



PIOU-PIOU KIDS (& ADULTS) FRENCH CLASSES

14 Boobiella Street, O'Connor, ACT 2602

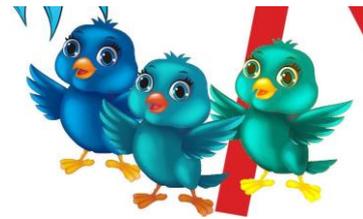
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Email: marie-pierre.lafon@bigpond.com

Website: www.pioupioufrenchkidsclasses.com.au

SERVICE CATALOGUE ***FRENCH TEACHING SERVICES*** ***for CHILD CARE in the Canberra Region***

BIENVENUE A TOUS LES PIOU-PIOU !



INTRODUCTION – TEACHING SERVICES TO CHILD CARE

Piou-Piou, owned and managed by Marie-Pierre, is a learning concept providing a very intuitive approach for teaching the French Language to children, toddlers and babies from 0 to 12 years of age.

There are three main services that are offered; namely for:

- French Teaching Services to Babies – from 0 to 24 months
- French Teaching Services to Toddlers – from 2 to 3 years old
- French Teaching Services to Pre-School children – from 3 to 5 years old

The service catalogue provides for each service:

- An Introduction of what are the Piou-Piou main objectives;
- The description of the service;
- The teaching approach;
- how long and how often is the service, the typical group size;
- The cost of the service; and finally
- The service compliance with respect to learning and legal frameworks.

The service catalogue provides a general description with typical characteristics. Since each child care is different, the final service or set of services could be tailored to comply with specific requirements.





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SERVICE CATALOGUE ***FRENCH TEACHING SERVICES TO BABIES*** ***FROM 0 TO 24 MONTHS***

BIENVENUE A TOUS LES PIOU-PIOU !



INTRODUCTION - PIOU-PIOU

Piou-Piou owned and managed by Marie-Pierre is a learning concept providing a very intuitive approach for teaching the French Language to children, toddlers and babies from 0 to 12 years of age. The teaching approach is by:

- Studying while having fun and playing is the key to better learning;
- Children learn with their body and sense;
- Vocabulary and grammatical structures are acquired without “thinking”, in an efficient and intuitive way.

Classes are organised by Marie-Pierre's at her teaching place centrally located at O'Connor or in childcares and primary schools around the Canberra region.

Classes are organised with several objectives in mind:

- Willing to learn the French Language for educational or vocational purposes; or / and
- Requiring support for primary school homework.

Marie-Pierre provides French Language Classes for beginner, intermediate and advanced levels. There is no requirement for young children to read or write.

DESCRIPTION OF THE SERVICE – Babies

The teaching approach for connecting with babies is structured around multiple routines:

1. Connect first with the babies – for example during lunch break, morning or afternoon tea break as they are seated in high chairs. The connection is established through a specific song that attracts their attention;
2. Soon after the connection is established, I start by singing and mimicking the topic of the song
3. The vocal connection is maintained through other songs or by telling stories. The connection is always coupling vocal and gestures

The objectives of the lessons are to:

- Recognise or Learn (age dependent) simple words such as colours, animals, the house, clothes, transport means, the family
- Recognise or Learn (age dependent) very simple sentences such as saying who you are, how old you are, how do you feel

Note: Learning is achieved by connecting each word with appropriate gesture - verbal and non-verbal communications are essential. For the youngest, a word becomes a trigger to a follow-up activity. For babies that have already acquired some basic language (in any tongue), they start repeating several words first and then simple sentences as those are “singing” into their mind.

APPROACH - Babies

During the session and depending on the number of babies, I will move from one to another, and utilise the routine indicated in previous section.

If the children are not seated, for example if they are playing in a common area, I will step myself in the middle of the group and will connect to each of them one by one.

I will repeat the same routine for each child.

The expected outcome is age dependent and is a function of the child level of learning of his/her birth language (the one talked by his/her parents). Also, when babies are learning multiple languages, it is frequent that they start speaking later. However, when they start speaking, they are likely to speak all languages they previously heard at once. From experience, their memory is like a sponge. They keep it all and then start expelling when their memory is flooded up.

HOW LONG AND HOW OFTEN - Babies

In general, it is possible to establish a connection from just a few minutes for the youngest babies to perhaps 5 to 10 minutes for the oldest.

The routine sequence can be repeated several times for the youngest depending on the duration of the session and the number of babies.

One session per week is recommended. It is possible to provide a session every weekday at the same time of the day so that the initial connection with the babies becomes an expected and regular event.

