



LE ROSEY

# THE CADETS SECTION

## CLASSES 5 AND 4



The French word *Cadet* refers to boys and girls in Rosey classes 4 and 5 (US grades 7 and 8 and UK years 8 and 9).





# The Cadets section

Between the nurturing environment of the Junior section and the greater autonomy of the Jeunes Seniors, the Cadets hover on the edge of adolescence. It is our aim to provide them with the innovative intellectual skills which our modern age requires. We intend to offer – in partnership with their parents - a carefully structured lifestyle, which finds a balance between the academic and extra-curricular activities of a boarding school. We aim to give them a stress-free living space supported by clear ethical standards, in which a sense of responsibility can flourish.

## There are four key areas in the Cadet Section.

### 1. Personalized attention

- a. A tutor responsible for 6 or 7 students checks their schedules and oversees their academic progress and general well-being. As their “go-to” teachers, the tutors serve as school-parents and work to ensure the academic, personal, sporting and artistic development of the young people in their care.
- b. An extensive education programme to combat the typical problems of adolescence in matters such as health (notably sleep and diet), social behaviour, and ethical standards. This takes place through weekly *Life Skills* classes, talks and lectures, and one weekend away per term with a specialist social worker who leads discussion groups and organises individual meetings with students. It is rounded off by meetings with parents so as to create the greatest possible collaboration between the demands of home and school.
- c. A team of teachers who have chosen to share their life on campus with Cadets so as to create a warm and open family spirit with young adolescents.

### 2. A rigorous and inspiring education

- a. An academic programme, tailored to the needs of pupils of this age: demanding, but without excessive homework and class work. The core of skills and knowledge which for the most part can be followed in either English or French, depending on students’ language skills, make up a week of 36-38 periods per week distributed as follows:
  - 6 periods of Humanities (History and Geography)
  - 5 periods of English, French, Mathematics and Sciences.
  - 4 periods of third or fourth language
  - 4 periods of Arts (Visual Arts, Drama and Music)
  - 3 periods of mother tongue Language (if not French or English)
  - 1 period of Life Skills
  - 2 periods of Technology
- b. Bilingualism is present in all areas of school life: for French or English beginners, a special Geography class is available. Students are encouraged to readjust and balance their bilingual programme as their language skills progress over time.
- c. We aim to address key contemporary issues using transdisciplinary themes which are selected each term. The themes are studied from the different angles provided by each subject. The “Entry and Exit Points” are enlivened by special days with visits, conferences, presentations and events which involve all the Cadets



and their teachers. Before leaving the Cadet section each student must present a team project (with material from at least two subjects) to an audience made up of students, teachers and members of the direction. Particular attention is paid to acquiring good study habits, intellectual independence and proof of integration of the concept of *Service Learning*.

- d. The in-depth study of one subject chosen by the student; in this “major” the student will have different homework or projects requiring extra thought as well as extra material and individual discussion with the teacher of the subject concerned.
- e. Education and action merge in the third term’s *Service Learning* programme. By preparing for and participating in a project with a humanitarian or environmental focus, Cadets learn in real-life contexts, increase their awareness of environmental issues and display a commitment to serving others.
- f. A disciplinary system crafted to meet the needs of young adolescents: clear and direct in its stress on ethical guidelines and standards of social behaviour; understanding so as to respect the growth of each individual’s personality; and carefully designed so as to create a happy and harmonious community. The Rosey Codes as well as information regarding timetables, calendars, the health centre, study habits, standards of personal hygiene, bedtime habits and much else besides are regularly discussed with the tutor who is always available to answer questions.
- g. Support system sensitive to academic progress and results which is able to respond to a wide variety of individual learning needs. This is carried out by the tutor and the doyenne in collaboration with boarding house directors. They keep parents informed and suggest approaches that seem valuable.

### 3. Holistic education

- a. Guidance for students to select a variety of sporting, artistic, technological and leisure activities which will help them to become multi-talented individuals and which will offer healthier and more challenging alternatives away from more “virtual” experiences. Two hours every day (from 4.00 to 6.00) are organized by the Sports Director and individualized timetables are planned with the tutor with directors of sports, arts and the doyenne.

The objective is to maintain a strict minimum of one hour of sports per day and to ensure that sufficient time is devoted to technology through activities such as programming, robotics and electronics, and to the arts through the choir, orchestra, art and drama.

- b. Progress in all these activities is evaluated and included in school reports through:
- progress grades (A-E) for sport
  - effort grades (A-E) for boarding life, based on outdoor and environmental activities, politeness towards peers and adults, study habits
  - grades for arts and participation in artistic activities (choir, orchestra and theatre).
- c. Sports and arts team challenges. Throughout the term cadets are given the chance to take part in evening events where they can showcase their talents, to participate in sports competitions or cultural outings (at the Rosey Concert Hall or off campus). Tutors encourage students to take part in these activities and to find something that really enthuses them. And throughout the year, the students are involved in team tournaments covering a range of activities.
- d. Exciting and varied theme weekends are designed especially for the Cadets. These weekends are planned with students who cannot return home to see their family. They include:
- a *Life Skills* weekend
  - opportunities for cultural weekends in European cities
  - weekends on the Rosey campus with sports and leisure activities especially designed for the Cadets.

#### 4. Contact with Parents

- a. Parents are encouraged to participate with the Rosey Cadet family in a range of activities at school. They can, for example, attend an artistic production or project presentation, participate in treasure hunts or set up a reading club, etc.
- b. Special contact between school staff and families so as to foster effective collaboration. Le Rosey considers that a partnership between parents and the educators in charge of their children is essential. Formal meetings take place at various points throughout the year; and telephone contact with the heads of house is encouraged.
- c. The possibility for children to spend every weekend with their family from Friday evening onwards. Certain weekends are reserved for school events ("connaissance", exams and expeditions). As outlined above in 3d., Cadets who remain on campus benefit from a special leisure and activity programme.

