



FRAMEWORK FOR BILINGUAL EDUCATION

OUR CONTEXT

Camberwell Primary School (CPS) delivers bilingual education in a unique learning model / environment which has delivered strong student learning outcomes.

The partnered classroom model, where learning is shared equally between languages, delivers the curriculum in different content areas. A foundational understanding is that a bilingual pedagogy benefits cognitive transference from one language to another, facilitates problem solving and promotes independent learners. A focus of the school has been to deepen an understanding of the bilingual brain and the learning process. A critical focus is the process of identifying the teaching methodology that best enhances this process. The Camberwell Primary School model provides students a combination of:

- Learning in an authentic bilingual learning environment
- Explicit targeted teaching in both languages
- A consistent pedagogical approach in all curriculum areas
- A supported environment for students to develop their meta cognitive skills, in particular persistence, risk taking and problem solving
- Cognitive, social and emotional learning in a bilingual context

MISSION STATEMENT

To provide each child with a love of learning and equip them with the skills and knowledge to enable them to flourish as healthy and engaged members of society.

VISION STATEMENT

Our learning community is safe, inclusive, collaborative and stimulating. We support and challenge our students to be the best they can be. Our students are excited, engaged learners who value the principles of active local and global citizenship. They are critical, creative thinkers who question and challenge the norms for the benefit of their own and others' learning. We support their intellectual risk-taking and empower them to face challenges with empathy and integrity.

We embrace the latest research to provide a holistic approach to learning where student achievement continually improves with a focus on social, emotional and mental wellbeing.

We provide an innovative, bilingual education which is internationally recognised as a model of language learning excellence.

SCHOOL VALUES

The core values that underpin our actions and behaviours at CPS are:

- Respect – for ourselves, others and the environment
- Empathy – use our personal experiences to feel for and relate to others
- Collaboration – by working together we can achieve much more than we can on our own



- Integrity – be reliable, honest, take pride in personal actions, act in accord with and model the school values
- Perseverance – believe in what we do and overcome what lies before us
- Confidence – the self-belief to face the new and the familiar with an open mind

THEORY OF ACTION: CONTINUAL IMPROVEMENT

If we explicitly teach metacognition, metalinguistics, problem solving in a quality bilingual learning environment that is engaging and challenging then we enhance our potential to maximise learning.

BILINGUAL CONTEXT

Explicit instruction is at the core of our pedagogical practice.

FOCUS ON FORM TO DEVELOP META LINGUISTICS

Through bilingual instruction, learners are guided to discuss language structures, including grammar and vocabulary, in order to build a deep understanding of how language works and how different languages are connected. All teachers take every opportunity to make connections between language and grammatical structures and they use the appropriate terminology at all year levels: a Focus on Form. This approach builds students' capacity to think critically, problem solve, and engage in deep learning. This pedagogy ensures that the teacher provides instruction through language, not using language as incidental to teaching.

EXPLICIT TEACHING OF SKILLS AND CONCEPTS

To fully 'understand' skills and concepts in the second language, all content language in each curriculum area must be explicitly taught. In this way, understandings are carefully scaffolded so that students can access the important learning in each lesson. Opportunities for students to use the language are part of each lesson design. In the first language, we assume that the student fully understands a concept, yet this is not necessarily the case. A strength of education provided at CPS is that we ensure that each student does understand.

HIGH EXPECTATIONS

In the French classroom, there is an expectation that teachers and assistants will only speak to the students in French, with an emphasis of providing learning opportunities where the students use the language themselves. This will be achieved through providing students with modelled language, visual aids, concrete materials, gesture, positive reinforcement and a clear expectation that French is the preferred language. The exceptions where the target language will not suffice are emergencies, safety and extreme behaviour incidents.

Our bilingual model features a balance between English/French instruction time:

Teaching and learning delivered in French	Teaching and learning delivered in English
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<ul style="list-style-type: none">• Maths instruction (min 5 lessons p/w)• French literacy and language (min 4 lessons pw)• Science	<ul style="list-style-type: none">• English literacy (min 10 lessons pw)
Teaching and learning delivered across both languages	
<ul style="list-style-type: none">• PE, Art and Music• Integrated Unit (Challenge based learning)• Wellbeing programs such as KidsMatter and CLANS	

Classroom teachers work in a French/English teaching partnership across two classes. One teacher has responsibility for delivering the nominated curriculum areas in English and the other teacher delivers the nominated curriculum areas in French. On occasion both classes will be taught together (team teaching).

The school day begins at 8.50 with classroom administration and daily organisation. A focus will be on children participating in 'ready to learn' activities during this time. Both teachers share collective responsibility for the wellbeing of all students across the two classes.

WELLBEING

The learning needs of the whole child are catered for by explicit teaching of social and emotional skills. We have a focus on teaching children to be responsible, resilient and socially adept individuals. As a KidsMatter school, teachers will explicitly teach personal, interpersonal and social competencies in order to build each student's self-confidence and resilience. We want each student to develop a sense of community and social responsibility in an inclusive and diverse world.

PARTNERSHIPS

We see ourselves as part of a global community and particularly value partnerships that add value to our learning program. Key partnerships include:

- Parents and carers
- School Council, Parents' Association, Classroom Coordinators, parent helpers
- Pre-school links (kinders, playgroups and child care)
- Secondary School links
- Local Primary School networks
- DET (FISO Network, Boroondara/Whitehorse Network, Central and Regional Office)
- LGA Connections (Boroondara City Council, Library)
- School Networks (Bilingual Schools, Association of Australian French/English Bilingual Schools, LabelFranc Education)
- Sister Schools- Fromelles and Suzhou
- French Embassy



INSTRUCTIONAL DESIGN

WHAT WE TEACH	VICTORIAN CURRICULUM	CPS FRENCH CURRICULUM
	A guaranteed learning experience that is consistent across all year levels	
	Our learning design includes an agreed and consistently implemented process for planning, instruction and assessment of student learning. Teachers collaboratively develop a yearly planner which provides a sequential overview of guaranteed curriculum. Term planners unpack the annual planner into targeted units of learning. Weekly planners map how key concepts and skills will be taught to different groups of students.	
HOW WE TEACH	Explicit, targeted and differentiated with a Focus On Form	
	The CPS lesson design guides instruction in each classroom. Teacher practice reflects current research-based pedagogy and caters to the individual learning needs of all students. Students' engagement in their learning is a priority and teachers will use a range of strategies to privilege student voice and input into their learning.	
HOW WE ASSESS	Shared practice for monitoring student progress and learning	
	Formative and summative assessment practices provide feedback to teachers and students on point-of-need learning (ZPD), learning progress and student attainment. Teachers learn with and from each other and our professional learning is aligned to the School Strategic Plan. Reflective practices are critical to improve teacher practice and our collegiate observations, instructional walks and whole school moderation sessions underpin building teacher capacity.	