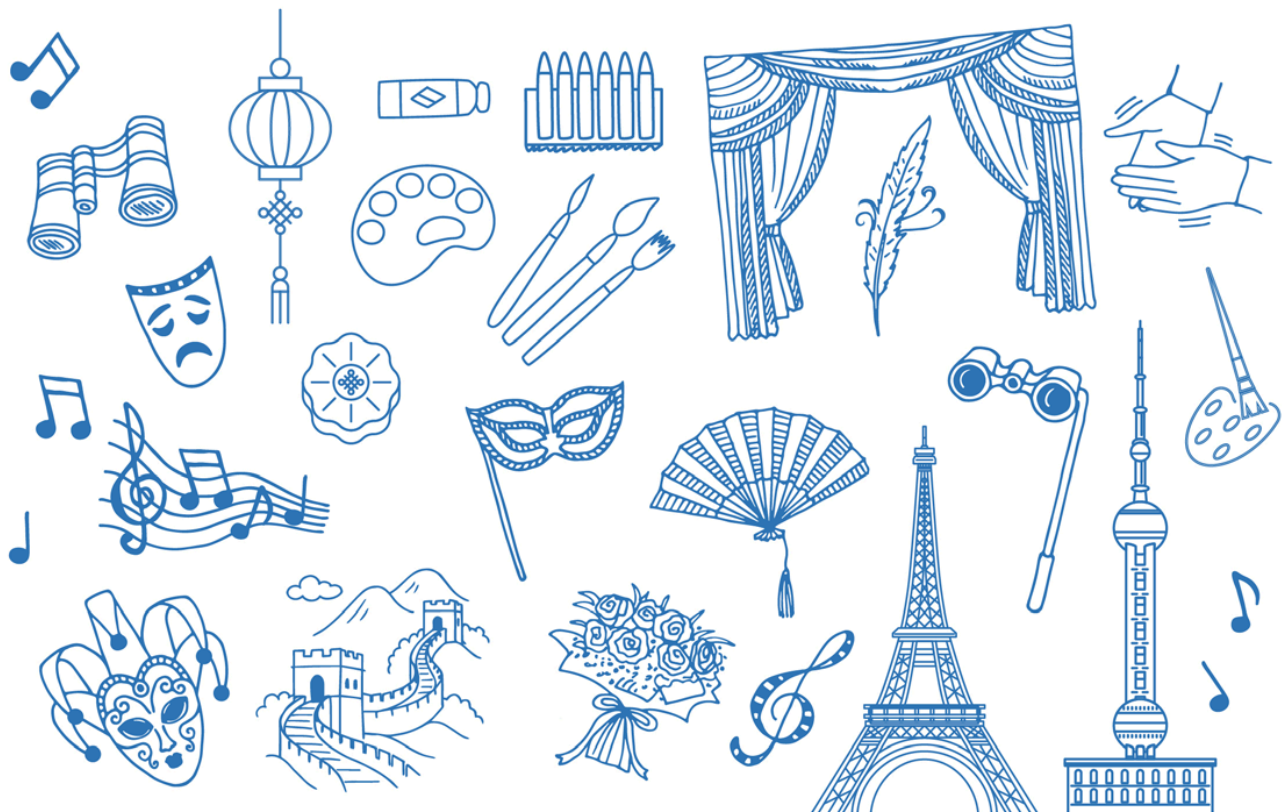
Strengthening staff skills and teaching innovation



STRAND 1

Arts, Culture and Heritage

Building a cultural identity open to the world



STRAND 1

Arts, Culture and Heritage

Objective 1: Make use of local and international artistic resources

Proposed actions

- Develop partnerships with museums and cultural institutions
- Invite artists based in China
- Take part in performances, visits and encounters (across all artistic fields)
- Offer virtual visits to museums in France and elsewhere
- Strengthen partnership initiatives with French institutions (Institut français, etc.)
- Showcase Shanghai's historical and Francophone heritage
- Create an arts and culture committee including parent representatives

Monitoring indicators

Objective 1 – Make use of local and international artistic resources				
No.	Indicator	What it measures	Collection method	Annual target
1	Cultural outings and guest interventions per grade level	Average number of cultural activities actually carried out per student, per grade level, per campus and per school year.	Outing/intervention tracking table, cultural calendar, grade-level reports.	≥ 3 cultural activities per grade level per year
2	Active cultural partnerships	Number of active partnerships with museums, cultural institutions, consulates, the Alliance Française, associations or local organizations.	List of agreements, partner contacts, activities carried out with each partner.	≥ 2 active partnerships per cycle
3	Artists and cultural guest speakers hosted	Number of outside contributors hosted at the Shanghai French School, distinguishing local/international origin and artistic field.	Log of interventions, project sheets, communication report.	≥ 6 cultural contributors per year
4	Satisfaction rate following cultural activities	Average satisfaction score among students, families and teachers after outings, encounters or residencies.	Short post-activity survey, PEAC or project report.	Score ≥ 3.5/5; response rate ≥ 60%

🕒 Interim review: January (Term 1) | Annual review: June | Lead: academic leadership + culture/PEAC coordinator + grade-level heads

Objective 2: Develop cultural and linguistic diversity through the arts

Proposed actions

- Involve parents in projects that promote diversity
- Offer cultural outings for families outside school hours
- Invite professionals for artist residencies
- Run shared artistic projects (winter/spring)
- Encourage cross-cycle and cross-campus projects (Yangpu/Qingpu/DSS)
- Make theatre central to language practice at every level

Monitoring indicators

Objective 2 – Develop cultural and linguistic diversity through the arts				
No.	Indicator	What it measures	Collection method	Annual target
1	Multilingual or multicultural art projects	Number of projects involving at least two languages or two cultural references.	Project sheets, teaching schedule, subject-area reports.	≥ 1 project per cycle per year
2	Classes taking part in a multilingual cultural event	% of classes taking part in a themed week, international day or multilingual project.	Event calendar, lists of participating classes.	≥ 50% of classes per year
3	Artistic or oral productions by language	Number of productions in French, English, Chinese or another language: theatre, podcast, reading, video.	Count of productions kept by language coordinators and teachers.	≥ 2 productions per major language per year
4	Share of after-school activities with an artistic or cultural dimension	% of after-school activities relating to the arts, languages, cultures or expressive practices.	After-school activity catalogue, enrolments, annual activity report.	≥ 25% of after-school offerings
5	Families involved in cultural or language projects	Number of families taking part in a workshop, testimonial, exhibition, class event or cultural activity.	Attendance sheets, enrolments, project sheets.	Year-on-year growth; initial target ≥ 30 families

