



POSITIVE CLASSROOM ENVIRONMENTS

MODULE 1

THIS MODULE WILL FOCUS ON
ESTABLISHING AND MAINTAINING A POSITIVE
FSL CLASSROOM ENVIRONMENT

INTRODUCTION

Welcome to Module 1. This module will focus on Establishing and Maintaining a Positive FSL Classroom Environment

Key ideas include: creating a welcoming and inclusive FSL classroom, school and community. A **Glossary of Terms** to support FSL terms, strategies and concepts can be found in the **Glossary of Terms** document.



MODULE GOALS

**THERE ARE
MAIN
GOALS
FOR
THIS MODULE:**

5



Identifying strategies for creating a positive FSL classroom space to ensure our students feel safe and supported while learning French.



Brainstorming support models for FSL educators on rotary support our educators in navigating the à la carte experience.



Examining FSL community building and risk-taking motivate our students to become life-long language learners.



Exploring supporting FSL beyond the classroom (e.g. school, board, community, digital spaces) elevate French language learning.



Discussing strategies for connecting FSL educators with families support educators in developing strong relationships with students and families.

PLANNING FOR A LEARNER-CENTRED ENVIRONMENT

Establishing a Positive FSL classroom environment is a collaborative process that starts well before the beginning of the school year. To set a positive tone from day one, FSL educators are encouraged to proactively plan for a learner-centred environment, meaning a learning environment that is responsive to the interests and strengths of students. To do this, they need to take steps to begin to know their learners even before they enter their classroom.



Connecting with colleagues and consulting OSRs and other student data are helpful starting points to this process. A brief conversation with last year's educator and reviewing relevant student data, such as report cards, student learning profiles and work samples, can certainly provide educators with a valuable starting point. From there, FSL educators can begin to plan what moves they will make to ensure that their students feel valued, respected and empowered while learning French.





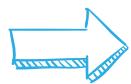
FSL leaders can support educators with this process by actively advocating for or participating in year-end collaboration between French and English colleagues so that FSL educators are supported in taking a proactive approach to get to know their students. FSL Leaders can also support FSL educators in identifying and accessing relevant OSR data, such as English literacy report card data and IEPs, for example. FSL educators should be familiar with the transferable strategies and skills identified in these documents as they are invaluable in helping them get to know their students.

This collaborative proactive approach to getting to know our learners, where programming is based on student skills and strategies are shared between teachers, is incredibly impactful and is particularly important in the context of Core French because of the great number of students that a Core French educator might teach in one year. By elevating educator collaboration and encouraging FSL educators to begin planning with students at the centre, FSL leaders will help foster positive FSL experiences for educators and students.

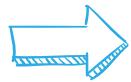


CREATING A WELCOMING & INCLUSIVE SPACE

When students enter an FSL classroom, they need to understand that it is a place of communication and collaboration and they need to feel represented, safe, supported and valued. Creating a welcoming and inclusive FSL classroom environment requires educators to reflect on a variety of factors including:



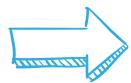
Organization



Physical setup elicits interaction and collaboration



Walls provide visual supports



Student voice, identities & lived experiences are reflected



Resources are culturally responsive



Resources are varied, relevant, accessible and inclusive



1. HOW TO SET UP THEIR PHYSICAL SPACE.

The physical space, whether it is face-to-face or virtual, should be organized and facilitate interaction and collaboration. Students should be able to know where resources are, how to access them and how to care for them. Class organization will help to foster a shared responsibility for class space and materials.



Desks and other furniture should be arranged to support interaction. The classroom space should allow for movement and should promote mixed-group conversation. If teaching **à la carte**, or on rotary, coordinate with the homeroom educators to ensure there are areas in the classroom set-up that allow for student-to-student interaction. Also, consider creating a French-specific seating plan to ensure mixed-group conversations are possible. More about navigating the **à la carte** experience will be discussed later on in this module.



Ensuring the space facilitates interaction is key because language is a social act, meaning we learn to speak and understand a language by interacting with others. The more relevant and relatable the interactions are, the more likely students are to remember them. In other words, French language learners need to see themselves as **authentic social communicators**. This means they need a variety of authentic interactive opportunities (learning opportunities that reflect what might happen in a real-life situation) to speak and listen to the language.

