

Organisation of Intensive French program

Francophone French students have five sessions of intensive French per week. Two of those sessions are delivered before school on a Monday and Thursday morning for Years 1-6. The purpose of these two sessions is to teach aspects of the French language that cannot transfer to English, such as French grammar and phonics. The other sessions, to equal five hours per week, take place throughout the week. Kindergarten has all five hours of intensive French taught within school time.

Literacy in any language is the ability to use a repertoire of knowledge and skills to communicate and comprehend effectively in a wide variety of contexts, modes and media. Being literate in any language is more than the acquisition of technical skills: it includes the ability to identify, understand, interpret, create and communicate purposefully using written, visual and digital forms of communication for a number of different purposes in different contexts. All curriculum areas have a responsibility for the general literacy requirements of students as they construct meaning for themselves and others.

(NSW Syllabus for the Australian Curriculum).

Three models for teaching intensive French exist at Killarney Heights Public School. All teachers must remain considerate of their teaching partner/s and ensure access to an IWB or WB is available for all teachers' use.

1. Pooling of classes for intensive French

Different models of pooling exist with the benefits of pooling dependent on the circumstances, i.e. mix of students, collaboration between teachers, timetabling, availability of all resources necessary for quality teaching of French.

Pooling should meet all of the following criteria:

- Both Anglophone and Francophone teachers involved feel it is working for them and it reflects a true dialogue between them. This is not a mandatory practice if it does not suit the team.
- DoE stage supervisor and French executive review and support the circumstances of the pooling.

2. Learning French through the teaching of other KLAs

Learning French through the teaching of other KLAs is not practised in Kindergarten as it is generally accepted that ES1 need to develop their basic language skills first. The different configuration of rooms in Kindergarten results in a variety of models existing for teaching intensive French.

For S1, S2 and S3, the teaching of intensive French can be taught through other KLA's, most successfully through History, Geography and Science.

- This model must be discussed between the Anglophone and Francophone teachers so that both the KLA (excluding Mathematics) and the unit of work itself, suits this practice well.
- There is a balance throughout the year of intensive French lessons taught through other KLAs. The Intensive French (IF) lessons are documented in the whole school English/Science/History/Geography scope and sequences.

3. Reading groups

- Students should benefit from the full reading group session. Francophone parents should be informed if their child is withdrawn for support programs, with the option for a parent to discuss further with the class teacher.
- Develop the resources for reading groups to ensure these sessions are fully optimised. As the Francophone teacher is focusing on Anglophone students, teachers could consider inviting Francophone parents to support students during reading groups and/or consider using digital technology.