Objective 3: Foster intergenerational and intercultural exchange

Proposed actions

- Mix classes and grade levels in certain projects
- Combine certain activities with the DSS (library, cross-campus classes, etc.)
- Include a historical, artistic, heritage and cultural dimension in our activities
- Favor cross-curricular approaches
- Set up a film club and offer a film programme
- Enable student exchanges with host families (Eurocampus, AEFE, partner schools)
- Develop exchanges with schools and universities

Monitoring indicators

Objective 3 – Foster intergenerational and intercultural exchange				
No.	Indicator	What it measures	Collection method	Annual target
1	Cross-cycle or cross-level projects	Number of projects bringing together at least two grade levels, cycles or school stages around a cultural, artistic or citizenship activity.	Cross-cycle project tracker, meeting minutes, teaching reports.	≥ 3 cross-cycle/cross-level projects per year
2	Students taking part in an intergenerational or intercultural activity	% of students involved in at least one activity bringing together different generations, cultures or audiences.	Class participation lists, consolidated annually.	≥ 30% of students per year
3	Activities involving parents, alumni or outside partners	Number of activities involving parents, alumni, local institutions, associations or professionals.	Activity sheets, annual calendar, partner database.	≥ 5 activities per year
4	Exchanges with partner schools	Number of exchanges carried out with the DSS, local schools, universities, host families or other partners.	Exchange log, agreements, records of visits or joint projects.	≥ 4 formal exchanges per year
5	Active collective initiatives	Number of regular initiatives that foster encounters: film club, radio, cross-level reading, olympiads, festival, culture club.	List of active initiatives and an annual report from each coordinator.	≥ 5 active initiatives during the year

Objective 4: Make French and Chinese cultural distinctiveness clearly understood

Proposed actions

- Deepen understanding of French and Chinese cultural characteristics
- Step up Chinese-language training for staff
- Invite Chinese parents to share their culture
- Develop all forms of pen-pal exchanges and trips to France
- Give the school's various spaces a visual identity linked to France
- Turn the canteen into a space for culinary discovery (themed weeks, regional cuisine)

Monitoring indicators

Objective 4 – Make French and Chinese cultural distinctiveness clearly understood				
No.	Indicator	What it measures	Collection method	Annual target
1	Activities celebrating French and Chinese culture	Number of annual activities devoted to mutual understanding of French, Chinese or Francophone cultures.	Cultural calendar, activity sheets, communication reports.	≥ 2 activities per year
2	Visible displays showcasing reference cultures	Number of displays installed: posters, timelines, panels, themed menus, room names, exhibitions.	Annual space audit, communication and student-life inventory.	≥ 10 displays installed or renewed per year
3	Students or staff engaged in cultural training or certification	Number of people enrolled in a structured course, certification or programme in French, Chinese or local culture.	Enrolment data, certificates, HR and student-life tracking.	Year-on-year growth; initial target ≥ 50 enrolled

Objective 5: Structure and showcase the PEAC (Arts and Cultural Education Pathway)

Proposed actions

- Offer a PEAC “pass” running from pre-school (PS) through to the final year (Terminale)
- Set up a digital tool to track each student’s pathway
- Make students active participants in their own PEAC (e.g., a portfolio kit)
- Organize collaborative cross-campus events (toy library, music, arts)
- Make the cultural coordinator position permanent

Monitoring indicators

Objective 5 – Structure and showcase the PEAC (Arts and Cultural Education Pathway)				
No.	Indicator	What it measures	Collection method	Annual target
1	Students with an open and completed PEAC	% of students for whom a cultural pathway has been formalized and recorded in the chosen tool or format.	Export from the PEAC tracking tool, audit by grade level and campus.	100%, to be maintained
2	Classes that have logged at least one PEAC activity	% of classes that have recorded at least one activity in the PEAC record during the year.	Tracking by the PEAC coordinator, per-class dashboard.	100% of classes
3	PEAC coordinator identified and active	Binary indicator: PEAC coordinator appointed, duties defined, monitoring schedule and coordination time set.	Appointment letter, organization chart, PEAC meeting schedule.	Coordinator appointed before the start of the school year; ≥ 2 reviews/year
4	PEAC showcase activities	Number of presentations, exhibitions, PEAC weeks, portfolios, cultural passports or showcase events.	Presentation calendar, communication materials, project reports.	≥ 2 showcase activities per campus per year

Objective 6: Serve as a showcase for Europe and the Francophonie

Proposed actions

- Mark Europe Day
- Open up new language options (Italian, other European languages)
- Invite European cultural guest speakers
- Showcase the Chinese, English and American sections

Monitoring indicators

Objective 6 – Serve as a showcase for Europe and the Francophonie				
No.	Indicator	What it measures	Collection method	Annual target
1	Activities related to Europe and the Francophonie	Number of annual activities focused on Europe, the Francophonie or European languages.	Annual calendar, project sheets, communication reports.	≥ 4 activities per year
2	Classes taking part in a European or Francophone event	% of classes taking part in Europe Day, Francophonie Week or a similar event.	Lists of participating classes, event programmes, annual report.	≥ 60% of classes
3	European or Francophone institutional partnerships	Number of active partnerships with consulates, the Alliance Française, or European/Francophone institutions.	Partner list, agreements, activities carried out.	≥ 4 active partnerships
4	Students taking an additional European language	Number of students enrolled in an option, activity or certification for a European language other than French.	Option/ASC enrolments, certifications, language project lists.	100% of relevant students from the MS (pre-school) level onward
5	European or Francophone guest speakers hosted	Number of Europe- or Francophone-related guest speakers hosted, by grade level, cycle or campus.	Log of interventions, project sheets, communication materials.	≥ 3 guest speakers per year

Objective 7: Promote arts and culture within the Shanghai French School community

Proposed actions

- Offer a student card granting access to exhibitions
- Organize an international arts day
- Set up a space for free expression
- Create a shared calendar of artistic projects
- Showcase the artistic talents within our community (parents, students, teachers)
- Make the school a hub for French cultural information (culture newsletter)