Much like physical classrooms, digital classrooms should also be organized and structured to provide students with a variety of authentic communication opportunities (both synchronous and asynchronous). Students should understand where materials are stored and how to access them in their digital classroom spaces.

To support students with this process, educators should model and provide opportunities for learners to practice navigating their digital classroom. Doing so will foster both comfort and the development of digital literacy skills. There are many ways this can be done including, for example, providing students with a pre-recorded orientation video and having them engage in a digital scavenger hunt to demonstrate their learning.

To ensure that learning online facilitates interaction, educators should explore and make use of a variety of collaborative digital tools, such as discussion threads and shared brainstorming tools. When exploring these tools, ensure that they are in alignment with board and province student privacy policies before using them.



2. HOW TO MAKE USE OF WALL SPACE

Wall space is invaluable when it comes to providing students with visual scaffolds and supports. When planning their face-to-face classroom spaces, educators should be mindful of how they will use wall space to provide their students with **appropriate visual supports**, such as anchor charts, visual word walls, and success criteria.

Classroom walls are also invaluable when it comes to creating a space that is reflective of student voice, identities and lived experiences. To feel truly included in a French learning community, students need to feel that their voice and identities are seen and valued.

Educators should be encouraged to consider how they might use wall space to learn more about their students and empower their voices.



For example, a small instructional move like hanging a world map and having students identify places they share a connection with can do a lot to help them feel that the FSL classroom is a shared space. Online classroom spaces should also provide students with these supports.



3. HOW TO SELECT RESOURCES

Resource collections should be **culturally relevant and responsive**. Students should feel represented by the resources used within their classroom space. When selecting resources, educators should ensure their collection includes **authentic texts** that provide students with both windows into other cultures as well as mirrors that reflect their own identities and lived experience. Resources should also be varied, relevant and accessible. Educators are encouraged to choose a wide range of text forms, formats and levels that reflect a variety of topics. Curating a resource collection of this nature will help educators create accessible, engaging and responsive learning for all students.

FSL leaders can support educators in creating a welcoming and inclusive environment by being mindful of these key look-fors, supporting educators in actioning them and making themselves available to educators as questions and concerns arise. A Board list of FSL texts and websites for educator consideration is also extremely helpful to this process. Find out if such a list already exists within your board. If this list does not exist, looking at sites such as [OMLTA](#) or [Transforming FSL](#), can help support you and your FSL educators in making these decisions.





Incorporating the FSL educators lens when designing and implementing professional development is also invaluable to supporting them in proactively planning for an inclusive and welcoming classroom environment. Remember, FSL educators are literacy experts. Do not forget to elevate their voices and speak to their context during staff-wide learning. Administrators interested in more information on what this may look like may wish to connect with their FSL board leads.

ADDITIONAL NOTES

Please see “**Supporting Resources**” (at the end of this guide) for suggested starting points for implementing Culturally (Relevant and) Responsive Pedagogy and beginning to curate a relevant, responsive, authentic and varied FSL resource collection.

HOW MIGHT YOU SUPPORT FSL EDUCATORS IN PROACTIVELY PLANNING FOR A WELCOMING AND INCLUSIVE LEARNING ENVIRONMENT?



CONSIDERATIONS:

- Be aware of the key look-fors for a positive FSL learning environment
- Listen to FSL educator needs and respond accordingly
- Advocate for appropriate funding to support these FSL-specific needs
- Be available to support FSL educators and/or provide them with a mentor teacher to support them with resource selection (i.e. furniture, wall hangings, tech, learning materials, etc.)
- Provide FSL educators with a list of resources, websites and/or French publishers for consideration as a starting point
- Include FSL educators in relevant professional development on a variety of topics including, but not limited to, Culturally Responsive and Relevant pedagogy, text selection, balanced literacy programming, early language acquisition, Modern Learning, etc.
- Ensure to incorporate the FSL context when planning professional development

SUPPORTING FSL TEACHERS IN NAVIGATING THE “À LA CARTE” EXPERIENCE

In the context of Core French or French Immersion prep coverage, it is possible that FSL educators might not have their own classrooms to prepare. This is called the “à la cart experience.”