GROUP SIZE - Babies

At my teaching location, I organise sessions of 30mn with groups of 2 to 4 at the maximum. I am teaching groups of babies of up to 12 babies in childcares. For groups of less than 6, a session can take 20mn to 30mn. For groups from 7 to 12, it is preferable to organise 30mn sessions.

For any group size, I require that at least one educator or parent attends the group session for safety purpose as I cannot supervise all babies at the time while I am connecting with one after another.

COST OF THE SERVICE - Babies

The service costs 20\$ per 20mn time slot for groups up to 12 children.

As a summary, it is 20\$ for 20mn, 30\$ for 30mn, 40\$ for 40mn, and 60\$ for 1 hour.

COMPLIANCE

Marie-Pierre provides services in compliance with applicable childcare and school policies.

Marie-Pierre is currently in progress to achieve a Certificate III in early childhood education and care. In doing so, Marie-Pierre follows applicable learning and legal frameworks which includes:

- The National Quality Framework (NQF);
- The Code of Ethics edited by the Early Childhood Australia; and
- The Early Years Learning Framework (EYLF) for Australia

As a professional educator and teacher, Marie-Pierre activities are covered by a business insurance liability. The cost of the service does not attract GST as the Piou-Piou business is under the ATO threshold.

WHO I AM

Profile of French Language Teacher: Mrs Marie-Pierre Lafon



Marie-Pierre is an extremely passionate and native French teacher.

Since arriving in Canberra, Marie-Pierre has been specialising in children classes and is currently working at Nipperville Early Learning Centre and Red Hill Primary School.

Marie-Pierre enthusiasm for teaching the French Language along with her extensive experience ensures that her classes are fun, engaging and creative.

A few words from Marie-Pierre:



Welcoming your children at my little school, also known “chez Piou-Piou”, is the first key ingredient of my recipe to provide in depth learning of the French Language and Culture to very young learners. The second key ingredient is by providing them classes during which they play, laugh so that they learn naturally by exercising their senses through verbal and non-verbal communications.

Overall, my approach is by teaching to happy children who as we know are likely to become successful learners.

Mrs Marie-Pierre Lafon, O’Connor, 30 March, 2017

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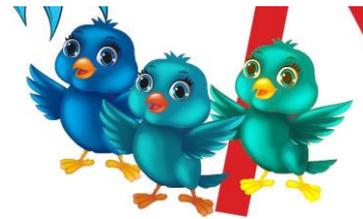
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SERVICE CATALOGUE *FRENCH TEACHING SERVICES TO TODDLERS FROM 2 TO 3 YEARS OLD*

BIENVENUE A TOUS LES PIOU-PIOU !



INTRODUCTION - PIOU-PIOU

Piou-Piou owned and managed by Marie-Pierre is a learning concept providing a very intuitive approach for teaching the French Language to children, toddlers and babies from 0 to 12 years of age. The teaching approach is by:

- Studying while having fun and playing is the key to better learning;
- Children learn with their body and sense;
- Vocabulary and grammatical structures are acquired without “thinking”, in an efficient and intuitive way.

Classes are organised by Marie-Pierre's at her teaching place centrally located at O'Connor or in childcares and primary schools around the Canberra region.

Classes are organised with several objectives in mind:

- Willing to learn the French Language for educational or vocational purposes; or / and
- Requiring support for primary school homework.

Marie-Pierre provides French Language Classes for beginner, intermediate and advanced levels. There is no requirement for young children to read or write.

DESCRIPTION OF THE SERVICE – Toddlers

The teaching approach for connecting with toddlers is structured around multiple routines:

1. Connect with a group of toddlers – for example before or after eating as they are seated in high chairs or as they seat in a playground area. The connection is established through a specific song that attracts their attention;
2. Soon after the connection is established, I start the routine described below
3. Verbal and non-verbal connection is maintained though other songs or by telling stories. The connection is always by coupling oral communication and gestures

The objectives of the lessons are to:

- Learn simple words such as colours, animals, numbers, the house, clothes, the family, the time of the day, the weather, and other basic element of their environment
- Learn very simple sentences such as saying who you are, how old you are, how do you fell, what is your name, etc.
- Learn more complex sentences as the toddler becomes more comfortable with the language

Note: Learning is achieved by connecting each word with a gesture - verbal and non-verbal communications are essential. It is expected that toddlers have already basic language skills with their family tongue that may not be English. At their age, their capacity of learning a language is exceptional. Many are capable to repeat words and simple sentences just after me. By repeating a speaking routines multiple times, toddlers are often capable to remember words and sentences from one learning session to another.

