

# PROJET DE L'ÉCOLE 2025-2028



**ÉCOLE FRANÇAISE**  
**INTERNATIONALE**  
**AUCKLAND**

**Focus Area 1: Encourage learning in French while promoting a balanced well-being development in all our students.**

**Focus Area 2: Increase the school's visibility by developing a multicultural environment.**

# RATIONALE



In a context where students are predominantly English-speaking or non-French-speaking, teaching in French represents a daily challenge, both linguistically and cognitively. Small class sizes, while having certain advantages, lead to a sustained pace that intensifies learning and can result in cognitive overload, which is all the more pronounced given that the language of instruction is foreign to the majority of the children. It is therefore essential to integrate relaxation time and to offer a differentiated and motivating teaching approach, in order to foster student engagement and their desire to use French in a setting that is both secure and stimulating.

With this in mind, supporting English-speaking families becomes a priority: the goal is to help them understand the French education system, the specificities of kindergarten ("maternelle"), the end-of-cycle expectations, and the values upheld by the school, all while giving them the tools to support their children in learning French as the language of schooling. To promote this language in a friendly and unifying way, a calendar of events that includes moments of sharing with families is essential. The "May of Languages" ("Mai des langues") example, proposed by the AEFE, where parents are invited to read books in their own language, clearly illustrates this desire to make multilingualism a shared asset.

Furthermore, it is fundamental to better anchor the French curriculum in the local culture, by integrating Māori and New Zealand elements to make teaching more inclusive and meaningful for the students.

Finally, the school's development depends on greater visibility, particularly through the creation of local partnerships and an active presence on social media—two essential levers for publicising our educational project, strengthening our appeal, and promoting the growth of the institution.

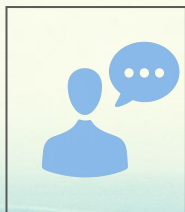
The full version of this Projet d'École 2025-2028 is available upon request.

# Focus Area 1

**Encourage learning in French while promoting a balanced well-being development in all our students.**



Action 1: Building self-esteem, getting to know oneself, and understanding one's emotions and body.



Action 2 : Fostering the use of the French language.

## Focus Area 1

### Action 1: Building self-esteem, getting to know oneself, and understanding one's emotions and body.

#### Strengthening self-esteem, knowing oneself, and understanding one's emotions and body:

- Well-being Rituals
- Nutrition and sport
- Development of emotional skills



#### Indicators :

Participation, concentration,  
verbalisation  
Impact on behaviour...



#### Tools :

Observation grids / Logbooks  
Self-evaluation (smileys, scales) ...



#### Languages :

Understanding instructions in English  
/ Wellness vocabulary games (FR/EN)...

## Action 2 : Fostering the use of the French language.

Personalised progression (small group workshops and FLE support from the Alliance Française Auckland)

Bridges with English, Māori and other modern languages

Fun workshops (games, puppets, theatre)

Implementation of 'French Language challenges'

Differentiated approach

Peer tutoring



# Action 2 : Fostering the use of the French language.

## Action 2 : Themes

- Fun workshops (games, puppets, theatre)
- Implementation of "French Language challenges"
- Differentiated approach
- Peer Mentoring
- Personalised progression (workshops, small groups and FFL support from the AFA)
- Bridges with English, Te Reo and other modern languages



## Indicators :

Student feedback, observations on individual progress, teacher feedback



## Tools :

Questionnaires, self-assessment grids, personalised follow-up sheets, interviews, observations, etc.

## Focus Area 2

To increase the school's visibility by developing an inclusive environment



Action 1: Promoting inclusivity through artistic and cultural activities in the classroom



Action 2 : Reaching out to the community through promotional activities based on the use of social media



Action 3 : Becoming an eco-citizen

## Focus Area 2



# Action 1 : Promoting inclusivity through artistic and cultural activities in the classroom

## Themes

- Culture Weeks
- Artistic and musical projects
- School correspondence
- Collective mural project



## Indicators :

Event participation rates, Cultural diversity of contributions, Family sentiments ...



## Tools :

Number of participating families, Frequency of exchanges during correspondence, anonymous surveys, Collection of testimonials, etc.



## Focus Area 2

# Action 2 : Reaching out to the community through promotional activities based on the use of social media



Events in conjunction with  
Alliance Française Auckland



## Indicators :

Number of subscribers/followers on platforms (growth), relevance of content in relation to the school's values of inclusion, number and diversity of online mentions of the school, etc.



## Tools :

Analysis of platform statistics, focus groups with community representatives, perception surveys among the community, etc.



# Action 3 : Becoming an eco-citizen

## Themes

- Adopting an ecological attitude
- ENVIRO School Programme



## Indicators :

Environmental awareness and knowledge, adoption of eco-responsible behaviours.



## Tools :

Reviews of awareness sessions, waste weighing, invoice analysis, etc.

# Projet d'École

Adopted at the Conseil d'École of 19/05/25.

Present:

- Stephanie Layec - Directrice
- Elodie Rodriguez - Directrice adjointe et enseignante cycle 1
- Paul Barrier - enseignant cycle 2
- Emmanuelle Geron - Board Director