



**Ontario College of Teachers
Ordre des enseignantes et des enseignants de l'Ontario**

Additional Qualification Course Guideline

French as a Second Language (Part II)

**Schedule D
Regulation 184/97
Teachers' Qualifications**

February 2004

Ce document est disponible en français sous le titre *Ligne directrice du cours menant à la qualification additionnelle en français langue seconde (deuxième partie)*.



Additional Qualification Course Guideline French as a Second Language (Part II)

1. Introduction

The Ontario College of Teachers is the self-regulatory body for the teaching profession in Ontario. Its mandate is to “provide for the ongoing education of members of the College” (*Ontario College of Teachers Act*, Part II Subsection 3 (1) paragraph 6).

In-service professional learning, within the mandate of the College, is identified in Regulation 184/97, Teachers’ Qualifications. This regulation includes courses/ programs such as Additional Basic Qualification courses, Additional Qualification courses, the Principal’s Qualification Program and the Supervisory Officer’s Qualification Program. Accredited courses support the *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* and meet the legislative requirements included in Regulation 184/97, Teachers’ Qualifications.

Successful completion of the Additional Qualification course: French as a Second Language, Part II listed in Regulation 184/97, Teachers’ Qualification made under the Act is recorded on the Certificate of Qualification issued to the members of the College.

The underlying purpose of the Additional Qualification course: French as a Second Language, Part II is to expand the knowledge and skills acquired in Part I. The Additional Qualification course: French as a Second Language, Part II supports the expectations outlined in the Ministry of Education curriculum policy documents, programs and other Ministry of Education policies.

In this document, all references to candidates are to teachers enrolled in the Additional Qualification course. References to students indicate those in school programs.

2. Background

The Additional Qualification course: French as a Second Language, Part II provides candidates with the opportunity to deepen their understanding of the vision and underlying philosophy related to French as a Second Language. The Additional Qualification French as a Second Language, Part II requires the successful completion of Additional Qualification French as a Second Language, Part I or the equivalent and one year of successful teaching experience in Ontario. The College recognizes that candidates working in any of the four publicly funded systems will

have a need to explore, in an integrated delivery model, topics and issues of particular relevance to the system in which they work or may work.

Candidates come to the Additional Qualification course: French as a Second Language, Part II with an interest in this particular subject matter. Critical to the delivery of French as a Second Language is the ability of candidates to demonstrate a proficiency in oral and written communication skills in French to ensure positive and interactive learning experiences for all students. Teachers are skilled at combining their knowledge of human development and learning with their understanding of French as a Second Language to facilitate active student engagement.

The Additional Qualification course: French as a Second Language, Part II extends and reinforces the knowledge and skills from Part I. This course will be of interest to teachers who wish to deepen their ability to develop French as a Second Language programs: Core, Extended and Immersion. Candidates will have opportunities to reflect, communicate and apply their learning through practical experiences.

3. Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession

A commitment to a clear vision of what it means to be a teacher is at the core of the teacher professionalism. The *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* provide the focus for ongoing professional learning and are the foundation for the development of the Additional Qualification course: French as a Second Language, Part II. In addition, the *Professional Learning Framework for the Teaching Profession* supports standards of practice, articulates the principles on which effective teacher learning is based and acknowledges a range of options to promote continuous professional learning.

4. Learning Expectations

The *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* have been embedded in the learning expectations for the Additional Qualification course: French as a Second Language, Part II.

This Additional Qualification course has the following learning expectations for candidates:

- building personal understanding about implementing and integrating Ministry of Education curriculum, Ministry of Education and school board policies and guidelines
- having the theoretical understanding and foundation necessary to design, implement, and assess programs for students