The generic example (multiple variations are possible) routine is going through the following stages:

- (1) an introduction with “bonjour” songs where I also ask each child to respond to simple questions such as what’s your name, how are you, how old are you, ...;*
- (2) the term song with gesture and movement to connect with children;*
- (3) learn numbers;*
- (4) stand up song to learn parts of the body and some verbs describing actions*
- (5) topic of the week (colours, geometric forms, animals, clothes, family, etc.)*
- (6) story time which is aligned with the week topic*
- (7) bye-bye song and I finish with stamps to reward the children*

The above routine is adjusted depending on the number of toddlers. If the group contains more than 6 toddlers, I in general prefer splitting the group into two sub-groups of maximum size of 6 children. I will then repeat the same routine to each sub-group.

APPROACH - Toddlers

During the session and depending on the number of toddlers, I will move from one sub-group to another sub-group, and utilise the routine indicated in previous section. While I am providing my routine to a sub-group, the other sub-group will simply play around with games and toys that I will have previously prepared. The games and toys are always connected to the main topic of the lesson.

If the children are not seated, for example if they are playing in a common area, I will step myself in the middle of the group, organise sub-groups with children seating directly in front of me and start connecting to each of them one by one or as a sub-group.

I will repeat the same routine for each sub-group.

The expected outcome is very much dependent on the child concentration. A toddler that cannot fix his/her attention more than a minute will require more time to learn French words and simple sentences. It is very important that the learning environment remains as quiet as possible.

HOW LONG AND HOW OFTEN - Toddlers

In general, it is possible to establish a connection from 10 to 15 minutes for most toddlers. I could repeat the routine if this is appropriate. If there are two sub-groups, I will spend approximately 15mn with each of them.

The routine sequence can be repeated several times for the youngest depending on the time duration of the session and the number of toddlers. In general, at the beginning of the term, toddlers do not focus their attention for a long time. Therefore, it could be necessary to repeat the routine 2 or 3 times.

One session per week is recommended. It is possible to provide a session every weekday at the same time of the day so that the initial connection with toddlers becomes an expected and regular event.

GROUP SIZE - Toddlers

At my teaching location, I organise sessions of 30mn with groups of 2 to 4 at the maximum. I am teaching groups of toddlers of up to 12 per group in childcares. For groups of less than 6, a typical session is of 30mn. For groups from 7 to 12, it is preferable to organise sessions from 30mn to a maximum of 1h.

For any group size, I require that at least one educator or parent attends the group session for safety purpose as I cannot supervise all toddlers at the time I am connecting with the sub-groups.

COST OF THE SERVICE - Toddlers

The service costs 30\$ per 30mn slot for groups up to 12 children.

As a summary, it is 30\$ for 30mn and 60\$ for 1 hour.

COMPLIANCE

Marie-Pierre provides services in compliance with applicable childcare and school policies.

Marie-Pierre is currently in progress to achieve the Certificate III in early childhood education and care. In doing so, Marie-Pierre follows applicable learning and legal frameworks which includes:

- The National Quality Framework (NQF);
- The Code of Ethics edited by the Early Childhood Australia; and
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As a professional educator and teacher, Marie-Pierre activities are covered by a business insurance liability. The cost of the service does not attract GST as the Piou-Piou business is under the ATO threshold.

WHO I AM

Profile of French Language Teacher: Mrs Marie-Pierre Lafon



Marie-Pierre is an extremely passionate and native French teacher.

Since arriving in Canberra, Marie-Pierre has been specialising in children classes and is currently working at Nipperville Early Learning Centre and Red Hill Primary School.

Marie-Pierre enthusiasm for teaching the French Language along with her extensive experience ensures that her classes are fun, engaging and creative.

A few words from Marie-Pierre:



Welcoming your children at my little school, also known “chez Piou-Piou”, is the first key ingredient of my recipe to provide in depth learning of the French Language and Culture to very young learners. The second key ingredient is by providing them classes during which they play, laugh so that they learn naturally by exercising their senses through verbal and non-verbal communications.

Overall, my approach is by teaching to happy children who as we know are likely to become successful learners.

Mrs Marie-Pierre Lafon, O’Connor, 30 March, 2017

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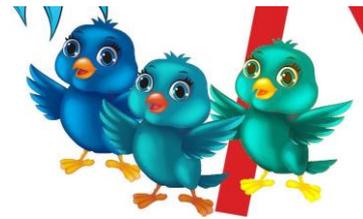
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SERVICE CATALOGUE

FRENCH TEACHING SERVICES TO PRE-SCHOOL CHILDREN FROM 3 TO 5 YEARS OLD

BIENVENUE A TOUS LES PIOU-PIOU !



