



**Charter School
Agency**

Application Form for Stage One Sponsors of Charter Schools | Kura Hourua

ECOLE FRANCAISE INTERNATIONALE AUCKLAND

RESPONSE FORM

Application Opens: 11 July 2024
Applicant Briefing: 3:30pm 18 July 2024
Deadline for Questions: 12:00pm, (midday), 31 July 2024
Deadline for Applications: 12:00pm, (midday), 9 August 2024



Response pack instructions

The following instructions explain the format of the response pack, and your requirements for completing it.

General information

Part one is all the general administrative information we need:

- i. Point of contact
- ii. Business information
- iii. Charter schools | kura hourua Information.

Please check this section carefully and ensure adherence to each aspect.

Pre-condition – c

In part two, please respond to the questions and, if required, ensure that you provide all requested information in your response.

Written response

Sections within part three below are for you to respond in relation to:

- a) Testing viability and leadership;
- b) Your high-level business plan.

Please use the prompts in the document to frame your answers. When you hover over the text, it will highlight the box for editing where you can directly type over the current text.

Declaration

In part four, please read and make sure you understand the declaration and then sign.

Further information

Further information about the Charter schools | kura hourua can be reviewed here - www.charterschools.govt.nz

Response form

Part one: General information

Applicant point of contact	Detail
Contact person:	EMMANUELLE GERON
Position:	TRUSTEE
Phone number:	9(2)(a)
Mobile number:	9(2)(a)
Email address:	9(2)(a)

Applicant business information	Detail
Trading name:	ECOLE FRANCAISE INTERNATIONALE AUCKLAND
Full legal name (if different):	same
Physical address:	131 REMUERA ROAD, REMUERA, AUCKLAND 1050
Postal address:	same
Registered office:	same
Business website:	https://ecole-francaise.nz/ (website under construction)
Type of entity (legal status):	Incorporated Charitable Trust Board
Company Number:	No
New Zealand Business Number (NZBN):	9429052267130
GST registration number:	not yet

Charter School Kura Hourua information	Detail
Proposed setting or focus:	The school will be co-educational and bilingual, teaching the French curriculum in both French and English.
Proposed name:	ECOLE FRANCAISE INTERNATIONALE AUCKLAND
Proposed location:	127 & 131 REMUERA ROAD, REMUERA, AUCKLAND 1050
Type of school:	New school
Proposed roll size and type:	<p>It will be a co-educational school, growing progressively according to the following phases:</p> <ul style="list-style-type: none"> • 2025: opening of 3 levels: Year 1, Year 2 and Year 3. • 2026-2028: addition of a new level each year which will give full primary level coverage of Years 1 to Year 6 by the end of 2028. • 2029: opening of a College (Y7 to Y13). The final expansion phase will involve a requirement for larger premises. <p>The languages of instruction will be French and English.</p>

	<p>Projected roll: 15 students per class:</p> <ul style="list-style-type: none"> • 2025: 45 students distributed across 3 levels : Year 1 to 3 • 2026: 60 students - Year 1 to 4 • 2027: 75 students - Year 1 to 5 • 2028: 90 students - Year 1 to 4
Proposed opening term (noting that the priority is for schools to open for Term 1 2025):	Term 1 2025

Part two: Pre-conditions

Pre-condition	Confirmation of meeting pre-condition
Pass/fail to progress to assessment stage	
<p>Fit and proper person test</p> <p>The sponsor and all known governing members (and future governing members as they become known) must show that they are a fit and proper organisation/person as outlined in the draft legislation amendment to the Education and Training Act 2020 (applicable to all individuals in the applying organisation) before their full application can be assessed.</p>	<p>Completed and signed statutory declaration for the sponsor of this application submission has been provided.</p> <p>Yes /-No_</p> <p>Individual completed and signed statutory declarations for all known governing members at the time of this application submission have been provided.</p> <p>Yes /-No_</p> <p>Prior to the appointment of future governing members, individual completed and signed statutory declarations will be provided to the agency without delay.</p> <p>Yes /-No_</p>
<p>Proposed secondary qualification system</p> <p>Must be internationally or nationally recognised.</p>	<p>Yes /-No_</p> <p>The school will offer the French curriculum at the primary level (first stage up to 2028). Following this, the plan is to open a College that will provide Years 7 to 13, including the French Baccaureate and the International Baccaureate (bilingual French-English) in Years 12 and 13.</p>

Part two: Statutory declaration form – Fit and proper persons test

See forms for completion on the following pages:

- a) Form A. Sponsor declaration – complete one declaration per application
- b) Form B. Governing members declaration – complete individual declarations for all governing members

Please find in the following pages:

- Form A completed by Nathalie Bourneville as Director of the Sponsor of this application: the trust Ecole Française Internationale Auckland (EFIA)
- Form B completed by the Governing Body, which consists of the 4 Trustees of EFIA:
 - Nathalie Bourneville
 - Deborah Walker-Morisson
 - Emmanuelle Geron
 - Yves-Louis Dorsemaine

Proposed opening term (noting that the priority is for schools to open for Term 1 2025):	Term 1/Term 2/Term 3/Term 4 2025 OR Term 1 2026
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Part two: Pre-conditions

Pass/fail to progress to assessment stage	
Fit and proper person test	Completed and signed statutory declaration for the sponsor of this application submission has been provided. Yes / No
The sponsor and all known governing members (and future governing members as they become known) must show that they are a fit and proper organisation/person as outlined in the draft legislation amendment to the Education and Training Act 2020 (applicable to all individuals in the applying organisation) before their full application can be assessed.	Individual completed and signed statutory declarations for all known governing members at the time of this application submission have been provided. Yes / No Prior to the appointment of future governing members, individual completed and signed statutory declarations will be provided to the agency without delay. Yes / No
Proposed secondary qualification system	Yes / No
Must be internationally or nationally recognised.	State your qualifications system.

Part two: Statutory declaration form – Fit and proper persons test

See forms for completion on the following pages:

- a) Form A. Sponsor declaration – complete one declaration per application
- b) Form B. Governing members declaration – complete individual declarations for all governing members

Form A. Sponsor statutory declaration form

To be completed by the person/role with authority to sign the declaration on behalf of the sponsor entity.

I full name Nathalie Michelle Bourneville

of address 9(2)(a)

being the applicant for name of proposed charter school | kura hourua École Française Internationale Auckland

in my capacity as role in relation to school – e.g., chief executive, director Director



1 - B
page 1 of 2

understand that the following information is required for the purpose of enabling the Charter School Agency to determine whether the sponsor is suitable to operate a charter school | kura hourua. This information is required as outlined in the draft legislation to amend the Education and Training Act 2020 to enable the establishment of the charter schools | kura hourua model.



Where I have answered in the affirmative to any of the following points, I have attached all the relevant details in relation to the matter.

I solemnly and sincerely declare that all my answers to the following questions are true and correct.

Conviction history	Has the proposed sponsor ever been convicted of any offence involving fraud or any crime involving dishonesty?	Yes <input type="radio"/> No <input checked="" type="radio"/>	If yes, please provide details of the offence and/or crime.
Financial obligations to the Crown	Does the proposed sponsor currently owe, or have they previously owed money to the Crown including in respect of bodies the sponsor has been involved in managing?	Yes <input type="radio"/> No <input checked="" type="radio"/>	If yes, can you provide details such as a statement of your financial obligations and status with the Crown?
Interventions in other charter schools	Has an intervention ever been applied in relation to another charter school which is or was operated by the proposed sponsor?	Yes <input type="radio"/> No <input checked="" type="radio"/>	If yes, what were the circumstances and outcomes of such interventions?
Breaches of statutory duties	Has the proposed sponsor committed a serious or repeated breach of their statutory duties in relation to a charter school?	Yes <input type="radio"/> No <input checked="" type="radio"/>	If yes, can you provide details of any such breaches and measures taken to address them?
Other relevant matters	Are there any other factors or concerns that should be considered in assessing the proposed sponsor's fitness and propriety?	Yes <input type="radio"/> No <input checked="" type="radio"/>	If yes, please detail what these factors or concerns are and how you would address them.

DECLARATION

I make this solemn declaration conscientiously believing the same to be true and by virtue of the Oaths and Declarations Act 1957.

Sponsor signature:	sponsor signature 		
Declared at:	place	Auckland	
Official witness name	name of witness	Lee Harris JP - Reg: 18064 Auckland Justice of the Peace for New Zealand	
Official witness signature	signature of witness who is a person authorised to take a statutory declaration 		
Date:	date	20/07/2024	

Form B. Governing members' statutory declaration form

To be completed by all persons who are governing members of the proposed sponsor.

I full name Nathalie Michelle Bourgeois

of address 9(2)(a)

being a governing member for name of proposed charter school | kura hourua Ecole Francaise International Auckland
 in my capacity as role in relation to school – e.g., board, director Director

I understand that the following information is required for the purpose of enabling the Charter School Agency to determine whether the governing member is suitable to be involved in the management and operation of the proposed charter school | kura hourua. This information is required as outlined in the draft legislation to amend the Education and Training Act 2020 to enable the establishment of the charter schools | kura hourua model.

Where I have answered in the affirmative to any of the following points, I have attached all the relevant details in relation to the matter.

I solemnly and sincerely declare that all my answers to the following questions are true and correct.

Serious criminal activity	Has the governing member been convicted of serious criminal activity which is defined in section 10(1) as "serious criminal activity means any offence involving fraud, violence, or harm to children, any sexual offence, or any crime involving dishonesty".	Yes <input type="radio"/> No <input checked="" type="radio"/>	If yes, please provide details of the serious criminal activity.
Bankruptcy and director/promoter prohibitions	Has the governing member been <ul style="list-style-type: none"> • adjudicated bankrupt under the Insolvency Act 2006? • prohibited from being a director or promoter of, or being concerned or taking part in the management of, <ul style="list-style-type: none"> o a company under the Companies Act 1993 or o any other body corporate? 	Yes <input type="radio"/> No <input checked="" type="radio"/>	If yes, can you provide details such as bankruptcy records or declarations regarding prohibitions?
Interventions in other charter schools	Has an intervention been applied in relation to another charter school of which the person is or was a governing member of the sponsor?	Yes <input type="radio"/> No <input checked="" type="radio"/>	If yes, what were the circumstances and outcomes of such interventions?
Breaches of statutory duties	Has the person committed a serious or repeated breach of their statutory duties as a governing member of the sponsor?	Yes <input type="radio"/> No <input checked="" type="radio"/>	If yes, can you provide details of any such breaches and measures taken to address them?
Other relevant matters	Are there any other factors or concerns that should be considered in assessing the governing member's fitness and propriety?	Yes <input type="radio"/> No <input checked="" type="radio"/>	If yes, please detail what these factors or concerns are and how you would address them.

Released under the Official Information Act 1982



Dated 1 Oct 2023 *N - B*

DECLARATION	
I make this solemn declaration conscientiously believing the same to be true and by virtue of the Oaths and Declarations Act 1957.	
Governing member signature:	governing member signature <i>[Signature]</i>
Declared at:	place <i>Auckland</i>
Official witness name	name of witness <i>Lee Harris JP - Reg: 18064 Auckland Justice of the Peace for New Zealand</i>
Official witness signature	signature of witness who is a person authorised to take a statutory declaration <i>[Signature]</i>
Date:	date <i>20/07/2028</i>

page 2 of 2 pages.

Released under the Official Information Act 1982

Form B. Governing members' statutory declaration form

To be completed by all persons who are governing members of the proposed sponsor.

I Deborah Alice WALKER

of 9(2)(a)

being a governing member for ECOLE FRANCAISE INTERNATIONALE AUCKLAND

in my capacity as role in relation to school – e.g., board, director TRUSTEE



understand that the following information is required for the purpose of enabling the Charter School Agency to determine whether the governing member is suitable to be involved in the management and operation of the proposed charter school | kura hourua. This information is required as outlined in the draft legislation to amend the Education and Training Act 2020 to enable the establishment of the charter schools | kura hourua model.

Where I have answered in the affirmative to any of the following points, I have attached all the relevant details in relation to the matter.

I solemnly and sincerely declare that all my answers to the following questions are true and correct.

Serious criminal activity	Has the governing member been convicted of serious criminal activity which is defined in section 10(1) as "serious criminal activity means any offence involving fraud, violence, or harm to children, any sexual offence, or any crime involving dishonesty".	Yes / No	If yes, please provide details of the serious criminal activity.
Bankruptcy and director/promoter prohibitions	Has the governing member been <ul style="list-style-type: none">• adjudicated bankrupt under the Insolvency Act 2006?• prohibited from being a director or promoter of, or being concerned or taking part in the management of,<ul style="list-style-type: none">◦ a company under the Companies Act 1993 or◦ any other body corporate?	Yes / No	If yes, can you provide details such as bankruptcy records or declarations regarding prohibitions?
Interventions in other charter schools	Has an intervention been applied in relation to another charter school of which the person is or was a governing member of the sponsor?	Yes / No	If yes, what were the circumstances and outcomes of such interventions?
Breaches of statutory duties	Has the person committed a serious or repeated breach of their statutory duties as a governing member of the sponsor?	Yes / No	If yes, can you provide details of any such breaches and measures taken to address them?



Other relevant matters	Are there any other factors or concerns that should be considered in assessing the governing member's fitness and propriety?	Yes / No	If yes, please detail what these factors or concerns are and how you would address them.
DECLARATION			
I make this solemn declaration conscientiously believing the same to be true and by virtue of the Oaths and Declarations Act 1957.			
Governing member signature:	governing member signature 		
Declared at:	place <i>Auckland</i>		
Official witness name	name of witness <i>RODERICK COLIN CARLSON</i>		
Official witness signature	signature of witness who is a person authorised to take a statutory declaration 		
Date:	date <i>1st August 2024</i>		

Form B. Governing members' statutory declaration form

To be completed by all persons who are governing members of the proposed sponsor.

I EMMANUELLE MAGALI GERON

9(2)(a)

being a governing member for name of proposed charter school | kura hourua

ECOLE FRANCAISE INTERNATIONALE AUCKLAND

in my capacity as role in relation to school – TRUSTEE

understand that the following information is required for the purpose of enabling the Charter School Agency to determine whether the governing member is suitable to be involved in the management and operation of the proposed charter school | kura hourua. This information is required as outlined in the draft legislation to amend the Education and Training Act 2020 to enable the establishment of the charter schools | kura hourua model.

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I solemnly and sincerely declare that all my answers to the following questions are true and correct.

Serious criminal activity	Has the governing member been convicted of serious criminal activity which is defined in section 10(1) as "serious criminal activity means any offence involving fraud, violence, or harm to children, any sexual offence, or any crime involving dishonesty".	Yes/No	If yes, please provide details of the serious criminal activity.
Bankruptcy and director/promoter prohibitions	Has the governing member been <ul style="list-style-type: none">adjudicated bankrupt under the Insolvency Act 2006?prohibited from being a director or promoter of, or being concerned or taking part in the management of,<ul style="list-style-type: none">a company under the Companies Act 1993 orany other body corporate?	Yes/No	If yes, can you provide details such as bankruptcy records or declarations regarding prohibitions?
Interventions in other charter schools	Has an intervention been applied in relation to another charter school of which the person is or was a governing member of the sponsor?	Yes/No	If yes, what were the circumstances and outcomes of such interventions?
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Other relevant matters	Are there any other factors or concerns that should be considered	Yes/No	If yes, please detail what these factors or concerns are and how you would address them.

in assessing the governing member's fitness and propriety?

DECLARATION

I make this solemn declaration conscientiously believing the same to be true and by virtue of the Oaths and Declarations Act 1957.

Governing member signature:



Declared at:

Auckland

Official witness name

Claire Ginette Bruell, JP
#93397
AUCKLAND
Justice of the Peace for New Zealand

Official witness signature



Date:

3 August 2024



Form A. Sponsor statutory declaration form

To be completed by the person/role with authority to sign the declaration on behalf of the sponsor entity.

I full name Yves-Louis, Yann-Francois DORSEMAINEof address 9(2)(a)being the applicant for name of proposed charter school | kura hourua Ecole Francaise Internationale Aucklandin my capacity as role in relation to school – e.g., chief executive, director Trustee

understand that the following information is required for the purpose of enabling the Charter School Agency to determine whether the sponsor is suitable to operate a charter school | kura hourua. This information is required as outlined in the draft legislation to amend the Education and Training Act 2020 to enable the establishment of the charter schools | kura hourua model.


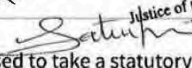
Where I have answered in the affirmative to any of the following points, I have attached all the relevant details in relation to the matter.

I solemnly and sincerely declare that all my answers to the following questions are true and correct.

Conviction history	Has the proposed sponsor ever been convicted of any offence involving fraud or any crime involving dishonesty?	Yes / No	If yes, please provide details of the offence and/or crime.
Financial obligations to the Crown	Does the proposed sponsor currently owe, or have they previously owed money to the Crown including in respect of bodies the sponsor has been involved in managing?	Yes / No	If yes, can you provide details such as a statement of your financial obligations and status with the Crown?
Interventions in other charter schools	Has an intervention ever been applied in relation to another charter school which is or was operated by the proposed sponsor?	Yes / No	If yes, what were the circumstances and outcomes of such interventions?
Breaches of statutory duties	Has the proposed sponsor committed a serious or repeated breach of their statutory duties in relation to a charter school?	Yes / No	If yes, can you provide details of any such breaches and measures taken to address them?
Other relevant matters	Are there any other factors or concerns that should be considered in assessing the proposed sponsor's fitness and propriety?	Yes / No	If yes, please detail what these factors or concerns are and how you would address them.

DECLARATION

I make this solemn declaration conscientiously believing the same to be true and by virtue of the Oaths and Declarations Act 1957.

DECLARATION	
I make this solemn declaration conscientiously believing the same to be true and by virtue of the Oaths and Declarations Act 1957.	
Governing member signature:	governing member signature 
Declared at:	place <u>Auckland</u>
Official witness name	name of witness <u>SATWINDER KAUR</u>
Official witness signature	signature of witness who is a person authorised to take a statutory declaration 
Date:	date <u>03/08/24</u>

Satwinder Kaur, JP
 #21170
 AUCKLAND
 Justice of the Peace for New Zealand

Released under the Official Information Act 1982

Part three: Written responses

The following section includes two areas in which you are being asked to provide information to enable analysis, recommendations and decisions by the Charter School Agency and independent Charter Schools Authorisation Board (and any other stakeholder deemed appropriate in completing a satisfactory assessment of the application).

The two areas include:

a. Testing viability and leadership

b. Business plan

Released under the Official Information Act 1982

Testing viability and leadership

Weighting

30%

Include a purpose statement below that describes and makes clear what your interest and aspirations are in sponsoring a charter school | kura hourua and what your approach to operating the school will be?

In submitting your purpose statement, you should address the following questions (please feel free to include more information beyond these):

Your motivation and interest

- a) What is your vision for education at your school and how does it relate to supporting young people?
- b) What motivates you to establish this school as sponsor?

Your aspirations

- c) What are your aspirations for the proposed school | kura hourua?
- d) Why is this important for the community (including communities of interest)?

Education strategy

- e) What are the key educational features of your proposed charter school | kura hourua?
- f) How will these features enhance the learning experience of students?

Supporting parental choice and innovation

- g) How will this support parental choice or enhance the learning opportunity for students?
- h) How does the model show innovation and what benefits does it provide to the community of the proposed school?

Opportunity for students

- i) How does your model provide opportunities for all students in the proposed school's community (including communities of interest)?

answer points a-i

Your motivation and interest

- a) What is your vision for education at your school and how does it relate to supporting young people?

Our vision is to open the first fully accredited French school in New Zealand for French speaking families and any other families (New Zealand or other nationalities) wishing to embrace the renowned French curriculum that allows them to continue their children's education wherever they travel.

The school will be co-educational and bilingual, teaching the French curriculum in both French and English with native French and English teachers. It will be open to any students, irrespective of their social, religious or cultural background. Ultimately it will offer all the levels from Y1 to Y13.

An educational institution abroad accredited by The Agency for French Education Abroad (AEFE), is an international, multilingual and multicultural institution of excellence that teaches French curricula abroad, as taught in France, following the requirements and values of the French educational system.

AEFE accreditation gives access to the French educational network abroad, the world's largest educational network, with 566 schools spread across 138 countries and teaching 390,000 students in 2022. Source: <https://www.aefe.fr/agency-french-education-abroad-0>.

The AEFE, an institution supervised by the French Ministry for Europe and Foreign Affairs, coordinates and supports the above network, ensuring the quality and consistency of the curriculum taught across the world. AEFE supports the development of registered French schools by providing administrative and pedagogical support. It also offers scholarships to some French families, depending on their income. Schools must ensure their own financial viability. The granting of accreditation and membership to the network requires the payment of annual fees and inspection costs.

In many countries, French high schools ("Lycées français") are prestigious educational institutions renowned for their high academic standards and human values and which therefore attract students from many varied backgrounds. One close example of such a successful French high school is the Lycée français Condorcet in Sydney. (<https://www.condorcet.com.au>)

We believe that our proposed French school's mission fully embraces the New Zealand International Education Strategy 2022-2030 and its three overarching goals:

- Delivering an excellent education and student experience,
- Ensuring international education is resilient and sustainable,
- Developing global citizens.

A charitable trust *Ecole Française Internationale Auckland (EFIA)* has been created and is incorporated as a charitable trust board (NZBN: 9429052267130). We are in the process of registering it as a charity. EFIA is the sponsor of this application for Charter School status.

We have the full support of the French Ministry of Education as well as the French Embassy in New Zealand and the Agency of French Education Abroad (letters available on request).

The new co-educational French school will start by opening 3 primary classes in Remuera in January 2025 (Year 1, Year 2 and Year 3).

Our plan is to develop the school progressively by adding new classes every year up to Y13 and ultimately to offer the French Baccaalaureate and the International Baccaalaureate Diploma (IB) with bilingual options in French & English, both of which are gateways to the most prestigious universities in the world.

b) What motivates you to establish this school as sponsor?

The founding trustees of EFIA are current members of the Board of directors of the Alliance française d'Auckland (AFA). Their biographies are in Appendix 1.

The Alliance française was created in 1896 in Auckland and was incorporated as a society in 1906. It has a long and rich history, promoting the French language and culture for almost 130 years and since becoming a language school in 1985, has taught thousands of mostly adult students of French as a Foreign Language..

Despite being specialized in teaching French as a foreign language, over the past few years (with the growth of the French-speaking community in Auckland), AFA has responded to an increasing number of requests for French classes to French speaking children and young people. Their families want them to maintain and improve their French level either in order to pursue their education in the French network worldwide, or simply to preserve their French linguistic and cultural heritage and transfer it to the next generation. Alliance française d'Auckland has responded to this growing demand to the best of its abilities with its One Day in School program, started in 2023, where students have permission to leave their school one day per week to come to the Alliance Française Auckland and study the French curriculum.

However it has become clear that AFA's current structure and resources are insufficient to fill this growing demand, which can only be met by opening a new school, devoted to teaching the French curriculum. Therefore, the trustees of the EFIA, with the support of the AEFÉ and the French Embassy in New Zealand have decided to launch the current project.

However, setting up a French School without financial subsidies would put considerable pressure on families, who would have to cover all school expenses, including significant tuition fees. Such financial pressure would seriously limit enrolments and would thus present a significant obstacle to the success and sustainability of the school.

AEFE accreditation will mean that in the future some scholarships will be granted to families by the French Ministry of Education, but these are income-dependent and reserved to French citizens. Sole reliance on such scholarships would significantly hinder our ability to open the school to a wider community, which is one of our key objectives.

Moreover, due to the recent situation in New Caledonia, we would also like to be in a position to grow our number of classes as quickly as possible. Many families from New Caledonia are looking to move to other countries, and if we are able to accommodate them, many are likely to choose New Zealand. We would have the opportunity to welcome skilled professionals in New Zealand instead of seeing them going to other countries such as Australia, which already has several French schools.

Beyond the financial aspects, EFIA is also applying to become a Charter School in order to be recognized as a key player able to expand and strengthen the reputation of the New Zealand

education system. Our motto is to offer the best of both worlds: delivering the academically rigorous French curriculum through the caring and holistic approach to education which is a key strength of the New Zealand system.

Your aspirations

c) What are your aspirations for the proposed school | kura hourua?

Our aspiration is to offer the French curriculum to any interested family in Auckland and to the whole country as well as to international students, teaching as many students as possible, whether they are already fluent in French or not, from Year 0 to Year 13. Teaching will be offered bilingually (in French and English), with native French and English-speaking teachers, harmoniously blending the academic rigor of the French curriculum with the successful hands-on pedagogical teaching approach found in New Zealand.

We will rely on an experienced network of professionals and similar experiences throughout the world thanks to the AEFÉ and the 566 French schools network. Their help associated with the guidance of the New Zealand Ministry of Education will enable the school to develop efficiently and effectively, in order to uniquely serve the wider New Zealand community.

We aspire to offer every student educational excellence as well as cultural openness via a multilingual learning environment that fosters knowledge, reflection, creativity, independence, social commitment, community spirit and a strong sense of citizenship.

The French Baccalaureate - which marks the end of the secondary cycle - will be offered to students within a few years. The French Baccalaureate is unique throughout the world - a combination of 12 subjects for individualized education - and opens the doors to the most prestigious schools and universities in France and across the globe. At the present, the closest locations to sit the French Baccalaureate are Sydney and Noumea.

The International Baccalaureate (IB) Diploma with bilingual option French & English will also be offered as it will appeal to students who do not wish to pursue their secondary studies in France but rather enroll in other universities around the world. There is currently no offer of Bilingual IB diploma French-English in New Zealand.

Finally, we believe that our French school will be an important community asset, strengthening intercultural links between the French-speaking and the local communities, thereby improving and consolidating mutual understanding and better living together.

d) Why is this important for the community (including communities of interest)?

The establishment of a French international school would allow French-speaking families settled in New Zealand to pass on their language, culture and heritage to the next generations.

It would also improve the ability of international companies to recruit and establish their teams in New Zealand, by reducing the disruption to their children's education. A French school allowing children to continue their studies seamlessly, without the hurdle of learning a new language or changing to a different curriculum, would thus make New Zealand a more attractive destination for highly qualified professionals.

Moreover, AEFÉ accreditation allows any student from an accredited school to pursue his or her studies at any other French institution in the world without having to sit an entry exam.

This could also encourage large French international companies to settle in New Zealand to open a new economic market, bringing along new technologies and creating opportunities for employment in the community.

This is also a pathway of excellence for local students and their families. Around the world, many non-French speaking families choose French international schools. In 2020, among 370,000 students enrolled in the AEFÉ network, 248,000 were local and international students, while 122,000 were French citizens. Academic achievement across the AEFÉ school network is impressive, to say the least, as demonstrated by the overall 97,8% pass rate for the 20,921 candidates who sat the French Baccalaureate in 2023.

Finally, the diversity of cultures and ethnic backgrounds of students attending AEFÉ schools promotes intercultural understanding, open-mindedness to the world and shapes positive global citizenship.

Education strategy

e) What are the key educational features of your proposed charter school | kura hourua?

The key educational feature for our proposed charter school EFIA is the delivery of the French curriculum with bilingual French/English teaching, offering the best of both French and Kiwi educational and pedagogical approaches, from Year 1 to Year 13.

New levels will be opened every year all the way to the French Baccalaureate.

The International Baccalaureate (IB) Bilingual French - English will also be offered (Y12 & Y13) as soon as demand and resources allow it.

An international French educational institution:

- prepares students for internationally recognized French national exams.
- is a pathway to internationally recognized language certifications.
- implements open and attentive teaching methods that are tailored as closely as possible to the pace, preferences, aptitudes and choices of each student.
- enables students to study at any time in France or in one of over 500 other institutions that form a unique international educational network.
- prepares students for tertiary studies in the best post-baccalaureate schools and universities in France and the world.

The French curriculum is an academically demanding and ambitious programme that simultaneously cultivates knowledge and skills to shape students into independent individual thinkers, capable of adapting and constructing their ideas, with positive critical thinking skills, who are also able to communicate effectively and work in teams, showing concern for their environment, supported by solid plurilingual and pluricultural cultural awareness.

Universal human values underpin the curriculum and teaching methods to encourage each student to show awareness of the importance of caring for others and for his or her environment: commitment, responsibility, citizenship, sustainable development, tolerance,

humanism, equality, etc. These values and soft-skills are nowhere better practiced and passed on to students than in New Zealand. They are notably highlighted during weekly assemblies which are well established in NZ, but which rarely exist in France. We will incorporate this powerful tool in our school calendar and use it to foster the community spirit and human values we cherish.

f) How will these features enhance the learning experience of students?

The French curriculum is well known for its rigorous academic focus and high standards.

It offers subjects like philosophy in high school and a compulsory second language from primary school.

EFIA will therefore not only offer English lessons, but also teach other subjects in English. Students will sit Cambridge exams to assess their level of English throughout the years.

New Zealand culture, history and social institutions will also be taught, in order to prepare our students to become New Zealand citizens.

A maximum of 15 children per class will allow teachers to devote time to each individual student, ensuring that bilingual learning proceeds smoothly while respecting different learning styles and needs.

Following the French Ministry of Education requirements, a typical school week in primary (Y1 to Y6) will consist of 26 hours of teaching, divided as follows:

- French: 8h
- Mathematics: 5h
- English: 5h
- New Zealand: Culture, History & Social Institutions: 1h
- Physical Education and Sports: 2h
- Artistic Education (music and art): 2h
- Exploring the World (Sciences - Technology - History/Geography - Moral & Civic Education) : 3h

For children who are predominantly English speaking, intensive or one-off FLSco (French as a study language) sessions will be offered after an assessment by our teaching team. Students in need of extra assistance in French will receive specific support in small groups during class time.

AEFE accreditation gives access to a unique worldwide network that implements countless educational, cultural and sports projects for its students at a local and international level: Young ambassadors, Worldwide French School Orchestra, Olympiades, Night of Ideas, International Youth Games, and many more educational and cultural partnerships, as well as an abundance of resources shared by all member-schools in this international network.

Supporting parental choice and innovation

g) How will this support parental choice or enhance the learning opportunity for students?

In the current context, there are only a small number of French/English bilingual units in Auckland, within some co-educational schools at primary level from Y1 to Y8 and which teach the New Zealand curriculum. Once students reach Y9 level, they are obliged to join the New Zealand system and must conclude their studies in a fully English environment.

The existing bilingual units have a long waiting list, proving that demand is higher than supply and demonstrating that something needs to be done urgently to support parental choice and ability to fill the educational and cultural needs of their children.

There is currently no possibility to sit the French Baccalaureate in New Zealand, and no IB diploma with bilingual option (French & English) is available.

We have witnessed many cases of French-speaking families reluctantly deciding to leave New Zealand in order for their children to reintegrate the French system - either by going back to France, French Polynesia, New Caledonia or even shifting to the closest French International School "Condorcet" in Sydney, to continue living in the Pacific area with a French education.

EFIA will support parents' choice to remain in New Zealand by enabling their children to complete the French curriculum.

EFIA will also enhance the learning opportunities for students to be fully educated in a bilingual system up to the end of their primary and secondary studies, opening a wider choice of subjects and location for their tertiary education, and being able to navigate and communicate fluently and seamlessly in both languages.

h) How does the model show innovation and what benefits does it provide to the community of the proposed school?

The model of the EFIA shows innovation through the first-time ever (in New Zealand) bilingual delivery of the French curriculum, as part of an internationally recognized AEFÉ network of 566 schools worldwide.

One of the primary advantages of a bilingual education is the cognitive boost it provides to children. Research has shown that bilingualism enhances cognitive skills such as problem-solving, critical thinking, and multitasking. The constant juggling between two languages creates mental flexibility, turning young minds into effective problem solvers.

Bilingual education goes beyond language acquisition ; it cultivates a deep appreciation for different cultures. Children exposed to multiple languages from a young age tend to develop empathy and cultural sensitivity, traits that are crucial in today's globalized world. This early exposure sets the stage for a more inclusive and understanding society.

Studies have shown that bilingual students often outperform their monolingual counterparts in academic assessments. The mental dexterity acquired through bilingualism translates into improved performance across various subjects.

Bilingualism is linked to enhanced executive function, which includes skills like attention control, working memory, and cognitive flexibility. These skills play a vital role in academic achievement and are particularly valuable as children progress through their education.

Students will also be exposed to the excellent soft skills offered by the New Zealand curriculum, by developing their presentation skills while enhancing their self confidence, self awareness and social skills, notably openness, empathy and kindness towards others.

Opportunity for students

- i) How does your model provide opportunities for all students in the proposed school's community (including communities of interest)?

The bilingual model of the EFIA school will provide opportunities for all students in the school. These opportunities are numerous, starting with a chance for students to realize that French is not just a language spoken by adults around them, as they use it to navigate in a community where their peers also communicate in the same language. Secondly, children from other cultures will be able to enroll into this school and be exposed to a second or even third language at fluency level.

EFIA will also engage experts from the Francophone community in New Zealand and will enable students to meet specialists in new technology, artificial intelligence, diplomatic representatives, entrepreneurs in various fields, as well as economic players from the South Pacific region.

This will allow students to develop new interests, discover passions that may well mature into future professional projects.

Being part of the AEFÉ network brings numerous opportunities for students, such as:

- AEFÉ Providing Grants of Excellence to the best foreign students seeking to pursue their higher education in France.
- The ADN-AEFÉ Exchange Program — this program allows students in their first year at senior high school, either in a French school abroad (such as ours) or in France to study for several weeks in different French schools abroad.
- Excellence - Major scholarship holders (BEM) — this program supports 860 foreign students for a full five years of study in France in various fields of excellence.
- Membership of the ALFM.FR Platform — The ALFM.FR platform is a social, associative and professional network for all former students, regardless of age or the duration of their schooling in a French high school across the world.