The à la cart experience can be challenging. FSL educators may not have a place to put the teaching, student, and reference materials needed for the second language class. The student seating arrangements may not be conducive for interaction in French and factoring for the additional time it takes to move from one room to the next might be difficult. (Problems cited & adapted from CASSLT’s “Ontario’s New Teacher’s Handbook - Surviving and Thriving in the French as a Second Language Classroom,” p. 8)





HOW CAN FSL LEADERS HELP EDUCATORS NAVIGATE THIS OBSTACLE?

1 FOSTER RELATIONSHIP BUILDING BETWEEN FSL AND HOMEROOM EDUCATORS.

FSL educators on rotary often feel isolated within their school environment. Promoting relationship building between French and English staff will help French educators find connection within the school community. Ensuring the FSL educator is invited to student profile, grade and transition meetings, and ensuring school directions teams have the FSL voice in mind are some effective ways to build this cross-team connection.

2 PROMOTE COLLABORATIVE TEACHING

Connecting with homeroom educators is vital for FSL educators as they provide valuable information about learners, class structures and routines which can help FSL proactively approach classroom management. Homeroom educators also offer valuable partnerships when it comes to creating authentic and meaningful learning for students. Exploring a Big Idea in both English and French literacy, for example, can provide a powerful learning experience. It is important to highlight for students that the literacy strategies used in their first language to communicate are the same as those needed in the FSL context.

3 ENCOURAGE THE CREATION OF A SHARED LEARNING SPACE

It is important for all staff and students to understand that classrooms are shared learning spaces. Ensuring this understanding will help FSL educators create a physical space that is conducive to additional language acquisition. Clarifying the location of FSL materials in the classroom, be it face-to-face or digital, and even using similar classroom expectations as the homeroom educator can help to create consistency and support smooth transitioning between the FSL and homeroom classroom.

4 SUPPORT EDUCATORS IN DEVELOPING ORGANIZATIONAL & COMMUNICATION STRATEGIES.

Preparedness is essential for FSL educators that are working “à la carte”. Educators new to this process could use support when it comes to managing their materials and time and finding ways to connect with families.

It is important to listen to FSL educators, understand their context, and brainstorm solutions together. Encouraging continued collaboration between colleagues will also support this process. For example, pairing a new FSL educator with an experienced rotary educator may help them discover new ways to more efficiently manage time and materials. A similar collaborative approach can also support FSL educators in establishing and maintaining effective communication with families. For example, class-wide updates from FSL educators could be included in monthly homeroom newsletters and individual FSL student updates might be incorporated in phone calls home made by the homeroom educator (if the feedback is also applicable to the homeroom context.) No matter the solution, be sure that the FSL educator is an active part of the brainstorming process.



5 WORK TOGETHER TO BUILD AN INCLUSIVE SCHOOL CULTURE WHERE FRENCH IS SEEN, HEARD, USED AND VALUED.

When French is valued at the school level, students are more likely to value it at the classroom level which will contribute to a more positive FSL learning environment. Find opportunities for the French language to be echoed throughout the school. For example, label school spaces in French and English and include French in the morning greetings for announcements. These simple actions can support the creation of a school culture where French is seen, heard, used and valued.

Supporting FSL educators in these ways will help them feel respected and valued which will greatly enhance the FSL experience for their students.



HOW MIGHT YOU SPECIFICALLY SUPPORT FSL EDUCATORS THAT ARE NAVIGATING THE À LA CARTE EXPERIENCE?



CONSIDERATIONS:

- ➡ *Creating more opportunities to foster relationship building between FSL and homeroom educators*
 - e.g. inviting FSL educators to student profile, grade and transition meetings, encouraging the planning of cross-linguistic school events such as inquiry fairs, passion projects, genius hour, etc.)
- ➡ *Actively promote collaborative teaching between FSL educators and homeroom educators*
 - e.g. timetabling for shared prep time, inviting FSL educators to collaborate in school-wide PLCs, encouraging moderated marking and cross-linguistic planning, etc.
- ➡ *Encourage the creation of a shared learning space within homerooms*
 - e.g. ensure that FSL educators have a dedicated space - including wall space - for FSL teaching materials, purchase furniture that is easily mobile so FSL educators might move desk setups easily, if necessary, encourage the creation of a shared digital space -- e.g. shared Google Calendar -- so all key deadlines for all classes, including FSL, are visible in one spot, etc.
- ➡ *Support educators in developing organizational & communication strategies*
 - e.g. provide FSL educators with a variety of models of communication tools and strategies, encourage homeroom educators to include updates from FSL educators in their class newsletters, blogs, etc., encourage team-communication, when possible, etc.

