



# **VIEWERS GUIDE**

## **INTRODUCTION**

SUPPORTING BEST PRACTICES IN STUDENT  
CONFIDENCE, PROFICIENCY AND ACHIEVEMENT  
IN FRENCH AS A SECOND LANGUAGE.



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# INTRODUCTION

Welcome et bienvenue to *Supporting Best Practices In Student Confidence, Proficiency and Achievement in French As A Second Language*. This series of modules is intended to provide support for Ontario school board leaders during their professional conversations in the context of *TRANSFORMING FSL*.

## MODULES

**1**

### **POSITIVE CLASSROOM ENVIRONMENTS**

**2**

### **ENGAGING THE LEARNER**

**3**

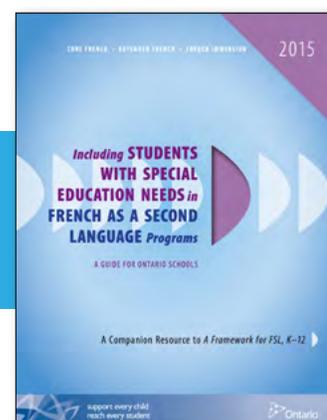
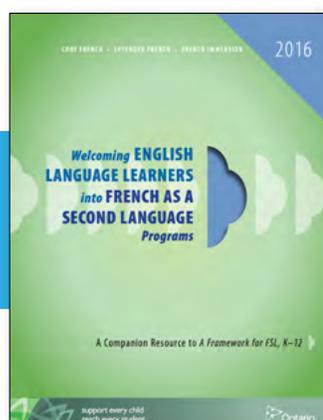
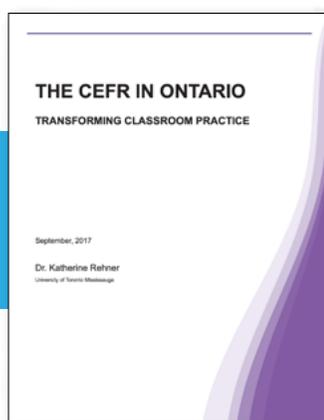
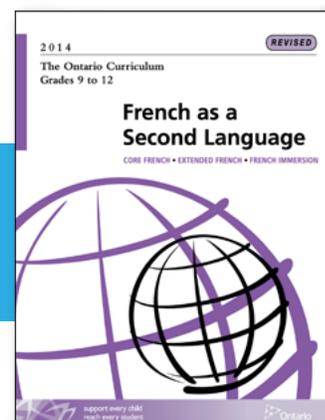
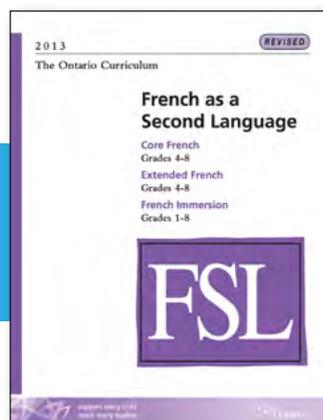
### **ASSESSMENT AND EVALUATION**

This introductory overview highlights important FSL resources that provide a clearer understanding of the [TRANSFORMING FSL](#) context. Copies of these documents and other valuable FSL resources can be found on the *TRANSFORMING FSL* website. In addition to this overview are 3 detailed FSL modules titled: Positive Classroom Environments, Engaging the Learner and Assessment and Evaluation. A glossary is also provided as additional support.

# FSL MINISTRY GUIDES

These documents were created to support Ontario school board leaders and FSL educators in developing a common understanding of the fundamental goals and expectations for all FSL learners.

Included in these documents are distinctions and commonalities among the FSL programs (Core, Immersion, and Extended French) which range from JK to Grade 12.



# OVERVIEW OF 3 YEAR PLAN

*“A Framework for French as a Second Language in Ontario Schools”*, articulates the vision, goals, and guiding principles for FSL in Ontario, and suggests actions for school boards to consider to improve FSL programming. School boards are required to develop and submit FSL plans that include specific measurable goals and to report on progress made in achieving these goals.