Your High-Level Business Plan	
Weighting	70%
<p>Outline at a high level the overall business plan for establishing and operating the proposed charter school kura hourua. The business plan should support and convey the proposed charter school's kura hourua's focus on academic achievement and attendance. The business plan will need to include:</p>	
<p>Student achievement</p> <ul style="list-style-type: none"> a) What is your strategy to raise academic achievement and how will this benefit the students at the proposed charter school kura hourua? b) Outline strategies for addressing academic underperformance. 	
<p>Student demographics and attendance</p> <ul style="list-style-type: none"> c) Who will the school offer this new opportunity to and who are the students? d) What is your strategy to uplift the student attendance and how will you measure this? e) Detail attendance improvement programmes and initiatives. 	
<p>Financial sustainability</p> <ul style="list-style-type: none"> f) Present a budget for the first few years of operation that shows at a high level expected revenue vs expected costs. g) Explain how funds will be allocated to various operational needs. h) Describe strategies to ensure long-term financial sustainability, including plans for financial oversight and accountability. 	
<p>Workforce planning</p> <ul style="list-style-type: none"> i) What is the governance structure and ethos for the school (including relationship with existing governance for the organisation or school)? j) What is the leadership structure planned for the school? This needs to show the academic leadership as well as how the organisation capabilities such as finance, HR, payroll and information management fit in to ensure ongoing governance and operations. k) Estimate the number and types of staff required (e.g., registered teachers, Limited Authority to Teach (LAT), administrative staff). l) Highlight qualifications and experience needed for key positions. m) Outline recruitment strategies to attract high-quality staff. n) Describe retention programmes and professional development opportunities. 	
<p>Context and environment</p> <ul style="list-style-type: none"> o) What is the level of support for the proposed charter school? p) How do you plan to engage with the local community and stakeholders in the development and operation of the school? q) Present data on current and forecasted student population and highlight the demand for the proposed charter school kura hourua. r) Discuss the potential long-term impact on educational outcomes and the wider community. s) Include any anticipated changes or trends in the local education landscape. 	

Physical and cultural assets (answer as applicable).

The below are types of assets you may require in your school but are not an exhaustive or prescriptive list. Please use these pointers as examples, or a starting point but adapt to suit the needs of your school.

- t) Infrastructure and facilities [new schools only]:**
 - a. List the physical assets required (e.g., buildings, classrooms, sports facilities).
 - b. Outline the plan for acquiring, developing, or leasing these assets.
- u) Technological resources [new schools only]:**
 - c. Detail the equipment and infrastructure needed for online and blended learning environments.
 - d. Discuss plans for ensuring all students have access to necessary technology and, if applicable, still meeting necessary supervision requirements.
- v) Cultural approaches [all schools]:**
 - e. Describe any cultural assets or approaches integral to the learning environment.
 - f. Explain how cultural values and practices will be incorporated into the school's ethos and curriculum.

answer points a-s, and t-v as applicable

Student achievement

- a) What is your strategy to raise academic achievement and how will this benefit the students at the proposed charter school | kura hourua?

As an accredited international French school within the AEFÉ network, EFIA (École Française internationale Auckland) will have as its primary mission the provision of a high-level bilingual education in a French context. It will use the recommended French school programs and adapt the content to embrace the local culture, contributing to educational excellence and encouraging multilingualism. Cultural adaptation and intercultural communication will also be cornerstones, including opportunities for cultural exchanges that allow students to gain a deep first-hand understanding of diverse cultures.

AEFE schools are also constantly monitored and evaluated. This allows for international comparison of results.

We are already working with the Lycée français Condorcet (<https://www.condorcet.com.au/>) to benefit from their considerable experience and success. We also plan to contact other prestigious French High schools in the world, such as the International School of Los Angeles (<https://www.internationalschool.la/>), French International School of Hong Kong (<https://www.fis.edu.hk/>) and Shanghai French school (<https://www.lyceeshanghai.cn/>).

As examples of academic excellence, here are some figures from these schools:

- Shanghai French school:
 - 2024 Baccalaureate Results: 100% success.
 - 65% of their graduates will continue their studies in France, while 35% will pursue their education abroad. The majority of those studying overseas are heading to Canada, the United Kingdom, China, the United States, and other European Countries.
- French International School of Hong Kong:
 - 2024 Baccalaureate Results: 100% success including 68% Honors.
 - IB results: 97% pass rate (80% worldwide), average score 34 (30,24 worldwide), 1 in 5 students obtained 40+ points (out of 45)

With this target of excellence in mind, we also believe our students will be perfectly positioned to participate in the following competitive events open to New Zealand students:

- International Competitions and Assessments for Schools (ICAS)
- Kiwi Competitions,
- Otago Problem Solving Challenge
- Mathex
- The Auckland Lit Quiz

b) Outline strategies for addressing academic underperformance.

We are committed to the success of our students and to offering them excellent opportunities for academic development and success, regardless of their previous academic experience. Our strategies to ensure that every student has the tools to successfully complete in their knowledge journey are as follows:

- An assessment of the student's French and English levels upon entering the school will enable us to target provision of any necessary extra language support, by qualified specialist teachers (for example, in teaching French to non-Francophones).
- Classes will be kept small -a maximum of 15 students-, allowing teachers to provide individual attention to each student and cater their teaching approach to different learning styles and needs. French Language assistants will be recruited from France to help the teachers. After-school classes in small groups will also be arranged through our network of Francophone parents and students to answer students' questions, provide extra academic advice and support where needed - e.g. with homework. We will also host several *stagiaires* (volunteer assistant-teacher interns) from French-speaking countries to help with additional classroom support.
- The French teaching approach considers regular homework to be an integral part of the school learning process and a means to check that lesson content has been adequately understood.
- Similarly, regular progress tests will check learning and pinpoint any areas where concepts need revisiting.
- Student progress will be monitored each term, and parent-teacher meetings will be regularly scheduled to ensure the student's appropriate academic development.

In terms of innovative tools to improve the knowledge path and to offer a tailored language learning journey for each student, we will benefit from our partnerships with both Alliance française d'Auckland and the AEFÉ:

- The partnership with the Alliance Française allows us, indeed, to benefit from experts in teaching French to non-Francophones and to access the rich resources available to learners, including a well-stocked library and over 220,000 French digital documents (books, magazines, podcasts) for all levels on the Culturethèque platform.
(<https://www.culturetheque.com/en>)
- Thanks to the AEFÉ, we will use Educ'ARTE services (<https://educ.arte.tv/>) which is a French interactive educational medium aimed at schools, school operators and media centers. The online video library offers more than 1,000 programmes with authentic and relevant content as well as numerous interactive functions – it is a media library, a creative tool and an educational network all in one.

Student demographics and attendance

c) Who will the school offer this new opportunity to and who are the students?

EFIA will be a co-educational French international school open to all families wishing for their children to follow a bilingual English-French education based on the French curriculum.

The current bilingual education offerings in Auckland are limited, with just a few units in primary schools (North Shore and Ponsonby) up to Year 8 and one unit in an intermediate school in Kingsland (Kōwhai Intermediate). Crucially, none of these units offer the French curriculum. Additionally, the current offerings select only children who are already proficient in French.

EFIA aims to reach a broader audience:

- Families on the waiting list for the current bilingual units will naturally be interested in EFIA.
- Expatriate families of all nationalities looking for the French curriculum to continue studies started in another French school abroad or in France, or to prepare for further studies in another country;
- New Zealand families attracted by the excellence of the French curriculum and access to prestigious international universities;
- New Zealand families drawn to the excellence of the IB curriculum, particularly for a bilingual English-French IB diploma;
- New Zealand families who are on waiting lists for private schools offering international curriculum (Cambridge or English IB Diploma) or who are not in the zone for public schools with international diplomas (very few public colleges offer international curriculum in New Zealand). For some private schools in Auckland, enrollment must now be done more than a year in advance, which is impossible for expatriates who are

often transferred to NZ on short notice and therefore cannot enroll their children in the schools of their choice.

- International students from the Pacific region (New Caledonia, Polynesia, Vanuatu, ...) and Asia.

EFIA plans for the following development:

- 2025: Opening of 3 levels: Year 1, Year 2 and Year 3 at 127 and 131 Remuera road.
- 2026-2028: Adding a new level each year which will give full primary level coverage of Years 1 to Year 6 by the end of 2028.
- 2029: Opening of a College (Y7 to Y13). The final expansion phase will involve a requirement for larger premises, which will of course need to be planned for well in advance.

d) What is your strategy to uplift the student attendance and how will you measure this?

To maximise student attendance, we plan the following multifaceted strategy focusing on engagement, support, and accountability:

- Engagement and Motivation:
 - We will develop a curriculum that is engaging, relevant, and includes hands-on activities.
 - Thanks to our proximity with the French Alliance, we will promote French events and activities (movies, French market, petanque tournament, meetings with notable figures: athletes, writers, artists, sports) to increase student interest and involvement in school.
 - We will include students in decision-making processes to give them a sense of ownership and responsibility.
- Support Systems:
 - We will provide access to counselors and mentors who can help immediately address any personal or academic issues as they arise.
 - We will initiate and encourage regular communication between school and home to ensure parents are aware of attendance policies and their child's attendance record.
 - We will implement strategies that address physical and mental health to reduce absences due to illness.
- Attendance Policies and Incentives:
 - We will ensure that robust attendance policies are clearly communicated and consistently enforced, as per the below:
 - The French curriculum is demanding and requires genuine commitment from families and students. It will be explained during school enrollment that absenteeism (except for compelling reasons, such as illness) cannot be tolerated, and that the student will not be able to continue in the program the following year if they accumulate

unexplained or unexcused absences. We expect a high level of enthusiasm for the school and want each place offered to go to the most motivated families who respect the quality education being provided to them.

- We will also recognize and reward good attendance through certificates, awards, or other incentives.

Attendance will be recorded in the school digital workspace we will be using (see explanations on our digital tools in § u) c)) so that at any time, both students and parents can visualize their attendance record.

e) Detail attendance improvement programmes and initiatives.

Here are some of the specific tools we will use to ensure that student attendance levels are as close to 100% as possible (excluding illness & other excused absences):

- Early Intervention and Monitoring: we will use a digital attendance tracking system to monitor student attendance in real-time with weekly reports to identify patterns of absenteeism.
- Parent and Community Engagement: we maintain open lines of communication with parents through newsletters, emails, and parent-teacher conferences to emphasize the importance of regular attendance.
- Counseling and Mentoring: we will provide access to school counselors and mentors who work with students and families to address underlying issues contributing to absenteeism.
- Recognition & Incentive Programs: we will have an attendance recognition program that celebrates students with excellent attendance records through certificates, awards, and special events.
- Tutoring Programs: we will offer after-school tutoring and homework help sessions to ensure that students do not fall behind academically due to legitimate absences.
- Wellness Strategies: programs promoting physical and mental well-being will be integrated into the school curriculum to support overall student health, which can positively impact attendance.
- Clear Attendance Policies: we will establish clear and consistent attendance policies that are communicated to all students and parents at the beginning of the school year. Parents and children will be required to sign these policies before enrollment can be completed.

Through these comprehensive strategies and initiatives, we aim to create a supportive environment that encourages regular attendance and addresses the barriers that prevent students from attending school consistently.

Financial sustainability

- f) Present a budget for the first few years of operation that shows at a high level expected revenue vs expected costs.

Here is our budget in NZ dollars:

9(2)(b)(ii)



Released under the Official Information Act 1982

g) Explain how funds will be allocated to various operational needs.

Here is the details of the various funding needs:

9(2)(b)(ii)

In the 6 months leading up to the start of the school, we will work on recruiting the team, leasing the additional premises, bringing them up to code, and fitting out the indoor and outdoor spaces.

h) Describe strategies to ensure long-term financial sustainability, including plans for financial oversight and accountability.

For the school's opening, our strategy is to work in collaboration with the Alliance Française d'Auckland (AFA) to pool and optimize our resources. The premises currently rented by the AFA will be partially sublet to the school during daytime school hours. Since the AFA's room heavy usage falls mainly in the evenings, on weekends, and during school holidays, such an arrangement is of mutual benefit.

In addition to the current AFA premises at 131 Remuera Road, the premises at 127 Remuera Road, 9(2)(b)(ii) will be rented.

Discussions have started with the landlord 9(2)(b)(ii)

Numerous resources will be shared, such as the library, some staff, and group purchases of services or goods, for example.

This optimization of resources between our two organizations allows us to financially launch the project and get through the crucial early years to establish a firm reputation and demonstrate economic viability and academic success necessary to obtain full AEFÉ accreditation (a 2 year-process).

Once this step is completed, we will be in a strong position to expand our offerings to cover the full primary curriculum over the following two years (2027-28). In order to embark upon the next phase of opening a secondary section, we will need to seek new premises. 9(2)(b)(ii)

will allow EFIA to lease a campus well suited to the development of the school (at both primary and secondary levels) and with a comparable level of facilities and equipment to that found in international French high schools around the world.

All of this will be possible because we will have demonstrated the solvency of the school structure with the development of the primary school, thanks to Charter school status covering tuition fees for the families.

Without Charter school status, we would likely not be in a position to open more than one class per year from 2025. 9(2)(b)(ii)

From first discussions during recent information meetings and the Expressions of Interest received, we know that families' only obstacle to enrolling their children are tuition fees. It will take more time to attract families if they have to pay more than in any public primary school in Auckland. The ultimate vision of owning an entire campus to host the primary and the high-school would therefore likely remain indefinitely out of reach.

Workforce planning

- i) What is the governance structure and ethos for the school (including relationship with existing governance for the organisation or school)?

Governance Structure

The governance of our school is overseen by a dedicated Board of Trustees, currently composed of 4 founding members with extensive experience in the educational sector. By the end of the year, we plan to recruit additional trustees to expand our expertise and enhance our organizational capabilities. Please refer to Appendix 1 for more details about each trustee.

The Board is responsible for:

- Setting (in collaboration with the school leadership) and approving the strategic direction and long-term goals of the school
- Ensuring financial stability and sustainability
- Overseeing the implementation of policies and procedures
- Monitoring and evaluating the performance of the school leadership

Ethos:

Our school ethos is grounded in the following core principles in line with the values advocated by the Alliance Française, our founding member: Diversity, Solidarity, Tolerance and Multiculturalism.

- Excellence in Education:
We are committed to providing a high-quality, bilingual education that combines the academic rigor of the French curriculum with New Zealand teaching methods. Our goal is to foster intellectual curiosity, critical thinking, and a love of learning in our students.
- Inclusivity and Diversity:
We value inclusivity and diversity, welcoming students from all backgrounds and nationalities. Our school community is enriched by the varied cultural perspectives of our students and staff, promoting mutual respect and understanding.
- Holistic Development:
We believe in the holistic development of our students, ensuring that they grow not only academically but also socially, emotionally, and physically. Our programs are designed to nurture well-rounded individuals who are prepared to thrive in a global society. This is why it is so important for us to teach the French curriculum with the New Zealand pedagogical approach, far more efficient to develop the soft skills of young people especially in primary schools.
- Community Engagement:
We actively engage with our local and global communities, fostering strong partnerships with families, local organizations, and international institutions. These

collaborations enhance our educational offerings and provide our students with a broader worldview.

- Continuous Improvement:

We are dedicated to continuous improvement and reflective practice. Through regular evaluation and feedback, we strive to enhance our educational programs, support services, and operational efficiency.

- Ethical Leadership:

Our governance and leadership are guided by principles of transparency, accountability, and ethical conduct. We aim to create a positive and supportive environment where all members of the school community feel valued and empowered.

j) What is the leadership structure planned for the school? This needs to show the academic leadership as well as how the organisation capabilities such as finance, HR, payroll and information management fit in to ensure ongoing governance and operations.

The daily operations of the school are managed by the School Leadership Team, which will include:

- Principal/Head of School: Responsible for overall school management, academic leadership, and implementing the Board's strategic directives.
 - This responsibility will be taken on by Nathalie Bourneville for the preparation of the school's opening, with the assistance of Special Advisor for Education and registered teacher Grant Clark (See his biography in Appendix 2). They will select a Principal for the 2025 start of the school year.
- Vice Principal/Deputy Head: Assists the Principal in managing academic programs, student affairs, and staff development.
 - This role will be filled later on when the development of the school requires it. Until then, it will be handled by the Principal.
- Teachers: French certified teachers (Equivalence with a NZ Graduate Diploma in Education or higher degree) and English teachers (NZ registered teachers).
- French language assistants whose role is to improve students' communication skills, particularly in speaking, and to deepen their understanding of French culture.
- Administrative Staff: Support the leadership team in administrative tasks, communication, and logistics.
 - We will share resources with the Alliance Française by using the same administrative Staff. For communication, marketing, IT maintenance, HR and accounting matters, Alliance française has been working for many years with providers or volunteers and have proven operational processes that can be

directly used by EFIA. By using the same providers and tools, the French school will benefit from significant economies of scale, and optimize its costs.

- The Alliance Française library and its volunteers will also be pooled and shared with the EFIA.

- Advisory Committees:

AEFE-accredited French schools for levels Y1 to 13 must establish no fewer than 10 bodies to meet the accreditation conditions: school council, primary school council, secondary school council, health, citizenship, and environment education committee, disciplinary council, school community hygiene and safety committee, continuing education unit, etc.

Fortunately, for the creation of a primary school with a limited number of classes, the mandatory committees are fewer in number. The most important is the school council which adopts the school's internal regulations based on the school Principal's proposal.

This council is mandatorily consulted for advice on all matters related to the operation and life of the school, particularly on:

- Pedagogical structures;
- Organization of time and school calendar;
- School project or establishment project;
- Specific actions to ensure better use of the resources allocated to the school and good adaptation to its environment;
- Projects and organization of discovery classes;
- Issues related to hygiene, health, and safety of students in the school;
- Principles for choosing educational materials and tools;
- Issues related to the reception, information of parents of students, and general modalities of their participation in school life;
- The annual action program against all forms of violence, discrimination, and harassment;
- The annual action program for education for sustainable development.

This is where the help of the AEFE experts will be crucial in enabling us to benefit from guidelines and feedback from the network to implement these committees.

- k) Estimate the number and types of staff required (e.g., registered teachers, Limited Authority to Teach (LAT), administrative staff).

For the start of the school, we will need French teachers certified by the AEFE, who have the minimum diploma and experience in French schools. They should have a diploma equivalent with a NZ Graduate Diploma in Education or a higher degree.

In New Zealand it is quite difficult to find teachers with a dual competency : French educational diploma and registered teacher with the NZ Ministry of Education. We will therefore likely request a LAT (Limited Authority to Teach) for French teachers.

For English instruction, we can call upon teachers registered with the New Zealand Ministry of Education.

We will also recruit French language assistants in training. The assistant supports and assists French teachers and can either work with the entire class in their presence or work with small groups of students separately. They will be recruited thanks to the help of France International Education services.

In line with the development plan for the next 4 years, the figures would be:

- From 3 LAT for French teachers in 2025 to 6 in 2028
- From 1,5 English registered teacher in 2025 to 2 in 2028
- From 1 French language assistants in 2025 to 2 in 2028
- 1 Principal (part-time and up to 50% in 2028)
- 1 administrative staff (part-time and up to 50% in 2028)

l) Highlight qualifications and experience needed for key positions.

Here are the qualifications and experience needed for key positions at the French school:

1. Principal

Qualifications: Master's degree in Education, Educational Leadership, or a related field.

Experience:

- Extensive experience in school administration, preferably in an international or bilingual education setting.
- Proven leadership and management skills.
- Familiarity with French educational systems and curriculum.

2. French Teachers

Qualifications: native French speakers holding certified teacher status in France, approved by the AEFÉ (Agency for French Education Abroad). Equivalence with a NZ Graduate Diploma in Education or higher degree.

Experience:

- Experience teaching in French schools or French international schools.
- Familiarity with the French national curriculum and AEFÉ guidelines.
- Strong classroom management skills and a demonstrated ability to work in a multicultural environment.

3. English Teachers

Qualifications: native English speakers holding registered teacher status with the New Zealand Ministry of Education. NZ Graduate Diploma in Education or higher degree.

Experience:

- Experience teaching in New Zealand primary schools.
- Knowledge of the New Zealand curriculum.
- Strong classroom management and teaching skills.

4. French Language Assistants

Qualifications:

- Fluent in French with a strong grasp of French grammar and language structure.
- Enrolled in or completed a relevant tertiary education program.

Experience:

- Prior experience in educational settings, preferably involving language teaching or tutoring.
- Ability to assist in creating a supportive and immersive language learning environment.

5. Alliance Française's Assistants specialized in teaching French as a foreign language

We will also call on specialists from the Alliance Française to accelerate French language learning for students for whom it is not the native language.

m) Outline recruitment strategies to attract high-quality staff.

Since the first announcement of our project at the end of June, word has spread within the community of French teachers abroad. As a result, we are receiving several candidates' CVs every day from both within New Zealand and internationally, especially from New Caledonia. The network of French teachers is well-developed worldwide and many teachers with experience in French schools abroad are more than eager to move to New Zealand with their families. We will have a large choice to select the best suited candidates.

Regarding New Zealand registered teachers, we believe our project is attractive enough to recruit experienced candidates, particularly those who are drawn to new educational experiences. Teaching in an international French school will also be a significant advantage for any teachers you might be keen to expand their professional experience by teaching into one of the 566 schools in the network.

The French Language Assistant Abroad program sponsored by [France International Education](#) selects French language assistants who are assigned to educational institutions (primary or secondary) or universities for a period ranging from 4.5 to 12 months, depending on the destination. There are currently 1,400 positions held by French language assistants in 25 countries, including New Zealand. France International Education selects candidates and proposes them to French institutions. We will rely on this program to hire the French Language Assistants.

n) Describe retention programmes and professional development opportunities.

Continuing education for staff in the overseas school network is one of the core missions of the AEFÉ. The Agency implements an ambitious professional training policy for the benefit of all staff, a determining factor in the quality of education and the quality and attractiveness of the schools.

All staff are involved, both teaching and non-teaching, from all establishments in the French overseas education network, regardless of status. The training aims at on-going professionalization, enrichment of practice, and innovation and is provided by a pool of qualified and trained instructors.

The regional training institute for the Asia-Pacific Zone that will manage the training follow-up of our teachers is Lycée français Alexandre-Yersin in Hanoi (Vietnam).

Professional development opportunities will be numerous for each of our teachers, via our membership of the AEFÉ network.

Context and environment

o) What is the level of support for the proposed charter school?

Our project is based on the following assumptions of support from several entities:

- Government support: we hope to be selected as a charter school starting in 2025, ensuring the financial viability of the French school while attracting many families.
- Authorisation and accreditation: the school will be accredited by the AEFÉ (a two-year process) and authorized by the Education Review Office (ERO) and the Ministry of Education. This process ensures that the school meets excellent academic standards and requirements.
- Support to create the school: guidelines from AEFÉ and advisory services, including teacher training and the selection of French language assistants.
- Community and network support: the French school will benefit from the strong support of the French community, the French Embassy in New Zealand, other Francophone diplomatic posts, the French New Zealand Chamber of Commerce, and its business partners. The Alliance Française will act as a "big sister" organization, providing the school with its knowledge of Auckland, its network of partners, and its members.

p) How do you plan to engage with the local community and stakeholders in the development and operation of the school?

In every country around the world, representatives of French businesses are always involved in the development of French schools, either through grants, material contributions, or learning opportunities for students.

With the support of the French New Zealand Chamber of Commerce and the experience of leading international schools that we will ask to be our mentors, we will approach French economic stakeholders 9(2)(b)(ii)

and institutional stakeholders, such as the Orakei Local Board and Auckland Council. We will also collaborate with trusts and other charitable entities specializing in education to complete our funding and accelerate our development.

We will also contact all representatives of Francophone diplomatic missions in New Zealand to benefit from support from Francophone countries (financial aid, resource assistance).

In the field of fundraising, we benefit from the experience of the Alliance Française, which is well-established in the local community and accustomed to securing and managing grants.

- q) Present data on current and forecasted student population and highlight the demand for the proposed charter school | kura hourua.

The need for a French school teaching the French curriculum in New Zealand is currently so pressing that our first two information meetings have already attracted over 400 registrations.

The official number of French citizens living in New Zealand in 2023 was 4,596. This is the total number of people on the Register of French Nationals Abroad. However, since registration is voluntary, the actual number is estimated to be double this, also since many French expats settle permanently and cease registration. Additionally, Francophone communities from Canada, Switzerland, Belgium, and Francophone Africa are present in Auckland. The Francophone world is expanding with 321 million people in the French-speaking communities across 112 countries in 2022.

New Zealand census data shows that the number of people with French and/or Francophone backgrounds has doubled between 2006 and 2018 and French was spoken by more than 55,000 people in 2018.

Sources: <https://www.stats.govt.nz/tools/2018-census-ethnic-group-summaries/french>).

<https://www.ethniccommunities.govt.nz/resources/our-languages-o-tatou-reo/languages-in-nz/>).

For comparison, the French school in Sydney has 1,200 students in a city with a population three times that of Auckland. Based on these figures, the French school in Auckland could ultimately attract around 400 students coming from all neighborhoods in Auckland.

We would like to start the school with students from Auckland, as primary students are very young. However, it is clear that in the future, starting from Year 9, students from all over New Zealand may well want to join the school. We also expect a few international students to join the school even in primary levels and especially when the secondary levels become available. In both cases, we will establish a host family system, similar to what other schools in Auckland do.

We estimate that in the first few years, the ratio of French students to students of other nationalities will be around 60%-40%. However, over time, it is expected to shift closer to the norm in French schools worldwide, which is approximately 30% French students and 70% students of other nationalities.

Our current enrollment projections are as follows: 45 students in 2025, 60 in 2026, 75 in 2027, and 90 in 2028. These projections are based on the capacity of our premises for the next four years. From 2029, with a new campus, we could consider immediately opening classes for Years 7 to 12. Since the French Baccalaureate and the IB diploma are both two-year programs, it makes sense to open Year 13 only the following year.

In order to maximize the number of enrollments, we have several strategies:

- Social media advertising and word of mouth will be key elements in promoting the school.
- The AEFÉ network has powerful communication tools to announce the opening of a new school worldwide.
- The French Embassy in New Zealand, which is a significant supporter of our project, will ensure institutional promotion and outreach to French businesses, with the help of the French New Zealand Chamber of Commerce, which is our partner. We will make sure to leverage all diplomatic representations of the Francophone world in New Zealand and the New Zealand Europe Business Council.
- French senators support our project and are keenly following the school's launch plans. They have a broad audience and will be able to promote our school effectively.
- We will ask the representatives of other Francophone diplomatic posts in NZ to promote it to their communities.

Obviously, the economic factor will be crucial in the launch and development of the school, since, as noted, most of the families currently filling out expressions of interest are concerned about tuition fees. Becoming a Charter school would eliminate this constraint for domestic students. International students are accustomed to paying international tuition fees regardless of the school they apply to worldwide, so this will not be an obstacle for them.

We are currently using an on-line EOI (Expression of Interest) system to gather as much information as possible from interested families, on an on-going basis. This helps us understand what attracts them to our project and collect detailed information on their specific constraints and issues, which we aim to consider as much as possible in our planning. For example, we know that we need to offer a before and after-school program from the start to make daily schedules more convenient for parents (a voluntary, fee-paying service). This EOI system will be used in the future to continue to collect data about prospective students.

Finally, we believe that a co-educational non-religious high-achieving French school has a perfect and unique place in our neighborhood, expanding and complementing the kinds of educational experience offered by existing schools

- St Michael's Catholic School is a religious primary school located in Remuera offering education from Year 1 to Year 6.
- King's School is an independent preparatory school only for boys, providing education from Year 1 to Year 8.
- Dilworth School is a private boarding school only for boys, offering education from Year 5 to Year 13.
- Diocesan School for Girls is an independent Anglican school only for girls, offering education from preschool to Year 13.
- Epsom Girls' Grammar School is a state secondary school only for girls, providing education from Year 9 to Year 13.

We are in the perimeter of two public primary schools: Remuera Primary School and Newmarket Primary School but they do not offer a Bilingual French-English education. Lastly, we are also close to ACG Parnell College, which does not offer French.

r) Discuss the potential long-term impact on educational outcomes and the wider community.

The potential long-term impact on educational outcomes and the wider community from establishing a French school in Auckland can be significant. Here are some key aspects to consider:

- Educational Outcomes
 - Increased demand for bilingual education: the presence of a French school might drive interest in bilingual or multilingual education more broadly. Other schools may explore or expand language immersion programs to attract families seeking similar benefits.
 - Growth in international and cultural programs: schools might increase their focus on international and cultural programs, incorporating global perspectives into their curricula to meet the needs of a diverse student body.
 - Rising educational standards: the introduction of a high-quality French curriculum could set a benchmark for educational excellence in the area.
 - Potential for educational innovation: the establishment of a French school could stimulate educational innovation in the area, with schools exploring new technologies, teaching methods, and curriculum enhancements.
- Wider Community Impact
 - Community diversity: A French school can attract families from diverse backgrounds, enriching the local community with cultural and linguistic diversity. This can foster a more inclusive and globally aware city.
 - Local economy: the school could boost the local economy by attracting families who will spend on housing, goods, and services in the area. It will also create job opportunities for educators and staff.

- Community engagement: The school can become a community hub, offering events, cultural exchanges, and educational programs that engage local residents and foster community cohesion.
- Increased property values: high-quality educational institutions often contribute to higher property values in the surrounding area, benefiting homeowners and potential investors. In many cities, a French community develops around the French school.
- Social integration: The presence of a French school may promote social integration by bridging gaps between different cultural groups and fostering mutual understanding among the wider community.

s) Include any anticipated changes or trends in the local education landscape.

As of the latest projections, Auckland's population is expected to reach approximately 1.9 to 2.1 million by 2030-2035. The anticipated changes and trends in the local education landscape, driven by population growth and evolving needs, might include:

- Increased enrollment and school expansion: with ongoing population growth, there will likely be a surge in student enrollment. Schools may need to expand their facilities, build new classrooms, or even new schools to accommodate the increasing number of students.
- Growing demand for diverse educational programs: the diverse population will likely drive demand for a variety of educational programs, including bilingual education, cultural studies, and specialized programs for students with different needs.
- Advancement in educational technology: schools are expected to integrate more advanced technology into the classroom to enhance learning experiences and manage larger student populations efficiently. This includes the use of digital tools, online resources, and virtual classrooms.
- Urban school development: as Auckland continues to grow, there will be a need for more schools in urban and developing areas. This might include vertical schools or multi-use educational facilities to optimize space in densely populated areas.
- Increased focus on early childhood education: the growth in population will lead to a greater emphasis on early childhood education, with more resources allocated to preschools and early learning programs.
- Sustainability initiatives: schools may incorporate sustainable practices and green building designs to align with broader environmental goals. This could include energy-efficient buildings, waste reduction programs, and curricula focused on sustainability.
- Expansion of alternative learning models: There may be an increased adoption of alternative education models, such as flexible learning environments, project-based learning, and blended learning approaches, to cater to different learning styles and needs.
- Focus on equity and access: efforts to address educational disparities and ensure equitable access to resources and opportunities will be crucial as the population grows and diversifies.

- Integration with urban planning: educational planning will need to be closely integrated with urban development plans to ensure that new schools are strategically located to serve emerging communities and that infrastructure supports educational needs.

These anticipated changes and trends reflect the need for strategic planning and adaptation to accommodate Auckland's evolving educational landscape and ensure that all students have access to high-quality education in a growing and diverse city.

We believe that establishing a French school aligns perfectly with this underlying trend in the local education landscape.

Physical and cultural assets

t) Infrastructure and facilities [new schools only]:

- a. List the physical assets required (e.g., buildings, classrooms, sports facilities).

The Alliance Française's premises at 131 Remuera Road will host the French school and will be combined with the adjacent site at 127 Remuera Road, 9(2)(b)(ii) [REDACTED] With Charter school status, we will be able to lease the premises at 127 Remuera Road, allowing us to add 3 classrooms and numerous indoor and outdoor common areas.

The total area of 131 Remuera Road is 1,282 m² and 127 Remuera road is 1,102 m² for a grand total of 2,384 m².

These premises will be used for the next 4 years. We will then need to move to a new whole campus from 2029 on in order to offer all the school levels from Y1 to Y13.



131 Remuera road



127 Remuera road



Indoor surface areas are as follows:

- 131 Remuera road: 456 m²
- 127 Remuera road: 200 m²

With the current layout of the premises, we anticipate being able to accommodate a maximum of 6 classes in 2028. Several small rooms will allow us to host students in smaller groups for enhanced French lessons or for project-based group work.

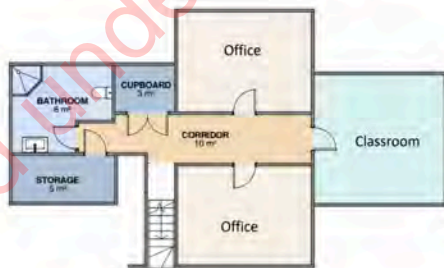
We also have enough space to accommodate a library and to allow the children to have lunch indoors in case of bad weather.