Monitoring indicators

Objective 7 – Promote arts and culture within the Shanghai French School community				
No.	Indicator	What it measures	Collection method	Annual target
1	Cultural events open to the Shanghai French School community	Number of events open to students, families or staff: talent show, exhibition, concert, talk, screening.	Event calendar, bookings, attendance reports.	≥ 6 events per year
2	Participation rate in cultural events	% of students, families or staff who took part in at least one of the school's cultural events.	Sign-ups, attendance sheets, headcounts.	Year-on-year growth; initial target ≥ 40% of families
3	Shared cultural resources	Number of resources made available: newsletter, calendar, outings database, platform, ENT.	Document audit, usage statistics.	≥ 1 shared, up-to-date database + ≥ 8 publications/year
4	Partnerships offering community benefits	Number of partnerships providing preferential rates, culture passes, visits or other special arrangements.	Partnership list, agreements, usage feedback.	≥ 3 community-benefit partnerships
5	Cultural projects shared between the two campuses	Number of projects submitted, shared or reused between Yangpu and Qingpu.	Shared project database, campus reports, coordination meetings.	≥ 5 shared projects per year

Objective 8: Strengthen French and Francophone identity

Proposed actions

- Improve French proficiency (level-based groups, FLSco, bridging classes)
- Create multilingual events built by students
- Celebrate the Francophonie (poetry, web radio, summer camps)
- Develop partnerships with the Alliance Française and French festivals in Shanghai
- Organize French Heritage Days
- Mark key moments in French heritage (Fête de la Musique, Heritage Day)

Monitoring indicators

Objective 8 – Strengthen French and Francophone identity				
No.	Indicator	What it measures	Collection method	Annual target
1	Activities dedicated to the French language and the Francophonie	Number of annual activities centred on the French language, the Francophonie or French cultural heritage.	Francophonie calendar, project sheets, communication reports.	≥ 5 activities per year
2	FLSco students meeting language targets	% of FLSco (French as a Language of Schooling) students meeting the set targets in comprehension, and oral and written expression.	Placement assessments, FLSco reports, skills grids.	≥ 80% of supported students meet the target
3	Students engaged in a French-practice programme	Number of students taking part in tutoring, conversation, reading, community service or French expression workshops.	Enrolment lists, attendance sheets, workshop reports.	Year-on-year growth; initial target 80% of students with special educational needs (EBEP)
4	Materials or events showcasing French heritage	Number of activities or materials: living museum, timelines, Fête de la Musique, Heritage Day, exhibitions.	Inventory of materials, event calendar, communication report.	≥ 4 showcase activities per year
5	Family participation in Francophone events	% of families taking part in at least one activity related to French or Francophone identity.	Sign-ups, attendance sheets, participation and communication statistics.	≥ 25% of families; year-on-year growth

Objective 9: Develop cultural exchange within the Eurocampus

Proposed actions

- Twinning and joint projects with the DSS (concerts, exhibitions, storytelling)
- Strengthen ties between coordinators around cultural activities
- Share guest contributors between the Shanghai French School and the DSS

Monitoring indicators

Objective 9 – Develop cultural exchange within the Eurocampus				
No.	Indicator	What it measures	Collection method	Annual target
1	Joint Shanghai French School-DSS projects	Number of educational, cultural, artistic, sporting or citizenship projects run jointly with the DSS.	Eurocampus tracking table, joint project sheets, Shanghai French School-DSS reports.	≥ 5 joint projects per year
2	Franco-German events organized per cycle	Number of cultural, sporting or artistic events, twinnings or Franco-German exchanges organized for each cycle.	Eurocampus calendar, event programmes, participation reports.	≥ 1 event per cycle per year
3	Eurocampus coordination body	Binary and quantitative indicator: coordination body identified, annual calendar, number of meetings and decisions tracked.	Meeting minutes, shared calendar, decision log.	Body active; ≥ 3 meetings per year

Objective 10: Showcase the scientific and artistic community

Proposed actions

- Draw on parents' professions and passions as a resource
- Encourage cross-level activities
- Promote community service and volunteering around the arts