 Work together to build an inclusive school culture where French is seen, heard, used and valued

- e.g. label school spaces in French and English, include French in the morning greetings for announcements, incorporate French into school-wide / community-wide events such as assemblies, spirit days, science fairs, math nights, open houses, etc.

THE FSL CURRICULUM TELLS US THAT:

"Teachers can provide a learning environment that encourages all students to take risks – to speak and write French without being afraid of making mistakes, since making mistakes is part of learning a new language."

(Curriculum p. 32 / Secondary p. 36)

"Well-supported students feel safer, more ready to take risks and comfortable in their ability to tackle oral interaction in their second language." (OMLTA Oral Language Module p. 1)

FSL leaders can support educators in building community and foster risk-taking in a variety of ways including the following:

1. Emphasize the importance of knowing learners and building positive relationships with students and families. Connection is the first step to building student confidence.
2. Advocate for collaborative learning that provides choice and empowers student voice. When students feel valued, they are more likely to share their ideas in French.
3. Value clear communication and interaction in French over perfection. When students understand that progress in language development is demonstrated through practice and collaboration and not mastery, they will be more likely to participate in French.
4. Model risk-taking and acknowledge that mistake-making is part of the learning process. Embracing a growth mindset will help students feel comfortable to take risks, make mistakes, and learn from them. This will help them to become lifelong language learners.

PROMOTING A GROWTH MINDSET

Promoting a growth mindset is important as a mentor to an FSL educator and as an educator to their students.

Growth mindset describes the belief that success depends on time and effort put in. People with a growth mindset feel their skills and intelligence can be improved with effort and persistence. Listed are some of the core beliefs that people with Growth Mindset have as compared to people still living with a fixed mindset.

Getting away from thoughts like, "I'm just not good at this.", and "I can't do this as well as they do." are defeating. Remind your mentee to have the students practice this mindset by adding the word "yet" to these types of fixed mindset statements: "I'm not good at this YET." or "I can't do this as well as she does YET". Naming the "yet" in French (pas encore) also supports the growth mindset in the FSL classroom. Work on naming what the student can do to help him or herself to become more successful. Descriptive feedback is key in providing students with constructive actions they can take to improve upon their tasks.

Fixed Mindset		Growth Mindset
<ul style="list-style-type: none">• Something you're born with• Fixed	Skills are...	<ul style="list-style-type: none">• The result of hard work• Always growing
<ul style="list-style-type: none">• Something to avoid• Something that could reveal a lack of skill• Things you give up on early to avoid struggling	Challenges are...	<ul style="list-style-type: none">• Something to be embraced• An opportunity to learn and grow
<ul style="list-style-type: none">• Pointless• Something you do when you're not doing good enough	Effort is...	<ul style="list-style-type: none">• Essential• A path to mastery• Part of the work
<ul style="list-style-type: none">• Something that hurts your feelings• Something that makes you look bad	Feedback is...	<ul style="list-style-type: none">• Useful• Something to learn from• A form of support
<ul style="list-style-type: none">• The fault of others• Discouraging	Setbacks are...	<ul style="list-style-type: none">• Part of trying• Part of learning

A **growth mindset** by Stanford professor **Carol Dweck** in her book **Mindset**, describes people who believe that their success depends on time and effort. People with a **growth mindset** feel their skills and intelligence can be improved with effort and persistence.

HOW CAN WE EMBED A GROWTH MINDSET INTO DAILY INSTRUCTION?