Here is the layout of 131 Remuera road (3 floors):



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Alliance Française
Auckland

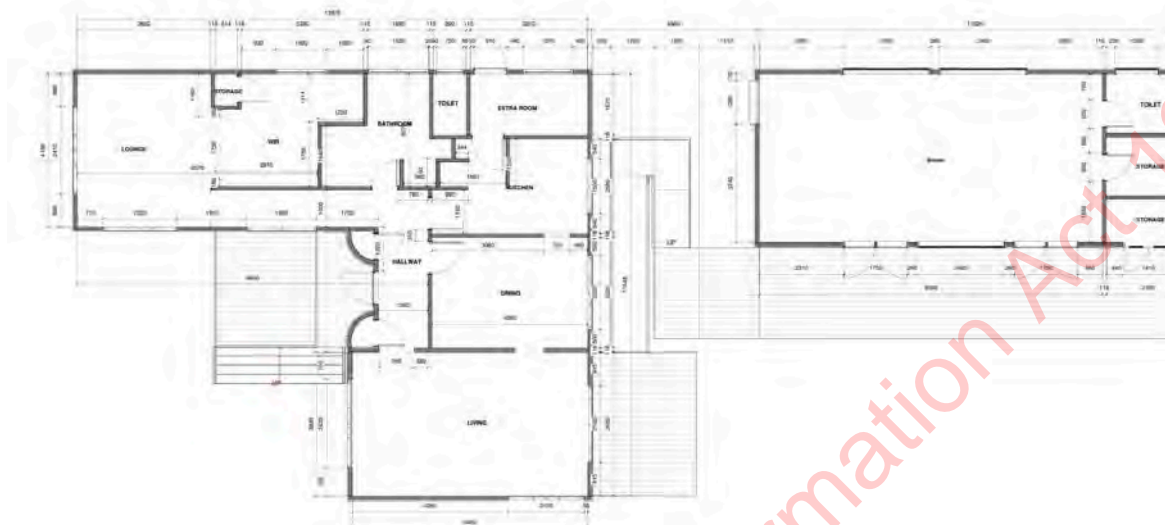
1^{er} ÉTAGE



SALLE EXTERNE (côté parking)



And the layout of 127 Remuera road (1 floor):



The outdoor premises superficies are the following:

- 131 Remuera road: 826 m²
- 127 Remuera road: 902 m²

The exterior of the sites will be used for school breaks and outdoor activities such as sports activities.

We will book facilities with Auckland council for some of our sports activities (Bloodworth Park, Shore Road Reserve and Martyn Wilson Field).

We will plan for swimming lessons and outdoor camps as is common practice for many schools in Auckland.

Beyond the layout of the buildings and outdoor spaces, we will need to purchase equipment to furnish the classrooms and accommodate the goal of 45 students by 2025: desks, chairs, computer equipment for teachers, digital screens. We will also need benches for the outdoor areas, tables and chairs for lunch and storage solutions. Sport equipment suitable for our premises will also be acquired.

b. Outline the plan for acquiring, developing, or leasing these assets.

The premises at 131 Remuera Road are already leased by the Alliance Française, which will therefore be able to partially sublease them to the French School. We have started discussions with the owner regarding 127 Remuera Road, 9(2)(b)(ii)

We will create access between the two properties so that students can move safely.

Modifications are necessary to refresh both premises and ensure they meet current standards. It is planned to develop the outdoor spaces to include a primary school playground and a lawn for organizing sports activities.

u) Technological resources [new schools only]:

c. Detail the equipment and infrastructure needed for online and blended learning environments.

We will use a French digital workspace (ENT) which is an integrated set of digital services selected and made available to the educational community of French schools with the following services in:

- Educational: digital lesson books, shared workspaces and storage for students and teachers, access to digital resources, collaborative tools, blogs, forums, virtual classrooms, etc.
- Support for school life: grades, absences, schedules, calendars, etc.
- Communication: messaging, information for staff and families, video conferencing, etc.

Students, parents, teachers, and administrative staff can access these digital workspaces from any device connected to the internet.

Interactive and collaborative whiteboards like Miro are also part of the AEFÉ tools.

The students will have access to Educ Arte TV (<https://educ.arte.tv/>) as explained earlier.

Our teachers will also have access to the knowledge database of AEFÉ and Éduthèque (<https://enseignants.lumni.fr/>): this portal freely provides teachers with access to over 80,000 digital educational resources from major public institutions with which the Ministry of Education has established partnerships.

All these solutions represent the digital extension of the institution. The optic fiber is already available in our premises enabling reliable and high-speed Internet connection.

d. Discuss plans for ensuring all students have access to necessary technology and, if applicable, still meeting necessary supervision requirements.

Students will need to equip themselves with a personal computer, similar to primary schools in New Zealand, and some school activities or homework will be offered online.

We are aware of the importance of educating young students about digital knowledge and good practices, and given our distance from France, it is essential to incorporate digital tools into the school environment to provide the same benefits as a French student.

However, we believe it is crucial to regulate these digital activities and ensure that there are frequent periods during the day without screen use. Therefore, we will ensure that non-digital educational activities are predominant each day and that homework does not rely solely on digital learning platforms, but that textbooks are also used.

Our range of experts already involved with the Alliance Française includes IT & Artificial Intelligence experts. They will help us optimize the use of digital resources and provide access to state-of-the-art tools.

v) Cultural approaches [all schools]:

- e. Describe any cultural assets or approaches integral to the learning environment.

Here are the cultural approaches we plan to integrate in our learning environment:

- Cultural Diversity
 - We will teach French culture and history, the Francophone culture in general and the New Zealand culture, history & social institutions.
 - We will utilize educational resources such as books, videos, and online materials that reflect a range of cultural experiences and viewpoints.
- Cultural Celebrations
 - We will celebrate cultural festivals and holidays within the school: Bastille Day, Quebec and Canadian national days, Francophonie Day... allowing students to share and learn about different traditions.
 - We will organize themed weeks focusing on specific cultures where students can participate in related activities, workshops, and presentations: the Week of Taste,...
 - Bilingual Education: we will teach the French curriculum in French and English and provide language support services to assist non-native speakers and promote bilingualism.
- Community Involvement
 - We will involve parents from different cultural backgrounds in the educational process through regular communication, culturally relevant events, and opportunities for parental input.
 - We will collaborate with local cultural organizations and community leaders to enhance learning experiences and provide students with real-world connections.

- f. Explain how cultural values and practices will be incorporated into the school's ethos and curriculum.

Our school ethos is grounded on the following core principles, each of them incorporating our cultural values and practices:

- Excellence in Education: French education is renowned worldwide, and a bilingual French-English school will enhance the appeal to many families accustomed to this type of educational offer in various countries.
- Inclusivity and Diversity: French schools welcome any students from any backgrounds.

- Holistic Development: we aim to offer the best of both worlds by harmoniously blending the academic rigor of the French curriculum with the successful hands-on pedagogical teaching approach found in New Zealand.
- Community Engagement: from the moment you arrive in front of 131 Remuera road, we can feel the French spirit. The Alliance française building itself is steeped in culture, serving as a vibrant hub for both the local and international French-speaking community.
- Continuous Improvement: AEFÉ accreditation and ongoing comparison with the network of French schools abroad are the best ways to continually strive for improvement.
- Ethical Leadership: the creation of EFIA is grounded into transparency, accountability, and ethical conduct, which have been the mark of Alliance Française d'Auckland since its creation in 1896.

Appendix 1 - Governing body (in alphabetical order)

- **Nathalie Bourneville**

Nathalie arrived in New Zealand in 1986 with a Sports and Recreation teaching degree from France, where she was a Physical Education teacher. 9(2)(a) she obtained a Teaching Diploma (Primary) from Auckland University, which enabled her to become a registered teacher.

9(2)(a)

[Redacted]

[Redacted]

[Redacted]

- **Yves-Louis Dorsemaine**

9(2)(a)

[Redacted]

[Redacted]

[Redacted]

- **Emmanuelle Geron**

9(2)(a)

[Redacted]

[Redacted]

[Redacted]

- **Deborah Walker-Morrison**

Deborah is an Associate Professor of French at Waipapa Taumata Rau/University of Auckland, where she has been a full-time academic teacher and researcher since 2002. She has a diverse heritage, being of mixed European and Māori ancestry, and holds dual New Zealand and French citizenship.

During the early stages of her career, Deborah lived and worked in New Caledonia for 11 years, maintaining strong personal and professional connections with the country ever since. Her teaching and research interests encompass a wide range of fields, including French Cinema, Post-Colonial Translation, French as a Foreign Language, Second Language Teaching, and Indigenous Studies.

Deborah serves as the Chair of the Kaporangi Kiriata Māori Film Arts Trust and is a Co-director of the annual Wairoa Māori Film Festival. She was a board member of the AFA during the mid-2000s and has been honored to hold the position of President since 2019.

Part four: Application declaration

Applicant's declaration		
Topic	Declaration	Applicant's declaration
Application process, terms and conditions	I/we have read and fully understand this application, including the process, terms and conditions. I/we confirm that the applicant/s agree to be bound by them.	<input checked="" type="radio"/> agree / <input type="radio"/> disagree
Collection of further information	The applicant/s authorises the Charter School Agency and the Ministry of Education to: <ul style="list-style-type: none"> a. collect any information about the sponsor, except commercially sensitive pricing information, from any relevant third party, including a referee; b. use such information in the assessment of this application. The applicant/s agrees that all such information will be confidential to the Charter School Agency and the Ministry of Education.	<input checked="" type="radio"/> agree / <input type="radio"/> disagree
Use of information	The applicant/s agree that information provided as a part of the fit and proper persons test can be shared with appropriate third parties engaged to undertake the necessary reviews.	<input checked="" type="radio"/> agree / <input type="radio"/> disagree
Conflict of interest declaration	The applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this application or entering into a contract to deliver the requirements. Where a conflict of interest arises during the application process, the applicant/s will report it immediately to the Charter School Agency and the Ministry of Education's point of contact.	<input checked="" type="radio"/> agree / <input type="radio"/> disagree

Details of conflict of interest: if you think you may have a conflict of interest briefly describe the conflict and how you propose to manage it or write 'not applicable'

DECLARATION

I/we declare that in submitting the application and this declaration:

- a. the information provided is true, accurate and complete and not misleading in any material respect;
- b. the application does not contain intellectual property that will breach a third party's rights;
- c. I/we have secured all appropriate authorisations to submit this application, to make the statements and to provide the information in the application and I/we am/are not aware of any impediments to enter into a contract to sponsor a charter school | kura hourua.

I/we understand that the falsification of information, supplying misleading information or the suppression of material information in this declaration and the application may result in the application being eliminated from further participation in the application process and may be grounds for termination of any contract awarded as a result of the application process.

By signing this declaration, the signatory below represents, warrants and agrees that he/she has been authorised by the applicant/s to make this declaration on its/their behalf.

Signature:  **Date:** 08/08/2024

Full name: EMMANUELLE MAGALI GERON

TITLE/POSITION: TRUSTEE

NAME OF

ORGANISATION: ECOLE FRANCAISE INTERNATIONALE AUCKLAND

Released under the Official Information Act 1982



**Charter School
Agency**

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PO Box 1666, Wellington 6140



The Response Form

What you'll need to provide

This document **The Response Form** is part 5 of 5 application documents. Please make sure that you read all documentation provided including the additional appendixes.

Submitting your application

- Applications must be submitted electronically through the GETS e-Tender box function no later than **midday; 12:00pm, 11 October 2024**.
- Please plan accordingly to allow sufficient time for the upload to complete before the application deadline. If you do encounter technical issues when you are submitting, please contact the applications team immediately at applications@charterschools.govt.nz.
- Applications not submitted by the deadline time and date may be excluded from assessment at the discretion of the Charter School Agency.
- Please clearly name your files as follows:
 - [Applicant/sponsor name – Response form for Charter Schools - Kura Hourua]
 - [Applicant/sponsor name – Statutory declaration for Charter Schools - Kura Hourua]

Application process terms and conditions

This process is undertaken in accordance with the Charter School Agency application terms and conditions. By applying, the applicant agrees to the terms and conditions appended to this application.

Part One. Sponsor Capability

The requirements for this section are to demonstrate the leadership of the sponsor and how the proposed governance structure will support the operations and outcomes of the Charter School.

Questions 1-2: Financial acuity

1. Demonstrate your financial acumen through a profit/loss (P&L) balance sheet for your first three years of operation.
2. Demonstrate how you will use the P&L to influence the governance structure to make decisions for your school and manage financial and business performance.

Answer to question 1: Demonstrate your financial acumen through a profit/loss (P&L) balance sheet for your first three years of operation.

ECOLE FRANCAISE INTERNATIONALE AUCKLAND (EFIA)

The key educational feature for our proposed charter school EFIA is the delivery of the French curriculum inspired by the New Zealand curriculum key competencies with bilingual French/English teaching, in an international school from Year 0 to Year 13. We will start with 3 classes (Year 0/1, Year 2 and Year 3) and new levels will be opened every year all the way to the French Baccalaureate and will ultimately include the International Baccalaureate (IB) Bilingual French - English (Y12 & Y13). All children are welcome, regardless of whether they come from French-speaking families. The school aims to achieve accreditation from the Overseas French Schools Agency (AEFE). The school is taking into account the New Zealand Statement of National Education and Learning Priorities: NELP (learners at the center, barrier free access, quality teaching and leadership, future of learning and work and world class inclusive public education) are also an integral part of the French education ideal and at the center of our vision, policies and educational strategies.

Our financial projections have been established based on the following criteria as input in the funding calculator:

School Type	Primary
New School	TRUE
Property Type	Leased from third party
Area Classification	Major urban centre
EQI	344
Vandalism Risk	Not Qualify
Inclusion in Risk Management Scheme	FALSE
Inclusion in Donations Scheme	FALSE
Isolation Index	0.13

Roll:

- 2025 3 classes with 10 to 20 students = 45 students => Services and Operational expenses funding in 2025 based on 45 students.
- 2026 4 classes => TERM 5 = 60 students (establishment roll)
 - Establishment funding and Property/Salaries funding on Year 1 based on 60 students.
 - Funding in 2026 based on 60 students.
- 2027 5 classes => 75 students => 2027 funding
- 2028 6 classes => 90 students => 2028 funding

Hypothesis for EQI & Isolation index:

- EQI: lowest (344)
- Isolation index: 0.13 (similar to St Michael's Catholic School which is the closest to our location).

Given our location in Remuera and after reviewing the EQIs of other schools in the neighborhood, we have decided to adopt a "worst-case scenario" budgeting approach and select the

lowest EQI possible (344), which obviously impacts our funding. However, our school is not solely focused on students from Remuera; it is designed for all families seeking French, bilingual, or international education. Many parents we have spoken with are unable to afford private school tuition fees, which is why we applied for Charter School status. At this stage of the project, we cannot provide the average income level of our future families, so this will be discussed once the school is in operation.

The results given by the funding calculator are the following:

Year	Categorie	Amount	Total
2024	Establishment funds + additional establishment funds	9(2)(b)(ii)	
2025	Salaries		
	Property		
	Operational expenses		
	Services		
2026	Salaries		
	Property		
	Operational expenses		
	Services		
2027	Salaries		
	Property		
	Operational expenses		
	Services		
2028	Salaries		
	Property		
	Operational expenses		
	Services		

Regarding the 2024 Establishment funds based on term 5 roll + additional establishment funds, here is our comment: for this last item, you mentioned: “*Since contracts are expected to be signed in early November, you can estimate this amount by multiplying the estimated 2025 capital maintenance and lease-based funding by 1/6.*” We were not sure if you were referring to the estimated 2025 capital maintenance and lease-based funding based on current 2025 roll or based on term 5 roll so we chose the worst case scenario: current 2025 roll.

Please find in APPENDIX A:

- **Budget Statement of Income & Expenditure (P&L) for 2024-2028**
- **Budget Statement of Financial Position (Balance sheet) for 2024-2028**

Hypothesis for our budgeting strategy:

Property:

Since the initiation of Phase I, we have gathered more detailed information on the rental cost for the neighboring property at 127 Remuera Road, which will be integrated into the school. Along with this, we now have a clearer understanding of the interior and exterior renovation costs required for both 127 and 131 Remuera Road.

Having occupied 131 Remuera Road since early 2022, we already have a solid grasp of its operational costs. This experience allows us to estimate the expenses for using the premises more intensively during school hours, as well as to project costs for the similarly-sized neighboring property at 127 Remuera Road.

Salaries:

Since our Phase I application, we have begun discussions with potential teachers, carefully considering candidates for the first three classes.

Our salary costs estimates are higher than the figure provided by the calculator for this category. This is because we employ experienced and qualified staff from the French educational system (NELP Objective 3), who are experts and therefore command higher salaries. Additionally, to promote learning and facilitate immersion in the French language, we have decided to maintain small class sizes (no more than 20 students per class) and have two teachers per level: one native French speaker and one native English speaker. This approach explains why our wage bill exceeds the projections of the calculator. We believe in investing in our teachers, as this is the best way to promote equity and inclusivity for all students and families, ensuring equal learning opportunities for everyone. 9(2)(b)(ii) .

Income:

We have taken a conservative approach in our financial projections, anticipating modest revenues in addition to the funds received as a Charter school, especially for the year 2025. We are already working to secure grants to generate more income than expected, but since the trust was only created last August, we understand that organizations typically require a full fiscal year of activity before they start funding charitable organizations. Therefore, it is more realistic to expect additional funding starting in 2026. We have included a source of income from voluntary donations from families and fundraising activities at community events. We have also planned to deposit the funds received at the beginning of each term into interest-bearing bank accounts to optimize our cash flow.

Sustainability of our project:

Our financial analysis confirms that we can sustainably develop the primary school across both properties on Remuera Road, with one class per level through the end of primary education, that is, by 2028, when we will have reached our maximum capacity of 90 students. While this model could operate in a self-sustaining manner, our ambitions extend further. Many families have shown a strong interest in a comprehensive curriculum that continues through Year 13, leading to both the French Baccalaureate and the IB Diploma.

Therefore, over the next four years, our primary objective is to showcase the effectiveness and appeal of our bilingual French educational program. We aim to demonstrate success year after year through the gradual and steady growth of the primary school, attracting more families in the process. 9(2)(b)(ii)

Therefore, in parallel with launching the primary school in 2025, we will begin developing a strategic plan focused on securing new premises, outlining a financing strategy, and framing the intermediate and secondary education components.

In the medium term, our intention is to retain the Remuera Road premises, allowing the primary school to continue thriving in this location. When the lease eventually expires, we will be in a position to relocate the primary school to a new campus, alongside the intermediate and secondary levels.

This comprehensive, long-term strategy will allow us to establish a sustainable primary school while simultaneously building our brand and laying the groundwork for its evolution into a Lycée Français. The future Lycée will provide education from kindergarten through Year 13 9(2)(b)(ii)

Answer to question 2: Demonstrate how you will use the P&L to influence the governance structure to make decisions for your school and manage financial and business performance.

The P&L provides a clear breakdown of the school's income and expenses, helping the Board of Trustees to understand key financial aspects and allowing them to maintain financial transparency, ensuring that decisions are data-driven and aligned with the school's strategic plan. The P&L provides a clear breakdown of the school's income and expenses, so this is a powerful tool to understand key financial aspects.

The trustees of EFIA are experienced members of the Board of the Alliance Française of Auckland, having served for several years. The AF's revenues are 9(2)(b)(ii), which is very similar to the future financial situation of the school. The trustees will therefore align the financial governance methods currently used at AF to monitor the school's financial health and financial sustainability. As part of this, a monthly presentation of the actual P&L will be requested for the Board meetings by the school's management to monitor progress, ensuring the school is

on track to meet financial goals. These reviews include the tracking of key performance indicators & metrics (those defined by our Charter school contract, as well as others that we will define). One of the key indicators will naturally be the number of enrollments, as this factor is directly linked to the funding received and therefore the capacity for growth, opening new classes and hiring additional teachers or support staff. Another will be our capacity to attract international students which could be an important source of income once we have successfully applied to become a school signatory to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. Our target is to become a signatory of the code to welcome international students by 2027.

By closely monitoring the financial progress of the school based on the updated monthly P&L, the Board will be in a position to immediately initiate corrective actions like cost-cutting measures or additional fundraising campaigns. This can also be useful as an ongoing internal system of financial checks and balances, to ensure that management is held accountable for meeting financial commitments.

This regular financial monitoring is also the best way for the Board to have a relevant understanding of the school's activities and any challenges it faces. In this way, it will be better equipped to participate in the essential annual exercise of setting the budget.

The annual budgets and forecasting (2025-28) will be revised in collaboration between the Board and the school management by creating financial projections for future terms and years based on expected student enrollment, subsidies, and fundraising activities.

By doing so, the Board will be able to make informed decisions on staffing levels, class expansion, capital expenditures and monitor the progress towards our longer-term strategic plan for 2029 and beyond.

Regarding the demographics, New Zealand census data shows that the number of people with French and/or Francophone backgrounds has doubled between 2006 and 2018 and French was spoken by more than 55,000 people in 2018. (Sources: <https://www.stats.govt.nz/tools/2018-census-ethnic-group-summaries/french> and <https://www.ethniccommunities.govt.nz/resources/our-languages-o-tatou-reo/languages-in-nz/>).

For comparison, the French school in Sydney has 1,200 students in a city with a population three times that of Auckland. Based on these figures, the French school in Auckland could ultimately attract around 400 students coming from all neighborhoods in Auckland.

Financial planning tools can also be used as a communication tool to inform key stakeholders, including parents, donors, and the Charter School Agency, about the school's financial standing and progress. This transparency will help to foster trust among stakeholders.

Audited annual financial statements and regular monitoring of the P&L give the necessary financial oversight ensuring the school remains financially healthy while adhering to its educational mission.

We would like to add a special note regarding one of the feedback we received from Phase I: “Workforce planning: Governance and leadership outlined – heavily reliant on volunteers.”

We will aim to optimize our material and human resources between the Alliance Française and EFIA to offer the best possible service to families and students. However, the delivery of the school's services will be handled by a team employed by EFIA, with additional expertise provided by Alliance staff. 9(2)(b)(ii)

(teachers and administration, both part-time and full-time). All teaching services are provided by salaried, experienced teachers from the Alliance. Volunteers are occasionally called upon for specific events (cultural activities, French market, etc.). It will be the same for EFIA: all teachers and administration will be employees of EFIA or shared with the Alliance. Language assistants will be hired, along with interns specializing in teaching French as a foreign language. Volunteers or families will be called upon occasionally for cultural activities or to assist with reading and homework, as is common in all bilingual school communities. Therefore there won't be any heavy reliance on volunteers.

Questions 3-5: Leadership and community

3. Outline a clear approach to governance that details how your leadership/value proposition will attract families/students to enrolment. It is important to include specific detail here, as the students will be the main source of your funding.
4. How will the governance and organisation structure positively impact student achievement and attendance. Consider the key responsibilities of your teaching workforce in relation to the students and how this will be operationalised day to day.
5. As a leader or potential leader in your community, demonstrate with a stakeholder breakdown how the community consultation, that you have undertaken, has informed your decisions about your Charter School, identifying where there is risk and where there is support for your school.

Answer to question 3: Outline a clear approach to governance that details how your leadership/value proposition will attract families/students to enrolment. It is important to include specific detail here, as the students will be the main source of your funding.

The governance of our school is designed to align with our core value proposition—providing a high-quality, bilingual education delivering an internationally recognized French curriculum in a supportive, multicultural environment. Our leadership is committed to creating an institution that meets the evolving needs of Auckland's diverse and growing community.

The strategies we are developing to attract families and students to EFIA, Ecole Française Internationale Auckland are built on several pillars:

Building trust through governance and leadership:

- The school will be governed by a board of trustees with extensive experience in managing educational institutions, including the successful governance of the Alliance Française Auckland. This experience brings financial stability, operational efficiency, and a focus on long-term strategic growth, which reassures families about the quality and sustainability

of the school.

- The leadership and day-to-day management of the school will be the responsibility of the school principal, a bilingual (French-English) teacher fully certified in both France and New Zealand, with several years of experience in management positions within New Zealand schools. This ease of communication in both languages will allow parents to engage in dialogue easily and express their expectations as well as any difficulties they may encounter.
- By tracking key performance indicators such as student enrollment, attendance, academic performance, financial sustainability and the respect of the Standard Minimum Compliance criteria as defined in the Performance Management Framework, the Board will ensure the school is operating efficiently and meeting its goals. This continuous monitoring will enable quick adjustments to address issues and enhance the educational experience.
- Our strategic plan will include a phased expansion of grade levels, allowing us to scale gradually while maintaining quality. Families can feel secure in the knowledge that the school has a long-term vision that includes the eventual offer of the French Baccalaureate and IB Diploma (Bilingual French & English), providing their children with internationally recognized qualifications.
- We are working with various community stakeholders in New Zealand to raise awareness of the school and develop our local brand. French schools are renowned worldwide, and now it is essential to demonstrate that our Auckland school is part of this lineage of prestigious institutions.

A bilingual international school offering a high-quality French curriculum, enriched by New Zealand's curriculum and pedagogical approaches:

- Our mission is to provide a bilingual (French-English) education grounded in the French curriculum, combining academic excellence with a strong focus on global citizenship and multicultural understanding. This approach appeals to families seeking more than a traditional education—particularly those who prioritize language learning and cross-cultural awareness.
- Here is a comparative presentation of the correspondences between French and New Zealand class levels to facilitate understanding of the French curriculum we intend to offer:

	FRENCH CLASSES			NZ CLASSES
	Age	Class	Cycle	Class
Kindergarten	3 to 4	Petite section	1st Cycle Early Learning Cycle	Kindergarten Year 0/1
	4 to 5	Moyenne section		
	5 to 6	Grande section		
Elementary school	6 to 7	CP	2nd Cycle Fundamental Learning Cycle	Year 2
	7 to 8	CE1		Year 3
	8 to 9	CE2		Year 4
	9 to 10	CM1	3rd Cycle Consolidation Cycle	Year 5
	10 to 11	CM2		Year 6
Lower Secondary - College	11 to 12	6eme	4th Cycle Development Cycle	Year 7
	12 to 13	5eme		Year 8
	13 to 14	4eme		Year 9
	14 to 15	3eme		Year 10
Upper Secondary - Lycée	15 to 16	2nde	Orientation Cycle	Year 11
	16 to 17	1ere	Baccalaureate	Year 12
	17 to 18	Terminale		Year 13

- As shown in the matrix, Year 0/1 is equivalent to the French Grande section at the end of the Cycle 1 which is the Early Learning Cycle. Schooling is mandatory from age 3 in France. The French educational approach is progressive and based on the three years of kindergarten. The goal is to prepare children as much as possible so that their transition into Cycle 2 (starting from Year 2) is as smooth as possible. Obviously, since we will begin by opening a Year 1 class in 2025, children will enter directly at the end of Cycle 1, meaning teachers will need to adjust the learning process based on the class's level. This is why, in the future, it would be beneficial to establish a kindergarten modeled on the three years of the French Cycle 1 to ensure that children can benefit from the entire content of the Cycle 1 education.
- The education is organized in five learning areas during the 1st Cycle:
 - To mobilize the language in all its dimensions
 - To act, to express, to understand through physical activity
 - To act, to express, to understand through artistic activities

4. To built the first tools to structure the thought
 5. To explore the world
- The translated official instructions for curriculum for Cycle 1 is in APPENDIX C. Detailed instructions are provided to assist the teacher in implementing the program, covering all educational components and expected outcomes. It describes what is expected from children at the end of the Grande section. For example, for the first learning area, here is what is expected from a child at the end of Year 1:
 - *To communicate with adults and with other children through language, by making themselves understood.*
 - *To express in a language with correct and precise syntax. Rephrase to make oneself better understood.*
 - *To practice different uses of oral language : to tell, to describe, to evoke, to explain, to question, to offer solutions, to discuss a point of view.*
 - *To tell from memory and in an expressive way, songs and poetry.*
 - *To understand written texts without any other help than the listened language.*
 - *To display curiosity for writing. Be able to say words from a written sentence after the adult reading, the words from a known title of a book or text.*
 - *To participate verbally in the written production. Know that we don't write as we speak.*
 - *To spot regularities in the French oral language (eventually in a foreign language)*
 - *To manipulate syllables.*
 - *To discriminate sounds (syllables, vowel-sounds; some consonant-sounds exclusive of the occlusive consonants).*
 - *To recognize alphabet letters and know correspondences between the three ways to write them: cursive, script, capital letters. Copy on a keyboard.*
 - *To write your name in cursive writing, without a model.*
 - *To write alone a word using letters or groups of letters borrowed from known words.*
 - The NZ years 2 to 4 are grouped into a French Cycle called the Fundamental Learning Cycle, at the end of which students are expected to have reached a defined level in the five main areas. The French curriculum is extremely detailed and provides strong guidance for teachers. The official program from the French Ministry of National Education for Years 2 to 4 consists of 386 pages. A synthetic translation is available in APPENDIX D.
 - After analyzing both the French and New Zealand curriculums and consulting with parents and the future teaching team, we have concluded that **we can offer a curriculum that meets the educational philosophies and requirements of both countries.**
 - The New Zealand Curriculum provides eight learning areas: English, the Arts, Health and Physical Education, Learning Languages, Mathematics and Statistics, Science, Social Sciences, and Technology as well as five key competencies: Thinking; Using language, symbols, and texts; Managing self; Relating to others; Participating and contributing.
 - We believe it is possible to integrate them seamlessly with the core knowledge, skills, and cultural foundation of the French curriculum. Indeed, the French curriculum from Cycle 2

on, is structured around five core domains that define the major educational goals:

- Languages for thinking and communicating: Students are taught how to understand and express themselves while using 4 types of language:
 - French;
 - Other modern or regional languages;
 - Mathematic, scientific, and technological languages;
 - Language of the arts and the body.
 - Methods and tools for learning: Students are taught how to:
 - Learn, individually or collectively, in class or outside of class,
 - Access information and documents,
 - Technological methods,
 - How to lead individual or collective projects,
 - How to organize their studies and the knowledge they have accumulated.
 - Personal and civic development: This domain focuses on learning societal life, collective action, and citizenship through moral and civic education, respectful of personal choices and individual responsibilities. The core values and principles embedded in the Constitution are passed on.
 - Natural and technical systems: This area is centered on the scientific and technical understanding of Earth and the Universe, aiming to develop curiosity, observation skills, and problem-solving abilities.
 - Representations of the world and human activity: Students develop spatial awareness of geography and history by understanding societies within their respective environments. They learn to interpret human cultural expressions and gain a deeper understanding of the contemporary world.
- Beyond strictly academic aspects, students will benefit from the excellent soft skills nurtured by New Zealand's teaching methods. Parents we spoke with expressed a desire for an international school that is deeply embedded in New Zealand's teaching culture, particularly regarding the development of such social skills. Some of our teachers not only have experience teaching in France but have also lived in New Zealand for many years and taught here, so they are familiar with New Zealand curriculum pedagogy.
 - We believe that this will represent a unique educational offering in New Zealand, allowing students to seamlessly reintegrate into either the French or New Zealand mainstream curriculums at any time, thereby achieving our goal of providing "the best of both educational worlds."
 - Dual Language Immersion: the curriculum will be taught in French for 3.5 days per week and in English for 1.5 days from Year 2 on and 4 days in French and 1 day in English in Year 0-1. This structured bilingual approach ensures that students become proficient in both languages, a major attraction for families. We will employ French native speakers for the French days and English native speakers for the English days. For children who are predominantly English speaking, intensive or one-off FLSco (French as a study language)

sessions will be offered after an assessment by our teaching team. Students in need of extra assistance in French will receive specific support in small groups during class time.

- Lastly, AEFÉ & ERO inspections will ensure that the rules of New Zealand & French education are respected.
- AEFÉ is not only a guarantee of quality for consistent education in all French schools but its accreditation also provides access to a unique global network that offers a wide range of educational, cultural, and sports initiatives for its students, both locally and internationally. These include programs like Young Ambassadors, the Worldwide French School Orchestra, Olympiades, the Night of Ideas, International Youth Games, and numerous other partnerships. Additionally, member schools benefit from a wealth of shared resources across this international network.

High-Quality Teaching Team and native speakers:

- All of our teachers will hold qualifications recognized by the Ministry of Education in France and/or New Zealand.
- As explained in our Phase I application, the French curriculum must be taught by French teachers whose diplomas are recognised by the French Ministry of Education and who have taught in primary schools in France.
- However, for the English days, a New Zealand certified teacher can also be employed, as the quality of English instruction, particularly spoken English, is the most important criterion. Therefore, a native English speaker is best suited to teach English. Additionally, the subjects they will handle, such as sports, art, technology, or science, do not differ significantly between the two curricula. The ideal scenario is, of course, to have a teacher certified by the French Ministry of Education and bilingual to lead the English teaching days, and this will be the case when the school opens, with a principal who has taught for many years in France and for several years in New Zealand schools and who is a fully certified New Zealand teacher.
- The AEFÉ accreditation (Overseas French Schools Agency) includes a review process for the teaching staff to ensure they possess the necessary qualifications and experience to teach the French curriculum which is a guarantee of quality for the parents.

A diverse and inclusive environment rooted in a blend of French and New Zealand cultures (NELP Objectives 1 & 2):

The principle of equality in education ensures that all prospective learners, regardless of their background, have equal access to learning opportunities, resources, and support. In practice, this principle is applied by eliminating barriers to enrollment and learning, fostering inclusivity, and addressing the diverse needs of students.