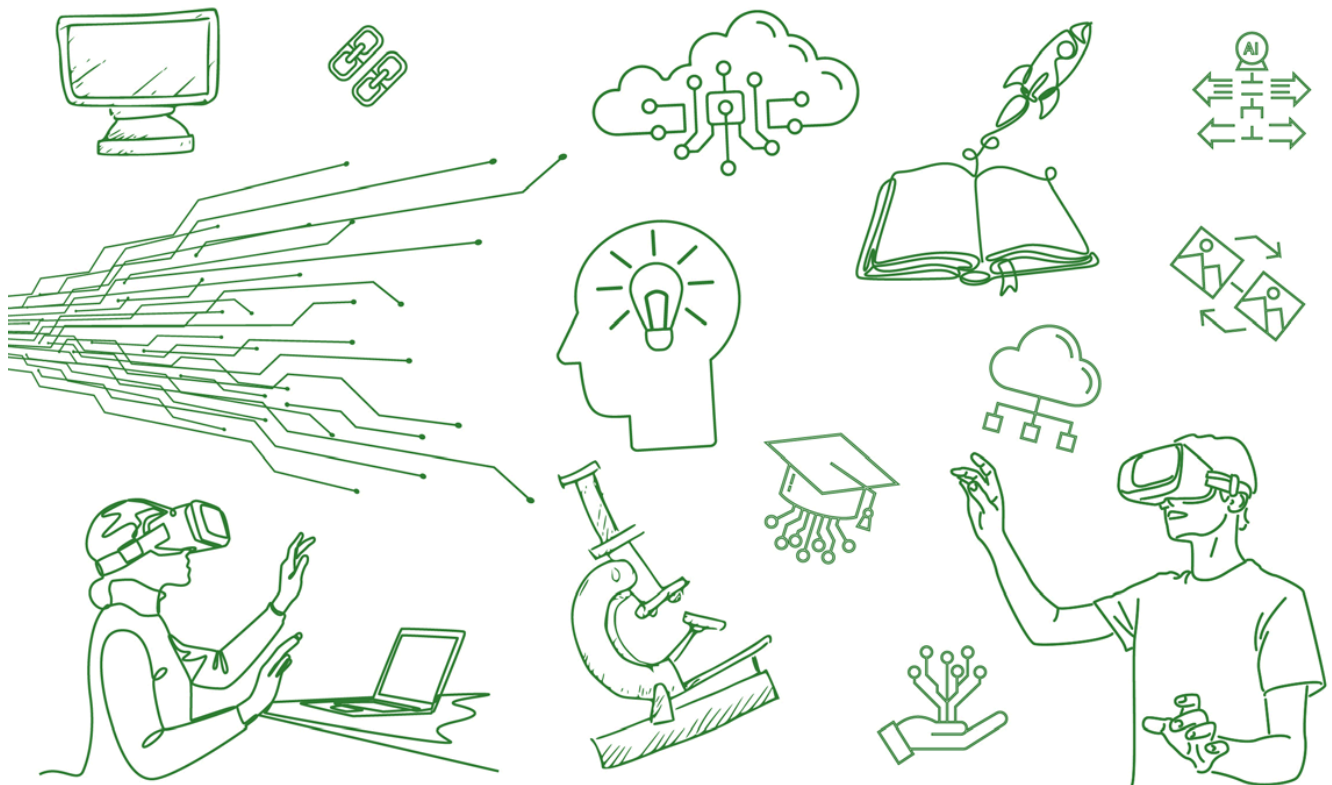
Monitoring indicators

Objective 10 – Showcase the scientific and artistic community				
No.	Indicator	What it measures	Collection method	Annual target
1	Contributions from parents, professionals, artists or alumni	Number of sessions delivered to classes or student groups by community members or outside partners.	Contributor database, project sheets, intervention calendar, teacher reports.	≥ 6 contributions per year
2	Students taking part in a scientific or artistic competition, project or event	Number of students entered in a competition, event, or scientific, artistic or innovation project.	Enrolment lists, competition reports, project sheets, communication.	Year-on-year growth; initial target ≥ 20% of students
3	Projects combining science, arts, careers, guidance, culture or innovation	Number of cross-disciplinary projects combining at least two of: science, arts, careers, guidance, culture or innovation.	Cross-disciplinary project sheets, Parcours Avenir (careers pathway), PEAC, document review.	≥ 5 cross-disciplinary projects per year

STRAND 2

Developing the Use of Technology

Preparing students for the technologies of tomorrow



STRAND 2

Developing the Use of Technology

Objective 1: Build a new digital work infrastructure

Proposed actions

- Ensure optimal, secure connectivity for everyone
- Provide all required software to everyone
- Roll out equipment for everyone
- Create and run pedagogical innovation labs
- Keep a clear record of subscriptions and equipment (tracking tool and protocol)

Monitoring indicators

Objective 1 – Build a new digital work infrastructure				
No.	Indicator	What it measures	Collection method	Annual target
1	Equipment availability rate	Ratio of working devices per user (students + teachers)	Annual IT equipment inventory; checked twice a year	1 device per student from Cycle 4 onward
2	Number of IT incident tickets per month	Volume of incidents related to connectivity, network or applications	Dedicated reporting form or QR code; monthly IT tracking table	Fewer than 10% of incidents; year-on-year decrease
3	Wi-Fi network quality	Available bandwidth and number of network outages per week	Weekly log of IT interventions; bandwidth measurement	Minimum 500 Mbps; zero loading issues reported
4	Teacher satisfaction with digital resources	Level of satisfaction with available equipment, software and tools	Annual teacher survey at the end of the school year	More than 80% satisfied; shared list with mini-tutorials in place

Objective 2: Deploy a single digital workspace

Proposed actions

- Provide a common ENT (digital workspace) for everyone (teaching and administrative staff, parents, students)
- Assign email addresses to students
- Provide a storage and file-sharing space for documents and resources

Monitoring indicators

Objective 2 – Deploy a single digital workspace				
No.	Indicator	What it measures	Collection method	Annual target
1	Students and teachers with an active email address	Percentage of school email accounts created and in use	Export of email logins; checked in the ENT at the start and end of the year	100% from Cycle 4 as of September 2026
2	Active ENT users	Number of unique logins per month, by user type (student/parent/teacher)	Built-in ENT visit counter; monthly export of login logs	90% effective usage
3	Use of shared drive/storage space	Percentage of students and teachers actively using OneDrive	Log of shared OneDrive file use across both campuses	90%; elimination of USB-drive or Pronote-based file exchanges
4	Use of ENT features	Frequency of use of each ENT resource and feature	Per-resource tracking dashboard; quarterly satisfaction survey	All equipment provided is genuinely used

Objective 3: Teach students to make responsible use of digital tools

Proposed actions

- Provide training in the responsible use of digital tools and AI
- Educate students in media and information literacy
- Train students in cybersecurity
- Update our charter on screen and AI use

Monitoring indicators

Objective 3 – Teach students to make responsible use of digital tools				
No.	Indicator	What it measures	Collection method	Annual target
1	Students trained by grade level (cybersecurity, networks, screens)	Percentage of students who took part in at least one training activity during the year	List of training sessions logged by cycle; annual teaching report	100% of students from Cycle 3 onward
2	Results on digital skills quizzes and PIX score	Average score by grade level on media-literacy/AI/sourcing quizzes; PIX score by cycle	Quizzes administered by grade level; PIX results extracted and shared at class councils	Average score > 16/20, or PIX score ≥ 200 in Grade 9 (3e)
3	Incidents related to digital misuse	Volume of incidents recorded (cyberbullying, AI misuse, inappropriate behaviour) per period	Monitoring via Pronote (alerts, incidents); quarterly log	Year-on-year decrease
4	Proficiency with everyday digital tools	Self-reported comfort level with Pronote, OneDrive, AI tools, etc.	Annual survey of students, parents and teachers	Measurable year-on-year improvement
5	Students who took part in a media literacy activity	Percentage of students covered by a media and information literacy activity	Activities logged in the teaching report; formal list by cycle	100% of relevant students every year

Objective 4: Involve families in digital education

Proposed actions

- Raise awareness among parents and provide training
- Offer collaborative workshops and meet-ups
- Prevent cyberbullying in partnership with outside organizations
- Inform families about the risks of social media
- Show how businesses develop and use digital technologies

