

EFIA and the Charter School Model

1. A duty to perform at the highest standards

- **Context:** How can we ensure that Charter schools maintain robust oversight and high educational standards while preserving their operational flexibility?
- **Facts:**
 - Triple-layer inspection: EFIA is subject to more rigorous oversight than most educational institutions. We are dually accountable to the Charter School Authorisation Board (CSA) for our performance contract and to the Education Review Office (ERO) for national standards. Additionally, as a candidate for AEFÉ accreditation, we are audited to meet the global standards of the French Ministry of Education.
 - The performance mandate: unlike traditional schools, our license to operate is performance-based. If we do not meet strict academic, financial, and engagement targets, the CSA has the power to terminate our contract.

2. Dual professional qualification standards

- **Context:** How can we ensure that our teaching staff hold the necessary qualifications and training to meet New Zealand's high educational standards?
- **Facts:** We set the bar higher by bridging two national educational systems. Our teaching staff are required to meet a **dual-certification standard**. They are bilingual professionals certified **both** by the French Ministry of Education **and** registered with the NZ Teaching Council. By strictly managing Limited Authority to Teach (LAT) numbers, we ensure our classrooms are led by specialists who meet the highest professional requirements and standards of **both** French and New Zealand educational systems.

3. Equal access through specialised choice

- **Context:** Specialised international education is often synonymous with high private tuition fees, creating a barrier for many families.
- **Facts:** In 2025, EFIA served a majority of domestic students, from diverse socio-economic backgrounds. By offering every child, regardless of their financial circumstances or catchment area, a premium skill set, we provide the linguistic and cultural tools necessary to compete on both the national and global stages.

4. Engagement and academic achievement as success metrics

- **Context:** Student engagement is a primary focus for the current national educational landscape.
- **Facts:** Our **excellent attendance rates** (84% in term 4 of 2025) consistently surpass the national average (62%). This is the clearest evidence that our model works. When families choose a specialised, content-rich curriculum that aligns with their academic ambitions, national or global aspirations, students feel a stronger sense of purpose and are more motivated to attend and succeed. Our students' academic results speak for themselves, with performance levels well above the national average in English and Mathematics. This excellence extends to French, despite the fact that most of our students come from non-French-speaking backgrounds.

5. The power of the bilingual brain

- **Context:** Bilingualism is sometimes viewed as a "nice-to-have" rather than a core academic necessity for modern students.
- **Facts:**
 - **Cognitive Engineering:** Research across different language pairs shows that immersive bilingualism in primary school-age children contributes to building superior executive functions (including better problem-solving, multitasking, and cognitive flexibility) and social skills.¹
 - **Global Citizenship:** More than just teaching a language, we develop 'Global Citizens'. By leveraging the French curriculum, a globally recognised standard of excellence, we provide our students with the academic foundations and international mindset required to thrive in the world's leading universities.

6. An efficient community-led charitable model

- **Context:** Efficient use of public funding is essential.
- **Facts:** EFIA is a **Charitable Trust** built on a foundation of community partnership. Our non-profit model thrives thanks to a dedicated network of local volunteers and neighbourhood partners (other schools, sports clubs, local businesses, etc.). Every dollar of funding stays in the classroom, allowing us to deliver a high-value international curriculum **at a per-pupil cost comparable to a standard state school.**

¹ Oberc, K. A., Vettori, G., Bigozzi, L., & Filippi, R. (2025). "Effects of Italian/English bilingual education on cognitive development: A pilot study." *The International Journal of Bilingualism : Cross-Disciplinary, Cross-Linguistic Studies of Language Behavior*, 1-25.

Chamorro, G., & Janke, V. (2022). "Investigating the bilingual advantage: the impact of L2 exposure on the social and cognitive skills of monolingually-raised children in bilingual education." *International Journal of Bilingual Education and Bilingualism*, 25(5), 1765–1781.