Equal Access to Enrollment: The school will implement non-discriminatory admissions policies, ensuring that all children, irrespective of their socio-economic background, gender, ethnicity, religion, or language skills, have the opportunity to enroll. EFIA will serve not only the francophone community but will also attract New Zealand and cosmopolitan families from varied backgrounds who value multilingualism. We will aim to employ teachers with international backgrounds so that a close relationship can develop with the families. As mentioned

earlier, a significant financial effort is being made to recruit enough qualified teachers who can guide students in achieving the fastest possible academic and linguistic progress.

Inclusive Learning Environment:

- Because we will be able to offer a French curriculum that integrates the learning areas of the New Zealand curriculum, any New Zealand student can join us. Their education will not be isolated from that of their peers but rather deeply rooted in the educational culture of their own country and enhanced with the addition of a new culture and language.
- The school will provide additional support for learners who may need extra help, such as language assistance for non-native French speakers.
- The recruitment of teachers will be conducted inclusively, prioritizing experts from the French national education system who have been living in New Zealand for several years and are well-acquainted with the local culture and education system. We will also hire English-speaking teachers from the New Zealand education system, drawn by the opportunity to explore another educational approach and interested in developing a program that harmoniously blends both curriculums.

Cultural Sensitivity:

- The French Republic is founded on the principles of Liberty, Equality, and Fraternity, and these principles are intrinsically woven into the national education curriculum. From Cycle 1, they are reflected in the concept of 'Living Together,' where children learn to be individuals who are part of a collective group. Civic and citizenship education reinforces the Republic's founding principles, aiming to shape future citizens who respect institutions and individual freedoms.
- A significant aspect of French culture is its gastronomy and the importance of meals and good nutrition in family life. In France, children do not bring lunch boxes to school; instead, they have access to a canteen where, for a cost optimized for families, all children can enjoy quality meals. While we are not yet able to establish a canteen in our current facilities, as it requires a larger student body to be economically viable, we have set this as a goal for the next campus development. In the meantime, we plan to renovate and expand the kitchen at 127 Remuera Road to host weekly cooking workshops during lunchtime, with student participation. The aim is to teach students the principles of healthy eating, focusing on fresh ingredients. This activity will be paired with the creation of a veggie garden, helping to instill healthy eating habits that could have a lasting impact on children's development.
- Incorporating elements of New Zealand culture, we will uphold principles of Te Tiriti o Waitangi by respecting the values of Te Reo Māori and celebrating key national events like Waitangi Day and Matariki. EFIA will respect and celebrate New Zealand culture like any other school in the country by:
 - Respecting the values and principles of Te Reo Māori in the classroom (Māori Language Week, Sign Language Week, Tikanga)
 - Celebrating key events from an educational perspective (Waitangi Day, ANZAC Day, Matariki, etc.)
 - Incorporating Karakia (in meetings, before meals, etc.)
- Our teachers will follow the Code of Professional Responsibility and Standards for the Teaching Profession and its values:

- Whakamana: empowering all learners to reach their highest potential by providing high-quality teaching and leadership.
- Manaakitanga: creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.
- Pono: showing integrity by acting in ways that are fair, honest, ethical and just.
- Whanaungatanga: engaging in positive and collaborative relationships with our learners, their families and whanau, our colleagues and the wider community.

Work in collaboration with parents:

We will seek active parent engagement: there will be regular opportunities for parents: invitation to school assemblies, feedback through forums, surveys, and involvement in key decisions. We aim to create a strong sense of community where parents are actively engaged in their children's educational experience.

Special Needs in the context of a bilingual school:

In the context of a bilingual school, supporting students involves addressing both cognitive and language-related challenges.

Initial signs are generally identified by teachers when they observe difficulties affecting academic skills that involve reading and writing. These difficulties can include, in varying degrees:

- Slowness,
- Lack of endurance for reading and writing efforts,
- Weakness in spelling (dysorthographia) and handwriting (dysgraphia),
- Weaker comprehension and recall in writing compared to oral expression,
- Less enjoyment of tasks requiring reading long texts or writing.

In a bilingual context, these symptoms will appear in both languages but may be more pronounced in written expression in the weaker language compared to the dominant language.

This diagnosis cannot reasonably be made before the period when the first educational objectives regarding written language are expected to be met. In most cases, this stage occurs around the age of 8, at a level equivalent to that of CE1/CE2 (Year 3/4). This category of disorders mainly affects information processing speed, short-term memory, personal organizational skills, and phonemic awareness. The child, therefore, needs more time, as they must exert additional cognitive and concentration efforts. On a psycho-emotional level, there are also risks to self-esteem, anxiety related to fear of making mistakes, and avoidance of schoolwork.

We have the project of developing an Inclusion Unit which may handle many roles, such as:

- Supporting students in class, in individualized external aid, small groups, or co-teaching.
- Meeting and advising families.
- Conducting educational team meetings with the family, student, and teaching staff.

- Implementing pedagogical accommodations recommended by a doctor or external partner (speech therapist, occupational therapist, etc.) to meet the student's needs.
- Raising teacher awareness about inclusion and guiding them through the process.
- Establishing collaborations and providing training for all members of the school's educational team.

For example, for students in cycles 1 and 2:

On top of working with different stations during normal class time, a specialized teacher would work with small groups (identified with the class teacher) to implement external support in the form of level-based groupings. This organization would allow for the individual needs of students to be met with personalized adaptations. Each student with special educational needs (SEN) would benefit from personalized support in line with their Inclusive Educational Pathway (PSI).

This could include:

- GS groups (Year 0/1) to help young children improve their oral expression using varied tools in a supportive environment (e.g., puppets, role-playing games, etc.).
- CP groups (Year 2) to assist vulnerable children in learning to read (from phonological awareness to reading) and writing (differentiating between drawing, graphics, and writing) through physical movement, listening exercises, etc.
- CE1 groups (Year 3) to foster a love of reading (fun reviews of complex sounds, introduction to memorization methods, strategies for autonomy and more effective decoding to enhance comprehension, support for successful writing).

Developing an "Inclusion Unit" at the EFIA would allow the school to fully integrate into the inclusive school model, a core principle of the French National Education system, within this project. This will reassure prospective parents about the holistic support EFIA can offer their children to promote their well-being and success. Bilingualism is an invaluable asset, but for some children, it also presents academic challenges that can be effectively addressed through the specific work of a teaching team, including specialized teachers.

EFIA's Inclusion Unit would concretely demonstrate our ambition to ensure that no child is left behind, allowing every student to thrive within the school. We aim to establish this Inclusion Unit in the near future once we have enough students. To achieve this, we will recruit an expert in this field starting in 2025.

Zoom on the AEFÉ accreditation process and timing (feedback from Phase I application: more details needed in Phase II):

The accreditation of French educational institutions abroad is the process by which, in agreement with the Ministry of Europe and Foreign Affairs (MEAE), the Ministry of Education certifies and recognizes that schools located abroad provide education in accordance with the principles, programs, and pedagogical organization of the French education system.

The accreditation process takes place once a school has started its operations and takes two years to obtain. The French school year goes from September to June and the AEFÉ works in accordance with this calendar.

Principles for accreditation of French schools abroad:

- Principles, Programs, and Values of the French Educational System: The school must implement the principles and values of the French education system as defined in the French Education Code. This includes fostering a community spirit and ensuring the well-being of students and staff. The school must take appropriate measures to combat bullying and create a safe learning environment. It must also adhere to French governance and management principles, while respecting local regulations. The curriculum is organized into cycles, and schools must apply the objectives, timetables, and programs set by the French Ministry of Education. Adjustments can be made to account for local conditions, provided they do not reduce the required teaching hours or curriculum standards. The school should also ensure a balanced schedule to prevent student overload.
- Use and Mastery of the French Language: French is the primary language of instruction and communication in the school, and mastering the French language is a fundamental goal. The school must encourage exposure to French through both curricular and extracurricular activities, and French must remain the dominant language in all subjects.
- Multilingual Policy: The school should offer a multilingual policy tailored to students' profiles, ensuring a balance between French and other languages. The teaching of foreign languages must respect local regulations and intergovernmental agreements. Accredited schools may apply for the establishment of European or international sections and bilingual baccalaureates.
- Qualified and Regularly Trained Staff: The school must employ qualified staff, including teachers certified by the French Ministry of Education or those holding a master's degree in teaching, education, or training. Local staff must have contracts that comply with local labor laws, and the school must be committed to providing regular training in the French education system.
- Examinations and Assessments: Schools must administer French system evaluations and exams, including the "Diplôme National du Brevet" (DNB) and the "Baccalauréat."
- Appropriate Facilities and Equipment: The school must have facilities and equipment that meet the pedagogical needs of all students, including those with special educational needs. Safety regulations must be followed, and once accredited, the school must create a specific safety plan approved by the French Embassy, with regular prevention drills.

More details are available in the following document (bilingual French-English): www.ecole-francaise.nz/aeфе.pdf

Submission of Applications:

First Accreditation Request: from the first year of operation, schools or sections can submit an initial accreditation request. However, they may choose to wait for a full year of operation before submitting the application. EFIA is targeting to submit its initial accreditation request during the first year of operation, in 2025. It is not possible to obtain accreditation before the school opens, as on-site inspection missions must be conducted to determine whether the school currently in operation should be accredited or not. This inspection mission will only take place once the school has submitted an application file.

Evaluation Process:

Step 1: Obtaining the "Candidate for Accreditation" Status: this initial phase involves a study of opportunity and eligibility, carried out with the involvement of the diplomatic post, AEFE, the Sub-Directorate for the French Language and Education at Ministry for Europe and Foreign Affairs, and the Ministry of Education.

Step 2: Inspection and Evaluation of "Candidate for Accreditation" Schools: once a school obtains "Candidate for Accreditation" status, an inspection mission is launched. The pedagogical and administrative analysis of the accreditation files is carried out under the coordination of the Directorate for European and International Relations and Cooperation (Dreic) and in collaboration with the General Directorate for School Education (Dgesco) and the General Directorate for Human Resources (Dgrh) by the General Inspectorate of National Education, Sport, and Research. The evaluation is based on the accreditation principles and criteria, the accreditation file, and an inspection report.

An inter ministerial accreditation commission, chaired by the Delegate for European and International Relations and Cooperation and representing the Minister of National Education and Youth, and composed of representatives from the Ministry of Education, Ministry for Europe and Foreign Affairs, and AEFE, reviews the applications submitted by schools.

The list of French-program schools abroad that receive accreditation is compiled annually by the Minister of Education in agreement with the Minister for Europe and Foreign Affairs. It is formalized in a specific interministerial decree published in the Official Journal of the Republic.

Estimated Timeline for EFIA's Accreditation Process: A two-year process

- May 2024: Following the Embassy's approval, the EFIA team has already started working with AEFE to identify the areas where support is needed to establish the new school.
- November 2024: Signature of a support agreement with AEFE to assist in establishing the school.
- February 2025: School opens with AEFE's support.
- February to September 2025: Preparation of the Accreditation application.
- October 2025: Deadline for submission of accreditation applications by schools to the Ministry of Education, with document verification by AEFE.
- December 2025: Review of application validity by the Ministry of Education. Schools whose applications are accepted receive the status of "Candidate for Accreditation." The accreditation missions begin. These are on-site inspections carried out by qualified inspectors from the Ministry of Education. The purpose of these inspections is to assess the school's compliance with accreditation criteria, ensuring that the principles, programs, and pedagogical organization of French education.
- January - April 2026: Evaluation of accreditation applications for candidate schools.
- May - June 2026: Interministerial Accreditation Commission (CIH) meets.

- June - July 2026: Publication of the interministerial decree listing accredited French schools and notification of decisions and recommendations to the schools.

Answer to question 4: How will the governance and organisation structure positively impact student achievement and attendance. Consider the key responsibilities of your teaching workforce in relation to the students and how this will be operationalised day to day.

We addressed the aspects regarding achievement and attendance in our Phase I response in the following sections:

- a) What is your strategy to raise academic achievement and how will this benefit the students at the proposed charter school | kura hourua?
- b) Outline strategies for addressing academic underperformance.
- d) What is your strategy to uplift the student attendance and how will you measure this?
- (e) Detail attendance improvement programmes and initiatives

Here are additional elements of our ongoing reflection.

The establishment of this new French International School, along with its governance structure (the Board), the selection of the principal (leadership), and the teaching team, is designed to address a need within the community. Our goal is to ensure that families feel connected, fostering a strong attachment that promotes regular school attendance and the pursuit of ambitious academic outcomes.

In many countries, communities naturally form around established French high schools, with families developing a sense of pride in their involvement, often expressed through active participation in extracurricular school activities. This engagement not only strengthens students' sense of belonging but also transforms the school into a vibrant hub for community gatherings and celebrations, extending beyond its role as a center of academic excellence. This aspect will be particularly significant in the context of an International School, where opportunities for cultural diversity and celebrations abound. Schools within the AEFÉ network are continuously monitored and evaluated, allowing for international comparisons of results that can be discussed with parents and foster a spirit of healthy competition.

The example of established International French Schools strongly indicates that this sense of belonging to the school leads to increased attendance and improved academic performance. Families who are actively engaged with their school collaborate with the teaching team to encourage their children to attend regularly and succeed academically. We have already begun to engage with interested families by communicating that the future of the school is in their hands. Their ideas and commitment are essential to demonstrate that our project is valued by the community and to secure their support for our Charter School application. We have received numerous responses from parents eager to get involved, whether in organizing events, fundraising, or participating in activities. Through these efforts, we have laid the foundation for a cooperative relationship between school organizers and teachers, on one side, and the

community of families and stakeholders, on the other.

Once the school has started, the following measures will be in place to monitor and improve student achievement and attendance with the parents' involvement:

- The governance structure will outline clear roles for leadership, teachers, and staff, ensuring that responsibilities related to student achievement and attendance are well-defined. The principal will focus on setting academic goals, monitoring progress, and driving improvements in teaching practices. This oversight ensures that educational standards remain high and that any issues impacting attendance are promptly addressed.
- The school's rules are an important element that allows all participants to understand the framework in which they operate, the boundaries in which to operate and safety, as well as the behaviors to avoid. It must be read and understood by each family and child at the beginning of the year, as it represents the contract for communal living that the members of the school commit to upholding. These rules will notably include the rights and duties of students and their families, particularly regarding the obligation of regular attendance and adherence to academic requirements (listening, participation, timely submission of homework and assignments, and the quality of students' involvement). Since this is a new school, its rules will inevitably undergo successive adaptations in the first few years.
- In France, absenteeism is strictly monitored and subject to a punitive system that places responsibility on families. This creates a strong deterrent, enabling school administrators to hold parents accountable. We expect French families to bring this mindset to the school, and we believe it will have a ripple effect on the entire community. Moreover we can expect that families who choose an education different from the usual New Zealand standard (bilingual and following another curriculum) will be, in principle, naturally less prone to school absenteeism. Indeed they have made a choice that often involves certain sacrifices, such as longer commutes and a greater commitment on their part to be able to follow a curriculum that is new for some of them, as well as a different culture so it wouldn't make sense not to try to get the most out of it.
- As described in our Phase I application, the AEFÉ accreditation requires us to set up advisory committees, among them the School council with parents' representatives which foster mutual collaboration and consideration of the aspirations and issues of each party.
- The teaching team will play a crucial role in maintaining high attendance and academic achievement. Teachers will be responsible for building strong relationships with students, creating an inclusive classroom environment, and setting clear expectations for attendance and engagement. One of the Principal's missions will be to ensure they are well-equipped to cater to diverse student needs and maintain motivation in the classroom.
- To ensure every student has the tools for academic success, we will assess French and English levels upon entry to provide targeted language support where needed. Small class sizes (maximum of 20 students) will allow for individualized attention and tailored teaching. French Language assistants and interns will assist teachers, while after-school classes,

supported by the Francophone community, will offer additional academic help. Regular homework, progress tests, and termly monitoring, along with parent-teacher meetings, will ensure steady academic development and address any learning gaps.

- As part of the daily monitoring, regular communication between the school and families, led by both teachers and governance bodies, will ensure parents are informed and involved in their children's education. These communication, attendance, academic achievements and homework follow-ups will be made possible through the platform Pronote.

Pronote is a comprehensive school management tool designed to enhance communication and collaboration between schools and families with several key functionalities:

- Access to Academic Information: Parents can view their children's grades, attendance records, and behavior reports. This transparency allows them to monitor academic progress and understand their child's performance.
- Homework and Assignments: Parents can access details about homework assignments and upcoming projects. This helps them support their children's learning at home and ensure that assignments are completed on time.
- Communication Platform: Pronote serves as a communication channel between parents and teachers. Parents can send messages, receive updates, and participate in discussions regarding their children's education.
- School Events and Notifications: Parents receive notifications about school events, meetings, and important announcements. This keeps them informed about what's happening at school and encourages their participation.
- Calendar Access: Pronote provides a calendar feature that highlights important dates, such as school holidays, parent-teacher meetings, and assessment periods.
- Documents and Resources: Parents can access important documents, such as school policies, educational resources, and newsletters, which help them stay informed about school activities and expectations.

In very practical terms, parents will be able to report on absence by calling the absence line or by emailing or texting the school designated absence email address. The leadership & teaching teams will be in charge of recording data in Pronote and monitoring alerts and achievements regarding each student. The morning is a critical time for identifying student attendance and by 9am the person designated to monitor attendance needs to be aware of who is and isn't at school. An email will be sent to teachers who have not forwarded their attendance by 9.10 am with a reminder that the attendance form is urgent. The administration support officer will reconcile the attendance information with what they have heard from the teachers and parents and at 9.30am the parents will be called, emailed or texted if there is inconsistent information or an unexplained absence. The officer is responsible for maintaining an accurate record of student attendance for the purpose of meeting the school's duty of care. The same process will be in place after lunch for the afternoon session.

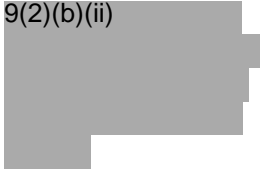

The parents will have access to live data which will help them to support their children in their daily school learning and also to address any difficulties encountered as early as possible in

order to take action to remedy the situation, in collaboration with the teachers.

Answer to question 5: As a leader or potential leader in your community, demonstrate with a stakeholder breakdown how the community consultation, that you have undertaken, has informed your decisions about your Charter School, identifying where there is risk and where there is support for your school.

Stakeholders	Type of consultation	Support factors	Risk factors	Decision-making Process & Mitigation strategies
Families	<ul style="list-style-type: none"> ● Discussions over several years with members of the Alliance française Auckland (AFA) ● Discussions during the implementation of the One Day In School Program at the AFA ● Information meetings from June to August 2024 ● Expression of interests in July and August 2024 ● Pre-enrolment form since September 2024 ● Communication channel via social media and the email: contact@ecole-francaise.nz 	<p>The families are attracted by:</p> <ul style="list-style-type: none"> ● French curriculum: high-quality education ● Mother tongue for many Francophone people living in New Zealand: preserve their language and culture ● Bilingualism - for both French & Kiwi-English speaking students - and its proven benefits on children's cognitive development. ● International school: cosmopolitanism and exposure to diverse cultures, fostering the development of open-mindedness and intercultural understanding. ● Combination of French and New Zealand curriculum and teaching methods. ● AEFÉ accreditation: guarantee of quality and the ability to enroll their child in any French school in France and around the world 	<ol style="list-style-type: none"> 1. High tuition fees for private schools are a significant deterrent for many of our prospective families. 2. Uncertainty about premises (outdoor recreational space) 3. How children from non-French-speaking families will be able to integrate harmoniously into the French education system. 4. Will students be able to reintegrate into the New Zealand school system after a few years in the French school? 	<ol style="list-style-type: none"> 1. Decision to apply for Charter school status to offer free tuition that will make our offer accessible to all interested families. 2. If Charter School Status is granted, the adjacent premises at 127 Remuera Road will also be leased, allowing for a doubling of the school's capacity. Significant modifications to the outdoor spaces are planned to create play areas, in advance of the school's opening in 2025. 3. Small class size and strengthening French lessons for beginners in small groups with experienced teachers in teaching French to foreign students. Our teachers are native French or English teachers. 4. The Learning areas of the NZ curriculum can be combined with the French curriculum five key domains which will allow any student to

		<p>without entrance exams.</p> <ul style="list-style-type: none"> The possibility of eventually obtaining the French Baccalaureate and the Bilingual IB Diploma in New Zealand. 	<p>5. Only very limited levels available in the first year and slow progression.</p> <p>6. Inclusivity & Special needs: can parents of children with special needs be confident that a small school (initially) has the resources and support structures to enable them to thrive?</p>	<p>reintegrate into the mainstream New Zealand education system. The school will offer the same primary school assessments as a New Zealand curriculum school, which will easily facilitate any potential reintegration into the mainstream system.</p> <p>5. With the Charter school status, we will be in a position to open 3 classes Year 1 to 3 (instead of just one class of Year 2). Then we should be able to develop more quickly and anticipate the creation of an intermediate school and a secondary school by 2029. Charter status is a crucial accelerating factor in developing a full educational offer for students and families.</p> <p>6. The teaching staff will include an experienced French primary school teacher specialized in addressing special needs in a bilingual setting.</p>
<p>Institutional partners: French Embassy in New Zealand and Senator for French citizens</p>	<p>Meetings with the Embassy team in charge of Education and the Senator Mrs S. Cazebonne Other contacts with the diplomatic representations of other French-speaking countries will be</p>	<p>Full support of the French Embassy and Senator. Communication about the new school in their networks. A letter of support is attached in APPENDIX B.</p>	<p>Slow development of the school due to difficulties in securing financing.</p>	<ul style="list-style-type: none"> Apply for Charter school status Work with business partners and charitable trusts to secure funds

abroad	planned			
Agency for French Education Abroad (AEFE)	Meetings with the AEFE to initiate the process of support towards accreditation	Full support of the AEFE. A letter of support is attached in APPENDIX B.	Slow development of the school due to difficulties to expand to a whole campus.	<ul style="list-style-type: none"> Establish a strategic plan to prepare for the move to a new campus that will accommodate a kindergarten, a primary school, an intermediate school, and a secondary school in the coming years. 9(2)(b)(ii) 
Local Business partners: French New Zealand Chamber of Commerce (FNZCCI) and French companies 9(2)(b) 	Meetings to explain the project and discuss the interest for the community. All the biggest French and NZ companies will be contacted to present the school	Attractiveness of Auckland for expatriates and businesses in general. Full support from the FNZCCI. Communication about the new school in their networks. A letter of support is attached in APPENDIX B.	No	No
Network of French Lycées	Meeting with Sydney primary school principal (Condorcet). Other meetings with French schools will be organized	Eagerness and willingness to participate in the start of a new school in the nearby geographical area. Attraction to play the role of a model organization.	No	No
Teachers	Information meetings from June to August 2024 Several applications received	Job opportunities for teachers in the French-speaking Pacific region as well as for those from around the world.	<ul style="list-style-type: none"> French diplomas and professional careers recognition in New Zealand. 	Advise each recruited teacher to have their French qualifications and, if applicable, their professional experience recognized by New Zealand authorities.

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Part Two. Contribution to the wider school network

The requirements for this section are to demonstrate what impact the school will have with students and the wider school network and how it will prepare students for life in wider society.

Questions 6-8

6. As well as uplifting academic achievement and attendance, how will the school positively impact its students and contribute to the wider school network / education sector?
7. How will the school help prepare students for life in wider society, outside of the specific focus or setting of your Charter School?
8. Why would parents/families choose your Charter School over other schooling options that are already available to them?

Answer to question 6: As well as uplifting academic achievement and attendance, how will the school positively impact its students and contribute to the wider school network / education sector?

Regarding the contribution to the wider school network / education sector, preliminary responses had been provided in our Phase I application. Please refer to the paragraph *r) Discuss the potential long-term impact on educational outcomes and the wider community*.

As our reflection continues to evolve on the subject, here are our additional comments:

Our ambition is to serve as a pioneer in establishing international schools in New Zealand, similar to what exists in other countries like Singapore. We believe that expanding the availability of international diplomas will foster healthy competition within the New Zealand education sector, ultimately benefiting future cohorts of all New Zealand students.

The French school could also play a valuable role in the broader educational New Zealand community by significantly enhancing French language learning. Many schools already offer French but not all the teachers are native French speakers, and with the help of Alliance française, our new school could serve as a hub for sharing teaching resources, providing support and offering French speaking events. This would lead to improving the overall quality of French education across the network.

One of our trustees, 9(2)(a) is already invited to the annual gathering of French and bilingual school teachers in Australia in November, organized by AEFÉ. This is one of the many opportunities offered by being part of the AEFÉ network (which includes 580 schools worldwide) and will undoubtedly serve as a rich source of information and experience exchange on innovative teaching methods in bilingual schools. We would be delighted to host workshops and conferences on this topic with interested educational stakeholders in New Zealand, as we are already doing with the Tui Tuia Learning cycle in Auckland.

The Alliance Française already has strong relationships with many schools in Auckland as it is the only accredited center for organizing the DELF (Certificate in French Language Studies) Diploma examinations, awarded by the French Ministry of Education and internationally recognized. These examinations assess the four competencies (reading, writing, listening, and speaking) at each level. We already know many French teachers at these schools with whom common activities are organized. EFIA will benefit from these partnerships and strengthen

them by collaborating on the exchange of best teaching practices.

We believe it would be valuable to exchange ideas with colleagues from other schools on how to approach bilingual education, as well as share the lessons from our experience of blending a foreign curriculum with the local New Zealand curriculum. We are actually planning to work with the Franco-Australian school in Canberra (Telopea Park School) to gain insights from their experience in teaching both the French and Australian curriculums in French & English and is an AEFÉ accredited school. This will help accelerate our development.

We want our school to attract teachers from all backgrounds: certified French teachers from the French Ministry of Education living in New Zealand or wishing to settle there, French teachers in schools in New Zealand, certified teachers from New Zealand's Ministry of Education eager to work in a bilingual international school to explore a new curriculum, and student teachers from New Zealand universities. Being part of the AEFÉ network will allow our teams to access ongoing training, and we have already been approached by teachers who wish to join us because they are attracted by the quality of support and the opportunities offered by membership in this network.

Regarding the positive impact of the school on its students, we believe they will be numerous:

- For young French speakers, it's an opportunity to reconnect with their roots, better understand their culture of origin, and be able to communicate both orally and in writing with family and friends.
- For all students, the school offers the chance to enjoy New Zealand's quality of life while staying connected to the world, particularly to Europe, and to read news in languages other than English, offering a different perspective on international affairs. At the same time, students will thrive by developing their soft skills, such as public speaking abilities and communication confidence. The school's cosmopolitan environment and exposure to multiple cultures and international competitions between the AEFÉ schools' network will shape global citizens who are open to new experiences, well-prepared to enter top universities in their chosen fields, and increase the likelihood of securing employment.
- The advantages of bilingualism and being part of a network of schools that achieve excellent results in the French Baccalaureate and IB (as detailed in our Phase I submission) are key factors that will have a long-term impact on all students at the school. Many alumni of French Lycées strongly advocate for French schools for their own children.
- For children who are academically advanced, being introduced to a second language serves as an excellent stimulant, helping them avoid boredom in class. The linguistic challenge offers them something new to work on, requiring effort and perseverance—qualities they may not often have the chance to develop otherwise. This additional challenge helps maintain their engagement and promotes the development of essential skills like resilience and persistence, which are beneficial in the long term. We already have pre-enrollments in this regard.
- Lastly we are convinced that our students, through bilingual education, will be capable of excelling in New Zealand's assessment tests. This will give them the opportunity to choose between continuing with the French curriculum or reintegrating the New Zealand program at a later stage in their academic journey, should they wish to do so.

Answer to question 7: How will the school help prepare students for life in wider society, outside of the specific focus or setting of your Charter School?

As outlined in our Phase I application, EFIA is dedicated to providing educational excellence and fostering cultural openness through a multilingual learning environment. Our goal is to nurture knowledge, reflection, creativity, independence, social commitment, community spirit, and a strong sense of citizenship in every student.

Core principles

Our school's ethos is grounded in key principles that reflect our values and practices. These principles form the foundation of our students' education and prepare them to become global citizens:

- Excellence in education: EFIA offers an international, bilingual French-English education, blending the academic rigor of the French curriculum with the hands-on, student-centered approach of New Zealand curriculum and pedagogy.
- Inclusivity and diversity: As with all French schools, EFIA welcomes students from all backgrounds, promoting a multicultural and inclusive environment that celebrates differences and fosters intercultural understanding.
- Holistic development: We aim to provide a balanced educational experience, combining the strengths of both the French and New Zealand educational systems. Our program nurtures students' academic growth while also developing life skills such as communication, teamwork, and problem-solving.
- Community engagement: Located at 131 and 127 Remuera Road, the school is embedded in the vibrant French community, supported by the Alliance Française d'Auckland. Students will benefit from a rich cultural environment, participating in events like the French market and various community activities.
- Continuous improvement: AEFÉ accreditation and regular comparison with other French schools abroad ensure that EFIA remains committed to excellence and improvement.
- Ethical leadership: EFIA is built on a foundation of transparency, accountability, and ethical conduct, values that have been upheld by the Alliance Française d'Auckland since its founding in 1896.

By fostering a supportive environment where students are encouraged to grow academically, socially, and emotionally, EFIA aims to prepare them for the challenges of life while promoting their overall well-being and adaptability.

Intercultural understanding and global citizenship

The diversity of cultures and backgrounds at EFIA fosters an environment of intercultural understanding. Students will be exposed to multiple languages and cultures from an early age, preparing them to engage with societal diversity and become active global citizens. EFIA will prepare students to engage with cultural and societal diversity, encouraging them to step out of their comfort zones and think beyond their familial perspectives. These experiences will cultivate adaptability and resilience in facing life's challenges.

The school will celebrate cultural festivals and holidays within the school: Waitangi day, Anzac day, Matariki, Bastille Day, Quebec and Canadian national days, Francophonie Day, International week,... allowing students to share and learn about different traditions.

The French curriculum includes lessons on civic and moral education, which aim to instill values such as respect, responsibility, and engagement in society. These lessons encourage students to reflect on their role as citizens and the importance of participating in democratic processes.

In terms of innovative tools to improve the knowledge path, to offer a tailored language learning journey for each student and develop their curiosity about the diversity of the world, EFIA will use:

- over 220,000 French digital documents (books, magazines, podcasts) for all levels on the Culturethèque platform (<https://www.culturetheque.com/en>).
- Educ'ARTE services (<https://educ.arte.tv/>) which is a French interactive educational medium aimed at schools, school operators and media centers. The online video library offers more than 1,000 programmes with authentic and relevant content as well as numerous interactive functions.
- Similar initiatives as [Skype in the Classroom](#) exist and allow children to be introduced to digital skills while discovering the world.

Educational and professional development opportunities:

The French curriculum is an academically demanding and ambitious programme that simultaneously cultivates knowledge and skills to shape students into independent individual thinkers, capable of adapting and constructing their ideas, with positive critical thinking skills, who are also able to communicate effectively and work in teams, showing concern for their environment, supported by solid plurilingual and pluricultural cultural awareness. Life-skills such as financial literacy, effective communication, and decision making are part of this education. Additionally, in line with French educational practices, a future third language will be introduced at the intermediate level.

The tests and exams in the French and New Zealand educational systems will give families concrete reference points on their children's progress. These evaluations provide measurable indicators at key stages of schooling, allowing the assessment of students' knowledge and the adjustment of teaching strategies accordingly.

EFIA will prepare students for internationally recognized French national exams and certifications, ensuring that they have a pathway to pursue their education in France or within the global network of 500+ AEFÉ schools. The school will prepare students for tertiary studies in the best post-baccalaureate schools and universities in France and the world.

In the future, the IB Diploma bilingual French-English is also an objective of the school for years 12 & 13.

Alliance Française also already offers educational programs where professionals participate to explain their careers and inspire vocations, such as representatives from the French Consulate General and members of the business community through the Chamber of Commerce. These programs will be integrated into the school curriculum (NELP 4).

Integration of New Zealand curriculum and culture

EFIA will also integrate aspects of New Zealand culture, history, and society into its curriculum, offering students a comparative perspective that enhances their understanding of both local and global communities. This will foster critical thinking and broaden their worldview. This comparative approach with French society will enrich their educational experience and enhance their ability to navigate diverse cultural contexts.

Cultural and extracurricular activities

Anchored in the rich cultural framework of the Alliance Française, EFIA will provide students with opportunities to participate in various cultural and real-world learning experiences. Indeed, they will be able to participate in events such as the French market, sports events, and fundraising activities, where they can progressively get involved from a young age until they become key contributors. The French market, for instance, is an ideal opportunity for young people to learn how to promote products, prepare for the event, respond to customer requests, and participate in post-event debriefs. All of these activities will help students develop leadership and collaboration skills. Furthermore, monthly extracurricular activities will engage students and parents, offering a holistic educational experience. All students will automatically become members of the AFA, allowing them to fully participate in these enriching experiences.

AEFE accreditation gives access to a unique worldwide network that implements countless educational, cultural and sports projects for its students at a local and international level: Young ambassadors, Worldwide French School Orchestra, Olympiades, Night of Ideas, International Youth Games, and many more educational and cultural partnerships, as well as an abundance of resources shared by all member-schools in this international network.

Personal development of each student

- Personal development and goal setting:

EFIA will emphasize personalized learning, ensuring that each student feels recognized as an individual with unique strengths and needs. Through a combination of tailored programs, assessments, and constant communication with students and parents, the school will guide students toward achieving personal goals, particularly language proficiency in both French and English. Regular monitoring, goal setting, and level-based group shifts will motivate students to continuously improve. Self-motivation is a key focus, encouraging students to engage actively with the curriculum and take responsibility for their learning. We will use the advice of [the Education hub](#).