Monitoring indicators

Objective 4 – Involve families in digital education				
No.	Indicator	What it measures	Collection method	Annual target
1	Family participation in digital workshops and training	Percentage of families attending digital workshops, talks and meetings	Attendance sheets; participant count per event	More than 30% in year one; 50% at cruising speed
2	Children's screen time	Screen time reported by families, compared with official recommendations	Annual survey sent to parents; compared with ministry data	Data published and compared against formal studies
3	Parents who have signed the digital charter	Percentage of families who have signed the commitment on good digital practice	Signature tracked in Eduka; automatic reminders for non-signatories	100% of families signed
4	Parents reporting they are informed about AI/GDPR regulations	Families' perceived level of information about AI and data protection	Annual online questionnaire sent to parents	Rising rate each year

Objective 5: Develop innovative projects

Proposed actions

- Develop and run “fab labs” on both campuses
- Use AI in all its dimensions
- Create innovative, cross-disciplinary labs
- Open up partnerships with creative fields (fashion, robotics, theatre, electronics)
- Link technology with sustainable development

Monitoring indicators

Objective 5 – Develop innovative projects				
No.	Indicator	What it measures	Collection method	Annual target
1	Fab lab/LIN usage rate	Booking hours, number of sessions with students, number of projects completed	Fab lab booking log; quarterly activity report	Qingpu fab lab open before December 2026; tracked quarterly
2	Active partnerships with outside professionals	Number of formal partnerships with parents, businesses or institutions	Partner list updated annually; agreements or letters archived	At least 2 new partnerships per year
3	Teachers trained in the pedagogical use of AI	Percentage of teachers who have completed full training (use + teaching)	Training attendance sheets; certificates issued	At least 60%; 1 full-time digital coordinator per campus
4	Productions and exhibitions from fab labs and AI projects	Number of creations presented, exhibited or shared during the year	Annual record of productions; documented list by project	At least one exhibition per campus per year
5	Grade levels made aware of the environmental impact of digital technology	Percentage of cycles that had at least one activity on digital footprint	Annual teaching report; list of concrete actions taken	All relevant cycles, every year

Objective 6: Define a clear digital strategy

Proposed actions

- Develop a considered school policy on screen, digital and AI use and exposure
- Standardize working tools and applications

Monitoring indicators

Objective 6 – Define a clear digital strategy				
No.	Indicator	What it measures	Collection method	Annual target
1	Existence and updating of the digital charter (AI, screens, GDPR)	Existence of an approved, signed charter, reviewed on a set schedule	Verification that the document exists; validation quiz on Pronote	Policy finalized before March 2027; reviewed every 2 years
2	Staff who have adopted common tools and practices	Percentage of staff actually using the reference tools	Annual survey of teaching and non-teaching staff	80% of staff use the same tools
3	Functioning of the multi-stakeholder digital committee	Regularity of meetings and quality of representation (parents, students, admin, teachers)	Archived minutes; verification of the number of meetings held during the year	Committee meets at least twice a year
4	Rollout of a common, GDPR-compliant AI tool	Availability of a single AI tool, accessible to all and compliant with GDPR rules	Verification of the subscription taken out and actual deployment on devices	Common AI tool operational by September 2027

🕒 Interim review: January (Term 1) | Annual review: June | Lead: academic leadership & IT

STRAND 3

Educating Citizens for 21st-Century Challenges

Raising responsible, engaged citizens



STRAND 3

Educating Citizens for 21st-Century Challenges

Objective 1: Promote the values of solidarity, equality and mutual support

Proposed actions

- Develop partnerships with local and international associations
- Organize key events around disability, cultural diversity, and gender equality
- Involve students in charitable, intergenerational citizenship activities
- Develop in-house community service at the Shanghai French School (mentoring, cross-cycle activities)
- Recognize the commitment of members of the school community

Monitoring indicators

Objective 1 – Promote the values of solidarity, equality and mutual support				
No.	Indicator	What it measures	Collection method	Annual target
1	Active solidarity partnerships	Number of partnerships maintained or created with local or international associations, and number of activities carried out.	Partnership log.	Maintain existing partnerships and carry out at least 1 solidarity activity per campus per year
2	Students engaged in a solidarity or citizenship activity	Share of students who have taken part in at least one solidarity, mutual-support, fundraising, mentoring or community-service activity.	Participation lists; community-service forms; tracking by homeroom teachers.	Reach at least 25% of students engaged, with year-on-year growth
3	Awareness activities on equality, disability and diversity	Number of key events or sessions dedicated to gender equality, disability, cultural diversity and inclusion.	Citizenship calendar; activity sheets; cycle reports; communication materials.	At least 1 awareness activity per cycle per year
4	Peer mentoring, tutoring or mediation schemes	Number of active schemes and number of students involved as mentors, tutors, mediators or resource students.	Student-life register; lists of student volunteers; CPE (student-life coordinator) report.	At least 1 active scheme per campus; track the number of students involved

Objective 2: Educate on the environmental dimension of sustainable development

Proposed actions

- Organize activities that promote biodiversity on campus (vegetable gardens, insect hotels, beehives, greening)
- Reduce food waste (taste education, waste weighing, composting)
- Reduce energy consumption (readings, inter-campus competitions)
- Reduce, reuse and recycle our waste
- Work toward a zero-plastic target within three years
- Streamline our purchasing, inventory and suppliers

Monitoring indicators

Objective 2 – Educate on the environmental dimension of sustainable development				
No.	Indicator	What it measures	Collection method	Annual target
1	Amount of waste produced per student	Weight of food and plastic waste produced, relative to the number of students and tracked by campus.	Regular weigh-ins in the canteen and common areas; facilities-team readings.	Reduce waste by at least 5% per year after the baseline year
2	Energy consumption per campus	Electricity, air-conditioning or heating consumption, relative to the number of students and floor area.	Monthly consumption readings; invoices; facilities-team tracking table.	Track 100% of monthly consumption and aim for an annual decrease of at least 3%
3	Eco-actions led by students	Number of activities carried out by eco-delegates or student groups: signage, sorting, plastic reduction, biodiversity.	Eco-delegate report; activity sheets; displays; communication materials.	At least 1 eco-action per campus each year
4	Reduction rate of single-use items	Trend in the use of cups, plastic bags, tissues and disposable items on school premises.	Purchasing records; usage observation; consumables inventory.	Reach the “zero cups provided” target and reduce disposable items by at least 10% per year
5	Classes involved in a biodiversity or sustainability project	Share of classes taking part in a project related to biodiversity, gardening, sorting, energy or responsible consumption.	Project sheets; teacher reports; PEAC or citizenship pathway; sustainability tracking table.	Involve at least 75% of classes in an annual sustainability activity