INTRODUCTION - PIOU-PIOU

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- Studying while having fun and playing is the key to better learning;
- Children learn with their body and sense;
- Vocabulary and grammatical structures are acquired without “thinking”, in an efficient and intuitive way.

Classes are organised by Marie-Pierre's at her teaching place centrally located at O'Connor or in childcares and primary schools around the Canberra region.

Classes are organised with several objectives in mind:

- Willing to learn the French Language for educational or vocational purposes; or / and
- Requiring support for primary school homework.

Marie-Pierre provides French Language Classes for beginner, intermediate and advanced levels. There is no requirement for young children to read or write.

DESCRIPTION OF THE SERVICE – Pre-School Children

The teaching approach for connecting with pre-school children is structured around multiple routines:

1. Connect with a group of pre-school children – for example at a given time where they can be assembled inside a classroom or outside weather permitting. The connection is established through a specific song that attracts their attention;

2. Soon after the connection is established, I start the routine described below
3. The children are asked to participate, repeat words, respond to questions and become integral part of the routine with allocated roles if multiple characters are introduced
4. The verbal and non-verbal connection is maintained throughout the routine stages. The connection is always coupling vocal and gestures with more emphasis on verbal connections as the children become more familiar with the language

The objectives of the lessons are to:

- Learn simple and more complex words including colours, numbers, animals, the house, garments, the family, the time of the day, the weather, and elementary and sometime more complex element of children environment, etc.
- Learn very simple sentences such as saying who you are, how old you are, how do you feel, what is your name, the opposite, etc.
- Learn more complex sentences as the pre-school children becomes more comfortable with the language
- Learn some simple language structure, grammar and conjugation of some simple verbs for the oldest pre-school children

Note: Learning is achieved by connecting with the children through play and more elaborated role based depending on the stories, routines and lesson objectives. It is assumed that pre-school children are not yet fluent readers but could read and write simple words and numbers. They also know how to write their name, their age, and few elementary words as they grow up.

A generic example (multiple variations are possible) routine is going through the following stages:

- (1) an introduction with “bonjour” songs where I also ask each child to respond to simple questions such as what’s your name, how are you, how old are you, ...;*
- (2) the term song with gesture and movement to connect with children;*
- (3) learn numbers;*
- (4) stand up song to learn parts of the body and some verbs describing actions*
- (5) topic of the week (colours, geometric forms, clothes, family, etc.)*
- (6) story time which is aligned with the week topic*
- (7) bye-bye song and I finish with stamps to reward the children*

The above routine is adjusted depending on the number of children. If the group contains more than 6 pre-school children, in general, I prefer splitting the group into two sub-groups of maximum 6 children. I will then repeat the same routine for each sub-group.

APPROACH – Pre-School Children

During the session and depending on the number of pre-school children, I will move from one sub-group to another, and utilise the routine indicated in previous section. While I am providing my routine to a sub-group, the other sub-group will simply play around with games or toys that I have selected. Those games and toys are always related to the theme of the lesson.

If the children are not seated, for example if they are playing in a common area, I will step myself in the middle of the group, organise sub-groups with children seating or standing directly in front of me and will connect to each of them one by one or as a group.

I will repeat the same routine for each sub-group.

HOW LONG AND HOW OFTEN – Pre-School Children

In general, it is possible to establish a connection of up to 30 minutes for pre-school children. I could repeat the routine if this is appropriate. If there are two sub-groups, I will spend approximately 30mn with each sub-group.

The routine sequence can be repeated several times for the youngest depending on the time elongation of the session and the number of pre-school children. In general, at the beginning of the term, pre-school children might not focus their attention for a long period of time (e.g. more than 10mn). Therefore, it might be necessary to repeat the routine a couple of times.

One session per week is recommended. It is possible to provide a session each day at the same time of the day so that the connection with the pre-school children becomes an expected and regular event.

GROUP SIZE – Pre-School Children

At my teaching location, I organise sessions of 1h with groups of 2 to 4 at the maximum. I am teaching groups of pre-school children of up to 12 per group. For groups of less than 6, a session can take 30mn with a maximum of 1h. For groups from 7 to 12, it is preferable to organise sessions of at least 30mn, with 1h being the best when children become capable maintaining their concentration.

For any group size, I require that at least one educator or parent attends the group session for safety purpose as I cannot supervise all pre-school children at the time I am connecting with one sub-group at a time.

COST OF THE SERVICE – Pre-School Children

The service cost 30\$ per 30mn slot for groups up to 12 children.

As a summary, it is 30\$ for 30mn and 60\$ for 1 hour.

COMPLIANCE

Marie-Pierre provides services in compliance with applicable childcare and school policies.

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