- Monitoring Well-being and Mental Health: The well-being of students is essential for holistic development. EFIA will implement a strong support system, including:
 - Regular communication between teachers and students to identify concerns early on.
 - Strategies including rewarding effort rather than natural ability, setting realistic expectations, and helping students recover from failures.

- Small group learning to ensure personalized attention.
- Mental health and well-being check-ins, fostering an environment of trust and care. Equip children with the tools to achieve positive mind health with the help of the [Pause Breathe Smile initiative](#).
- Improving the physical environment of the school so that it is more user-friendly for students.
- Adaptability and Resilience Programs: The school will promote adaptability and resilience through:
 - Student engagement in decision-making processes (class representatives, tutoring between students, feedback sessions).
 - Access to extracurricular activities, clubs, and interest groups where students can explore personal interests and concerns.
 - Stress-reduction measures, such as formative assessments and peer evaluations, to help reduce anxiety around exams.
 - Teaching methods that prioritize collaboration, self-management, and a positive classroom climate the advice of the [Inclusive Education website](#).
 - Additionally, health and well-being topics, including healthy eating, mental health awareness, and conflict management strategies will be part of classroom discussions and the broader school culture.

Answer to question : Why would parents/families choose your Charter School over other schooling options that are already available to them?

EFIA fills a gap for the Francophone community with an unique educational approach since there is no possibility to be taught the French curriculum in French in New Zealand, but not only that. It enriches the existing educational landscape by embracing multilingualism. In this way, it complements what is already available and meets new demands arising from Auckland's growth, which is largely driven by skilled and selective immigration. It also reflects the idea that 'one size does not fit all,' and parents who choose EFIA will do so because the current offerings do not fully align with their expectations or requirements.

In many countries, French high schools ("Lycées français") are prestigious educational institutions renowned for their high academic standards and human values and which therefore attract students from many varied backgrounds. Our value proposition will remain relevant to the community since we are committed to teaching the French curriculum in French and following the AEFÉ instructions and we will be inspected and our accreditation will have to be renewed every 5 years.

By combining the French curriculum with the 8 Learning ways of the New Zealand curriculum, EFIA will be able to offer a new innovative unique learning experience to the families who will not hesitate to enroll their children in a school that embraces the host country's culture (for immigrants) while offering an international, cosmopolitan character with a strong emphasis on language learning and global awareness (for locals).

They still say it best: we interviewed interested parents and asked them why they would choose our school over other educational options.

- *“French high level of literacy and strong academic foundation that help children thrive and ready for any challenges and opportunities ahead in a dual-language environment.”*
- *“Critical thinking.”*
- *“Global citizens.”*
- *“Academic achievement as the focus.”*
- *“Establishing strong fundamentals for children, building their ability to work and gain independence.”*
- *“Openness to the rest of the world, with world history and geography lessons.”*
- 9(2)(a) [REDACTED]
- *“We have a highly gifted child who's easily bored with the standard curriculum at his year level. He needs to be challenged to be engaged. A bilingual immersion program can provide him with the challenge and stimulation a traditional primary school cannot.”*
- 9(2)(a) [REDACTED] *It is really exciting news that you are creating such a school!”*

Thanks to the stakeholders we have been working with over the past few months and our initial advertising campaigns, news of the imminent opening of the school is spreading throughout the Francophone community and across Auckland. We already have 24 pre-enrollments for the 2025 school year and even some enrollments for 2026, as families experienced with international schools know that once the school opens, spots fill up quickly. We are anticipating high demand for Year 1 enrollment and would not be surprised to see a waiting list form for this level in the near future.

Communication will be relayed through the website of the French Embassy in New Zealand, via communications from the Alliance Française and the French Chamber of Commerce, within the partner companies of these two organizations, and across all media dedicated to schools and families on social networks (More than 7,000 followers on Facebook for the Alliance française and more than 9,000 for the Embassy). The school's central location on a busy street (Remuera Road) allows for visible signage to the many passersby.

The success of our enrollment strategies will be demonstrated by having full classes and a waiting list, allowing us to plan for the development of intermediate and secondary levels.

Part Three. Operational fitness

The requirements for this section are to demonstrate your readiness to open in 2025 and how your school will deliver outcomes against the Performance Management Framework.

Questions 9-10: Readiness to open

9. Demonstrate your readiness to open for Term One 2025 (or the term that you have specified for opening) by showing across the following establishment areas, what you will have in place for students to be welcomed for learning in Term One 2025:
 - a. Staffing, including your payroll solution
 - b. Finance
 - c. Curriculum
 - d. Roll
 - e. Health and Safety
10. In stage one you listed the physical assets required (e.g., buildings, classrooms, sports facilities) and outlined the plan for acquiring, developing, or leasing these assets. Now, demonstrate how you will:
 - a. operationalise the property and infrastructure components of your application, ready to welcome students for Term One 2025.
 - b. maintain your property and infrastructure within the funding allocation you will receive.

Answer to questions 9a-e]

Staffing, including payroll solution	Finance	Curriculum	Roll	Health and Safety
<p>Subject to Charter school status funding, we have already identified the following team for the start of 2025:</p> <p>1. Bilingual Principal:</p> <ul style="list-style-type: none"> • French Master’s degree in Education recognized by NZQA 9(2)(a) • Certified teacher of the French National Education with several years of teaching experience in France • NZ registered teacher with full certificate 9(2)(a) • Proven leadership and management skills. 	<p>The trust was created in August and registered as a charity immediately. The trust bank accounts are operational to receive funds.</p> <p>The first operational expenses have been covered by the Alliance while EFIA awaits funding, including legal fees for establishing the trust and initial costs for advertising and materials.</p> <p>9(2)(b)(ii)</p>	<p>The French curriculum blended with the New Zealand program with the integration of the core elements of both educational systems to create a harmonious and comprehensive learning experience for students.</p> <p>Bilingual teaching:</p> <p><u>French Curriculum</u> (Cycle-based structure):</p> <p>Strong focus on foundational skills in the early years (Cycles 1 & 2), including language,</p>	<p>2025: 45 students by the end of the year</p> <p>2026: 60 students</p> <p>2027: 75 students</p> <p>2028 : 90 students</p>	<p>See more details in the Health and Safety Governance procedure in APPENDIX E.</p> <p>AEFE accreditation requires the establishment of a Hygiene and Safety Commission to address matters related to health, safety, and working conditions within the school.</p> <p>The following procedures will be implemented:</p> <ul style="list-style-type: none"> • Hazards register to document potential risks. • Incidents register to record

<p>Teachers team:</p> <ol style="list-style-type: none"> 1. Teacher 1= <ul style="list-style-type: none"> • French Master’s degree in Education recognized by NZQA 9(2)(a) • Certified teacher of the French National Education • NZ registered teacher with full certificate 9(2)(a) • Proven leadership and management skills. 2. Teacher 2= <ul style="list-style-type: none"> • Certified teacher of the French National Education with teaching experience in France • 9(2)(a) • Master’s degree in Education - recognition in progress with NZQA. 3. Teacher 3= <ul style="list-style-type: none"> • Certified teacher of the French National Education with several years of teaching experience 9(2)(a) • 9(2)(a) • 9(2)(a) • 9(2)(a) <p>Teachers 1, 2, and 3 will be responsible for delivering the French curriculum in French, with some of them employed on a part-time basis. The bilingual Principal will oversee the</p>	<p>9(2)(b)(ii)</p> <p>[Redacted]</p> <p>[Redacted]</p>	<p>mathematics, and social development.</p> <p>Emphasis on critical thinking, civic education, and a broad knowledge base across subjects like history, geography, science, and arts.</p> <p>AEFE accreditation.</p> <p>- <u>New Zealand Curriculum</u> (Competency-based and flexible):</p> <p>Focus on key competencies such as critical thinking, communication, self-management, and social engagement.</p> <p>Bicultural elements, incorporating Tikanga Māori into learning, ensuring students understand and respect New Zealand’s unique cultural heritage.</p>		<p>any accidents or near-misses.</p> <ul style="list-style-type: none"> • Medical register to track student health records. • Sick bay management for ill students. • First-aid training for the team. • Police vetting as part of the recruitment process. • Travel policy for off-site trips and outdoor activities. <p>In terms of building & equipment:</p> <ul style="list-style-type: none"> • Ensure a valid Building Warrant of Fitness. • Develop and implement Emergency Plans to ensure preparedness from the first term, including evacuation drills and safety protocols.
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<p>English-language days and provide overall leadership for the school.</p> <p>We are already familiar with Xero for payroll and payslips, and we have established HR contracts that are legally reviewed. Additionally, we will use the same accountant and auditor from the Alliance Française for EFIA's financial management and control.</p> <p>In 2026 and 2027, we plan to increase the teaching hours of the four current teachers and recruit two additional teachers, one a native French speaker and the other a native English speaker. From 2026 onwards, we will also recruit French language assistants to enhance students' communication skills, especially in spoken French, while deepening their understanding of French culture.</p>				
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Answer to question 10a: In stage one you listed the physical assets required (e.g., buildings, classrooms, sports facilities) and outlined the plan for acquiring, developing, or leasing these assets. Now, demonstrate how you will:

- a) operationalise the property and infrastructure components of your application, ready to welcome students for Term One 2025.

The Alliance Française's premises at 131 Remuera Road will host the French school and will be combined with the adjacent site at 127 Remuera Road, 9(2)(b)(ii) [REDACTED]. With Charter school status, we will be able to lease the premises at 127 Remuera Road, allowing us to add 3 classrooms and numerous indoor and outdoor common areas.

We have already begun negotiating with the owner of 127 Remuera Road for the rental of the premises, and we are currently listing the necessary renovations. If we are granted Charter School status, then we plan to start our lease in December. We will take care of the necessary renovations to be ready by February 2025. This is similar to the situation we experienced

when we rented the premises at 131 for the Alliance in 2021. 9(2)(b)(ii)

The quotes we have obtained are consistent with the funding we would receive as a Charter school.

Our main objectives are to:

- Fit-out the new premises at 127 Remuera Road by completing necessary renovations, including painting, flooring, kitchen & bathroom upgrades, and ensuring electrical & plumbing compliance.
- Undertake minor renovations at 131 Remuera Road and install a secured gate.
- One of our main focuses is on the outdoor fit-out, as we aim to transform the outdoor spaces into a welcoming area for the children with a playground, a lawn, a veggie garden,... Additionally, we plan to connect the two properties to allow children to move safely between them.

To operationalize the property and infrastructure components for EFIA's school readiness by Term One 2025, we will need to focus on the following key areas as soon as we get the approval for the Charter school status:

1. Finalizing Rental Agreement for the 127 Remuera road property.
2. Renovations and outdoor/indoor fit out
3. Technology and infrastructure setup are available.
4. Recruitment of teachers and administrative staff and preparation of the organizational structure for the 2025 school year with them.
5. Signature of the support agreement with AEFE to receive guidance and support in launching the school project.
6. Enrollment procedures for students, provide orientation sessions, and ensure that students are familiar with the school environment before classes start.
7. Preparation of the school's procedures, subscriptions to services, softwares, Xero, accountant.

Regarding the readiness of the building, our action plan with the builder is detailed in APPENDIX F.

Answer to question 10b: In stage one you listed the physical assets required (e.g., buildings, classrooms, sports facilities) and outlined the plan for acquiring, developing, or leasing these assets. Now, demonstrate how you will:

- b) maintain your property and infrastructure within the funding allocation you will receive.

To maintain our property and infrastructure within the funding allocation received, we will implement a comprehensive strategy that focuses on effective budgeting, prioritization of essential renovations, and continuous monitoring of expenses. Here's how we plan to achieve this:

- **Budget Allocation:** We will create a detailed budget that outlines all anticipated expenses for maintenance, and operations. By clearly identifying and categorizing each cost, we can allocate funds effectively and ensure that we remain within our financial limits.
- **Cost-Effective Solutions:** We will seek quotes and proposals from multiple contractors to ensure competitive pricing for all repairs and maintenance. By negotiating contracts and sourcing materials wisely, we can optimize costs without compromising on quality.
- **Monitoring and Reporting:** Regular financial reviews and updates will be conducted to track our spending against the budget. This monitoring will enable us to identify any discrepancies early and make necessary adjustments to stay on track.
- **Community Involvement:** We plan to engage families and local community members in fundraising activities. This not only builds community spirit but also provides additional financial resources to support maintenance and improvement projects. Some simple maintenance work can also be carried out by the community through supervised family activities, such as improving the veggie garden, outdoor decorations, etc.
- **Partnerships:** Establishing partnerships with local businesses and organizations may provide opportunities for sponsorships or donations, contributing to our maintenance budget and enabling us to enhance our facilities further.

[Regarding the property, we received the following feedback on our Phase I application: *Financial sustainability: Four year budget provided including property information. Budget is based on opening Term 1 2025 but then notes a 6-month lead in would be needed to set up premises. Optimising resource by collaboration and site sharing with Alliance Francaise.*

Here is our answer: We decided to explore the idea of opening a French school in November 2023, following the success of the 'One day in school' program at the Alliance Française. We began discussions with numerous partners until May 2024, then we made the decision to establish the school for the 2025 academic year. From that point on, we started working concretely on various aspects of the project: facilities, renovations, teaching staff, AEFÉ accreditation, financing, and, of course, the application for Charter school status. The action plan is now ready to be implemented upon signing the contract in early November so that the school can open in February 2025. We do not need 6 months from the date the contract will be signed since most of the preparation was done prior and we are now ready to action our plan.

Questions 11-12: Performance and longevity

11. Noting the Performance Management Framework, outline your performance management strategy including:
 - a. how the strategy will enable and support monitoring against each performance measure in the framework and:

- b. how will you manage the early identification of issues and risks and what preventative measures will you take to address these?
12. Tell us in a practical way the reality of a teacher and a student on the ground at the school in a day-to-day setting and how this will endure over the life of the contract.

Answer to question 11a: Noting the Performance Management Framework, outline your performance management strategy including:

- a) how the strategy will enable and support monitoring against each performance measure in the framework and:

For Attendance, EFIA will be part of the first group “Fewer barriers” with a 60% target. We will use Pronote to log the attendance and communicate with parents immediately in case of absenteeism. As described above (question 4), rules will be established and explained at the start of the year so that the rules regarding attendance are well understood and become an integral part of the moral contract between the families and the school. Frequent reports can be generated through Pronote, and custom alerts can be configured. We will aim our attendance to be above 80%.

Achievement: Our bilingual education on combined French and NZ curriculum will allow students:

- To sit NZ tests as any other NZ students:
 - The PAT (Progress and Achievement Tests) from Year 3 onwards in mathematics, and English reading & writing
 - The e-aTTle to assess the students’ progression in writing in English,
 - The English Language Learning Progressions (ELLP) will be used for the assessment, planning and teaching of English language learners.
- To take French tests as any other French students:
 - In France, compulsory assessments are conducted in CP (Year 2) and CE1 (Year 3) to evaluate students' progress in fundamental skills, particularly in reading, writing, and mathematics.
 - At the start of CP and CE1: These tests are designed to assess students' competencies in reading and mathematics. The results help teachers identify students who may need additional support and tailor their teaching strategies accordingly. The beginning of CP assessment and the interim evaluation are mandatory for all students entering and currently in CP in all schools in France. The recording of students' responses is done by teachers on a digital portal. The assessment takes the form of a single booklet of exercises per level—covering both French and mathematics—to be completed by the student.
 - In CP (6 years old): Students are tested in areas such as letter and word recognition, early reading comprehension, and basic math operations like addition and subtraction.
 - In CE1 (7 years old): The tests become more comprehensive, evaluating reading fluency, comprehension of written texts, and more advanced mathematical concepts such as multiplication and problem-solving.

- Ongoing Classroom Assessments: In addition to the national tests, teachers regularly assess students throughout the year in subjects like French (reading and writing) and math to track their continuous development and adapt lessons accordingly.
- End-of-Year Assessments:
 - At the end of CP and CE1, teachers often conduct more informal assessments to gauge overall progress, focusing on literacy and numeracy skills.
- These evaluations are important in ensuring that students are on track with the Cycle 2 curriculum, which emphasizes mastering fundamental skills by the end of CE1.

Financial performance:

The Board of Trustees will monitor the respect of the financial performance targets (financial health and probity) as defined in the framework and presented by the principal during the Board meetings, thanks to Xero's reporting tools. At the Alliance française, we are used to having an annual audit report presented at our Annual General Meeting in May. We plan to have the same audit for EFIA in June and we can plan for a follow-up report in December to be compliant with the framework.

Standard Minimum Requirements:

Teachers:

We will require our teachers to have their French qualifications recognized by the New Zealand Qualifications Authority (NZQA). This process is straightforward, as French teachers typically hold a Master's degree, and experience has shown that recognition is generally not problematic to meet the standard qualification level for teachers in New Zealand (Bachelor's degree - Level 7). Our goal is to ask any teacher we recruit to begin the process of having their qualifications recognized by NZQA if it is not already done.

For those who also wish to obtain New Zealand's teaching certification, we will provide support through the more detailed process, which involves validating each stage of their professional experience with official documentation and work certificates.

In any case, we do not intend to employ teachers without teaching qualifications from either France or New Zealand. The AEFÉ requires that teachers have the proper level of training, as if they were teaching in France, in order for the school to be accredited.

We will start in 2025 with two NZ registered fully certified teachers and two other teachers who will be in the process of having their qualifications recognised by the NZQA. These last two teachers will work with a Limited Authorization to Teach LAT as will all non registered French teachers in the future.

Roll:

Our targets are:

- 2025: 45 students
- 2026: 60 students in term 5 (establishment roll)
- 2027: 75 students
- 2028: 90 students

Calendar: EFIA will be on the same calendar as the NZ school calendar and same school holidays dates with a start of 2025 year on 03/02/2025.

The school hours will be 8.35am to 3.15 pm.

For Reporting and Record keeping and data management tasks, we will use Pronote.

Insurance: we will extend our current coverage to the additional premises and our new activity as a primary school.

Answer to question 11b: Noting the Performance Management Framework, outline your performance management strategy including:

b) how will you manage the early identification of issues and risks and what preventative measures will you take to address these?

To manage early identification of issues and risks effectively, EFIA will employ a proactive risk management strategy that involves both continuous monitoring and preventative measures.

- Early identification of issues and risks: EFIA will implement regular assessments of attendance and achievement metrics, using data analytics to spot trends. Establishing open communication channels for staff, students, and parents to report concerns is critical for identifying any potential issues, be it related to student well-being, curriculum challenges, or operational matters.
- Preventative measures: EFIA will develop targeted intervention programs for students at risk of underperformance, provide professional development for teachers to enhance instructional strategies, and ensure regular financial audits to monitor fiscal health. Establishing regular internal reviews where staff assess potential risks related to teaching quality, facility maintenance, and student progress will ensure constant evaluation.
- Continuous monitoring: The Board of trustees will schedule regular reviews of performance data, allowing for timely adjustments to programs and resources as needed.

Answer to question 12: Tell us in a practical way the reality of a teacher and a student on the ground at the school in a day-to-day setting and how this will endure over the life of the contract.

A typical day in CP / Year 2

In a practical, day-to-day setting, the experience of a teacher and student at school will reflect the dynamic and structured environment created by the blending of the French and New Zealand curriculums. Here's what this looks like:

For the Teacher:

- Morning routine: A typical day begins with organizing lessons that blend both the French and New Zealand educational systems. Teachers are responsible for balancing the French curriculum's academic rigor (like literacy, mathematics, and science) with the more competency-driven, flexible approach of the New Zealand system (emphasizing creativity, critical thinking, and cultural education).
- Adapting to a bilingual classroom: Teachers, especially those from French backgrounds, need to ensure that language instruction happens seamlessly. This involves switching between French and English in structured periods, ensuring students are gaining fluency in both.
- Assessment and feedback: Throughout the day, the teacher conducts regular, informal assessments. They track students' progress in both languages and key subject areas, giving immediate feedback to help students grow academically and linguistically.
- Collaboration: Each level is taught by 2 teachers: a French native speaker for 3.5 days a week and an English native speaker for 1.5 days a week in CP (Year 2). Teachers work collaboratively, sharing insights on student progress, and aligning the blend of curriculums with broader school goals. They also engage with parents regularly, particularly to address student development within the bilingual framework.

By the time students start arriving in class - 8:35am - the teacher has organized the classroom for the day and is available to welcome students individually. This is important to develop a friendly rapport and ensure each child feels welcomed personally.

For the Student:

Learning in two languages: A student's day might start with a lesson in French, such as reading or mathematics, followed by a cultural lesson or sport & art activities, taught in English in the afternoon. This immersive experience builds both language proficiency and a global outlook.

A typical day can include:

- Morning routine on the mat - date, weather, roll, absent/present students, daily news, birthdays, looking at the day's timetable and activities. Morning routine is an opportunity to speak and communicate in an informal setting. It is also an opportunity for mathematics while counting who is present and who is not, which day of the week it is, how many days until the weekend ...

- Phonics - this is easily carried out either in French or in English. In CP, children are in the process of learning to read and write so frequent phonic games or activities are essential.
- Reading or writing - any past activity is an opportunity to write, alongside a daily practice of forming letters and words and presenting work neatly.
- Recess
- Mathematics will be taught formally in French and practiced in English in a science or technology setting: measuring lengths or weights or adding quantities for example.
- Health & PE - children in CP need opportunities to develop motricity skills.
- Lunch break and play time
- Arts & Crafts - children learn about an artist such as Arcimboldo. The “I know, I think I wonder” strategy invites students to use the key competencies to discuss, question and create meaning before developing their visual art skills.
- Story time - encouraging children in CP to read for pleasure is greatly enhanced by giving opportunities to listen to stories being read to them by an adult.

Active engagement: Students are encouraged to actively participate in discussions, group work, and interactive learning sessions. In a French system, students might be used to more structured, direct instruction, while the New Zealand system promotes more inquiry-based learning, encouraging students to ask questions and engage in problem-solving with the teacher and/or their peers.

Cultural learning: Beyond academics, students take part in celebrating key cultural events (such as Waitangi Day, Matariki, or French national holidays), integrating both local and international perspectives.

Progress monitoring: As students navigate this dual-curriculum, they benefit from both formative and summative assessments that provide a comprehensive understanding of their academic growth. Teachers offer personalized feedback, helping students stay on track and succeed in both systems.

How this will endure over the life of the contract:

- Sustainable Teaching Practices: The structure of the blended curriculum is designed to be sustainable and adaptable. Teachers will continue to receive support and professional development to enhance their skills in bilingual and multicultural education. This ensures that their ability to teach both curriculums remains strong throughout the contract.
- Consistent Evaluation: The school will undergo regular assessments from AEFÉ and other local educational authorities such as ERO to ensure that standards of both the French and New Zealand curriculums are maintained. This consistency will allow the model to endure and improve over time.
- Adaptation to growth: As the school grows and more levels are added (from primary to secondary), the principles of bilingualism and cultural integration will continue to shape daily routines, ensuring students and teachers adapt smoothly to the evolving academic environment.

This combined approach provides a balanced, enriching environment that will continue to evolve and endure, catering to the educational and cultural needs of both students and teachers

across the lifespan of the school.

We are already asking ourselves the following questions: beyond primary education, many French high schools around the world separate their students into two streams, one focused on the French baccalauréat and the other on a purely English-speaking education. This is a topic that will need to be discussed with parents ahead of establishing the middle school, to adapt to the aspirations of families living in New Zealand.

Here is an example of a weekly timetable for CP/Year 2:

CP /Y2	Monday	Tuesday	Wednesday	Thursday	Friday
8.35-8.45	Morning routine				Morning routine
8.45-9.15	Phonetics*				Phonetics
9.15-10.00	Reading and writing*	Reading and writing*	Reading and writing*	Reading and writing*	Reading and writing
10.00-10.15	Recess				
10.15-10.25	Mental Maths*	Mental Maths*	Mental Maths*	Mental Maths*	Mental Maths
10.25-11.15	Maths	Maths	Maths	Maths	Maths
11.15-11.45	Phys.Ed	Phys.Ed	School Assembly*	Moral and civic Education*	Dance & movements
11.45-11.55					
11.55-12.45	Lunch break				
12.45-13.45	World inquiry*^	Reading/silent reading/story listening*	World inquiry^	Poetry reading and writing*	Guided reading- NZ texts^
13.45-14.00	recess				
14.00-14.30	Moral and civic Education*	Arts and craft	Design and Technology	Phys. Ed	Arts and craft
14h30-15.00	Dance & movements				
15.00-15h15	End of day routine	End of day routine	End of day routine	End of day routine	End of day routine

as per AEFE: Total of 26+ hours of tuition.

French language for 0.7 : 10 hours* per week are devoted to daily oral, reading, and writing activities which draw on all disciplinary fields

English language in Yellow for 0.3

Maths: 5 hours

Phys Ed/dance and movements: 3 hours

Arts and craft & Design and technology: 2hours

Moral and Civic education: 1 hour per week of which 0.5 hours is devoted to practical situations promoting oral expression

World inquiry^: 2 hours 30 min

Morning and End of day routine: 2hours 30 min

Assembly: 30 min

Part Four. Comments on the draft agreement

The Charter School Agency will not accept any proposed amendments to the General Terms and Legal Schedules of the Agreement. Applicants must prepare their application on this basis (see the Application Declaration below to confirm this).

Applicants wishing to propose any amendment to the Specific Terms of the Agreement for consideration must do so as part of this application.

[Insert proposed amendments to the Specific Terms]

Non applicable since we have not received the contract.

Released under the Official Information Act 1982

Part Five. Changes to your stage one submission

Let us know if anything has changed since you submitted your stage one application.

Document if your circumstances or any information regarding your submission has changed since submitting your stage one application. Please reference the section and, if applicable, the question number where your information has changed since stage one.

Changes since your stage one submission:

Since our Phase I submission, we have refined our strategy for developing a financially sustainable primary school at our current premises, as well as a longer-term plan for a full campus serving students from kindergarten through Year 13.

We also have collaborated with a specialist to address the needs of children raised in a bilingual school environment and have strengthened our proposal to offer a bilingual education based on the French curriculum, combined with the New Zealand curriculum, within an international school open to all.

Released under the Official Information Act 1982

Part Six. Application Declaration		
Topic	Declaration	Applicants' Declaration
Application Process, Terms and Conditions:	I/we have read and fully understand this Application, including the Process, Terms and Conditions. I/we confirm that the Applicant/s agree to be bound by them.	[agree / disagree]
Collection of further information:	<p>The Applicant/s authorises the Charter School Agency and the Ministry of Education to:</p> <ul style="list-style-type: none"> • collect any information about the Sponsor, except commercially sensitive pricing information, from any relevant third party, including a referee. • use such information in the assessment of this Application. <p>The Applicant /s agrees that all such information will be confidential to the Charter School Agency and the Ministry of Education.</p>	[agree / disagree]
Use of Information:	The Applicant/s agree that information provided as a part of the fit and proper persons test can be shared with appropriate third parties engaged to undertake the necessary reviews.	[agree / disagree]
Draft Agreement:	The Applicant/s accepts the General Terms and Legal Schedules of the Agreement and confirms that they have prepared their application on the basis that no amendments to the General Terms and Legal Schedules will be considered.	[agree / disagree] Non Applicable
Conflict of Interest declaration:	<p>The Applicant warrants that it has no actual, potential or perceived Conflict of Interest in submitting this Application or entering into a Contract to deliver the Requirements. Where a Conflict of Interest arises during the Application process the Applicant /s will report it immediately to the Charter School Agency and the Application Point of Contact.</p> <p>When you sign the declaration, please consider any perceived, potential or actual conflicts of interest. For example, if you have had any communication or input from the Establishment Board with regard to your application.</p>	[agree / disagree]
<p>Details of conflict of interest: [if you think you may have a conflict of interest, briefly describe the conflict and how you propose to manage it or write 'not applicable'].</p> <p>Answer: No conflict of interest.</p>		

DECLARATION

I/we declare that in submitting the Application and this declaration:

- the information provided is true, accurate and complete and not misleading in any material respect
- the Application does not contain intellectual property that will breach a third party's rights
- I/we have secured all appropriate authorisations to submit this Application, to make the statements and to provide the information in the Application and I/we am/are not aware of any impediments to enter into a Contract to sponsor a Charter School | Kura Hourua.
- I/we understand that the falsification of information, supplying misleading information or the suppression of material information in this declaration and the Application may result in the Application being eliminated from further participation in the Application process and may be grounds for termination of any Contract awarded as a result of the Application process.

By signing this declaration, the signatory below represents, warrants and agrees that he/she has been authorised by the Applicant/s to make this declaration on its/their behalf.

Signature:	
Full name:	Emmanuelle Geron
Title / position:	EFIA Trustee
Name of organisation:	ECOLE FRANCAISE INTERNATIONALE AUCKLAND
Date:	10/10/2024

APPENDIX B



**AMBASSADE
DE FRANCE
EN NOUVELLE-ZÉLANDE,
AUX ÎLES COOK
ET AUX SAMOA**

*Liberté
Égalité
Fraternité*

Ref:2024-0400241

Wellington, 01/10/2024

To whom it may concern,

In 2025, New Zealand and France will celebrate 80 years of diplomatic relations built upon long-standing cultural connections and shared values. In this spirit, the Embassy of France proudly supports the future *ÉCOLE FRANÇAISE INTERNATIONALE AUCKLAND (EFIA) – AUCKLAND INTERNATIONAL FRENCH SCHOOL* in its application for charter school status. We believe that obtaining this status would provide EFIA with the resources to allow for additional classes and accelerate the development of a first-of-its-kind bilingual curriculum.

In reference to the Cultural Agreement between the Government of the French Republic and the Government of New Zealand, signed in 1977, and the Memorandum of Understanding signed in 2013 between our respective Ministries of Education, we fully support the project of EFIA, a community initiative that will create a meaningful and lasting impact.

Recognising the importance of cooperation in enhancing the quality and accessibility of education for all, the Embassy of France has consistently supported the efforts of the French community in New Zealand, particularly those of the Alliance Française, which has been active for over a century across the country. The opening of EFIA in 2025 is a direct result of this essential community cooperation, driven by the dedicated efforts of the Auckland-based-Alliance to introduce a bilingual curriculum to Aotearoa New Zealand.

To address the needs of a growing community of parents, EFIA will be the first French school in New Zealand. Joining a network of 580 schools across 139 countries, which collectively educate over 390,000 students, EFIA will operate in compliance with New Zealand's national regulations. This presents a unique opportunity for our community to rapidly and efficiently develop a geographically-tailored multilingual learning environment that fosters innovative learning, social commitment, and community spirit. We are convinced that the school and its education model will benefit the overall New Zealand community.

We sincerely hope you will favourably consider EFIA's application for charter school status.

Laurence Beau
Ambassador



October, 9th 2024

Contact person Guillaume CARIO
Subject Auckland international French School

This letter is produced to certify that the project of opening of an International French School in Auckland is strongly supported by the Overseas French Schools Agency (AEFE).

In liaison with the French Embassy in New Zealand, we are working on this project in order to offer the French program not only to French nationals but also to local kids and any other nationality.

The network of French Schools has 600 schools in 138 countries and is hosting 400,000 students.

Guillaume CARIO



Délégué de la direction
Chef de secteur Asie
Ambassade de France
Singapour



1 October 2024

To Whom It May Concern,

On behalf of the French New Zealand Chamber of Commerce (FNZCCI), I am pleased to express our full support for the establishment of ECOLE FRANCAISE INTERNATIONALE AUCKLAND - EFIA, the first French school teaching the French curriculum in New Zealand, here in Auckland. This project represents a remarkable opportunity for both our local and international communities.

This educational model, based on the renowned French National Education curriculum, is designed to adapt to local contexts and respond to the specific needs of students and their families. The school will join a prestigious global network of 580 schools across 139 countries, educating nearly 391,000 students.

This initiative will also enhance Auckland's reputation as a destination for international education and investment. International business families relocating to New Zealand will be delighted to know that a new international school is being established in Auckland, allowing them to maintain educational continuity for their children enrolled in French Lycées abroad.

Thank you for your consideration of this important and exciting project.

Meilleures salutations

Agnes Baekelandt
Co-President

Madeleine Colombie
Co-President

APPENDIX C

KINDERGARTEN Nursery School Program

Nursery School = Ecole Maternelle = Petite Section + Moyenne Section + Grande Section

Nursery school: a unique, fundamental for everyone, cycle

The law on rebuilding school creates a unique cycle for nursery school and highlights its fundamental place as the first step to guarantee success for all students among a “fair-for-all” but “demanding-to-each” school. This school time, even not mandatory, establishes educational and pedagogical fundamentals, on which rely and develop the students’ future learning, during their entire educational course.

Nursery school is a caring school, even more than the later steps on the educational course. Its primary mission is to stimulate the children to go to school to learn, to assert their personality and to blossom. It relies on a fundamental principle: all children are able to learn and progress. By showing its trust to each child, the nursery school encourages the child to trust its own power to act and think, its ability to learn and success at school and beyond.

1. A school, adapting to young children

The child who comes for the first time to nursery school already possesses « savoir-faire » (know-how), knowledge and world representations : in his family and diverse places where he hung out, he has developed habits, made experiments and get some learning that school takes into account.