Objective 3: Cultivate a harmonious school climate

Proposed actions

- Strengthen methods for resolving conflicts between students
- Continue training anti-bullying ambassadors and mediators
- Create spaces for conflict resolution
- Set up themed discussion sessions (“Et toi ?”, philosophy)
- Update and simplify the school rules (charters, handbook, displayed code of conduct)
- Train parent ambassadors to relay communication to other parents

Monitoring indicators

Objective 3 – Cultivate a harmonious school climate				
No.	Indicator	What it measures	Collection method	Annual target
1	Trend in student-life incidents	Number of incidents reported, categorized and handled: conflicts, bullying, cyberbullying, verbal or physical violence.	Student-life register; Pronote; Safe Zone reports; tracking table.	Stabilize or reduce the number of incidents, with 100% of situations categorized and followed up
2	Students and parents trained in conflict resolution	Share of students and parents who received training on mediation, bullying or cyberbullying.	Attendance sheets; class-life reports; civic education schedule.	At least 1 session per grade level and 90% of students trained; at least 50% of parents
3	Identified mediation spaces or schemes	Existence, visibility and use of conflict-resolution spaces, Safe Zone, peer mediation or listening schemes.	Inventory by campus; signage; reports; number of mediations carried out.	At least 1 space or scheme identified per campus, with usage tracked
4	Understanding of school rules and procedures	Students' level of knowledge of school rules, behavioural expectations and alert procedures.	Annual age-appropriate quiz; results analyzed by grade level.	At least 80% participation and 80% pass rate on the quiz
5	School-climate satisfaction score	Students', staff's and families' perception of the school climate: safety, respect, relationships, listening and clarity of rules.	Annual anonymous survey; questionnaire or dedicated tool; analysis by grade level and campus.	Average score of at least 3.5/5 and response rate above 50%

Objective 4: Empower students and strengthen their involvement

Proposed actions

- Recognize initiatives from all students
- Increase student involvement in school life (student assembly, clubs, newsletter)
- Maintain visible, well-organized delegate elections (polling station, election week)
- Promote citizenship projects (MUN, Ambassadeurs en Herbe public-speaking contest, eloquence competitions)
- Develop communication tools (web radio, web TV, clubs, workshops)
- Involve students in drafting the school pedagogical project and in school governance bodies

Monitoring indicators

Objective 4 – Empower students and strengthen their involvement				
No.	Indicator	What it measures	Collection method	Annual target
1	Participation in student elections and bodies	Student participation in delegate, middle- and high-school council and other representative-body elections.	Election results; attendance lists; body meeting minutes.	At least 80% participation in elections held
2	Student initiatives supported	Number of projects, campaigns, proposals or citizenship activities initiated by students and supported by the school.	Suggestion box; project sheets; staff tracking; council minutes.	Support at least 2 student initiatives per campus per year
3	Students involved in clubs, workshops or citizenship projects	Number of students enrolled in and regularly attending clubs, workshops, bodies or long-term engagement projects.	Enrolment lists; attendance rate; club tracking table; student-life records.	Log 100% of clubs/projects and increase the number of students involved compared with the previous year
4	Recognition rate of student engagement	Share of student activities or commitments recognized in a visible medium: report card, display, newsletter.	Review of communication materials; report cards; recognition tracking table.	Recognize 70% of significant student projects in at least one institutional medium
5	Participatory-democracy moments	Number of consultations, votes, campaigns or meetings enabling students to contribute to school life.	Minutes; online votes; displays; feedback from bodies.	At least 1 consultation or participation event per campus per year

Objective 5: Develop artistic, cultural, digital and global openness

Proposed actions

- Promote intercultural exchange (twinning with the DSS, Franco-German projects, partnerships with Chinese schools)
- Offer cultural and sports days to open up to the world
- Train students in the sensible, ethical and responsible use of digital tools and social media
- Create a shared digital workspace platform (ENT) to standardize digital practices
- Formalize an educational pathway of cultural activities by cycle
- Raise awareness of a changing world and how to critically assess information
- Build closer ties with the business world

Monitoring indicators

Objective 5 – Develop artistic, cultural, digital and global openness				
No.	Indicator	What it measures	Collection method	Annual target
1	Active partnerships with local or international schools	Number of active partnerships, pen-pal exchanges or exchanges with Chinese, European or international schools, or with the DSS.	Partnership agreement or sheet; exchange calendar; coordinator reports.	Maintain at least 1 active partnership per campus and school stage
2	Intercultural or inter-school events	Number of days, sports, cultural or artistic gatherings held with the DSS, Chinese schools or international partners.	Annual calendar; event reports; communication materials.	At least 2 intercultural or inter-school events per year
3	Students made aware of digital and AI use	Share of students who attended a session on digital use, social media, AI or digital citizenship.	Session schedule; attendance sheets; digital-skills progression by grade level.	At least 1 annual digital/AI awareness session per targeted grade level
4	Cultural, artistic or professional outings per class	Number of outings, company visits, meetings with professionals or global-openness activities carried out per class.	Outing calendar; permission slips; project sheets; PEAC/careers-pathway report.	At least 1 outing and 1 openness activity per class per year
5	Classes logging activity in a PEAC, digital or pathway tracking tool	Share of classes with at least one activity logged in a shared tracking tool: PEAC, portfolio, ENT or shared table.	Audit of the tracking tool; ENT export or dashboard.	Log at least 1 activity per class per year in the chosen tracking tool

Objective 6: Adopt attitudes that support a healthy lifestyle

Proposed actions

- Affirm and formalize educational pathways: citizenship, health and careers (outdoor school, etc.)
- Combat addiction (tobacco, alcohol, screens)
- Develop critical thinking about risky behaviour
- Encourage healthy lifestyle habits (sport, nutrition and sleep)