## GOAL 1

Increase student confidence, proficiency, and achievement in FSL

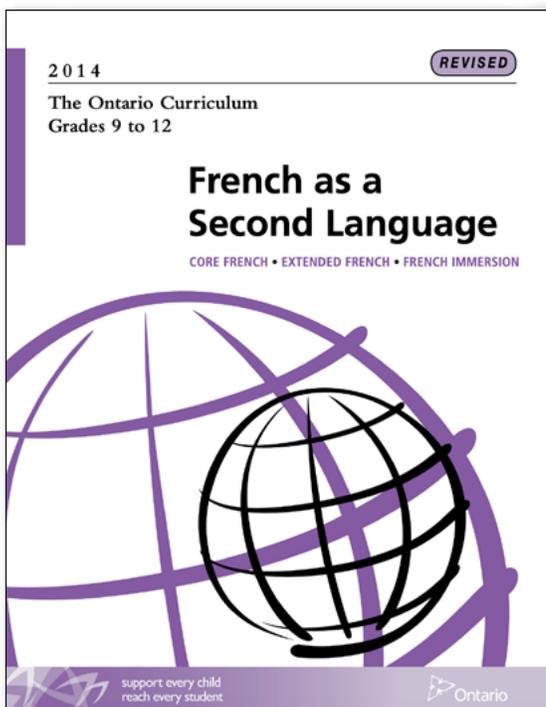
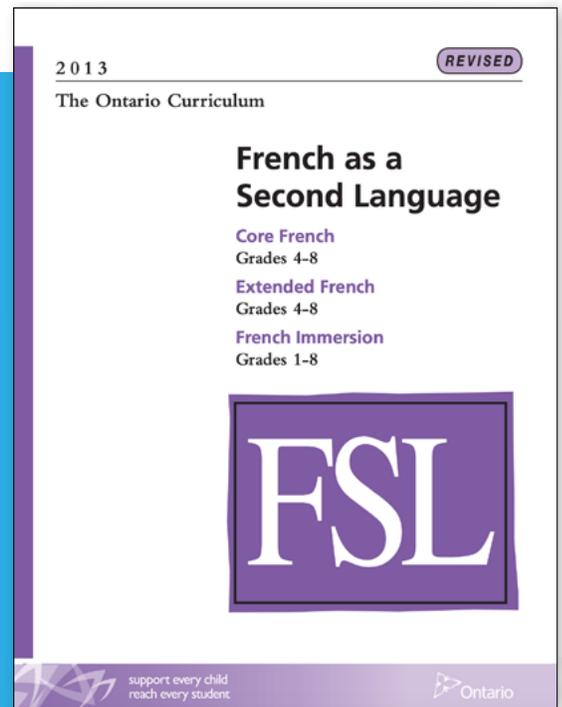
Increase the percentage of students studying FSL until graduation

## GOAL 2

## GOAL 3

Increase student, educator, parent, and community engagement in FSL

While the FSL Framework discusses school board and provincial goals, the elementary and secondary FSL curriculum documents provide clear vision and goals for FSL educators. The revised FSL vision states that students will communicate and interact with growing confidence in French and use French to communicate effectively in a variety of social settings.



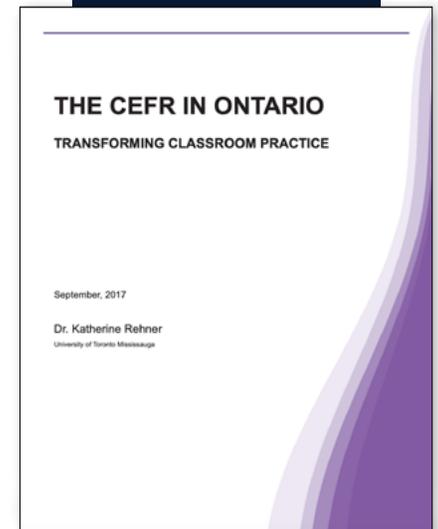
Other notable messages in these revised curriculum documents that are significant to the *TRANSFORMING FSL* context, include the importance of authentic oral communication classroom activities and the emphasis on listening and speaking skills.