1.1. A school that welcomes children and parents

Since the child enters school, a regular and constructive dialogue starts between teachers and parents; it relies on trust and reciprocal information. To do so, the teaching team defines how they interact with parents, keeping in mind the children’s well-being and success during this first school time, and paying attention to family diversity. These relationships enable parents to understand the nursery school functioning and specificities (place of language, game role, importance of physical and artistic activities...). The experience of children parting from family requires all the educational team attention, especially during the first school year. Daily welcoming in the classroom is a way to secure the child. The teacher recognizes in each child a person in-the-making and a full interlocutor, whatever the age.

1.2. A school that accompanies the transitions lived by children

Nursery School builds everyday bridges between family and school, between school time and extracurricular time. It has a pivotal role through relations established with early-childhood institutions and elementary schools.

The pedagogical team organizes school life in coordination with other personnel, especially “Atsem” (agents territoriaux spécialisés des écoles maternelles = territorial agents specialized in nursery schools).

All the actors involved must work on the link between school time, lunch time and extracurricular time, in order to improve the children's well-being and keep on the educational continuity. Although keeping its specificities, the nursery school ensures the best possible relations between the different places of welcome, during the day, the week and the year. It establishes relations with outside partners, especially for territorial educational projects.

It works in coordination with elementary school, especially cycle 2, to implement a true continuity in the learning process, an individual follow-up for each child. It relies on Rased (réseau d'aides spécialisées aux élèves en difficulté = network of specialized aids to students in difficulties) to understand behaviors or lack of progress, and to better help the children in those situations.

1.3. A school that takes into account the child development

Over the nursery school years, progress in languages, in school, in motor and cognitive functions, based on maturity and school situations stimulations is significant and realized following variable rhythms.

Among the same class group, the teacher takes into account, with the common goal perspective, the differences between all the children that can appear with a particular importance in the early years of life. The pedagogical team fits the school out (classrooms, specialized rooms, external spaces,...) to offer children a universe, stimulating for curiosity, responding to their needs, especially for games, movement, resting time and discoveries and to multiply the occasions of sensorial, motor, cognitive and relationship experiments, in safety. Every teacher determines a timetable adapted to the age group and pays attention to alternate moments more or less demanding in body or cognitive implication.

Welcome time, playtime, rest time, sleeping time and hygienic time are full educational times. They are organized purposely by adults who are responsible for them and give secure marks for young children.

1.4. A school that practices positive evaluation

Evaluation is a regulation tool in the teachers' professional activity; it is not a prediction or a selection tool. It relies on attentive observation and interpretation of what each child does or says. Every teacher must value, beyond the result obtained, the child's course and progress he made compared to himself. He avails each child to identify his successes, to keep track of them, to perceive his evolution. He pays attention to what the child can do by himself, with his support (what the child does then often anticipates what he will be able to do by himself in a close future) or the support of other children. He takes into account the differences of age and maturity among the same class group. Adapted to nursery school specificities, evaluation is implemented following modalities defined among the school. Teachers make process, expectations and specific nursery school evaluation modalities explicit for parents.

2. A school that organizes specific learning modalities

At nursery school, teachers work in teams in order to define the learning progress over the cycle. They build resources and common tools to have the children live this progress. They make a common repertory of practices, objects and materials (didactic material, toys, books, games) to offer, along the cycle, a varied but coherent choice of situations and cultural universes.

The teacher in his classroom displays varied learning situations: game, problem resolving, training, etc... and chooses them depending on the class group needs, as well as each child's. In any case, especially for the youngest children, he gives a special importance to the observation and imitation of other children and adults. He promotes interactions between children and creates conditions for shared attention, to take into account the other's point of view in order to fit in the learning community. He develops the ability to interact through projects, to realize productions adapted to the children's capacities. He knows how to use numerical supports that, as well as other supports, have their right place in nursery school, as long as their objectives and modalities of use suit the learning activity. In any case, situations of common experience are preferable to formal exercises on sheets.

2.1. Learning by playing

Game promotes the richness of common experiences lived by children among the classes of nursery school and feeds all learning areas. It enables children to exercise autonomy, act on reality, build fiction and develop imagination, develop motor abilities, experiment with rules and varied social roles. It promotes communication with others and the construction of strong friendship links. It can take different shapes: symbolic games, exploration games, construction and manipulation games, collective games, board games, home-made or invented games, etc. The teacher gives significant time to all children to play their activity game. He observes them in their free game in order to better know them. He also offers structured games aiming specific learning.

2.2. Learning while thinking and resolving problems

To make the children think, the teacher confronts them with problems they are able to solve. Whatever the learning area and the moment in class life, he targets situations, asks open questions the children don't have yet a direct answer. In their mind, they analyze situations, review their knowledge, inventory possibilities,

and select. They group and try answers. The teacher pays attention to the thinking process displayed in speech and actions. He values trials and entertains discussions. These high level cognitive activities are fundamental to give children envy to learn and to make them intellectually independent.

2.3. Learning while exercising

Young children learn over a long time frame and progress is rarely linear. They often need appropriation time, either through review of known processes, or through new situations.

Stabilization needs renewed repetitions in diverse conditions. Learning modalities can go, for oldest children, to training situations or self-training situations, even automation. The teacher then makes sure to explain to children that they are in the process of learning, to make them understand the meaning of the efforts demanded of them and to make them perceive their realized progress. In any case, the pedagogic choices take into account the children's gains.

2.4. Learning while remembering and refreshing the memory

Mental operations among the young children are not voluntary. Among the youngest, they depend on the emotional aspect of situations and living repetitive events commented and nominated by an adult. These children rely heavily on what they visually perceive to maintain information in temporary memory, whereas starting at 5-6 years old it is the language used to address them that enables them to understand and remember.

The teacher stabilizes information, makes sure it is clear so that the children remember it. He organizes regular returns on discoveries and previous gains to ensure the stabilization, in all areas.

To engage the class into activity is the opportunity to recall previous knowledge on which to rely, to link to different situations already encountered or to similar problems asked to the group. The teacher animates moments clearly aiming to make them learn, especially with nursery rhythms, songs or poems. He values restitution, evocation of what has been remembered, he helps children become aware that to learn in school is to rally continuously on previous gains to go further.

3. A school where children will learn together and live together

Nursery school structures learning around a central training goal for children: « learn together and live together ». The class and the group constitute a learning community that establishes a basis for building a citizenship respectful of secularity rules and open to the world plurality of cultures. It is in this frame that the child is meant to become a student, in a progressive way along the cycle. Children learn to repeat the roles of different adults, the functions of different classes and school spaces, and rules attached to each. They are consulted on certain decisions related to them and discover the basis of collective debates. Nursery school also ensures a first acquisition of societal life principles. Welcoming and schooling handicapped children participate in this goal for these children and also contribute to develop for all a positive look on differences. All adults make sure all children are treated equally all the time. Nursery school builds equality conditions, especially between boys and girls.

3.1. To understand the role of school

Nursery school is a place where the child makes himself progressively familiar with a specific method of learning; this method relies on activities, experiments to his reach, but implies that he gains knowledge or "know-how" with the other children's and the teacher's help.

Language, in its different uses, has an important role in this process. The child learns simultaneously to enter a collective rhythm (to do or pay attention to something at the same time as others, to take into account collective orders) that forces him to deny his immediate desires. That way, nursery school initiates the progressive building of a student posture.

The teacher makes the school requirements understandable by explaining and putting in situations to enable children - and parents - to identify and appropriate them. He promotes cooperation, engagement in effort, perseverance thanks to his and the school team's encouragement. He encourages developing personal trials, taking initiatives, learning progressively to make choices.

He helps identify objects on which to rely on learning, acquire work habits that will evolve in the future and that children will be able to transfer. For that, he makes explicit the continuity in the learning process, the

links between different sessions. To stabilize the first benchmarks, he uses identical processes in his way to question the group, makes it obvious for children the activity that will be theirs, to lead them to reformulate what has been said, to produce explanations for others about the task already lived.

The teacher trains children to identify the different learning steps by using terms relevant to their age. He helps them to represent what they are going to do, which tools will be used and following which process. He defines success criteria so that each of them can locate the progress made and perceive the progress still needed to be made.

3.2. To grow as a singular person among a group

To grow as a singular person means to discover the role of the group in one's own path, to participate in the realization of common projects, to learn how to cooperate. It means to progressively share tasks and take initiatives and responsibilities among the group. By participating, the child acquires the taste for collective activities, takes pleasure in exchanging and confronting his point of view to others'. He learns communication and exchange rules. The teacher worries about guiding the collective thinking in order for each to enlarge his own way of seeing and thinking. This way, the child finds his place among the group, has himself recognized as a full being and feels the role of others in the learning process. At first, collective rules are given and justified by the teacher who defines for the child his rights (to express, to play, to learn, to make mistakes, to be helped and protected...) and his obligations in the school collectivity (to wait his turn, to share objects, to tidy, to respect the material...). Appropriation goes through repetition of ritual activities and a first thinking about their application. Progressively, children are led to participate in the elaboration of collective life rules, adapted to the local environment. Through concrete class life situations, a first sensitivity to moral experiments (feeling empathy, expressing fair and unfair, questioning stereotypes...) is built. Stories read and tales contribute to it. Displaying fiction characters brings possibilities of diversified identification and allows at the same time a sufficient distance. Along the cycle, the teacher develops the children's ability to identify, to express verbally their emotions and feelings. He pays attention that everyone can develop self-esteem, help each other and share with others.

The five learning areas

Teachings are organized in five learning areas. This organization enables the teacher to identify targeted learning and to implement their interactions in the classroom. Each of these five areas is essential to child development and must find its place in the daily time organization. As each pedagogic situation remains, from the child's point of view, a situation rich of multiple possible interpretations and actions, it often relies on the teacher on several learning areas.

The area "to mobilize language in all its dimensions" re-affirms the fundamental part of language in nursery school as an essential condition for success for all. Oral language stimulation and structuring, as one, the progressive entrance in the written culture as a second, constitute nursery school priorities and concern all areas.

The areas "to act, to express, to understand through physical activity" and "to act, to express, to understand through artistic activities" enable to develop interactions between action, senses, imagination, sensitivity and thinking.

The areas « to build the first tools to structure thought » and « to explore the world » aim to develop a first understanding of the children environment and to favor questioning. By relying on initial knowledge of their past living, nursery school creates a course that enables them to order their surrounding world, to access usual representations and knowledge that elementary school will complete.

The program establishes, for all learning areas, a general definition, states targeted objectives and gives pedagogic indications to help organize the learning progressively.

1. To mobilize the language in all its dimensions

The word « language » refers to a group of activities used by an individual when he talks, thinks, tries to understand and, progressively, reads and writes. Nursery school enables all children to use these activities by mobilizing simultaneously two language components:

- Oral language: used in interactions, in production and in reception, it makes it possible for children to communicate, to understand, to learn and to think. It is a means to discover the French language characteristics and to listen to other spoken languages.
- Written language: presented progressively to children until they start using it, it trains them to a certain form of communication which specificities and role in keeping track, anticipating, addressing a missing recipient they will discover. It prepares children for the writing-reading apprenticeship of cycle 2.

1.1 Oral

The child, whatever his mother tongue, from his early childhood and along a long process, acquires language spontaneously thanks to interactions with his surrounding adults.

The teacher, attentive, accompanies each child in his first trials, picks him up on oral productions to bring him better-adapted words and sentence structures to help him progress. The teacher addresses the youngest children with a relatively slow flow of speech; he produces brief, syntax correct and carefully articulated statements. Always attentive to his own language and careful to adapt to the diversity of children's language performances, he progressively expresses in a more complex way. He enables each child to progressively further the first spontaneous and non-mastered speech to suit more-and-more-organized conversations and to speak in a large group. He knows how to get everybody's attention in activities that will bring them to understand terms and longer-and-longer texts. He puts everybody in the path of languages, French words and sound units consciousness.

Targeted goals and elements of progress

To dare enter in communication

The goal is to make it possible for everybody to say, express an opinion or need, question, tell news. That way, the child learns to enter in communication with others and to make efforts so the others understand what he wants to say. Everybody arrives at nursery school with very hesitating language skills. Between two and four-year old, children mainly express themselves through non-verbal means and learn how to speak. They copy formulations or pieces of speech used to address them and that way, work on the material, the language they listen to, is. After three, four-year olds, they keep trying and progress on the syntax and lexical level. They produce more complex statements, linked to longer speech, and more and more adapted to situations.

Around four-year-olds, children discover that human beings, including themselves, think and feel, and they do so differently from each other. They then start acting voluntarily on others through language and representing the effect a speech can have: they then understand they must explain and re-explain in order for a recipient to understand, and school should lead them in this discovery. They start asking true questions, understanding jokes and making some. Progresses come with an increase of vocabulary and a more-and-more complex organization of sentences. At the end of nursery school, the teacher can then have conversations with children similar to the ones he has with adults.

Along with nursery school, the teacher creates benevolent and secure conditions for all children (even those who don't express or express poorly) to speak, participate in language situations more complex than in ordinary life; he welcomes "positive" mistakes that highlight mental language reorganization by valuing them and offering reformulation. That way, he contributes to building equity among children by reducing language discrepancies.

To understand and to learn

Speeches held by the teacher are a means for children to learn and understand. To understand, they "take" what is in their reach among what they hear, first in the scenes reminding them of precise personal experiments, often charged with affect. They are led to progressively get interested in what they previously ignored, thanks to new notions, new cultural objects, even new ways of learning.

Reception times when children work mentally without speaking are full language activities the teacher must research and encourage, because they enable the construction of cognitive tools: to recognize, to concur, to categorize, to contrast, to built mental images from fictions, to link events seen and/or heard in stories or explanations, during structured learning moments, to process words referring to space, time, etc... These activities invisible to any observer's eye are fundamental.

To exchange and to think with others

Language multi-interactions are common in nursery school: problem solving, collective decisions, stories understanding, etc... There is then argumentation, explanation, questions, interest in what others' believe, think and know. The teacher then comments on the current activity to highlight the importance and the purpose.

School regularly asks students to evoke, i.e. to talk about what is not present (past experiments, narration, class projects...). These evocation situations lead students to mobilize language to have themselves understood without the help of others, they offer a means to train for more-and-more explicit expression. This language skill relies on continuous development that has started early and will be fully constituted when they are about 8-year old. The teacher's role is to induce a look back and a reflection on comments made by one and the other.

To start reflecting on language and to acquire consciousness

From an early age, children are interested in the language or the languages they hear. Spontaneously and without being conscious of it, they make attempts to reproduce sounds, forms and structures in order to enter into communication with the surrounding people. Starting at 3-4 years old, they manage to take distance and become aware of the efforts needed to master a language and make these efforts intentionally. Their attention can then be focused on vocabulary, on syntax and on the French language sound units, which knowledge will be needed to learn how to master the functioning of French writing.

The acquisition and development of a phonology consciousness

To read and write, children must master two major acquisitions: to identify the sound units used to talk French (phonology consciousness) and to understand that writing French is a code to transcript sounds (alphabet principle).

When they learn how to speak, children reproduce words they heard, the sounds of the language used to talk to them. If they happen to play with sounds, it is done randomly. At nursery school, they learn how to manipulate sounds voluntarily, to identify them by ear (therefore to separate them from other sounds), to spot similarities and differences. To be interested in syllables and phonemes, children must take distance with the meaning of the words.

The most easily noticeable unit is syllable. Once children are able to identify syllables common to several words, to isolate them, they can then focus on spotting smaller elements used to make syllables. Because vowel-sounds are easier to perceive than consonant-sounds and because they sometimes create syllables, it is best to start with them, without wishing to identify all of them in French and without excluding to make some consonant-sounds, among the most accessible, be perceived.

To develop phonology consciousness, the teacher must get the children used to break down voluntarily what they hear in oral syllables: by typing the sound suite, by orally "cutting" words known as syllables, by spotting identical syllable in two-syllable words, then by inverting syllables, still with no material support, neither written nor pictured.

These phonology games can be practiced in large groups, but the teacher should favor small group organization for children who don't participate too much or with difficulties among large groups.

During "grande section", they regularly devote short sessions to these games, especially with children showing no sign of improvement in the written trials. For those who are able to do it, similar activities can be started for vowel-sounds – especially those that create a syllable in the most commonly used words – and some consonant-sounds. These games and activities structured on sounds constituting the language are just a part of the language activities.

Language diversity awakening

From « moyenne section », they will discover the existence of languages, sometimes very different from the ones they know. During playing situations (games, songs,...) or meaningful situations (already-known stories on DVD for instance), they become aware that communication can be made in a language different from French: for instance, local languages, foreign languages or sign language. Ambitions are modest, but trials made by children, especially when repeating some elements, must be conducted with rigor.

1.2 Writing

Targeted objectives and elements of progress

It is the nursery school's responsibility to give a common culture of writing. Children are led to better and better understand writings within their reach, to discover the language function and nature of these drawings made by someone for someone, to start participating in the production of written texts which particularities they explore. At the end of the cycle, children can display all the knowledge gained in their first autonomous writing trials. It will be grouped drawings on which teachers from cycle 2 will rely.

To listen writing and to understand

By preparing children to the first mastered uses of writing in cycle 2, nursery school takes a privileged place to offer them an acquaintance with written language, very different from oral communication. The stake is to get them used to receiving written language in order to understand its content. The teacher takes in charge the reading, positions and impels conversations following the listening. Progressivity mainly shows in the choice of longer and longer texts, far apart from oral; if youth literature keeps a major place, documentary texts are not neglected.

To discover the writing function

The objective is to enable children to understand that the written signs they perceive are equal to language: by receiving it, writing gives access to someone's speech and, by producing it, it makes it possible to address someone missing or to keep a trace of what cannot be forgotten. Writing transmits, gives or reminds information and brings imagination: it has cognitive consequences on the one who reads it. At nursery school, children discover it through situations or projects needing different supports (diverse books, posters, letters, electronic or telephone messages, stickers, etc); they have an even more precise experiment when they witness an addressed writing and they can appreciate by themselves the effects produced by writing on those receiving them.

To start producing writing and to discover its functioning

The teacher is the one who defines the proper moment for children to handle by themselves some of the activities adults lead with writing. And because there is no "pre-reading" at nursery school, this partial handling is made by producing, with a large help from an adult. Every writing production needs different steps, then time to succeed; the oral elaboration phase of the message is fundamental, especially because it makes the necessary transformations from oral words to written phrases obvious. The technique of "dictation to adult" is one of these steps, namely the redaction per se. These early experiments on production bring consciousness of the power given by mastering writing.

To discover the alphabet principle

One of the conditions to learn how to read and to write is to know the alphabet principle mainly used in writing to code, not the sense directly, but the oral (sounds) of what is said. During the three years of nursery school, children will discover this principle (meaning they will understand the relation between letters and sounds) and start to implement it; the nursery school objective is the discovery of this principle and not the apprenticeship of systematic relation between oral and written forms.

The teaching progressivity at nursery school needs to start with writing. Children indeed need to understand how a word transforms into writing, therefore the importance of the relation from oral to writing. The backward way, from writing to oral, will be practiced later when children will start reading. This writing activity can only be made if, at the same time, the child develops a phonology consciousness enabling him to identify the language sound units.

The discovery of the alphabet principle makes the first autonomous writing trials possible at the end of nursery school because it associates complex knowledge to new « know-how »:

- The discovery of the writing function and productions made with help from an adult
- The manipulation of the language non significant sound units, that produces skills used later when children try to write
- In parallel, from "moyenne section", initiation to words drawings
- The discovery of links between the three writing systems (cursive, script, capital) that gives children large possibilities, in manuscript drawing or on word processing.

Autonomous writing is the ultimate goal of these different apprenticeships and discoveries.

To start writing alone

A necessary training before practicing cursive script: graphic exercises

It takes several years for children to acquire the multiple skills necessary to write: to use their look to pilot their hand, to use in a coordinate way the four articulations needed to hold and guide the writing tool (shoulder, elbow, wrist, fingers), to control the drawings, and more importantly, to voluntarily draw abstract signs they fully understand are not drawings but letters, meaning elements of a code transcribing sounds. Graphic exercises, training motor gestures, and writing itself are two different things. The teacher makes sure they are not confused.

In « petite section », graphic exercises, by getting the children used to controlling and guiding their gestures by their look, train them to master the motor gestures necessary for cursive drawing and writing, to take marks in the sheet space. In « moyenne section » and « grande section », they regularly train with precise motor tasks to specifically prepare for writing. They also train for proper writing gestures and they learn to adopt a comfortable posture, to hold the writing tool in an appropriate way, to manage the graphic space (to go from left to right, to maintain spacing,...). The teacher changes models and devotes time to demonstrations to help the reproduction apprenticeship.

Capital writing, graphically easier, is not a systematic teaching; when it is practiced with children, the teacher pays attention to the respect of the letters order and stresses the consequences of the respect or non-respect of this order on what will then be read. Cursive script needs training to learn how to trace each letter and the letters sequence, pulling the writing tool up wisely. This training can only occur if the child has acquired a certain motor maturity: if it is sometimes started in “moyenne section” with some, it will have in “grande section” its rightful place, and often in the second part of the year. It will be continued in a very systematic way in “cours préparatoire” (CP). The regular writing of the name gives opportunity to exercise, children having less memory efforts to make and being able to concentrate on the quality of the drawing.

From « moyenne section », and regularly in « grande section », the teacher explains the link between the three writing types (cursive, script, capital). Children train to transcribe words, sentences, short known texts and to type them on the computer. Working by two, they learn numerous links between oral and writing: a child names letters and shows, the second looks for them on the keyboard, they control together on the screen, then on the printed version.

The objective being to build the symbolic value of letters, the teacher is careful never to isolate the three writing components: the semantic component (the meaning of what is written), the symbolic component (the alphabet code) and the motor component (graphic skill).

Trials of words writing

To value publicly the first drawings of the children who pretend to write, it is to put all the class on the road of symbolism. If it is lines, diverse signs or pseudo-letters, the teacher stresses that he cannot read it yet. From the “moyenne section”, the teacher orders the writing of simple words, for instance the name of a character from a story. The goal is for children to grab the teacher’s contributions when he writes in front of them, or the contribution of the documents displayed in the classroom that have been observed and commented together. The drawings show to the teacher what has been understood by children about writing. Once the drawings are done, the teacher reads, or sounds, or says he cannot read it yet. He talks with the child, explains the process used and writes in a canonical form showing the correspondence between sounds and graphic units. This activity is more common in the « grande section ». The teacher never lets the children believe that their productions are correct and he is not looking for a normed orthographic result either: he values trials and finishes with his adult writing below the child trial.

The first autonomous writing productions

When children understand that writing is a code to deliver messages, it is possible to push them to produce written messages. In “grande section”, children start to be resourceful enough to write, and the teacher supports them to do so or value the spontaneous trials. The teacher encourages writing using whatever is in their reach. Once they perfectly know what they want to write, children can look in known texts, use the alphabetic principle, and ask for help. The more they write, the more they want to write. The teacher accepts that they mix capital writing and cursive writing to solve phonographic problems. When they don’t settle for

only copying known words, but they want to write new words, they resort to different strategies, combining them or not: they can copy pieces taken from other words, draw letters whose sound is part of the word they want to write (for instance vowel), attribute to some letters the phonic value of their name (use K to transcribe the “ca” sound). Separation between words remains a difficult problem to solve until CE1. The first writing trials enable the teacher to see that children start to understand the function and the functioning of writing, even if they will learn the rules only step by step. He comments on the texts with the authors (what they meant, what they wrote, what displays their first knowledge on written texts), then he writes in normed written French, highlighting the differences. He also gives to children the means to train, especially with copy in an area purposely furnished for writing (tools, white lined sheets, computer and printer, digital tablet and stiletto, graphic correspondences tables, known texts). An individual collection of the first writings can become a reference folder for each student, to bring when they join CP.

1.3. What is expected from children by the end of nursery school

- To communicate with adults and with other children through language, by making themselves understood.
- To express in a language with correct and precise syntax. Rephrase to make oneself better understood.
- To practice different uses of oral language : to tell, to describe, to evoke, to explain, to question, to offer solutions, to discuss a point of view.
- To tell from memory and in an expressive way, songs and poetry.
- To understand written texts without any other help than the listened language.
- To display curiosity for writing. Be able to say words from a written sentence after the adult reading, the words from a known title of a book or text.
- To participate verbally in the written production. Know that we don't write as we speak.
- To spot regularities in the French oral language (eventually in a foreign language)
- To manipulate syllables.
- To discriminate sounds (syllables, vowel-sounds; some consonant-sounds exclusive of the occlusive consonants).
- To recognize alphabet letters and know correspondences between the three ways to write them: cursive, script, capital letters. Copy on a keyboard.
- To write your name in cursive writing, without a model.
- To write alone a word using letters or groups of letters borrowed from known words.

2. To act, to express, to understand through physical activity

The practice of physical and artistic activities contributes to the motor, sensorial, affective, intellectual and relational development of children. These activities mobilize, stimulate, enrich the imagination and are occasions to feel emotions and new sensations. They help the children explore their physical possibilities, to enlarge and to refine their motor abilities, to master new balance. They help them build their laterality, the oriented image of their own body and better locate themselves in time and space. These corporal experiments also aim to develop cooperation, to establish constructive relationships with others, in respect of differences, and contribute to socialization. All children participate in all the offered physical activities, the organization and the implemented steps aim to fight against stereotypes and help build equality between girls and boys. The physical activities belong to an education in health by leading all children, whatever their “performance”, to feel pleasure in moving and making effort, to better know their body to respect it.

2.1. Targeted goals and elements of progress

When they arrive at nursery school, all children don't have the same level of motor development. They didn't make the same corporal experiments and the ones done had different meanings depending on the contexts in which they were made. The choice of varied physical activities, always adapted to the children's age, are the teacher's responsibility, in his class and cycle programming in order to reach the four characteristic goals of this apprenticeship field. The children's need for movement is real. It is then mandatory to organize daily sessions (of about 30 to 45 minutes, depending on the activities nature, the chosen organization, the intensity of realized actions, the time of the year, the children's behavior...). Sessions must be organized in cycles of sufficient duration in order for the children to have enough time for a true exploration and the building of significant motor acquisitions.

To act in space, in time and over objects

Step by step, and because he is solicited by the teacher to acknowledge his actions, the child takes pleasure in investing longer in the offered apprenticeship situations. He discovers the possibility to link motor behaviors to ensure continuity in action (take a ball, then run to cross an obstacle, then aim a target to make it fall, then go back to the departure point to take a new ball...). He learns to make efforts over time, to look for running longer distances in a given time ("materialized" by a sandglass, a recorded song...).

By acting on and with objects of different shapes, sizes or weight (balls, grain bags, rings...), the child experiments their properties, discovers possible uses (throw, catch, make it roll...), and try to reproduce the effect obtained through hazardous fumbling. He progresses in perceiving and anticipating an object trajectory in space, which is, even after 5 years old, still difficult.

To adapt balances and movements in varied environments or obstacles

Some of the youngest children need time to conquer new spaces or to engage in unknown environments. Others, on the contrary, invest directly in the new proposal without apprehension but also without being aware of the potential risks. In any case, the teacher leads the children to discover possibilities, offers situations to let them explore and enlarge (push) their limits. He invites them to use unusual motor attitudes (to climb, to suspend, to crawl...), to develop new balances (to roll, to float, to fall backwards...), to discover spaces unknown or characterized by their uncertainty (swimming pool, ice-skate rink, park, forest...). For children about 4-year-old, the teacher enriches the experiments with materials requiring balance (skate, stilts...), allowing new modes of moving (tricycles, bikes, scooter...). He attracts the children's attention on their own security and on others', in pedagogic situations in which level of objective risk is controlled by the adult.

To communicate with others through expressive or artistic actions

The situations offered to the child let him discover and affirm his own possibilities of improvisation, invention and creation using his body. The teacher uses varied sound supports (music, noises, sound landscapes...) or, on the contrary, develops self-listening and listening to others, through silence. He gives the children access to objects initiating or prolonging the movement (curtains, feathers, sheets...), especially for the youngest. He offers adapted space arrangements, real or fictional, inciting new experiments. He brings the child to a group realization. For the oldest, going back and forth from actor to spectator role helps them better understand the different dimensions of the activity, the targeted goals, the progress direction. This way, the child participates in a collective project that can be brought to other spectators, outside the class group.

To collaborate, to cooperate, to oppose

For the young child, school is often the place of the first discovery of motor games lived collectively. Understanding the role of the group, appropriating different organization modes, sharing material and understanding roles need apprenticeship. The common rules (defining space, game goal, rights and interdictions...) are one of the conditions for the pleasure of playing, in respect to others. For the youngest, reaching a common goal is first made through the association of actions realized in parallel, without any real coordination. In the easiest forms of game, it means to understand and appropriate only one role. Playing different roles brings the first collaborations (to empty a zone from its objects, to collaborate in order to exchange them, to transport them, to put them in another area...). Then, are offered situations in which a real antagonism in intentions exists (steal objects; run after players to catch them, to run away to avoid them...) or in which a reversibility of player roles exists (if the cat touches the mouse, the latter becomes the cat instead...).

Other playing situations let the oldest come in contact with others' bodies, to learn to respect each other and to explore actions in relation with cooperation or specific opposition intentions (to catch, to push, to pull, to stop...). Whether in game of two or group games, all can usefully appropriate varied social roles: referee, observer, responsible of mark or duration of game.

2.2. What is expected from children at the end of nursery school

- To run, to jump, to throw in different ways, in varied spaces and materials, with a specific goal.

- To adjust and link actions and movements depending on obstacles to pass or the trajectory of objects on which to act.
- To move easily in varied environments, natural or arranged.
- To build and keep a sequence of actions and movements, related to other partners, with or without musical support.
- To coordinate gestures and movements with others', during round dances and singing games.
- To cooperate, to play different and complementary roles, to oppose, to elaborate strategies in order to reach a common goal or effect.

3. To act, to express, to understand through artistic activities

This apprenticeship area refers to visual arts (painting, sculpture, drawing, photography, cinema, cartoon, graphic arts, digital arts), to sound arts (songs, vocal and instrumental music) and to performing arts (dance, theater, circus arts, puppets...). Nursery school plays a decisive role in giving access to all children to artistic universes; it constitutes the first step in the artistic and cultural program that each accomplishes during primary and secondary education systems, targeting the acquisition of a personal artistic culture based on common marks.

3.1. Targeted objectives and elements of progress

To develop a taste for artistic activities

Children must have frequent occasions to practice, individually and collectively, in situations of diverse objectives. They explore freely, leave spontaneous traces with tools they chose or the teacher offered, in spaces and moments dedicated to these activities. They make trials that teachers welcome positively. They discover materials, create exploration of new possibilities, and adapt to material constraints. All along the cycle, they show interest for produced effects, for action results and evaluate these effects or results compared to the intentions they had.

To discover different forms of artistic expression

Encounters with different forms of artistic expressions are organized on a regular basis; in the classroom, children are confronted with artworks like reproductions, recordings, movies or video captures. Getting familiar with tens of artworks from different time areas in different artistic fields over the first apprenticeship cycle gives the children the opportunity to start building a knowledge that will later get stabilized to constitute progressively a reference in artistic culture. As much as possible, children are initiated to attend exhibition places, movie theaters and performing arts in order for them to understand their social and artistic function and discover the pleasure of being a spectator.

To live and express emotions, to formulate choices

Children learn to put words on their emotions, on their feelings, on their impressions, and step by step, to express their intentions and to evoke their realizations as well as others'. The teacher pushes them to be precise to compare, differentiate their point of view and others', to question; he pushes them to explain their choices, to formulate what they are thinking about and to justify what presents interest for them.

3.1.1. Plastic and visual productions

To draw

Children must have time to freely draw, in a dedicated space where the necessary tools and supports are available. The teacher brings interest in experimenting different tools, from pens to graphics palette, and favors exchange times to compare produced effects. He let the children identify the answers brought by visual artists, cartoonists, to problems they faced; He offers open assignments to bring diversity in productions then mutualization of individual productions; exchanges over different representations of an identical object enrich practices and help override stereotypes.

Trials or first drawings are saved to help comparisons over time and to help each child to perceive his progress; they can be re-used or prolonged.

To exercise for decorative graphic

Along the cycle, children meet decorative graphics from cultural traditions and varied time areas. They constitute a repertory of images, diverse illustrations from which they dig to learn how to reproduce, to assemble, to organize, to link for creative purposes, but also to transform and invent in compositions. The graphic activity led by the teacher leads to execute voluntary drawings, to a fine observation and to a form of discrimination, to develop the coordination between eye and hand, as well as the diversified and adapted gestural ability. These acquisitions help mastering written drawings.

To make plastic compositions, flat and in volume (3D)

To make different plastic compositions, alone or in small groups, we get the children interested in colors, forms and volumes. The work on color is made in varied ways with mixings (from primary colors), with shades and monochrome motifs, with superposition, with juxtaposition, using images and different tools (chalk, ink, paint, pigments, naturals...). These experiments come with the acquisition of the appropriate vocabulary to describe actions (darken, lighten, thicken) or produced effects (bold, opaque, transparent...). The work on volume enables children to apprehend very different materials (clay, wood, concrete, cardboard, paper, etc.); an assignment presented as a problem to solve transforms the usual representation of the material used. The work favors the 3-D representation of the world, the research for balance and verticality.

To observe, to understand and to transform images

Children learn step by step how to characterize different images, fixed or animated, and their functions, and to distinguish real from representation, in order to finally have a critical look on a bunch of images they are confronted with from their early childhood. The observation of artworks, reproductions or originals, is made in relation with a regular practice of plastic productions and exchanges.

3.1.2. Sound universes

The goal of nursery school is to enrich the children's creative possibilities and musical imagination, personal or collective, by confronting them to the diversity of musical universes. Listening and production activities are interdependent and belong to the same dynamic.