Monitoring indicators

Objective 6 – Adopt attitudes that support a healthy lifestyle				
No.	Indicator	What it measures	Collection method	Annual target
1	Health and prevention sessions by grade level	Number of sessions on sleep, screens, addiction, risky behaviour, nutrition or overall health.	Health calendar; nurse's reports; attendance sheets; partner-led sessions.	At least 1 health/prevention session per grade level per year
2	Students engaging in regular physical activity	Share of students reporting regular physical activity through PE, extracurricular sports or outside school.	Annual student and family questionnaire; sports-club enrolments; PE data.	Measure the participation rate each year and aim for growth of at least 5%
3	Trends in screen and online-gaming use	Level of risk awareness and understanding of rules relating to online gaming, social media and digital use.	Prevention sessions; follow-up in class life; year-level/health report.	Raise awareness among 100% of students at least once a year
4	Quality and balance of meals provided	Presence of balanced menus, limits on sugary products, access to fruit/raw vegetables, and attention to food education.	Catering monitoring; monthly menus; canteen observations; family/student survey.	100% of menus include a balanced option, plus 1 annual catering report
5	Family awareness activities	Number of activities, talks or communications for families on sleep, screens, health and nutrition.	Activity calendar; participation rate; parent-communication mailings.	At least 2 health-related activities or communications for families per year

STRAND 4

Professional Development and Continuing Training

Strengthening staff skills and teaching innovation



STRAND 4

Staff Training and Professional Development

Objective 1: Shanghai French School teacher induction guide

Proposed actions

- Set up a complete welcome kit for new arrivals
- Develop online teaching resources (curricula, job descriptions, self-assessment)
- Organize subject-based discussion sessions and pre-term training
- Introduce a mentoring system with formal follow-up

Monitoring indicators

Objective 1 – Shanghai French School teacher induction guide				
No.	Indicator	What it measures	Collection method	Annual target
1	Coverage rate of the welcome scheme	% of new arrivals who received the complete welcome kit (handbook, Shanghai French School values, access to curricula, assigned mentor) by the end of week 1.	HR export/signed onboarding checklist.	100% every year
2	Existence and accessibility of online teaching resources	Binary checklist: translated curricula, trilingual role handbook, homeroom-teacher/coordinator sheets, self-assessment questionnaire – all available by September 1.	Document audit by academic leadership before the start of term.	100% of resources available by September 1
3	Attendance at required training and discussion sessions	% of new teachers who took part in: pre-term induction (2 days), a half-day on specific duties, and ≥ 1 subject-based discussion session before December.	Attendance sheets + export of the 108-hour schedule.	≥ 90% per year
4	Day-30 satisfaction of new arrivals	Average score (out of 5) from the anonymous day-30 questionnaire: clarity of duties, quality of welcome, usefulness of resources.	Anonymous online questionnaire sent automatically at day 30.	Score ≥ 3.5/5; response rate ≥ 80%
5	Effective mentoring and year-round follow-up rate	% of new arrivals with an assigned mentor AND who completed ≥ 3 formal check-ins (day 15, end of Term 1, end of year).	Mentoring tracking sheet + HR feedback at year end.	100% with a mentor; ≥ 80% with 3 check-ins completed

Objective 2: International, intercultural and inter-professional dimension

Proposed actions

- Organize visits to partner schools (Chinese schools, the DSS)
- Offer training on local education systems and parental expectations
- Develop joint teaching projects with partner schools
- Create and maintain an intercultural handbook
- Organize inter-professional practice-sharing sessions

Monitoring indicators

Objective 2 – International, intercultural and inter-professional dimension				
No.	Indicator	What it measures	Collection method	Annual target
1	Visits to partner schools	Annual number of visits by Shanghai French School teachers to Chinese schools, the DSS or other partners, and vice versa.	Visit log kept by academic leadership.	≥ 1 visit per teacher per cycle per year; ≥ 3 active partner schools
2	Intercultural training sessions and participation rate	Number of sessions dedicated to local education systems (Chinese, IB, German, Gaokao/Zhongkao, parental expectations).	Training schedule + attendance sheets.	≥ 2 sessions/year
3	Joint teaching projects with partner schools	Number of formal projects (co-teaching, class exchanges, Eurocampus) involving ≥ 1 outside partner school.	Inter-school project dashboard.	≥ 3 projects/year involving ≥ 2 different schools
4	Existence and updating of an intercultural handbook	Existence of an accessible reference document covering student profiles, Chinese parental expectations and local cultural specifics.	Document audit before each start of term.	Document exists, accessible online, updated before September 1 of the following year
5	Inter-professional practice-sharing sessions	Number of formal sessions for teachers of the same subject, grade level or cycle to share practice.	Annual schedule + session minutes.	≥ 2 collective half-days/year + ≥ 1 meeting per subject/cycle

Objective 3: Language training

Proposed actions

- Offer Chinese, English and French training for all staff
- Create time slots compatible with staff schedules
- Encourage staff to obtain recognized language certifications
- Create a trilingual (FR/EN/CN) glossary of report-card comments and everyday terms

Monitoring indicators

Objective 3 – Language training				
No.	Indicator	What it measures	Collection method	Annual target
1	Enrolment rate in language training offered	% of staff enrolled in language training (Chinese, English, French) offered by the Shanghai French School or through a partner platform.	HR enrolment data + online platform login data.	≥ 25% of eligible staff enrolled; attendance rate ≥ 70%
2	Available language-training slots and fill rate	Number of slots offered per week/month, spread across schedule-compatible times.	Training schedule + attendance register.	≥ 1 slot/week per language; fill rate ≥ 60%
3	Language certifications obtained per year	Number of staff who obtained a recognized certification during the year (HSK, IELTS, DELF, Cambridge, etc.).	Certificates submitted to HR.	≥ 80% pass rate among those who take the exam
4	Existence of shared multilingual communication tools	Existence of a trilingual (FR/EN/CN) glossary of report-card comments and everyday terms, accessible to all staff.	Document audit + usage rate of the shared document.	Document exists and is kept up to date; usage rate ≥ 80% of staff

Objective 4: Targeted, personalized training

Proposed actions

- Gather training needs through an annual survey
- Provide a formal response to every request submitted
- Organize cascade sessions to share external training internally
- Publish the training-selection criteria and the training committee's reports

Monitoring indicators

Objective 4 – Targeted, personalized training				
No.	Indicator	What it measures	Collection method	Annual target
1	Staff whose training needs were addressed	% of staff who expressed ≥ 1 training need through the annual HR survey and received a formal response.	Annual HR survey + training-request tracking database.	100% of requests received a formal response
2	Training offered in response to identified needs	Number of training modules set up during the year, directly matching expressed needs.	Comparison of expressed needs vs. training delivered (HR unit).	≥ 70% of identified needs covered by training during the year
3	Participation in cascade training	% of teachers who took part in at least one cascade session (a peer's report-back on external training).	Attendance sheets for cascade sessions.	≥ 50% of relevant staff attending ≥ 1 cascade session/year
4	Transparency and accessibility of the training committee's criteria and reports	Are the training-selection criteria and annual report published and accessible to all staff?	Published on the shared digital space + annual perception survey.	Document published before the start of the school year