CONSIDERATIONS:

- ➡ Emphasize the process over the product and help the mentee with checkpoints for the students
- ➡ Encourage the mentee to show students excitement about learning, that learning is something everyone does in different ways
- ➡ Encourage the mentee to use “je peux” (I can) statements with the students as a way to self-monitor their learning



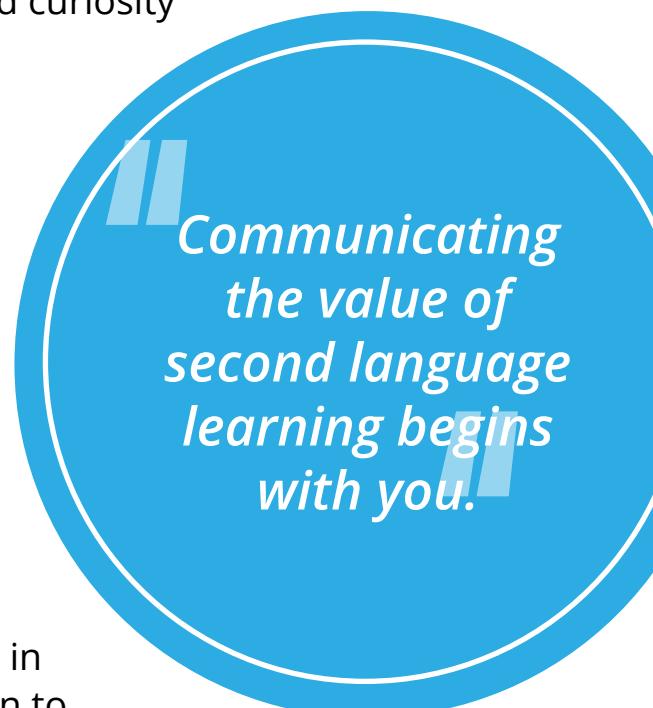
PROMOTING FSL AT THE SCHOOL LEVEL

Encourage the new educator to become involved with colleagues at the school and at the Board level with suggestions such as;

- 1.** Have the mentee encourage questions and curiosity about the FSL classroom.
- 2.** Have them share success stories often with colleagues within the school from other schools.
- 3.** The importance of connection between other educators and programs is crucial. French is an important part of each student's day, the French educator should know what's happening in other subjects and vice-versa.
- 4.** Help your mentee to include French items in school communication and communication to the community.
- 5.** Help your mentee get to know their families and incorporate their cultures into the classroom.
- 6.** Seek out the FSL lead at your Board and help your mentee to connect with other FSL educators from other schools.

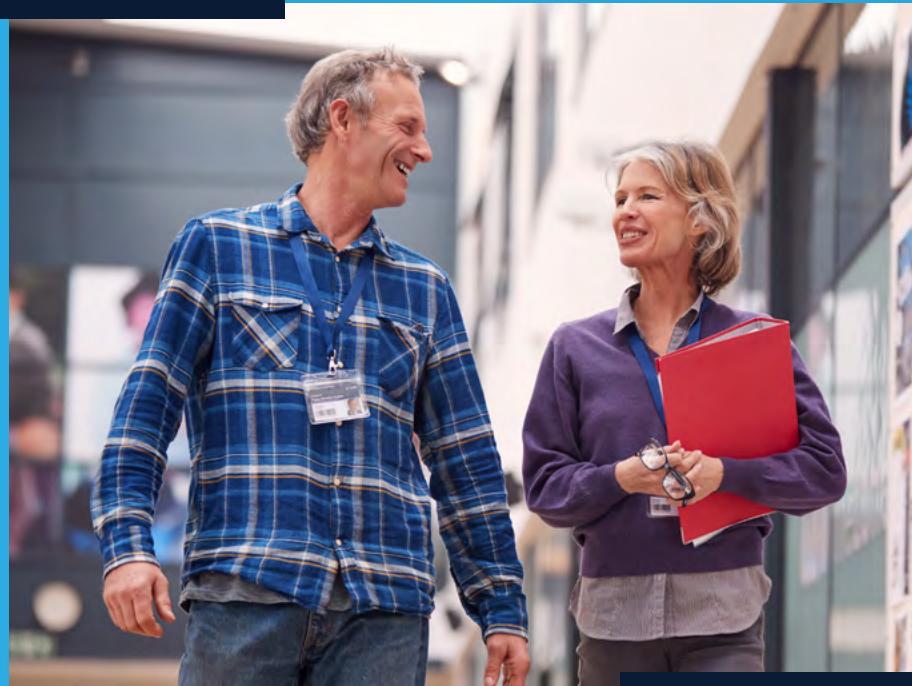
(Ideas cited from "Ontario's New Teacher's Handbook Surviving and Thriving in the French as a Second Language Classroom" from CASLT)