To play with voice and acquire a repertory of nursery rhymes and songs

By the way they use their voices, children build the basis for their future talking and singing adult voice. Nursery school offers situations where they can progressively discover its richness, push past its usual uses by exploring it in a playful way (whispering, screams, breathings, noises, imitation of animals or sound elements of daily life, games of heights...).

Children learn how to sing in groups by pairs; the teacher pays attention not to gather too many children in order to work precisely on singing, on the melody, on rhythm and on musical effects.

Children acquire a repertory of nursery rhymes and songs adapted to their age, which they will enrich all along the school time. The teacher chooses it by taking, depending on his objectives, in the child oral tradition or in the repertory of contemporary authors. In the first place, he favors nursery rhymes and songs made of short musical sentences, with simple structure, adapted to the children's vocal possibilities (limited extent, no big melody and rhythmic difficulties). He then can choose more complex songs, especially from a rhythmic point of view.

To explore instruments, to use body sounds

Activities with instruments and body sounds participate in the pleasure of discovering various sound sources and are linked to the evolution of the children's gesture possibilities. Exploration activities mobilize corporal percussion, diverse objects, sometimes taken from daily life, percussion instruments... They progressively help the children master their gestures in order to control their effects. The comparison of simple instruments leads the children to appreciate the produced effects in order to gather instruments into families (those we bang on, those we shake, those we scratch, those we blow in...).

To refine the ear

Listening activities primarily aim at developing sensibility discrimination and hearing memory. They also give basis for first cultural references and favor the development of imagination. They create sessions dedicated to singing and sound productions with instruments. Listening activities can be part of ritualized dedicated times, evolving in their length, during which children discover sound environments and extracts of musical pieces belonging to different styles, culture and time areas, chosen by the teacher. The teacher favors first time extracts characterized by strong contrasts (strong or weak sound intensity, fast/slow tempo, high or low-pitched sounds, timbre of voice or instruments...), then artworks with less contrasts. Given assignments orient the children's attention in order for them to learn how to listen more and more subtly.

3.1.3. Performing arts

To practice some activities of performing arts

Artistic activities belonging to performing arts (dance, circus, mime, theater, puppets...) are characterized by the body involvement and bring to children new sensations and emotions. They mobilize and enrich the imagination by transforming usual ways of acting and moving, by developing a use of the body far away from daily and functional modalities. With a practice of these artistic activities adapted to young children, they can bring into play a poetic expression of movement, open their mind to others' way of expressing, to the fact that others express differently their feelings. Through the sessions, the teacher offers them to imitate, invent, gather personal or shared proposals. He leads them to progressively appropriate the scenic space to belong to a collective production. He helps them interact with others, either through rituals at the beginning or the end of the session, during spontaneous compositions during which they improvise, or during a moment of production built with the help of an adult and that the children had memorized. Thanks to the time of observation and exchanges with others, children become progressively active and attentive spectators.

3.2. What is expected from children at the end of nursery school

- To choose different tools, materials, supports depending on the project or assignment and use them by adapting their gesture.
- To practice drawing to illustrate or represent, while remaining true to reality or a model, or inventing.
- To realize a personal composition by reproducing graphics. Create new graphics.
- To realize plastic compositions, alone or in small groups, by choosing and combining materials, by reinventing techniques and processes.
- To have memorized a repertory of various nursery rhymes and songs and interpret them in an expressive way.
- To play with the voice to explore different timbres, intensity, heights, nuances
- To spot and reproduce, with the body or with instruments, simple rhythmic forms.
- To describe an image, to speak about a musical extract and to express feeling and understanding with adapted vocabulary.
- To offer solutions during situations or projects, creation, problem solving, with the body, the voice or sound objects.

4. To built the first tools to structure the thought

4.1. To discover numbers and their use

Since they are born, children have a feeling about sizes that help them compare and approximately evaluate lengths (heights), volumes, as well as a collection of diverse objects ("there are a lot", "a few"...). When they arrive at nursery school, they discriminate against small quantities, one, two, three, especially when they make known cultural patterns (domino, dices). Finally, even if they are able to tell the beginning of a numeral suite, this telling is not a true understanding of quantities and numbers.

Nursery school must progressively lead each of them to understand that numbers can help them not only express quantities (cardinal use) but also express a rank or a position in a list (ordinal use). This

apprenticeship requires time and confrontation with numerous situations involving pre-numerical then numerical activities.

4.1.1. Targeted objectives and elements of progress

The construction of the number relies on a notion of quantity, its oral and written codification, the acquisition of the numbers oral suite and the use of enumeration. For young children, these apprenticeships are developed in parallel before being coordinated: the child can, for instance, recite the numerical rhyme without knowing its use for collection numbering.

During the number apprenticeship in nursery school, the number must be built in order to express quantities, to stabilize the knowledge of small numbers and to use the number as a position memory. The teacher favors the very progressive development of each of these dimensions to contribute to the construction of the number notion. This construction cannot be mixed with the construction of numeration and operations that belong to elementary school apprenticeships.

To construct number to express quantities

To understand the notion of quantity implies for the child to understand that quantity is not an object's characteristic but the characteristic of a collection of objects (the child must also understand that the number is used to memorize quantity).

The child first uses a perceptive and global estimation (more, less, same, a lot, a few). Progressively, he goes from the collections aspects to quantities measurement. Comparing collections and producing a collection with the same cardinal as another one are essential activities to learn the number. The number, as a tool for measuring quantities, is stabilized when the child is able to associate it with a collection, whatever its nature, the size of its elements and the space occupied: five instinctively refers to five ants, five cubes or five elephants.

The three years of nursery school are necessary and sometimes not enough, to stabilize this knowledge by ensuring that the numbers worked on are composed and decomposed. Mastering decomposition of numbers is a necessary condition to the number construction.

To stabilize the knowledge of small numbers

During cycle 1, the construction of quantities up to ten is essential. A work on comparing big collections is not excluded. The stabilization of the notion of quantity, for instance three, is the ability to give, show, evaluate or take one, two or three and to compose and decompose two and three. Between two and four-year-old, to stabilize the knowledge of small numbers (up to five) requires numerous and varied activities on decomposition and recomposition of small quantities (three is two and then one; one and then two; four is two and then two; three and one again; one and then three), on observation and recognition of dice constellations, on expression and recognition of a quantity with the fingers, on the correspondence with a known cardinal collection.

The unity iteration (three is two then one) is built progressively, and for each number. After four-year-old, decomposition and recomposition activities are done in quantities up to ten.

To use the number to define a rank, a position

The number also helps to keep memory of an element rank in an organized collection. To keep in memory the rank and position of objects (third pearl, fifth hoop), children must define a reading direction, a path direction, i.e. an order. The use of numbers relies for oral, on the knowledge of the numerical rhyme and for writing, on the knowledge of number writing.

To build the first knowledge and know-how with rigor

To acquire the oral suite of number-words

For the oral suite of number-words to be available as a resource for numbering, it must be stable, segmented and significantly long.

It must work for itself and constitute a pool of orderly words. The knowledge of the oral suite of numbers names is not the apprenticeship of the number itself but contributes to it.

Before 4-year-old, the first elements of the numerical suite can be put in place up to five or six, then progressively extended to thirty at the end of "grande section". Learning numerical rhymes helps remembering the numerical suite, segmenting number-words in language units. These learnings enable the

children to tell numbers before and after, the previous and the following number, to become conscious of the link between increasing and decreasing an element of a collection.

To write numbers with figures

In parallel, children meet written numbers, especially during occasional activities of the class life, during games and through a first use of the calendar. The first writings of numbers must not be introduced too early but progressively, from the needs of communicating in the process of solving concrete situations. The apprenticeship of drawing numbers comes with the same rigor as for letters. The progress in the ability to read and write numbers is organized through the cycle, especially starting at 4. The institutional writing code is the ultimate step of the apprenticeship that will be continued in cycle 2.

To count

Counting activities must avoid the numbering-counting but show, in the collection enumeration, that each name of numbers designates a quantity just formed (the child must understand that to show with three fingers is not the same thing as to show the third finger). Later, after 5, the same attention must be taken for the progressive elaboration of quantities and their relationships with numbers in different codes. Children must understand that all quantities are obtained by adding one to the previous quantity (or by withdrawing one from the superior quantity) and that its name comes from forwarding by one in the suite of number names or in the figures' writing.

To count a collection of objects, the child must be able to synchronize the telling of the number-words suite with the pointing of objects to count. This ability must be taught with different modalities by changing the nature of the collections and their spatial organization because the strategies are not the same if the objects can be moved or not (put in a box, put on the table) and depending on their disposal (collection organized in space or not, collection organized-lined up on a sheet or not).

4.1.2. What is expected from children at the end of nursery school

To use numbers

- To evaluate and compare collections of objects with numerical and non-numerical procedures
- To realize a collection with a given cardinal. To use counting to compare two quantities, to make a collection of given size or to realize a collection of quantity equal to the displayed collection
- To use number to express a position of an object or a person in a game, in an organized situation, on a rank or to compare positions
- To mobilize analogical, oral and written, conventional or non-conventional symbols to communicate oral or written information on a quantity.

To study numbers

- To understand that a cardinal doesn't change if its spatial disposition or its elements nature is modified
- To understand that every number is obtained by adding one to the previous number and that it corresponds to adding one unit to the previous quantity
- To quantify collections up to 10 at least; to compose and decompose them by effectively, then mentally, manipulating them. To tell how much must be added or withdrawn to obtain a quantity lesser than 10
- To speak about numbers helped by their decomposition
- To tell the numbers suite up to 30. To read written numbers up to 10.

4.2. To explore forms, sizes, organized suites

Early, young children instinctively distinguish forms (squares, triangles...) and sizes (length, capacity, weight, area...). At nursery school, they build knowledge and marks on some forms and sizes. The approach on flat forms, on objects in space, on sizes, is done by manipulating and coordinating actions over objects. This approach is sustained through language: it enables describing these objects and these actions and favors the identification of the first descriptive characteristics. This knowledge, still limited, constitutes a first approach of geometry and measures taught in cycles 2 and 3.

4.2.1. Targeted objectives and elements of progress

Early, children group objects, either depending on their aspects, or depending on their familiar use or effects. At school, they are pushed to “put together what goes together” to understand that each object can belong to several categories and that some objects cannot belong to these categories.

By observing, comparing, sorting, children are led to better distinguish different types of criteria: mainly form, length, weight, capacity. They progressively learn to recognize, to distinguish solids then flat forms. They start to assess the notion of alignment that they can also experiment during sessions of physical activity. The teacher pays attention to the fact that assessing flat forms is more abstract than assessing solids and that some terms can be confusing (square/cube). The teacher uses a precise vocabulary (cube, ball, pyramid, cylinder, square, rectangle, triangle, circle or disk (to be preferred to “round”)) that children are trained to understand at first, then to use properly, but manipulating mathematical vocabulary is not an objective in nursery school.

Besides, from the “petite section”, children are invited to organize suites of objects depending on criteria such as forms and colors; the first algorithms offered to them are simple. In the following years, progressively, they are led to recognize a rhythm in an organized suite and to continue this suite, to invent more and more complicated “rhythms”, to complete lacks in an organized suite.

4.2.2. What is expected from children at the end of nursery school

- To class objects depending on characteristics linked to their form. To know how to call some flat forms (square, triangle, circle or disk, rectangle) and to recognize some solids (cube, pyramid, ball, cylinder).
- To order and rank objects depending on criteria of length or weight or capacity.
- To reproduce an assembly from model (puzzle, paving, solids assembly)
- To reproduce, draw flat forms
- To identify the organization principle of an algorithm and pursue its application.

5. To explore the world

5.1. To find our way in time and space

Since they are born, through their exploratory activities, children perceive instinctively some spatial and time dimensions of their immediate environment. These perceptions enable them to acquire, among their life environment, a first series of marks, to develop expectations and memories of a recent past. This knowledge remains nonetheless implicit and limited. One of the objectives of nursery school is precisely to lead them progressively to consider time and space as dimensions relatively independent from their current activities, and to start treating them likewise. It also leads them to overcome their own point of view step-by-step and to adopt others’.

5.1.1. Targeted objectives and elements of progress

Time

Nursery school aims to built time marks and time sensitivity: short time (the time of an activity with its before and its after, a day) and long time (succession of the days of the week and the month, succession of seasons). The apprehension of very long time (historical time) is more difficult, especially when it concerns the distinction between far away past and close past.

To stabilize the first time marks

For the youngest, the first time marks are associated with recurrent activities of daily life; that’s why it is important to have a regular organization and rituals that mark the passage from one moment to another. These marks enable the teacher to “anchor” for the children the first stable elements of a basic chronology and to offer them a first work on evocation and anticipation by relying on events close to the present moment.

To introduce social marks

From « moyenne section », social marks are introduced and used daily by children to determine the days of the week, to precise events of school life. The teacher leads progressively the children to link together different marking systems, especially moments of the day and hours to objectify time and marks used by the adult (in five minutes, in one hour).

To strengthen the notion of chronology

In « moyenne section », the teacher offers a work on the construction of chronology relying on larger lengths of time, especially the week. He relies on lived events, which progress is tangible for children and which steps can be distinguished, ordered, reconstructed, completed. The activities made in class favor the acquisition of time marks in the language, especially to locate a saying compared to the moment of speech (yesterday, today, now, tomorrow, later...), or the use of corresponding verbs forms. The teacher creates conditions for the time relations of succession, precedence, posteriority, simultaneity, to be translated into adapted verbal forms (before, after, during, way before, way after, at the same time, etc.).

In « grande section », events chosen regarding the class projects (dinosaurs disappearance, start of writing..) or close architectural heritage elements, as well as parents and grand-parents life elements, can be exploited to order some common marks but without taking into account the notion of time.

To raise awareness on the notion of time

The notion of time starts around 4 years old in a subjective way. By using tools and devices offering a more objective appreciation, the teacher leads the children not to measure time as to speak, but to master it by visualizing its flow. Thus, hourglasses, rhymes and song recordings, can give a first apprehension of a given stable duration or a comparison with another one.

Space

Experiment space

Experimenting space relies on the acquisition of a knowledge linked to movements, to distances and to spatial marks elaborated by children during their activities.

The teacher creates conditions for an accumulation of experiments on taking space marks by giving the children the chance to explore space, to travel it, to observe the positions of fixed or mobile elements, the movements of other children, to progressively anticipate their own itineraries through language exchanges. The teacher favors the organization of marks that each elaborates, through action and language, from their own body in order to build progressively an oriented image.

To represent space

By using and producing diverse representations (pictures, models, drawings, maps,...) and also through language exchanges with comrades and adults, children learn how to reconstitute their movements and to make new ones from oral assignments, understood and remembered. They then establish relations between movements and their representations. The passage to plane representations using drawing leads them to start putting in relation instinctively 3-D perceptions and 2-D codes relying on some geometric forms (rectangles, squares, triangles, circles). These relationships will be studied more precisely at elementary school, but they can already be used to code movements or spatial representations. Moreover, drawings, as well as texts presented on pages or graphic productions, initiate children to locate and to orient in a 2-D space, the one of pages but also of books.

To discover different environments

The teacher leads children to observe their close environment (classroom, school neighborhood) to discover less familiar spaces (countryside, city, ocean, mountain...). The observation of human constructions (houses, shops, monuments, roads, bridges...) follows the same purpose. For the older ones, a first approach of landscape as an environment marked by human activity becomes possible. These situations are occasions to question, to produce images (the digital camera is a pertinent tool), to research information, with the help of the teacher, in documentaries, on websites. This exploration of the environment also enables a complete initiation to responsible behavior (respect of the living location, of life, knowledge of the impact of some behaviors on the environment...).

From the experiments lived by children at school and outside of it and from the occasions they offer, the teacher also favors a first discovery of countries and cultures to open them to world diversity. This discovery can be made in connection with the first sensitivity to plural languages.

5.1.2. What is expected from children at the end of nursery school

- To locate lived events one to another and to locate them in a day, week, month or season frame.
- To order a suite of photos or images, to relate a lived situation or a fictional tale, by marking succession and simultaneity in an exact way.
- To use adapted time marks (then, during, before, after...) in tales, descriptions or explanations.
- To locate objects compared to oneself, to others, to marked objects.
- To locate oneself compared to others, to marked objects
- In a well-known environment, to do an itinerary, a route from its representation (drawing or code)
- To elaborate first trials of plane representations, communicable (construction of a common code).
- To orient and use properly a sheet of paper, a book or another writing support, depending on the assignment, a goal or a precise project.
- To use adapted spatial marks (behind, before, right, left, over, below...) in tales, descriptions or explanations.

5.2. To explore the world of the living, of objects and of matter

When they enter nursery school, children already have representations that enable them to take marks in their daily life. To help them discover, organize and understand their surrounding world, the teacher offers activities that lead children to observe, form more rational questions, build relations between observed phenomena, to predict consequences, identify characteristics susceptible to be categorized. Children start to understand what distinguishes the living from the non-living. They manipulate, build, to get familiar with objects and matter.

5.2.1. Targeted objectives and elements of progress

To discover the living world

The teacher leads children to observe different manifestations of animal and vegetal life. They discover the cycle made of birth, growth, reproduction, aging, death by taking the necessary care of animals and plants raised in the classroom. They identify, name or regroup animals depending on their characteristics (hair, feather, scale...), their mode of moving (walking, crawling, flying, swimming...), of their environment, etc..

Through the physical activities they have at school, children learn to better understand and master their body. They understand that it belongs to them, that they have to take care of it to keep it in shape and favor their well-being. They learn to identify, designate and name the different parts of their body. This education to health aims to acquire the first knowledge and know-how related to a healthy lifestyle. It involves a first approach to food questions that can be linked to an education of taste. Children choose and develop their sensor aptitudes, use them to distinguish realities, different depending on their olfactory, gustative, tactile, auditory and visual characteristics. Among the oldest ones, it means comparing, ranking or ordering these realities, to describe them thanks to language, to categorize them.

Finally, questions on the protection of the living and its environment are raised, in the context of the discovery of different environments and a concrete initiation to a responsible attitude.

To explore matter

A first apprehension of the concept of matter is favored by direct action on materials, starting in « petite section ». Children regularly train on various actions (to decant, to knead, to mix, to transport, to model, to sharpen, to cut, to break up, to assembly, to transform). All along the cycle, they discover the effects of their actions and they use some matter or natural (water, wood, soil, sand, air,...) or human-made (paper, cardboard, semolina, fabric,...) materials.

The activities lead to mixing, dissolving, mechanical transforming, or under the effect of heat or cold lead progressively to tackle some matter and materials properties, some aspects of their possible

transformations. They are opportunities for discussions among children and with the teacher, and make ranking, designating and defining the qualities possible, by acquiring the appropriate vocabulary.

To use, make, manipulate objects

The use of instruments, varied objects, tools, leads children to develop a series of abilities, to manipulate and discover their uses. From “petite section” to “grande section”, children learn to link an action or the choice of a tool to the effect they want to obtain: to glue, to thread, to assembly, to operate, to button, to cut, to balance, to hold a script tool, to fold, to use a template, to manipulate a computer mouse, to act on a digital tablet... All these actions complicate all along the cycle. To reach the goal assigned to them or they give themselves, children learn to integrate progressively the chronology of the required tasks and to order a suite of actions; in “grande section”, they are able to use an illustrated instructions note or construction sheet.

Mounting and dismantling in construction games and model realizations, making objects, contribute to a first discovery of the technological world.

Multiple uses of instruments and objects are opportunities to witness physical phenomena, especially by using simple optical instruments (especially magnifying glass) or by acting with springs, magnets, pulleys, gears, inclined planes... Children need to act several times to witness the regularities of the manifestations of physical phenomena they will study later (gravity, attraction of two magnetic poles, effects of the light, etc.)

All along the cycle, children become aware of the risks linked to the use of objects, especially for the prevention of domestic incidents.

To use numerical tools

From their early childhood, children are in contact with new technologies. The role of school is to give them marks to understand their use and start to use them in an adapted way (digital tablet, computer, digital camera...). Targeted research, via the internet, is made and commented on by the teacher.

Class or school projects implying relationships with other children favor experiments on long distance communication. The teacher evokes with children the idea of a network world that enables them to communicate with other people, sometimes far far away.

5.2.2. What is expected from children at the end of nursery school

- To recognize the principle steps of an animal or vegetal development, in a situation of observation of reality or on an image.
- To know the essential needs of some animals or vegetables.
- To locate and name different parts of the human body, on its own body or on a representation.
- To know and implement some rules for a healthy body and lifestyle.
- To choose, use and know how to designate tools and materials adapted to a situation, to specific technical actions (to fold, to cut, to glue, to assembly, to operate...).
- To realize constructions, to make simple models depending on a map or instructions.
- To use numerical objects: digital camera, tablet, computer.
- To take into account the risks of a close familiar environment (dangerous objects and behaviors, toxic products).

APPENDIX D

Translation of French Official Bulletin for Cycles 2 and 3

The Fundamental Learning Cycle (cycle 2)

Cycle 2 is the first stage of compulsory schooling for all pupils, beginning in Cours Préparatoire (age 6-7) and finishing in Cours Élémentaire 2 (age 8-9). It gives students solid groundwork in subjects like reading, writing, problem solving and the French language. Subjects covered in Cycle 2 include French, Modern Languages (foreign or regional), Art and Music, Physical and Sport education, Civic and Moral Education, Investigating the world, and Mathematics.

- [French](#)
- [Modern languages \(foreign or regional\)](#)
- [Artistic education](#)
- [Physical and sports education](#)
- [Civic and moral education](#)
- [Investigating the world](#)
- [Mathematics](#)

Cycle 2 is the first stage of compulsory schooling for all pupils. Language skills are the priority in this cycle, in particular French, the core subject. These three years, from "Cours Préparatoire" (age 6-7) to the end of "Cours Élémentaire 2" (age 8-9) offer an adequate, consistent length of time to give all pupils solid basic skills in reading and writing, adapted to each child's pace of learning.

In Cycle 2, pupils gradually acquire the knowledge, approaches and academic language they need to explore the world: such as solving a problem, understanding a document, writing a text, creating or designing an object. Pupils also learn gradually not just how to do an activity, but how to explain why they have done it in that way and to justify their answers and approaches in a reasoned manner. The learning process continually combines practical skills (observation, manipulation, experimentation, real-life activities) with abstract skills, through activities that help to memorize approaches and basic knowledge and make them automatic, and comprehension activities gradually leading to more complex knowledge.

French

Learning to read and write is crucial in Cycle 2, continuing on from nursery school where pupils develop their oral expression, acquire vocabulary, discover the alphabet, practice the early stages of writing, listen to texts and learn how to understand them. French is fundamental as it helps pupils to communicate and socialize with each other, making it easier to access all the other subjects and the language they use; for this reason there are several daily French sessions throughout Cycle 2.

The main points covered are as follows:

Comprehension and oral expression

Oral learning is essential when beginning to read and write; likewise, throughout the cycle, gradual proficiency in reading and writing leads to more varied and better structured oral expression.

Pupils read aloud and recite varied texts and complete activities that improve their understanding of the texts studied in class. Memorizing texts (poems, extracts from plays that they act out, etc.) particularly helps to enrich their vocabulary and sentence structure.

They learn to be attentive when listening to or discussing with others for longer periods of time, expressing their lack of comprehension if necessary. Pupils also learn to play an active role in conversations and express themselves clearly, taking account of the discussion topic and the speakers, making relevant contributions to a discussion (asking questions, answering a question, expressing agreement or disagreement, adding extra information, etc.).

They practice recounting, describing and explaining, and in particular must be capable of recounting on their own a text studied in class.

Reading

Pupils learn to read through systematic activities that help them to master the relationships between letters or groups of letters and sounds, and to memorize words. The objective is to be able to automatically identify common words, memorize their spelling and easily decode unknown words; writing activities help with acquiring these automatic habits and learning to read.

This work is always carried out in connection with working on the meaning and understanding of texts, the purpose of all reading. Pupils acquire initial independence in reading varied texts, adapted to their age. They study five to ten works per academic year, taken from children's literature and classic literature (picture books, novels, stories, fables, poems, plays), learning how to identify genres, series and authors. Independent reading is encouraged: pupils regularly borrow books that suit their preferences and tastes and are encouraged to talk about their personal reading in class.

Reading out loud has an important role in Cycle 2, helping pupils to become familiar with the construction of written sentences. Practicing reading fluency also helps to make the process of identifying words automatic; by the end of CE2, all pupils must be able, after preparation, to read a half-page text out loud fluently.

Writing

Pupils learned to write by hand and on the keyboard in the last year of nursery school; in Cycle 2, they complete their learning of handwriting, moving gradually towards automatically forming letters and increasing in speed and assurance. They learn how to do simple word processing functions and how to use a keyboard. They learn to copy or transcribe a text of a dozen lines without making mistakes, in legible handwriting, with correct punctuation and spelling, and careful presentation.

Pupils also learn to write their own texts: a sentence in response to a question, asking a question, and gradually a portion of a text or a whole text of around half a page, in coherent, organized, well punctuated language. They gradually learn to reread their own texts to improve them and check spelling.

Understanding of language (grammar, spelling, vocabulary)

The study of language in Cycle 2 is closely linked to learning to read and write, contributing to a better understanding of sentences, texts and correct spelling. At this stage of education, it is not necessary to have a complete knowledge of how the French language works as a system. It is more about observing language, manipulating it, classifying items in order to identify the main regularities and then applying them orally and in writing. Irregularities or exceptions are learned and memorized if frequently used. Pupils learn to spell the most common words and to use their reasoning to make agreements in the nominal group and between the verb and subject. They use their knowledge of language to improve their oral expression, understanding of words and texts, and improve the texts they write.

The fundamental concepts introduced in Cycle 2 help pupils to start Cycle 3 with a more systematic, conceptual understanding of the French language.

Modern languages (foreign or regional)

All pupils begin learning a modern foreign or regional language in Cycle 2, at age 6-7 (Cours Préparatoire). The main objective during the cycle is to develop the behavior essential to learning a foreign language - curiosity, listening, paying attention, memory and self-confidence; pupils are encouraged to speak in another language without reticence or fear of making mistakes.

The same curriculum applies to all foreign and regional languages, and each teacher adapts it to the language they teach.

Oral language is a priority during this cycle, when pupils are beginning to learn to write French; the lessons focus on simple listening and comprehension tasks, reproduction and gradually, personal expression. Three language skills are therefore developed simultaneously: listening and understanding, reacting and conversing, speaking continuously. The skills levels used in all European countries, on a scale going from A1

(minimal skills, beginner level) to C2 (advanced skills) are used as a reference point for teachers: by the end of Cycle 2, all pupils should have reached level A1 in the three language activities.

Studying a language is inseparable from studying the culture of the language; developing pupils' awareness of differences and cultural diversity by observing things similar to their own everyday lives, based on what they are familiar with. Three themes are therefore explored throughout Cycle 2:

- children (body, clothes, family, a typical day, weather, key events in the year and in life, sensations, tastes and feelings, etc.);
- school (the alphabet, numbers, time markers, routines, rules and regulations at school, school activities, sport, arts and leisure activities, etc.);
- the childhood environment (home, the immediate, practical environment, daily life, the shops, public places, animals, stories and legends, monsters, fairies and other cultural references in children's literature, nursery rhymes and songs, etc.).

Artistic education

In Cycle 2, artistic education allows pupils to explore two areas: art and imagery, and music, taking into account the sounds and images that are part of pupils' daily environment, in order to train their eyes and ears, develop their awareness and creativity, stimulate their curiosity and give them the enjoyment of creating or discovering. Artistic or musical expression is always linked to the exploration of major works of art and artistic approaches and comparing them, not in order to imitate them, but to enrich pupils' imagination and establish initial cultural landmarks.

In Art, during Cycle 2, pupils seek personal, original responses to the situations proposed by the teacher, in varied artistic fields (drawing, painting, collage, modeling, sculpture, assembling, photography, video, digital creation, etc.) discovering new tools and materials and trying out new activities. They gradually learn to take other people into account, cooperating with them on group projects, presenting their work to them and showing an interest in their classmates' work. They learn to be spectators by observing and expressing what they experience when looking at works or productions other than their own. Three main topics, similar to the concerns pupils have at this age, are covered in the curriculum:

- representing the world;
- expressing emotions;
- narrating and telling stories through images.

In Music, pupils take part in group performances or productions, using their voices and bodies. They learn to sing simple melodies, nursery rhymes, singing by imitation, with expression and the right intonation, respecting musical phrasing. They create and put together sounds using various instruments or sound objects. They learn to compare sound elements and musical works by identifying resemblances and differences, expressing their emotions, feelings and preferences, and listening and respecting the work and opinions of others.

Physical and sports education

The main objectives of Physical and sports education are the same throughout the three cycles of primary school and lower secondary school, with levels of learning that increase through the cycles:

- developing motor skills and learning to express yourself using your body;
- becoming familiar with working tools and methods by practicing sport;
- sharing rules and taking on roles and responsibilities within a team;
- learning how to look after your health through regular physical activity;
- becoming familiar with a physical and artistic sport culture.

Following increasing levels of difficulty, pupils gradually learn to produce their best performance, adapt their movements to varied environments, express themselves in front of others through artistic or acrobatic

activities, lead and manage a match in a team or between two players. Depending on their pupils, teachers freely choose the available materials and equipment and different physical and sports activities for the lessons (athletics, swimming, dance, circus arts, gymnastics, team ball games, racket sports, etc.), constructing an appropriate, coherent training programme. They ensure that each pupil participates in a variety of individual and group activities during the cycle.

Between the ages of six and nine, in Cycle 2, most pupils spontaneously enjoy taking part in physical activity. Physical and sports education takes advantage of this enjoyment to develop and improve their motor skills, in different situations and by means of varied activities, as acquiring motor skills is essential to their future physical education and more generally their health and well-being. Particular focus is placed on learning to swim. Through individual and above all group activities, pupils in Cycle 2 also learn to follow common rules, respect their classmates and respect their own bodies, becoming aware of their abilities, limits and the potential risks to them or their classmates in certain situations. Throughout the cycle, via group activities (particularly ball games), they learn to take on different positions and roles (attack, defense, player, referee) and adapt to new situations. Through artistic activities such as dance, they discover and use the expressive resources of the body, constructing a body language and learning to verbalize the emotions they feel and the actions they perform; initially through simple execution, then by gradually composing and producing choreography, and exercising their imagination and creativity.

Civic and moral education

Civic and moral education has four main objectives during the three cycles of primary and lower secondary school:

1. emotional awareness education, to learn to identify feelings and emotions, put them into words, discuss them and understand other people's feelings and emotions;
2. education in rules and law, to understand the meaning of rules in the classroom, primary or secondary school and to make pupils (future citizens) aware of the role and importance of law in the French Republic;
3. education in moral judgment, in order to understand and discuss the moral choices encountered in life, requiring pupils to put forward arguments, debate and justify their choices;
4. experience of engagement, to encourage pupils to participate in the social life of the class and the school they belong to, acquire a spirit of cooperation and a sense of responsibility towards others.

In Cycle 2, one hour per week is spent on this subject. This is not theoretical education, but practical, concrete education that puts pupils in role play situations to get them to think, express themselves, act and react.

On the curriculum in Cycle 2:

- Emotional awareness: identifying emotions, expressing yourself to classmates using specific vocabulary, learning to pay attention to others (respecting adults and classmates, politeness, accepting differences); identifying the symbols of the French Republic present in the school. For example, pupils may learn to divide and share tasks in research, cooperation or experimental situations, learn about themselves and others through artistic activities (self-portraits and portraits) or become aware of their body and others' bodies through dance.
- Rules and law: respect for the rules of group living, understanding punishments, their levels of seriousness and educational value, understanding some of the values and founding principles of a democratic society, etc. For example, pupils may take part in drawing up rules for the classroom or playground.
- Moral judgment: expressing and justifying a point of view or personal choice in simple terms, taking part in a debate without imposing your point of view or rejecting your classmates' point of view, etc. For example, pupils may reflect on fairness and unfairness, good and evil by using fictional stories (tales and legends) or situations experienced by the class.
- Experience of engagement: respect for commitments made to yourself and to others, taking on responsibility in the classroom and the school, etc. For example, pupils may learn about a few major

figures, men and women, involved in the scientific, humanitarian or ecological fields, or take on a role as mentors to younger classmates or mediators in disputes between classmates.

Investigating the world

In nursery school, pupils have explored and discovered the world around them in all its forms, discovering the living world, exploring materials, using, manipulating and making objects, and learning how to use digital tools. In Cycle 2, they go further, learning how to conduct an investigation and initial reasoning to describe and understand the world around them, by asking questions, observing, describing and doing experiments, and reasoning to draw conclusions.

Eight main skills are covered in this area, which are studied in more depth in the subsequent cycles: practicing scientific approaches, imagining and producing, learning tools and methods, practicing languages, using digital tools, adopting ethical, responsible behavior, situating in space and time.