Objective 5: Inclusion and special educational needs

Proposed actions

- Train teachers to support students with special educational needs (EBEP)
- Organize sessions on bullying prevention (peer mediation)
- Create and maintain a map of inclusion resources
- Hold quarterly follow-up meetings by cycle on inclusion

Monitoring indicators

Objective 5 – Inclusion and special educational needs				
No.	Indicator	What it measures	Collection method	Annual target
1	Staff trained to support students with special educational needs	% of teachers who completed ≥ 1 training on neurodivergent students, language disorders or learning mechanisms.	Attendance sheets for special-needs training + HR data.	≥ 80% of teachers trained over a rolling 2-year period
2	Bullying-prevention training sessions	Number of bullying-prevention training sessions organized and number of participants.	Training schedule + attendance sheets.	2 sessions/year: one for new arrivals + 1 refresher session for everyone
3	Map of inclusion resources	Existence of a shared document listing internal resource people and local/French external resources, accessible to all staff.	Document audit before the start of the school year.	Document exists, updated annually, accessible online
4	Quarterly follow-up meetings by cycle on inclusion	% of cycles that held their ≥ 3 quarterly follow-up meetings on inclusion and special needs.	Minutes of follow-up meetings by cycle.	≥ 3 meetings/cycle/year; 100% of cycles involved
5	Integration of special-needs topics into the annual training plan	Number of modules in the annual training plan explicitly addressing special-needs topics.	Annual training plan + year-end report.	≥ 2 sessions per year on supporting students with special educational needs

Objective 6: Pooling and sharing

Proposed actions

- Develop and manage the shared digital space for depositing teaching resources
- Organize peer-to-peer training (cross-observation, subject workshops, co-teaching)
- Encourage cross-classroom observation
- Set up cross-cycle liaison sessions

Monitoring indicators

Objective 6 – Pooling and sharing				
No.	Indicator	What it measures	Collection method	Annual target
1	Use of the shared digital space	% of classes or subjects that uploaded ≥ 1 teaching resource per term.	Digital platform usage statistics.	ENT operational by September 2027; $\geq 70\%$ of teams active each term
2	Peer-to-peer training sessions per year	Number of peer training sessions (cross-observation, subject workshops, co-teaching).	Peer-training calendar + attendance sheets.	≥ 1 peer/cross training per year; ≥ 6 collective sessions during the year
3	Staff who took part in cross-classroom observation	% of teachers who observed a colleague at least once during the school year.	Cross-observation form completed and uploaded to the shared drive.	$\geq 30\%$ of teaching staff per year, rising to $\geq 70\%$ within 3 years
4	Cross-cycle liaison sessions organized per year	Number of formal meetings between teachers of different cycles (Grade 5/Grade 6, Grade 9/Grade 10).	Liaison-meeting minutes uploaded to the shared drive.	≥ 2 cross-cycle meetings/year

Objective 7: Develop self-directed learning

Proposed actions

- Provide access to self-directed learning platforms
- Train staff in AI and pedagogical digital use
- Create and share a charter on digital and AI use
- Standardize digital teaching tools and practices by subject

Monitoring indicators

Objective 7 – Develop self-directed learning				
No.	Indicator	What it measures	Collection method	Annual target
1	Staff enrolled on certifying or self-directed learning platforms	Number of staff with active access to ≥ 1 self-directed learning platform recommended by the Shanghai French School.	Subscription and login data provided by HR.	≥ 50% of staff enrolled; regular usage rate ≥ 60%
2	Participation in AI and digital-use training	% of staff who took part in ≥ 1 AI training or awareness session during the year.	Attendance sheets + platform data.	≥ 70% of staff trained over a rolling 2-year period
3	Existence of a digital and AI use charter	Existence of a charter defining acceptable and unacceptable AI use for teachers and students.	Document audit before the start of the school year.	Charter exists and has been shared with everyone
4	Responsible digital-use awareness activities	Number of awareness sessions on responsible digital use (cyberbullying, cybersecurity, data protection).	HR schedule + minutes.	≥ 2 sessions/year
5	Standardization of digital teaching tools and practices	% of subjects or grade levels that have formalized common practices for using Pronote and AI tools.	Survey of coordinators.	≥ 80% of subjects engaged within two years

Objective 8: Relations with families

Proposed actions

- Offer families collaborative formats (coffee mornings, themed workshops, round tables, webinars)
- Send families needs-assessment questionnaires at the start of the year
- Set up a multilingual communication system with families
- Ensure high attendance at parent-teacher meetings

Monitoring indicators

Objective 8 – Relations with families				
No.	Indicator	What it measures	Collection method	Annual target
1	Family participation in collaborative formats	% of families that took part in ≥ 1 collaborative format during the year (coffee morning, themed workshop, round table, questionnaire).	Event attendance register + questionnaire response rate.	≥ 25% of families participate at least once a year
2	Themed workshops offered to families per year	Number of workshops or themed information sessions organized for families during the year.	Family events calendar + attendance sheets.	≥ 3 workshops/year covering ≥ 2 different themes
3	Multilingual communication system with families	Existence of a designated interpreting coordinator and translation tools accessible to non-French-speaking families.	HR audit of the system + count of families concerned.	Coordinator appointed before the start of the school year; translation tool accessible to 100% of families
4	Parent attendance at parent-teacher meetings	% of families attending parent-teacher meetings each term, broken down by primary and secondary.	Parent-teacher meeting attendance register.	Rate ≥ 70%; gap between campuses < 10 points

Steering and Evaluating the Plan

Monitoring of the school pedagogical project is based on:



The indicators defined
for each objective



An annual report
presented to governance bodies



Regular communication
with the educational community



Ongoing evaluation
to adjust the actions implemented

“

Steering the plan ensures its coherence, effectiveness, and its ability to adapt to the school's needs.

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Today in Shanghai,
excellence for every child.

Tomorrow in the world,
success for all.