In this day and age, it's important for educators to create and maintain a welcoming digital space for students to access both from home and the classroom. Educators' digital spaces - much like the physical space in their classrooms - takes on the role of "third teacher." When supporting an FSL educator in setting up their digital space for the first time, it is important to consider a number of factors. For example, what will you suggest for them to have as reference for students on their digital platform? What kinds of rich



FSL activities or key information will you encourage the FSL educator to post for their students? Some students will excel and show more enthusiasm on digital platforms, while others may have more difficulties connecting with the learning. How will you help FSL educators to support all students in accessing learning delivered via digital spaces?

The first step to supporting FSL educators in creating their digital spaces is to help them decide which platform they should use. To do this, discuss with your mentee which technologies or platforms your school and Board currently uses with students and families. Encourage your mentee to have their digital platforms align with what families are already used to, if possible. This will help your mentee more easily support students and families in accessing and navigating their online learning environment. It will also have the added benefit of making online collaboration between colleagues that much easier. Once the online platform has been chosen, remember to continue to provide your FSL mentee with access to relevant on-going professional learning so that they may continue to develop their own comfort with how digital spaces may be utilized to support FSL teaching, learning and on-going communication.



Digital spaces are invaluable, not only for reaching out to students and families, but also for providing educators with ways to connect to a larger professional learning community. There are many ideas online for all FSL educators to consider. It may be valuable to suggest educators follow FSL groups such as OMLTA (Ontario Modern Language Teachers' Association), CASLT (Canadian Association of Second Language Teachers) and ACPI (association canadienne des professionnels de l'immersion) so that they may share new and exciting learning and information with colleagues, students and families.

SUPPORTING THE FSL TEACHER TO CONNECT WITH FAMILIES

No matter what grade they are teaching, remind your FSL mentee that each student in their class belongs to a family and that family is a partner to them in the classroom. Suggest that it's a good idea to begin the year with some sunshine calls or emails to families to open up a line of communication and to introduce themselves on a positive note.

Sunshine calls throughout the year that focus on a student's use of literacy skills in French should also be encouraged. These calls will support families in better understanding how FSL classes support students in developing important transferable literacy skills, such as critical literacy, effective communication and higher order thinking skills, all while learning another language. Communicating this important message to families is key when it comes to fostering both student and family engagement in FSL.

Suggest to your mentee to keep track of what is talked about in some type of communication log, in case they need to reference it at a future date. Be sure to mention that while mail may be easier to keep records of, sometimes a phone call conversation with a parent can go a long way with regards to getting to know students and with having family support at home.

Of course, there are many different systems of communication that can help FSL educators connect with families. When supporting FSL educators with communication, ensure that you talk to your colleague to discuss the strategies and digital applications with which families in the school are already comfortable. This should help the FSL educator choose which avenue of communication will be the best fit. Ensure they don't have too many different lines of communication to maintain. Have them keep their system simple, consistent and straightforward as this will make it easier for them to manage and for students and families to access.



REFLECTING ON MODULE 1

QUESTIONS FOR THE FSL TEACHER TO ASK TO ASK THEMSELVES:

- 1.** What are my strengths as an educator and how can I leverage these strengths to start the school year successfully?
- 2.** How will I begin to get to know my students before meeting them?
- 3.** How will I make my students comfortable and safe in my classroom?
- 4.** How will I teach the students the value of learning French?

CONSIDERATIONS:

- ➡ *Getting to Know Students*
 - Speak with previous educators of current students
 - Call home and speak with families
 - Ask students about themselves and listen to answers
- ➡ *Student Comfort Level*
 - Promote the Growth Mindset
 - Promote CRRP
 - Have tools readily available to students as they self-monitor learning (anchor charts, etc)
- ➡ *Value of French*
 - Promote FSL throughout the school
 - Provide intercultural awareness
 - Hi-light authentic tasks in the classroom

QUESTIONS TO ASK YOURSELF AS AN FSL LEADER:

- 1.** What are my strengths as an instructional leader and how can I leverage these strengths to support FSL educators in establishing positive FSL environments?
- 2.** How can I support FSL educators in getting to know their students before meeting them?
- 3.** How can I help to create a safe and inclusive space for all FSL learners?
- 4.** How will I communicate to educators and students that learning French is valued in our school / board?