This subject is broken down into three main parts:

1. **Investigating the living world, materials and objects**, to learn an initial scientific and technological approach. Pupils study matter in all its forms (living and nonliving, naturally present in the environment or man-made, etc.); they observe and identify changes in the state of water (solid, liquid, gas) and relate these to meteorological phenomena (clouds, rain, hail, etc.). They learn to distinguish between living and inert beings by observing animals, plants and minerals in their environment. They observe how living beings are nourished, develop and reproduce. They observe the process of growth in their own body and the mechanism of movement. Finally, they learn about healthy living (diet, sleep, physical activity, etc.) and understand the beneficial effects on their health. Pupils discover and use technical objects in everyday life. They make objects and simple electrical circuits, learning to respect basic safety rules. They become familiar with a digital environment, in particular how to use word processing.
2. **Investigating space and time**, to learn how to locate oneself in both space and time: pupils use common representations of space (models, plans, photos, etc.), produce their own (of the school, neighborhood, town, etc.) and learn how to find their way in a nearby environment. In representations of the world (world maps, globes, digital maps) they learn to locate places, in particular continents, Europe, France and their own region; on maps of the solar system, they can identify the position of planet Earth. To learn how to situate themselves in time, pupils identify time divisions (months, weeks, days, hours, etc.) and their durations, and identify cyclical phenomena (the change from day to night, the seasons) using calendars, timetables and clocks. Students learn to situate events in time and in relation to others, in particular, using timelines (historical periods and characters, at the end of the cycle in CE2).
3. **Exploring how the world is organized**, to gradually comprehend that they are part of an organized society that develops through space and over time. Pupils compare the lifestyles of different populations in the world or populations from different eras (between two generations for example). They explore nearby spaces (school, park, town, etc.) to gain a gradual understanding of how they are organized (for example the function of the different places in the town). They explore the diversity and main characteristics of landscapes (coasts, mountains, countryside, desert, etc.).

Mathematics

Following nursery school, where mathematics-related activities are based on observation and manipulation, Cycle 2 introduces pupils to the written dimension of mathematics: writing numbers, mathematical symbols, techniques for doing sums (addition, subtraction, multiplication), producing simple geometrical shapes. Problem-solving becomes central, developing pupils' ability to find out, reason and communicate their results.

Six main skills are covered in mathematics Cycle 2, which are continued in Cycles 3 and 4: discovery, modeling, representing, reasoning, calculating and communicating. Pupils gradually acquire these skills, which are part of the Common Core that will be tested at the end of compulsory education.

The Mathematics curriculum Cycle 2 covers three areas:

Numbers and calculation

Pupils reinforce and extend their knowledge of whole numbers up to 10,000, and they learn to calculate. They learn different ways of naming numbers (writing in figures, verbal names, concepts of doubling, halving, etc., units, tens and hundreds) and use these numbers to count, order and compare. They make the link between a number and a measured length. When given simple problems, they begin to add, subtract, multiply and divide. These early calculations are learned through addition and multiplication tables. Daily practice of mental arithmetic reinforces knowledge of numbers and operations.

Size and measurements

Using everyday objects and examples, pupils complete activities to learn how to differentiate different kinds of measurements (length, mass, volume, duration, price, etc.) and to compare the measurements (for example length) of two objects. They then learn to measure using appropriate instruments (hourglass for duration, graduated ruler for length, scales for mass) and learn common measurement units (meter, gram, liter, etc.). Finally, they make calculations with measurements, to solve problems in real-life situations such as finding the distance between two trees in the school playground or calculating the price of a shopping list.

Space and geometry

Pupils learn spatial recognition, in close connection with the "Investigating the world" topic and physical education and sport. This is done using landmarks and representations of space. They also acquire knowledge of geometry, by studying solid and plane shapes, learning how to recognise and name common solids (sphere, cylinder, cube, pyramid, etc.) and reproduce them. They use appropriate vocabulary to describe common geometrical shapes (square, rectangle, triangle, side, top, circle, disc, etc.) and instruments (ruler, templates, set square) to produce them on paper. They learn techniques to help them recognise that the points are aligned on a shape, that two lengths are equal, or to identify a right angle or symmetry.

The Consolidation Cycle (cycle 3)

Cycle 3 has two main objectives: reinforcing the base knowledge learned in Cycle 2 and helping with the transition from primary school to lower secondary school. It covers the last two years of primary school and the first year of lower secondary, in order to reinforce the continuity and consistency of learning between them. The "Sixième" class (first year of lower secondary) therefore occupies a particular place in this cycle, allowing pupils to adapt to the pace, educational organization and lifestyle of lower secondary school while continuing on from CM1 and CM2 (Cours Moyen 1ère année, age 9-10 and Cours Moyen 2e année, age 10-11). Subjects covered in Cycle 3 include French, Modern Languages (foreign and regional), Art, Music, History of art, Physical and sport education, Civic and moral education, History and Geography, Science and Technology, and Mathematics.

- [French](#)
- [Modern languages \(foreign or regional\)](#)
- [Art](#)
- [Music](#)
- [History of art](#)
- [Physical and sport education](#)
- [Civic and moral education](#)
- [History and geography](#)
- [History](#)
- [Geography](#)
- [Science and Technology](#)
- [Mathematics](#)

During Cycle 3, pupils consolidate and reinforce everything they have learned in Cycle 2, particularly language proficiency, which is essential to learning other subjects such as French, Mathematics, artistic and physical expression.

During this cycle, pupils are also gradually introduced to academic subjects and their specific knowledge, language, approaches and methods, especially history and geography, science and technology. Pupils' capacity for abstract analysis increases and they begin to produce and structure their thoughts by taking in new knowledge. This introduction to academic subjects is marked during the cycle by the transition from a single teacher covering all subjects in primary school to one teacher per subject in the first year of lower secondary school.

French

Cycle 2 focused on the acquisition of reading and writing skills; in Cycle 3, the teaching of French helps to reinforce this knowledge, which is essential for all other subjects. The central objective is language proficiency, ensuring that all pupils can read and write independently so that they begin Cycle 4 with the skills they need to continue their education. This proficiency is achieved through daily writing practice and regular, numerous reading and oral activities, complemented by grammar, spelling and vocabulary activities that help them understand how the French language works and learn its rules.

During Cycle 3, the study of literary texts or artistic works takes on an increasingly important role; pupils gradually learn to identify subtext and go beyond the literal meaning to redevelop the work's figurative meaning and offer a simple interpretation.

The main points covered are:

comprehension and oral expression

Pupils learn to use oral language to give explanations, information or opinions in a clear, ordered way, interacting effectively and clearly with their classmates to compare reactions or points of view, refining their thoughts by identifying ideas or formulations to prepare a written piece or speech. They work on reading texts out loud, memorizing them and reciting by heart. They practice making short oral presentations in front of the class, relying on notes, a slideshow or other digital tool.

Writing

Pupils continue to learn cursive handwriting so that their gestures are automatic and they can write effectively and quickly. They also learn to type on the keyboard and use word processing tools. Pupils write every day, in varied situations, to react to what they have read, to reflect and prepare a requested task, to reformulate or summarize results, to explain or justify what they have done, to express an emotion or personal judgment, or to exercise their imagination. They acquire a level of autonomy in their writing, learning to rework their own text and make use of drafts, notes and successive versions. By the end of the cycle, they are capable of writing a text of one to two pages in response to a precise, organized and coherent objective, in legible handwriting and respecting the spelling rules studied in class.

Reading

The goal in Cycle 3 is to develop independent readers, both at school and at home, who can read out loud or in silence, fluently and quickly. Pupils read a wide variety of texts and documents (tables, graphs, charts, diagrams, images, etc.) so that they are capable of understanding and learning other subjects, and to enrich their vocabulary, feed their imagination, arouse their interest and develop their knowledge and culture. Reading activities are linked to writing activities, whether these are written pieces related to what they are reading (exercise books or reading records for noting their reactions as a reader, copying poems, text extracts, posters, blogs), writing linked to comprehension work (reformulating, answers to questions, notes, diagrams, etc.) or creative writing using their imagination. In CM1 and CM2 (last two years of primary), they read at least seven works each year, and six in the first year of lower secondary: these are works from children's literature and classic literature.

Understanding of language (grammar, spelling, vocabulary)

In Cycle 3, the objective is to ensure solid grammatical knowledge of central concepts, highlight the main regularities of the French language in order to master its spelling, and begin studying the system of the

language. Learning spelling (spelling of words and rules on agreement) and verb forms (conjugation) is central; the focus is on regular grammar and the most common cases; irregular or exceptional cases are memorized by pupils if frequently used. By the end of the cycle, pupils will have mastered nominal group agreements (article, noun, adjective), the agreement between the verb and its subject, and agreement of the attribute with the subject. Pupils learn language through practical writing, reading and oral expression activities.

Literary and artistic culture

From the main topics on the curriculum, teachers freely choose literary and artistic works to be studied and encourage personal reading; pupils therefore acquire basic knowledge of a common literary and artistic culture.

Topics on the curriculum:

In CM1 and CM2 (last two years of primary school, age 9 and 10): "Heroes / heroines and characters" (stories, tales or fables about a heroic character, cartoon books, films); "Questions of morality" (stories and fables); "Encountering the strange and magical" (tales and legends, mythological stories); "Experiencing adventures" (adventure novel), "Imagining, describing and celebrating the world" (poetry and tales); "Discovering yourself and forming relationships with others" (coming-of-age novels and autobiographical stories).

- In "sixième": (first year of lower secondary school, age 11) "Monsters and the limits of human beings" (extracts from the *Odyssey* or *Metamorphoses*, fairy tales, mythological stories and ancient legends, related to the history syllabus); "Adventure stories" (adventure novels and films); "Creative stories, poetry" (related to the history syllabus, a long extract from Genesis in the *Bible*); "Defying the strongest: tricks, lies and masks" (fables, stories, farces, plays).

Modern languages (foreign or regional)

Teaching of the modern language chosen in the preparatory class has two main, closely linked objectives: to learn to communicate in another language (understand and express yourself orally and in writing, and have conversations with others) and to discover another culture. Regular, daily exposure to the language helps pupils to make progress, often by using digital media and tools in lessons.

The same curriculum applies to all foreign and regional languages, each teacher adapting it to the language they teach, particularly as regards linguistic knowledge (vocabulary, grammar, pronunciation). Five language skills are developed simultaneously: listening and understanding, reading, reacting and conversing, speaking continuously, writing and responding to writing. The skills levels used in all European countries, on a scale from A1 (minimal skills, beginner level) to C2 (advanced skills) are used as a reference point for teachers: by the end of Cycle 3, all pupils should have reached at least level A1 in the five language activities, and may have reached level A2 (intermediate level) in one or more activities.

With regard to the cultural dimension of modern language learning, three areas are explored in Cycle 3:

- people and everyday life (the human body, clothes, lifestyles, physical and moral characteristics, the urban environment);
- geographical, historical and cultural landmarks (geographical location, physical features and cultural landmarks, some historical and contemporary figures, a few main historical events specific to the area studied);
- the imagination (children's literature, tales, myths and legends of the country or region, heroes/heroines and fictional characters, cartoons, TV series and films).

In this way, lifestyles, festivals and traditions, historical and geographical landmarks, cultural personalities in the region or country concerned, famous monuments and works, stories, legends and nursery rhymes are explored and studied in context thanks to the possibilities offered by classroom teaching, various activities, interests and events taking place during the school year. These cultural landmarks promote an awareness of

differences, developing curiosity and the desire to communicate. Contacts with schools in the countries or regions concerned can help to facilitate and reinforce this linguistic and cultural learning.

Art

During Cycle 3, the teaching of art gradually leads pupils towards more independent artistic practice, which they also learn to analyze in greater depth. Each pupil's potential for innovation and creativity is developed. Pupils learn how to draw on their own experiences to identify, name and choose the resources they use, questioning the effectiveness of tools, materials, formats and techniques according to their intentions and their projects. Specific work is carried out on the effects produced by the various ways in which artworks are presented to the public, in order to examine the relationship of the work to a display medium (frame, plinth, etc.), a place (wall, floor, closed or open space) and the spectator. Creative activities are continually linked to the exploration of leading contemporary and past, Western and non-Western artworks, in order to nurture pupils' sensitivity and imagination, enrich their capacity for expression and form their judgment. They acquire specific vocabulary so that they can gradually move from describing a work to analyzing it.

There are three main topics on the curriculum, studied in each year of the cycle:

1. artistic representation and presentation methods;
2. artistic production and the relationship between the object and the space;
3. the material nature of art production and awareness of the elements included in the work.

Practices are varied: two-dimensional (drawing, painting, collage, etc.), three-dimensional (modeling, sculpture, assembly, installation, etc.) or imagery (photography, video, digital creation).

Music

The teaching of music combines expressive and creative activities, usually in a group, with listening to and analyzing a variety of musical works. Its main objectives are to develop pupils' imagination, creativity and capacity for expression, train their ear, learn how to cooperate, shape their artistic culture and improve their capacity for analysis.

In musical practice, pupils reproduce works they have heard or participate in imagining and creating their own. They learn how to use their voices and bodies to sing a simple melody with expression, a song learned by heart through imitation, take full part in a group performance and gradually increase their repertoire of new songs. They also learn how to connect the music they sing to what they hear.

In music listening activities, pupils learn to describe and compare pieces of music from different contexts and identify relationships, resemblances and differences between several works. They structure their artistic culture by learning about a variety of important musical works, from all genres and all eras, suitable for their age group. They exercise critical thinking and express personal opinions by gradually going beyond first impressions and immediate emotions.

History of art

Pupils begin learning this new subject in the first year of Cycle 3 at the same time as history. From the first year of lower secondary, this subject is taught by teachers of several subjects, mainly Art and Music, French, History and Geography, and Modern Languages. Its main purpose is to structure pupils' artistic culture: they acquire and consolidate cultural references to major artworks and movements of the past and present, learning how to situate them in space and time, how to interpret them and relate them to each other, and developing their awareness of and tastes in art. This subject covers local, national and international art history, academic as well as popular or traditional; it requires contact with works of art and cultural organizations, directly and through digital resources.

In Cycle 3, pupils learn how to describe an artwork using simple and appropriate language, how to situate it in a time period and geographical area based on its main characteristics, how to express their impressions and opinions of a work and how to make an initial analysis. They also learn how to find their way around a museum or art gallery, adapt their behavior to the place and identify the roles of the main people working there. They are aware of the influence of past and present art on their environment.

Physical and sport education

The main objectives of Physical and sport education are the same throughout the three cycles of primary school and lower secondary school, with levels of learning that increase through the cycles:

- developing motor skills and learning to express yourself using your body;
- becoming familiar with working tools and methods by practicing sport;
- sharing rules and taking on roles and responsibilities within a team;
- learning how to look after your health through regular physical activity;
- becoming familiar with a physical and artistic sport culture.

Following increasing levels of difficulty, pupils gradually learn to produce their best performance, adapt their movements to varied environments, express themselves in front of others through artistic or acrobatic activities, lead and manage a match in a team or between two players. Depending on their pupils, teachers freely choose the available materials and equipment and different physical and sports activities for the lessons (athletics, swimming, dance, circus arts, gymnastics, team ball games, racket sports, etc.), constructing an appropriate, coherent training programme. They ensure that each pupil participates in a variety of individual and group activities during the cycle.

During Cycle 3, pupils exercise and reinforce their motor skills in more challenging, diverse contexts. They learn to identify and analyze the immediate effects of their actions to perfect them and improve performance, which involves both oral and written work. In team sports and activities, they continue to learn various roles (referee, observer, etc.) and understand the need for rules. Through significant practice time, pupils test and develop the working methods specific to the subject, via action, imitation, observation and cooperation. As in Cycle 2, learning to swim remains a priority.

Civic and moral education

Civic and moral education has four main objectives during the three cycles of primary and lower secondary school:

- emotional awareness education, to learn to identify feelings and emotions, put them into words, discuss them and understand other people's feelings and emotions;
- education in rules and law, to understand the meaning of rules in the classroom, primary or secondary school and to make pupils (future citizens) aware of the role and importance of law in the French Republic;
- education in moral judgment, in order to understand and discuss the moral choices encountered in life, requiring pupils to put forward arguments, debate and justify their choices;
- experiencing engagement, encouraging pupils to participate in the social life of their class and school, acquiring a spirit of cooperation and a sense of responsibility towards others.

In Cycle 3, this subject is allocated one hour every week. In the first year of lower secondary, it is delivered by voluntary teachers of various subjects. This is not theoretical education, but practical, concrete education that puts pupils in role play situations to get them to think, express themselves, act and react.

On the curriculum in Cycle 3:

- Emotional awareness: expressing and sharing your emotions and feelings with others about literary or artistic works or during group discussions on classroom life; respect for and acceptance of others and their differences in language and attitude; understanding the meaning of the symbols of the French Republic. For example, pupils may take part in role plays, drama games, mimes, or take part in philosophical discussions supervised and led by the teacher on the topics of tolerance and mockery.
- Rules and law: understanding, accepting and applying the concepts of rights and duties, applying the principle of equality between girls and boys, understanding the principles and values of the French Republic and the European Union, understanding the founding characteristics of the French Republic (institutions, the basis of law, the concept of citizenship, etc.). For example, pupils may

define and discuss the rules of debate, analyze gender stereotypes using examples from manuals, literature or films, or study the founding texts of institutions and their history.

- Moral judgment: learning to debate (speaking in front of others, listening to others, formulating and justifying a point of view), exercising critical judgment about information received from the media, differentiating between personal interest and collective interest. For example, pupils may exercise their critical judgment on events relating to life in the class, school or outside school to combat prejudices (racism, sexism, homophobia, etc.).
- Experience of engagement: learning to explain and justify choices, integration and personal involvement in a group, understanding the values of fraternity and solidarity, etc. Pupils may, for example, play an active role in a group project within the class, school or town, connected to an association.

History and geography

Once pupils have acquired basic knowledge in Cycle 2 and an ability to situate themselves in time and space, they begin two separate subjects in Cycle 3, History and Geography, and so continue to construct their relationship to time and space. These two subjects are closely linked, dealing with common topics and concepts and sharing tools and methods.

History

The objective in Cycle 3 is not for pupils to gain an exhaustive knowledge of History, which is premature at this level, but rather to lay the foundations of the initial historical landmarks, which will be consolidated and extended in Cycle 4. These landmarks help pupils to understand that today's world and contemporary society are the descendants of long processes, changes and choices made by men and women in the past.

Pupils observe the concrete traces of history (particularly in their nearby, everyday environment) and question their meaning; they are gradually introduced to other types of sources and other evidence, relating to worlds farther away in time and space. They understand that the narrative of history is constantly nourished and altered by new archaeological and scientific discoveries, giving a new, different understanding of the past.

By examining historical events, pupils learn to distinguish history from fiction and understand that the past is a source of investigation. In particular, pupils have the opportunity to compare historical facts and beliefs: the study of religious events systematically roots these events in their cultural and geopolitical contexts.

In CM1 and CM2, they discover key moments in the history of France in chronological order, from the traces of early occupation of the French territory up to the construction of the European Union. Following this introduction, in the first year of lower secondary, pupils look more closely at questions and approaches specific to historical science, by studying prehistory and Antiquity.

Curriculum:

CM1 (year before last of primary school, age 9):

Topic 1: Before France

- What are the earliest traces of human occupation in French territory?
- Celts, Gauls, Greeks and Romans: what is the heritage from ancient cultures?
- The main population movements (4th to 10th century).
- Clovis and Charlemagne, Merovingians and Carolingians, after the fall of the Roman Empire.

Topic 2: The Kings

- Louis IX, the "Christian King" of the 13th century.
- François I, protector of Arts and Literature in the Renaissance.
- Henri IV and the Edict of Nantes.
- Louis XIV, the Sun King at Versailles.

Topic 3: The Revolution and the Empire

- From 1789 to the execution of the King: Louis XVI, the Revolution, the Nation.
- Napoleon Bonaparte, from General to Emperor, from the Revolution to the Empire

CM2 (last year of primary school, age 10):

Topic 1: The Republic

- 1892: the centenary of the Republic.
- Primary school at the time of Jules Ferry.
- Several republics, one democracy: liberties, rights and duties.

Topic 2: The industrial age in France

- Energy and machines.
- Working in a mine, factory, workshop or store.
- The industrial town.
- The rural economy.

Topic 3: France, from the World Wars to the European Union

- Two World Wars in the 20th century.
- The construction of Europe.

"Sixième" (first year of lower secondary, age 11):

Topic 1: The long history of humanity and its migrations.

- The beginnings of humanity.
- The Neolithic "revolution".
- The first States and early writings.

Topic 2: Foundation stories, beliefs and citizenship in the ancient Mediterranean in the first millennium BC.

- The world of Greek cities.
- Rome, from myth to history.
- The birth of Jewish monotheism in a polytheistic world.

Topic 3: The Roman Empire in the ancient world

- Conquests, Roman peace and Romanisation.
- Christians in the Empire.
- The relationship of the Roman Empire with other ancient worlds: the ancient Silk Route and China under the Han dynasty.

Geography

The geography curriculum in Cycle 3 is organized around the concept of "living": the ways that humans organize and use their living spaces, on all scales. This concept enables pupils to identify and grasp the objective and methods of learning geography. Using very practical case studies (work, consumption, leisure, etc.), pupils are introduced to geographical reasoning by discovering, analyzing and understanding the dynamics between individuals and societies and the land and places that they use, design and organize.

Firstly, pupils discover and explore local living environments. They then examine other scales and other social and cultural environments; finally, in the last year of the cycle, they analyze the diversity of "living" environments across the world.

The topics on the curriculum encourage reflection on the challenges and necessity of sustainable development in territories.

Curriculum:

CM1 (year before last of primary school, age 9):

Topic 1: Explore the place(s) where I live

- Identify the features of my living environment(s).
- Locate my living environment(s) and situate it on different scales.

Topic 2: Living, working, educating and enjoying leisure time in France

- In urban environments.
- In a tourist area.

Topic 3: The consumer society in France

- Meeting energy and water needs.
- Meeting food nutritional needs.

CM2 (last year of primary, age 10):

Topic 1: Getting around

- Everyday transport in France.
- Everyday transport in another place in the world.
- Getting from town to town in France, Europe and the world.

Topic 2: Communicating across the world via the Internet

- A world of networks.
- A population connected to the world.
- Inequality of connected populations in the world.

Topic 3: Better living

- Promoting the role of "nature" in towns.
- Recycling.
- Living in a green neighborhood.

"Sixième" (first year of lower secondary, age 11):

Topic 1: Living in a city

- Cities and their inhabitants.
- The city of the future.

Topic 2: Living in a low density area

- Living in an area with significant natural constraints and/or great biodiversity.
- Living in an area with a low density of agricultural land.

Topic 3: Living on the coast

- Industrial port coastlines, tourist coastlines.

Topic 4: The inhabited world

- Distribution of the global population and its dynamics.
- The variety of forms of spatial occupation in the world.

Science and Technology

During Cycle 2, pupils "explored" the natural world by observing, questioning and carrying out basic experiments. In Cycle 3, in "Science and Technology", they begin to make an initial rational, coherent representation of this world, by tackling genuine scientific concepts. They also acquire skills and knowledge linked to the world of technology. The "Science and Technology" subject in Cycle 3 will later be subdivided into three separate subjects (Cycle 4 at lower secondary school): Physics-Chemistry, Life and Earth Sciences, and Technology.

In Cycle 3, pupils are introduced to scientific approaches with support and help from the teacher, in a practical manner: by formulating questions, exploring research areas, then offering explanatory hypotheses, testing them through experiments, observations or simulations, and communicating their results and conclusions. They develop their curiosity, manual skills, precision in using language and rigorous reasoning, and gradually learn to differentiate scientifically validated facts from opinions.

In terms of technology, pupils explore the technical world, in particular through the history of the development of objects, designing and producing models or prototypes. They improve their skills in using digital tools.

The Science and Technology curriculum covers four topics:

Matter, movement, energy, information

Pupils learn to distinguish between living and inert matter, and different materials (metals, glass, plastic, etc.) and their physical characteristics. They observe and describe different types of movements, examine the concept of speed, using examples that mean something to them (riding a bike, traveling by train, movements of the planets). Finally, they discover different energy sources and how these are converted to make them usable by humans.

The living world, its diversity and the functions that characterize it

Pupils learn how to classify living species and discover the relationships between them. By observing changes in species on Earth over time, they examine the concept of the evolution of the species. The role of nutrition in living beings, their development and reproduction are also studied in this topic.

Materials and technical objects

Pupils identify that objects respond to needs and that our changing needs lead to the development of new objects. Using everyday examples, they study how technical objects work and how they are made. Finally, they create a technical project, from design to manufacture.

Planet Earth. Living beings in their environment

In this topic, pupils learn to situate the Earth in the solar system and identify the conditions under which life appears and develops on our planet. Observing different habitats shows pupils that living beings are distributed across the Earth according to the conditions of their environment. In our use of natural resources (living species and geological resources), human beings modify these habitats. The study of natural phenomena, both geological (volcanoes, earthquakes, etc.) and climatic (storms, floods, etc.) is linked to the risks posed to populations.

Mathematics

During Cycle 3, pupils will reinforce the techniques they have previously studied such as mental calculation and written calculation techniques, until they become automatic (addition, subtraction and multiplication) and they will also learn new ones (division).

They discover new mathematical concepts: decimal numbers, proportionality, new measurements (area, volume, angles, etc.). In geometry, they manipulate concrete objects and discover new ways to represent space (templates, perspectives, front, side and top views, etc.). For working on numbers, and in geometry, digital tools - in particular, software - are used in addition to "paper and pencil" activities.

Finally, in Cycle 3, pupils begin a new form of mathematical exercise: problem solving. They discover that the mathematical skills and concepts they have learned are tools that will help them to solve mathematical problems. Examples of problems are taken from other subjects and from everyday life, and pupils are encouraged to find problems themselves.

The curriculum covers three major topics:

Numbers and calculation

Pupils continue to study whole numbers and large numbers (up to 12 figures) orally and in writing, becoming ever more proficient in the number system and knowing how to use it when calculating. They tackle decimal numbers (decimal point), learn to write a number as a fraction and solve basic problems that use fractions and decimals. They practice mental calculation, especially when estimating the magnitude of the result. They perform written calculations: addition, subtraction, multiplication and division. They use a calculator, especially to check their calculations.

Size and measurements

Pupils revise the measurements already studied (length, mass, content, price, etc.) and learn new ones (area, perimeter, volume, angle). They measure, compare and estimate measurements: the perimeter of a square or rectangle; the area of simple geometrical shapes (rectangle, triangle, disc), the volume of a cube, measurement of angles, periods of time, etc. They learn to use the common, official units for measurements.

Space and geometry

Pupils learn spatial recognition and use representations (maps, plans, etc.) to indicate a position or make movements. In geometry, they construct three-dimensional solids, manipulate them and learn how to represent them (templates, 3D software). They construct geometrical shapes using their instruments (graduated ruler, compass, set square) and give them properties (equality of length, perpendicularity, parallelism, symmetry in relation to an axis, etc.).

They are introduced to coding through location finding activities (for example programming the movements of a robot) or geometrical activities (constructing simple shapes on a computer).

APPENDIX E

Health and Safety Governance - Draft

- **Responsibility:**
The school's leadership team, including the Principal and Health and Safety Officer, are responsible for overseeing the implementation and monitoring of health and safety practices.
 - **Staff Training:**
Regular health and safety training for all staff members, including first aid, fire safety, and emergency response. New employees and contractors will be inducted on-site with safety procedures.
 - **Risk Management Policy:**
All identified risks will be reported to the Health and Safety Officer. Risk assessments will be conducted regularly, with the findings and controls communicated to all stakeholders.
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2. Student Safety Procedures

- **Supervision:**
Students will always be supervised during school hours, including outdoor play and field trips. Supervisors are trained to recognize potential hazards.
 - **Playground Safety:**
Regular inspections of outdoor play areas, including swings, slides, and other equipment. Any hazards will be reported and addressed immediately. Soft fall zones will meet New Zealand safety standards.
 - **Behavioral Expectations:**
A Code of Conduct for students that includes safe behavior practices. Regular safety drills (fire, earthquake, lockdown) will be conducted.
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3. Emergency Preparedness and Procedures

- **Fire Safety:**
A certified fire alarm system will be installed and tested regularly. Fire extinguishers will be checked quarterly. Evacuation plans and exits will be clearly marked, and fire drills conducted at least once per term.
 - **Earthquake and Natural Disaster Preparedness:**
Clearly marked drop, cover, and hold zones. Staff and students will be trained in earthquake safety procedures and participate in regular drills. Emergency kits will be kept in each classroom.
 - **First Aid Response:**
A fully equipped First Aid kit will be maintained in key areas of the school. At least two staff members will hold valid First Aid certificates. Injuries will be documented in the incident log and reported to parents when necessary.
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4. Safe Building and Grounds Management

- **Accessibility Compliance:**
The building will adhere to the accessibility guidelines, including ramps, handrails, and unisex-accessible toilets. Regular checks on handrails and circulation routes will be done.
 - **Electrical and Fire Safety:**
All electrical work, including the installation of heat pumps, lighting, and safety barriers, will comply with New Zealand wiring and fire safety regulations. A certified contractor will conduct annual inspections.
 - **Hazardous Substances:**
Any use of chemicals (cleaning products, science labs) will follow safe storage, handling, and disposal protocols. MSDS (Material Safety Data Sheets) will be provided and made available.
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5. Hygiene and Sanitation

- **Cleaning Procedures:**
Daily cleaning of classrooms, toilets, and communal areas following strict hygiene guidelines. Regular disinfection of high-touch surfaces, such as door handles, desks, and shared equipment.
 - **Toilets and Sanitation:**
The school's toilets will be cleaned daily and checked for operational issues. Adequate soap, hand sanitizer, and drying facilities will be available at all times.
 - **Food Safety:**
The school's kitchen will meet New Zealand food safety standards. Regular cleaning and safe food handling procedures will be implemented, including staff training.
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6. Incident Reporting and Investigation

- **Accident and Incident Reporting:**
All accidents, injuries, or near-miss events will be reported immediately to the Health and Safety Officer and recorded in the incident log. Serious incidents will be escalated to the Principal and relevant authorities.
 - **Investigation and Prevention:**
Investigations will be carried out after an incident to determine the cause and implement preventative measures. The findings will be communicated to staff to reduce the likelihood of reoccurrence.
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7. Health and Well-being

- **Mental Health Support:**
The school will provide access to counseling and mental health support services for

students and staff. Workshops on well-being will be part of the school's regular health promotion.

- **Vaccination and Health Checks:**
The school will follow Ministry of Health guidelines regarding vaccinations, communicable diseases, and regular health screenings for students.

8. Emergency Communication Plan

- **Communication Procedures:**
In the event of an emergency, all parents/guardians will be notified via text and email through the school's communication system. Updates will be shared regularly until the situation is resolved.
- **Evacuation Assembly Points:**
Clearly designated and marked evacuation assembly points will be communicated to students and staff, with signage posted around the school.

9. Regular Review and Compliance

- **Auditing and Monitoring:**
The Health and Safety Officer will perform regular audits of the school's safety practices. Annual reviews of policies and procedures will ensure compliance with Ministry of Education standards.
- **Feedback and Reporting:**
Staff and students will be encouraged to report safety concerns anonymously through suggestion boxes or directly to the Health and Safety Officer.

10. Responsibilities Matrix

Task	Responsible	Frequency	Reporting To
Staff Safety Training	H&S Officer	Annually	Principal
Emergency Drills	Teachers	Every Term	H&S Officer
First Aid Kit Maintenance	Admin	Monthly	H&S Officer
Fire Alarm System Inspection	Contractor	Quarterly	H&S Officer
Playground and Equipment Safety Check	Maintenance	Weekly	Principal
Incident Reporting and Investigation	H&S Officer	As Needed	Principal & MoE
Health & Safety Policy Review	H&S Officer	Annually	Principal & MoE
Accessibility and Building Compliance	Contractor	Annually	Principal & MoE

APPENDIX F
Retro Planning for Building Renovation

Period	Tasks	Details
1-5 December 2024	Site Preparation & Demolition	Set up the site, start demolition of the roof above the ramp, open the fence between the school and Alliance Française, and remove temporary walls.
6-10 December 2024	Electrical Work & Heat Pump Installation	Remove and reinstall cables, replace the main switchboard, and start installing 3 heat pumps and the attic ventilation system.
11-15 December 2024	Storage Installation & Interior Space Creation	Build storage under the deck, create new spaces inside the building by removing partitions, and level/renovate existing floors.
16-20 December 2024	Roof and Fence Repair & Planning of Outdoor Play Area	Complete roof repairs, finish the fence opening, and plan for outdoor play equipment (swings, slide, pétanque court).
21-24 December 2024	Toilet Renovation, Ventilation System Installation, & Start of Kitchen Renovation	Demolish old toilets, begin plumbing for new toilets, install the ventilation system, and start renovating the kitchen.
25-28 December 2024	Christmas Break	Holiday break—no work during this period.
29 Dec - 2 January	Electrical Finishing, Security Gates Installation & Kitchen Renovation	Complete electrical work, install security gates at 131 Remuera Road, and continue kitchen renovation (installing new appliances and plumbing).
3-7 January 2025	Exterior Painting & Outdoor Equipment Installation	Wash all exterior surfaces, start painting ceilings and walls, and install outdoor play equipment and safety features.
8-12 January 2025	Continue Painting, Finish Kitchen Renovation & Shade Sail Installation	Paint windows, doors, and handrails; complete the kitchen renovation; install the shade sail for the outdoor area.
13-17 January 2025	Fire Alarm System Installation, Finish Outdoor Play Area & Miscellaneous Repairs	Install the fire alarm system, complete the outdoor play area (swings, slide, pétanque court), and make miscellaneous repairs.
18-22 January 2025	Final Inspections	Perform final inspections to ensure compliance with Ministry of Education standards and Building Act safety requirements.
23-26 January 2025	Site Cleanup & Handover	Final cleanup of the site and handover for school installation.
29 January - 2 February 2025	Security Gate Finalization & Project Wrap-up	Install and finalize all security doors and gates at 131 Remuera Road and finish any last project details.