# ONTARIO CEFR INITIATIVE

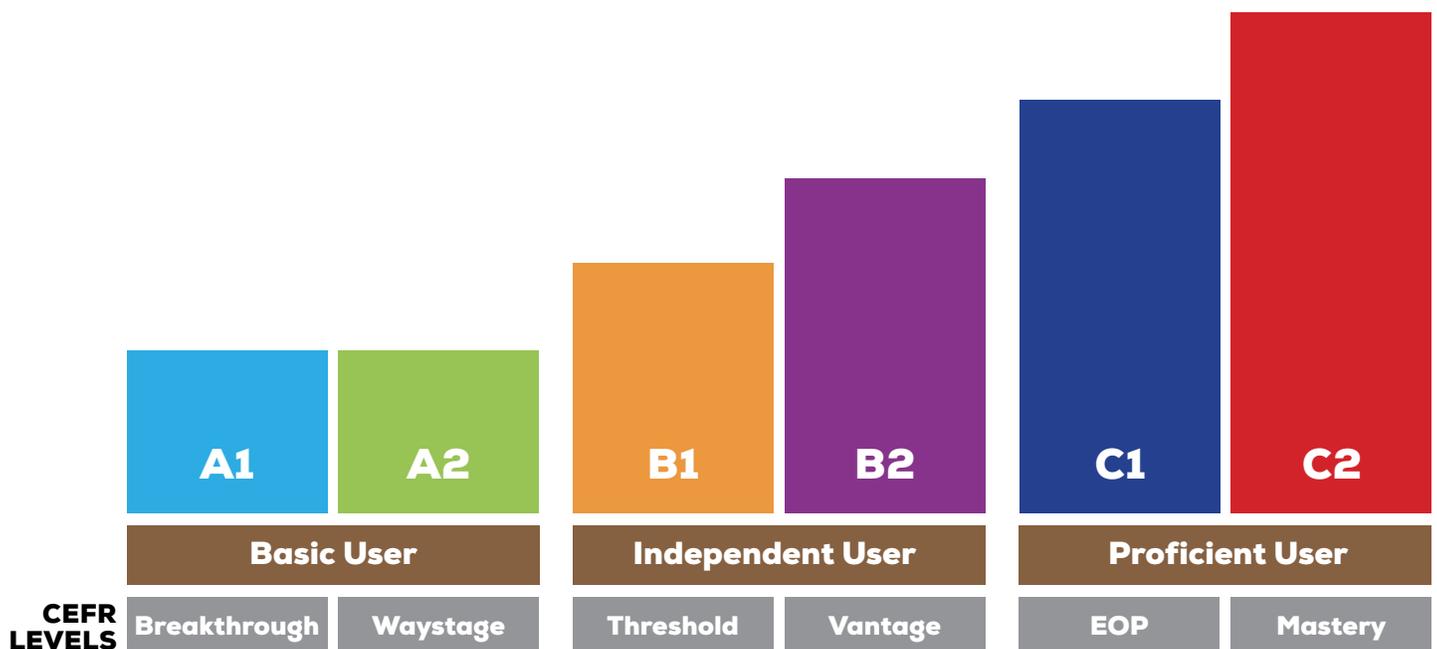
Another component of the *TRANSFORMING FSL* context is the introduction of the “**Common European Framework of Reference for Languages**”, otherwise referred to as the **CEFR**.

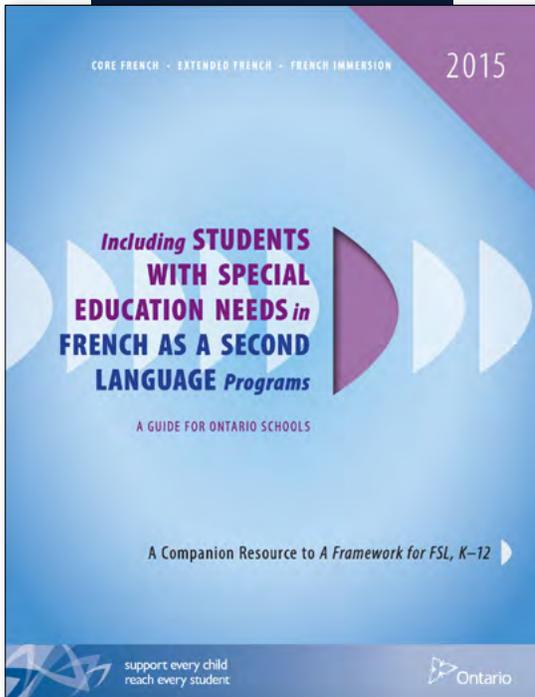
Since 2011, Ontario English-language school boards have engaged in the implementation of the CEFR in all FSL programs. The CEFR is embedded in the enduring ideas found in both the elementary and the secondary FSL curriculum documents. FSL educators are encouraged to explore the [CEFR continuum](#)

descriptors throughout their learning. School boards can also use the continuum to assess progress and explore next steps with FSL provincial, regional and local teams.



