

FSL for School Administrators

FROM AWARENESS to ACTION

From Awareness to Action is a professional learning publication written by the Provincial Focus Group members to support school administrators in the strengthening of French as a Second Language.



ISSUE 8 Supporting New Teachers of French as a Second Language

IN THIS ISSUE

Our focus is on highlighting strategies and key factors for supporting new FSL teachers and meeting their professional development needs.

Principals and vice-principals are instrumental in providing new FSL teachers with opportunities and supports in developing their professional practice and self-efficacy. An awareness of incoming teachers unique needs is pivotal in providing resource assistance and mentoring opportunities that will attract and retain committed FSL staff, and create a school culture that values language learning.

WHAT'S MY ROLE?

FSL teachers benefit from the same New Teacher Induction Program (NTIP) that administrators follow with all staff.

The research completed by Christine Frank & Associates indicates that principals and vice-principals can support FSL teachers through quality mentorship, differentiated learning opportunities, school culture, principal encouragement, and feedback. These key factors make a difference for new teachers in all four of the of NTIP goals (confidence, efficacy, instructional practice, and commitment to continuous learning). The graphic on the next page is not exhaustive but meant to highlight some ways that principals and vice-principals can offer support.







An article to read, one quote to consider, one link to click...



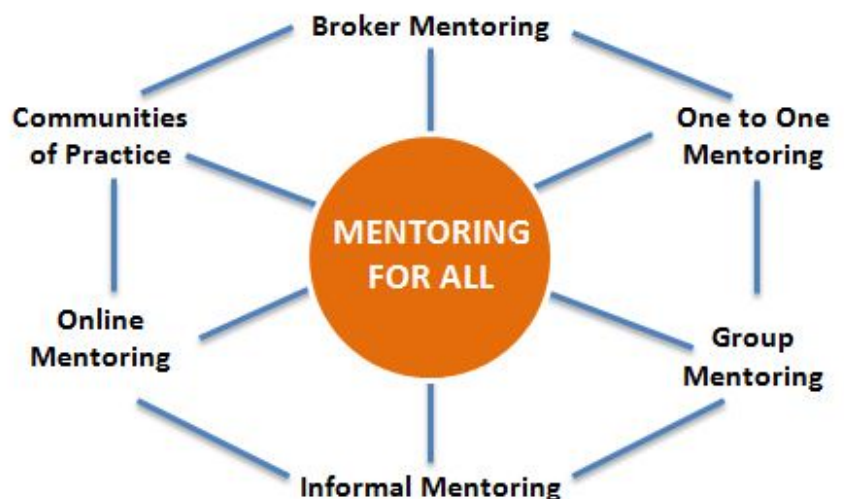
1. “Why are new French immersion and French as a second language teachers leaving the profession?” This article addresses the growing concern regarding FSL teachers leaving the profession and includes recommendations to prevent teacher attrition. <https://www.acpi.ca/documents/summary.pdf>
2. “Principals are the single biggest factor in determining the positive professional culture required to nurture and sustain the success and well-being of teachers.” (Adapted from *Helping New Teachers Reflections*, <http://www.sgdsb.on.ca/ntip>)
3. A Continuum of Implementation that provides clear, specific, and shared descriptions of what a an FSL program inspired by the CEFR should look like. <https://sites.google.com/teltgafe.com/cefr-ontario/home?authuser=0>

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 (e.g. 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)