

Requirements for Quality FSL Programs

- Strong administrative leadership sets a tone to foster and support quality FSL programs.
- A school climate that is conducive to learning; all subjects are given value; all teachers have equal status.
- “Inclusive Literacy” - Most schools have a strong emphasis on literacy; second language acquisition supports first language acquisition.
- School administration and teacher expectations reflect that all students are capable of success in second language education.
- Providing adequate instructional support and resources to teachers, supporting coordination of activities in the school, and flexibility in timetabling/scheduling for quality program delivery.

Supporting the FSL Program in my School - What an ‘Inclusive’ School Looks Like:

- School entrance shows evidence of FSL program through dedicated bulletin board or showcase
- Brief, simple PA announcements are provided in French on a regular basis
- FSL program is videotaped and video is shown during parent nights
- Staff supports FSL program sharing during information nights for parents and the community.
- Careful timetabling to enable the FSL teacher to move from class to class (staying on schedule).
- All teachers value the FSL program by encouraging students to do their best work. Students are not removed from CF to complete other subject work.
- Willing teachers participate in French activities along with FSL teacher and students.
- Student misbehaviour in French class is dealt with in the same way as in other classes.
- Students are offered the same chance of success in the French class as in all other classes.
- Different spaces throughout the school are labeled in French to encourage visual recognition.
- Evidence of French in the school newsletter, letters to parents, yearbook, clubs, etc.

Status of Language Teachers and their Programs – 2003/2004 – CASLT/ACPLS

- School profile reflects pride in the asset created by a strong FSL program which reflects the Canadian identity.
- Identified advocate FSL teacher who coordinates FSL issues for school and works closely with other teams and administration.
- FSL teachers are provided with the same quantity and quality PD opportunities as other teachers.
- Staff support for extracurricular French activities – café français, art oratoire, French craft club, French sports club, etc.
- FSL Teacher is encouraged and supported to engage in collaborative planning with teacher partners –
 - ESL teacher – all second language techniques similar and supportive
 - Classroom teacher - communication on curricula covered, timing, sharing of space
 - Librarian – support through resources, research/project -based instruction
 - Technology support teacher – support for French software and time in labs.
- End of year celebrations include recognition for achievement in FSL program
- Teacher is encouraged to participate in professional growth opportunities during school hours (classroom visits, mentoring programs).
- Easy access to resources in French is provided– books, videos, CD Roms, newspapers, magazines, etc.
- Monthly assemblies provide opportunity to reward student success in French (certificates, élève du mois, class work display, etc).
- School reading buddy and peer tutoring programs include French as a component.
- FSL teachers are supported in their membership to professional associations and accessing reading materials on current second language education research.
- Good connections are fostered with community resources (French speaking parents, employers, clubs); community group involvement in FSL programs at the school is encouraged.
- Principal’s office displays a poster that supports the importance of learning French. If you don’t have one get one today!