## THE COMMON EUROPEAN FRAMEWORK OF REFERENCE OF LANGUAGES (CEFR)

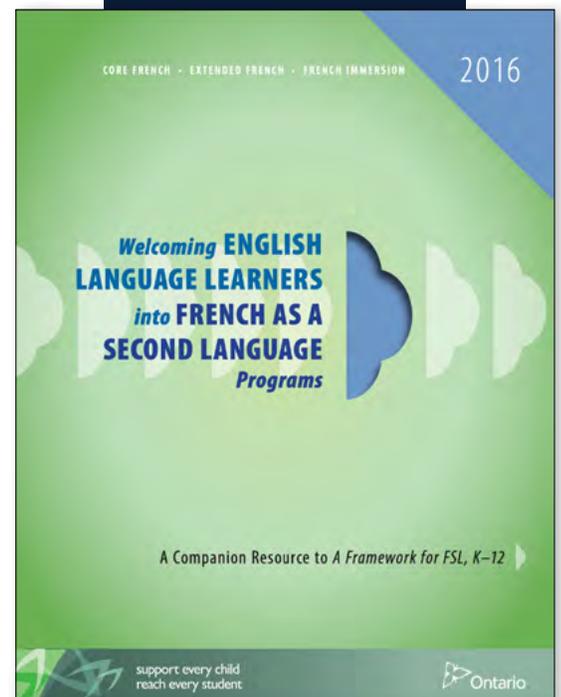




These two documents, *“Including students with Special Education Needs in French as a Second Language”* and *“Welcoming English Language Learners into French as a Second Language Programs”* are referenced in Module 3 as important FSL educator resources.

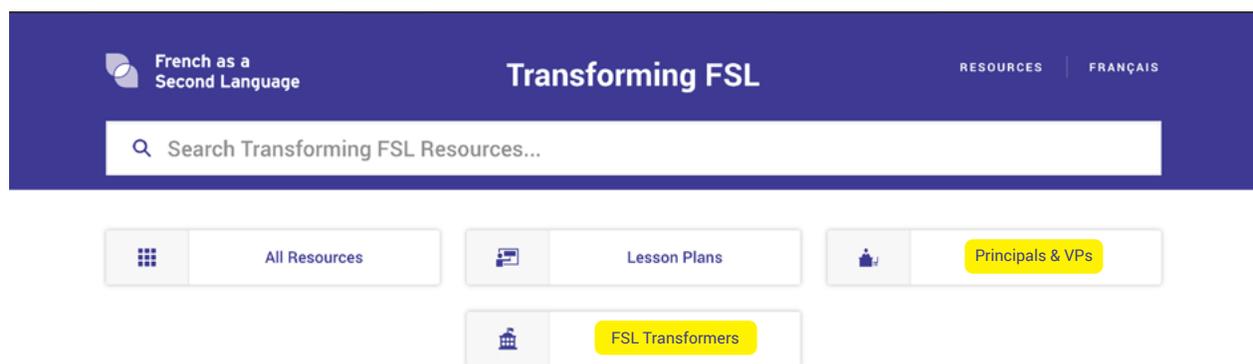
Research analysis, relevant legislation and policies and discussions on diversity and inclusion are **key** topics in these documents.

A review of the case studies and suggestions for accommodations and modifications are recommended.



# ONTARIO CEFR INITIATIVE

The [Transforming FSL website](#) not only offers FSL resources, strategies, and exemplars for FSL educators but it also provides relevant information and material for system administrators and FSL board leads.



# NETWORKING WITHIN SCHOOL BOARDS

Networking is an effective strategy for FSL educators to develop and improve their skill set, meet prospective mentors/partners and gain access to the many resources that are a part of the *TRANSFORMING FSL* context.

Networking can also support those FSL teachers who feel isolated as the lone FSL teacher in a school.

System leaders can encourage FSL colleagues to collaborate with area schools and local francophone organizations. Administrators of area schools can also support mentoring time with FSL colleagues at area schools.

Networking and collaboration might also include: school book fairs, multilingual field trips, murals, and community events.

Local Francophone Community Centre?

Mentorship Programs?

Local English/French Schools?

***Does your school board offer FSL learning opportunities, an FSL hashtag or social media account?***

***Are there virtual learning communities for FSL?***



# NETWORKING BEYOND SCHOOL BOARDS

When considering other valuable FSL networking opportunities outside your school district, can you think of 3 FSL learning opportunities that you might recommend to your colleagues?



**1**

**Coterminous School Board Collaboration  
(ie. DELF, et al)**

**Provincial, National  
& International Annual  
Language Conferences**

**2**



**3**

**FSL  
Webinars**



# NETWORKING BEYOND SCHOOL BOARDS

Voici some examples of organizations that offer excellent FSL professional development and resources. Many of these and other subject associations organize annual conferences and webinars that provide networking opportunities for FSL educators. Schools often support memberships for their FSL colleagues.



– VISIT –

[OMLTA.ORG](http://OMLTA.ORG) | [IDELLO.ORG](http://IDELLO.ORG)

[CASLT.ORG](http://CASLT.ORG) | [CPF.CA](http://CPF.CA) | [ACPI.CA](http://ACPI.CA)

# THANK YOU MERCI

Thank you/merci for joining the conversation on supporting FSL best practices.

We hope you will find additional valuable resources and strategies in the following modules.

