



Welcome/Bienvenue

**Supporting School Administrators in
FSL**

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Agenda

- **Activity #1 - Menti**
- Selection and Retention of FSL Teachers
- Best Practices
- **Breakout Session**
- Professional Learning
- Working together as a school district
- **Activity #2 - Padlet**
- Where do we go from here?
- **Exit Ticket - Google Form**

Activity #1 - Menti

Go to www.menti.com and use the code 68 67 7

Selection and Retention of French Immersion Teachers

- French Immersion schools may receive fewer than 5 candidates for any given job
- Not all candidates may be bilingual
- Decision = Choose between a candidate who has a high level of French but lacks pedagogical skills or a candidate who is not proficient in French but has a high pedagogical skill set
- Even highly proficient French teachers will need to have studied the principles of second language acquisition in order to be competent French immersion teachers.
- Ultimately it is the building of confidence in French teachers that allows for staff and student excellence.

Selection and Retention of French Immersion Teachers continued...

- Interviews should be conducted in both English and French as the teacher will be working in both languages.

Red Flags

#1. If candidates are uncomfortable being interviewed in French, their language skills are most likely inadequate for an FSL program.

#2. Candidates that express that they are not fluent in French but that their French is good enough to teach in the primary grades.

Selection and Retention of French Immersion Teachers

- It is vital to have at least one French-speaking interviewer (School Level)
- Other interviewers who don't have a French background can still get a great insight into the candidate if they don't understand the French part

French Teacher Retention takeaways...

- Think about a series of classes geared towards French teacher language improvement
- Be sure to provide mentorship support when needed (NTIP)
- Make sure there is a positive school culture where French teachers feel comfortable to share
- Online communities are key (Google + Community, Google website)

Best Practices

- Leaders must be aware of their French teachers' language skills in order to have the confidence in them and provide them extra support
- For leaders who don't speak French, consultation with bilingual staff must occur in order to assess progress
- BE PROACTIVE - French teachers need be given opportunities to improve their language skills
- Teacher - Student talk should be done in French or an attempt should be made depending on the grade level
- All visuals should be in French, structured communicative activities should be in increments

Best Practices Continued...

- FI teachers need to see themselves as primarily language teachers before anything else - balance language with content in French
- Motivation - Effective French teachers motivate their students
- Bring real life situations to students so they are immersed in French
- Teachers should be able to explain how they are scaffolding learning
- Speaking and Listening should be at the forefront of their French instruction
- Successful French program recognizes that French language and culture go together
- Authentic learning situations = more enriched learning
- Grammar should be embedded in authentic lessons

Best Practices Reflection

How do French teachers motivate their students?

How are teachers teaching grammar?

What opportunities are provided to staff outside of the classroom to continuing building on their French language and culture?

What opportunities exist for your students in the larger French community?

Breakout Session

Discussion questions

(Possible pedagogical assessment questions)

Group 1: How should grammar, spelling be taught in a French class?

Group 2: Should English be used if a student doesn't understand?

Group 3: How will the French teacher make sure that students are learning about French culture?

Group 4: Does the candidate believe that all students can succeed in a French program?

Breakout Session Ideas

Group 1: How should grammar, spelling be taught in a French class?

Suggestion: Our French authentic learning experience should now embed grammar within an authentic context. Example, teaching the verb “avoir”, students can be put into a situation where they have to talk about different toys they have at home while using the verb “avoir”.

Breakout Session Ideas

Group 2: Should English be used if a student doesn't understand?

Suggestion: Typically, in a French immersion classroom, we would like to strive to speak French at all times. However, this is not always possible. "Sandwiching" is a great strategy for students to use. Start with one French word - English word - French word. This sticks to the concept of mostly French but allows for some English in a controlled and structured way.

Breakout Session Ideas

Group 3: How will the French teacher make sure that students are learning about French culture?

Suggestion: Teachers can visit <https://www.frenchstreet.ca/en/>. This site offers French cultural experiences. Furthermore, teachers can make connections with local businesses so that they can take their students to their environment (Authentic Learning). With this unprecedented situation, this might not be possible for a long time. Teachers can make connections with classes in France, Quebec, etc so that they can do a Google Meet with both classes. There are exchanges available as well.

Breakout Session Ideas

Group 4: Does the candidate believe that all students can succeed in a French program?

Suggestion: French for all. All students can succeed in French regardless of their disabilities. Professional workshops focusing on Special needs in the FSL program would be beneficial. It is not always the language which causes the issues, it could be language acquisition, processing, etc.

Professional Learning things to consider

- Do FI leaders have occasions to network with peers?
- How is French culture represented in your school's growth plan?
- To what degree do French teachers at your school have opportunities for Professional Learning?
- Dual track school - How do both the English and French program compare? Are they both getting the same attention?
- Does my school have visual French representation outside? French signs?

Working together as a school district

- The greater the understanding and appreciation of the program by everyone involved, the greater the assistance that will be offered
- Yearly meetings between French Immersion Principals and Vice-Principals to clarify goals and principles within the FSL program are beneficial
- Here is an example of a yearly statement that a group of FI schools can create:
- **Goal:** Our group of schools aim at supporting and nurturing bilingual students via our FSL programs.
- **Principles:**
 - We value and support our French immersion program.
 - We value a safe, caring and inclusive environment for all of our FSL students.
 - We value the teaching of French as a second language and English together.
 - We value cooperation and sharing among French immersion educators.

Activity #2 - Padlet

<https://padlet.com/carlodirienzo/r90is7wppvom1vjr>

Where do we go from here?

Kara Bowles <https://transformingfsl.ca/en/components/ed-talk-principal-to-principal/> Starting at 15:00

- **Achieving Excellence:** Students achieving high academic levels, educators fully supported
- **Ensuring Equity:** Students and Staff inspired to reach their full potential in an inclusive environment
- **Promoting well being:** Students and Staff develop mental and physical health, positivity and skills to make positive choices
- **Enhancing public confidence in FSL:** General public will continue to have confidence in our education system and specifically FSL programming

Exit Ticket

Google Form

<https://forms.gle/kU8ioiyfbRub7kiT9>

Questions?

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