CONSIDERATIONS:

→ Getting to Know Students

- Introduce the new educator to previous educators of their current students
- Show new educator where the phones are in the school and possible points of discussion for the first call

→ Student Comfort Level

- Promote the Growth Mindset
- Promote CRRP and provide access to Board documents
- Show examples of tools for students to self-monitor their learning (anchor charts, etc)

→ Value of French

- Help to promote FSL throughout the school
- Provide examples and leads for intercultural awareness
- Help to provide names of FSL leads in the Board and possibly educators at other schools that could connect with the new FSL educator

FEEDBACK

Your voice and feedback support the development of future professional learning series. Please take a moment to complete the following survey with your team. <https://bit.ly/FSLRR20>

Should you have any questions about this module, please send an email to omlta@omlta.org.



ACKNOWLEDGEMENT

These modules have been created under the leadership of the **Ontario Modern Languages Teachers' Association (OMLTA)**. The OMLTA is a non-profit, professional association that has been supporting French as a Second Language and International Languages educators of all programs and grade-levels since 1886. Today it continues to be the leader in professional learning and advocacy, inspiring and connecting Ontario's French and International Languages educators.

These modules were designed to support FSL Teacher Retention and Recruitment by deepening the understanding of the directions, principles and content of the Ontario Curriculum policy documents for all three of the province's FSL programs: Core French, Extended French and French Immersion.

The **Ontario Modern Languages Teachers' Association** would like to thank the Ministry of Education for its financial support in developing this module. Special thanks to the educators who contributed their expertise and experience to the development of the modules:

- **Susanna Beatrice-Gojsic**, *Hamilton Wentworth District School Board*
- **Jennifer Birse**, *York Region District School Board*
- **Wendy Chan**, *Durham District School Board*
- **Sylvia Moll**, *Peel District School Board*
- **Francesca Martinez**, *Conseil des écoles catholiques du Centre-Est*
- **Ashleigh McPhee**, *Simcoe County District School Board*
- **Jordan Sloan**, *Renfrew County District School Board*
- **Andrea Vogan**, *Halton District School Board*

SUPPORTING RESOURCES

MODERN LANGUAGES COUNCIL (MLC) FACT SHEETS:

- [Classroom Management](#)
- [Oral Language Development](#)
- [Communicating with Parents](#)
- [Supporting Students with Special Education Needs](#)

CANADIAN ASSOCIATION OF SECOND LANGUAGE TEACHERS (CASLT)

- [Surviving and Thriving in the French as a Second Language Classroom | FR version](#)
 - Resource for New FSL Educators

ONTARIO MINISTRY RESOURCES

- [Welcoming English Language Learners into French as a Second Language Programs \(2016\) \[FR Version\]\(#\)](#)
- [A Framework for French as a Second Language in Ontario Schools \(2013\) \[FR version\]\(#\)](#)
- [Including Students with Special Education Needs in French as a Second Language Programs \(2015\) \[FR Version\]\(#\)](#)
- [FSL Elementary Curriculum Document \(2013\)](#)
- [FSL Secondary Curriculum Document \(2014\)](#)
- [Culturally Responsive Pedagogy - Towards Equity and Inclusivity in Ontario Schools, Capacity Building Series, SECRETARIAT SPECIAL EDITION # 35 \(2013\)](#)

TRANSFORMING FSL

- [Guide to Reflective Practice for Core French Teachers — Module 2, Positive Learning Environment \(Curriculum Services Canada, 2013\)](#)
 - Strategies are versatile and applicable to Core, Extended and F.I. teachers
 - Incorporates strategies that speak to the à la carte experience
- On est capable video series (Transforming FSL) — [7/8 Core French Teacher](#) navigating the à la carte context
- [Video - "Let's Talk, from Principal to Principal"](#)
- From Awareness to Action [Instructional Leadership in the FSL Context](#) (PDF)
- From Awareness to Action [Supporting New Teachers in FSL \(for administrators\)](#) (PDF)
- From Awareness to Action [Supporting English Language Learners and Students with Special Education Needs](#) (PDF)
- From Awareness to Action [Increasing Engagement in FSL at the School Level](#) (PDF)