



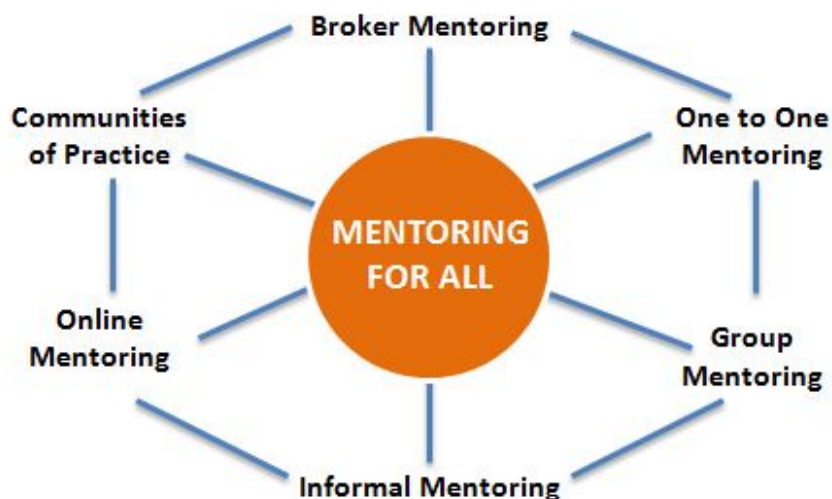


Key Factors in Supporting New French as a Second Language Teachers

	Opportunities for:
 Quality Mentorship	<ul style="list-style-type: none"> • In-school, online, group, communities of practice in FSL • Classroom visits (e.g., co-planning/co-teaching, focused observation/ debrief) • Support with FSL-specific teaching and assessment strategies (e.g. the action-oriented approach in the Common European Framework of Reference for Languages)
 Differentiated Learning Opportunities	<ul style="list-style-type: none"> • Authentic learning via joint release days with mentors • Professional development that addresses pedagogy, content and language proficiency (i.e. opportunities to practice French in a professional setting) • Participation in professional associations and conferences (e.g. Ontario Modern Language Teachers' Association, Association Canadienne des Professionnels d'Immersion, Canadian Association of Second Language Teachers)
 School Culture	<ul style="list-style-type: none"> • Contributing to making language learning visible in the school's daily routines and procedures (e.g. inviting new FSL teachers and students to contribute/participate in French) • Modeling the value of language learning throughout the school and promoting plurilingualism
 Principal/ Vice-Principal Encouragement and Feedback	<ul style="list-style-type: none"> • Engaging in learning-focused conversations with new FSL teachers • School administrator presence in FSL learning environments • Providing meaningful and professional growth feedback (e.g. effective use of teacher performance appraisals and annual learning plans as an opportunity for growth)

How can I support my FSL teachers as they build a mentoring web?

Principals play a critical role as “broker mentors” for new FSL teachers. The more connections or “threads” in the new teacher’s mentoring web, the more flexible, authentic and powerful it will be. Consider the new teacher’s role (grade/program), context (access to colleagues with similar roles) and professional learning needs (based on students’ learning needs). Based on these factors, new teachers may benefit from working with a variety of experienced colleagues and school board staff.



“Ongoing feedback and encouragement from the principal was the strongest predictor of growth in NTIP. This speaks to the power of listening, the power of encouragement and the ability of the principal to provide a meaningful piece of a mentoring web for a new teacher.”

– *Mentoring For All* (2016)