PARTNERSHIPS
THE FSL TEACHER AND THE GUIDANCE COUNSELOR

**FSL TEACHER**

**THE CLASSROOM**
Has impact on setting a culture where students interact in French with growing confidence. By creating an inclusive space, students feel encouraged to take risks.

**BUILDING STUDENT CONFIDENCE**
Supports students in the belief that they are able to apply their French-language knowledge and skills in authentic situations.

**PROFICIENCY DEVELOPMENT**
Can help students develop their dynamic learner profile based on the CEFR (Common European Framework of Reference for Languages). Students should have multiple opportunities to reflect on their growth and to set goals for continued development.

**RETENTION OF STUDENTS**
Instills the belief that proficiency and confidence is developed over time, and provides authentic, engaging opportunities to explore various Francophone cultures within and beyond the classroom.

**PARENT ENGAGEMENT**
Engaged parents are committed to supporting their children in their learning. Parents should have an understanding of the evolution of FSL programs and the importance of proficiency-based outcomes.

**ADVOCACY**
Is visible at school program events showcasing that FSL is for all learners (#FSL4all). Engage in conversations with various decision makers to evolve mindsets around FSL programs.

**GUIDANCE COUNSELOR**

**COURSE SELECTION**
Has impact on helping students plan their individual pathways and ensuring that they meet the requirements of their FSL program and the Ontario Secondary School Diploma (OSSD).

**INDIVIDUAL PATHWAYS PLANNING**
Supports students in identifying their personal interests, strengths, needs and aspirations and helps them to use this knowledge of themselves to inform their choices of programs and learning opportunities.

**TRANSFERABLE SKILLS TO THE WORKFORCE**
Can help students see the benefits of FSL as a transferable skill to the workforce. Being plurilingual is an asset and through learning an additional language, students are able to consider different global perspectives based on their development of intercultural awareness and understanding.

**SUPPORTING PROGRAM VIABILITY**
Uses data to consider course trends, and leverages the voices of students regarding program choices. Is able to communicate the opportunities for cultural excursions offered by the FSL teachers.

**PARENT ENGAGEMENT**
Student achievement is enhanced when all stakeholders are engaged and place a high value on learning; therefore, increasing awareness of the benefits of learning FSL is critical. Debunk the myths about FSL by highlighting positivity.

**ADVOCACY**
Is informed of opportunities that FSL provides for students as they transition from elementary to secondary and from secondary to post-secondary.

The education and career/life planning program presented in this document succeeds when the entire school community is informed about it, engaged in it, and committed to it. *Creating Pathways to Success (2013)*