- demonstrating a deeper understanding of theories and methodologies for teaching French as a Second Language through reflection on their influence on and application to professional practice
- expanding knowledge and application of strategies to create inclusive, equitable and safe learning environments that address the diversity of learners
- articulating an increased understanding of the learner's social, emotional, physical, linguistic, cultural, spiritual and moral development in second language learning environments as they relate to program development and the assessment and the evaluation of students
- expanding and demonstrating understanding of how to accommodate and/or modify expectations, teaching strategies and assessment practices based on the developmental and/or special needs of students
- demonstrating strategies that facilitate collaboration with partners which may include in-school and board personnel, subject associations, parents/guardians and the community to support FSL teaching and learning
- developing further and expanding personal management and organizational skills required in the delivery of French as a Second Language education
- identifying, accessing and evaluating a variety of resources and networks within and beyond the educational system to enhance and support student learning
- demonstrating an increased ability to integrate information and communication technology into teaching French as a Second Language
- demonstrating the ability to respond to and initiate innovation and change to further enhance learning
- demonstrating the ability to modify program through reflection, active engagement and collaboration
- expanding skills using and developing an array of assessment and evaluation practices related to teaching French as a Second Language
- demonstrating an awareness of research relevant to French as a Second Language and an understanding of its implications
- demonstrating communication skills to maintain and promote French as a Second Language across the curriculum

5. Curriculum Content, Part II

The Additional Qualification course: French as a Second Language, Part II supports the following:

Choices into Action

Ontario Secondary Schools, Grades 9-12

Program Planning and Assessment, Grades 9-12

The Kindergarten Program

The Ontario Curriculum, Grades 1-8: French as a Second Language – French Immersion
The Ontario Curriculum, Grades 4-8: French as a Second Language – Extended French
The Ontario Curriculum, Grades 4-8: French as a Second Language – Core French
The Ontario Curriculum, Grades 9 and 10: French as a Second Language
The Ontario Curriculum, Grades 11 and 12: French as a Second Language
Individual Education Plans: Standards for Development, Program Planning and Implementation

Successful candidates will demonstrate their understanding and ability to apply the following:

A. *Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession*

B. Theoretical Foundations of French as a Second Language, Part II:

- applying theories of human development and knowledge of learning preferences, strategies and research in the context of language acquisition
- applying relevant theories of instructional practice in second language development to the delivery of the French as a Second Language curriculum

C. Program Planning, Development and Implementation:

- planning French as a Second Language programs that enable students to meet Ontario Ministry of Education curriculum expectations
- examining the continuum of the Ontario curriculum for French as a Second Language and making connections among the divisions
- planning programs that demonstrate the relationship among expectations, teaching/learning strategies, and assessment and evaluation
- expanding understanding of how to accommodate and modify expectations, teaching strategies and assessment practices based on the developmental and/or special needs of students
- expanding knowledge of a wide range of resources and equipment by analyzing suitability for French as a Second Language teaching and learning at all levels
- using relevant research and school improvement plans to review and revise French as a Second Language programs
- analyzing and modifying programs to ensure opportunities for students to develop commitment to French as a Second Language and an understanding of the importance of the francophone culture in Canada and around the world

D. The Learning Environment:

- expanding the use of relevant and engaging teaching strategies that enable students to make connections between classroom learning and real life experiences
- examining and evaluating modifications and accommodations in activities and programs to meet the needs of all learners
- expanding the use of technologies as a teaching and learning tool where appropriate

E. Legal and Ethical Issues:

- applying knowledge of legal and ethical issues and responsibilities in the development of French as a Second Language programs
- analyzing the implications of relevant school, board and provincial policies and guidelines when planning French as a Second Language programs

F. Assessment and Evaluation:

- demonstrating understanding of appropriate self, peer and teacher assessment and evaluation practices
- analyzing and applying assessment and evaluation practices that reflect the key components of the French as a Second Language curriculum
- demonstrating knowledge of the intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development of children when assessing and evaluating students
- expanding awareness and understanding of how to accommodate and modify assessment practices based on the developmental and/or special needs of students

G. School, Parent/Guardian and Community:

- developing strategies for communicating the value of learning French as a Second Language, curriculum expectations, program details and assessment strategies to parents/guardians and colleagues
- establishing collaborative relationships with colleagues, parents, community members and organizations
- identifying strategies to solicit community volunteers to work in partnership with the school to support French as a Second Language programs to encourage participation of students in community events and activities where possible

6. Instructional Practice

In the delivery of this Additional Qualification course, instructors use strategies that are relevant, meaningful, practical and provide candidates with learning experiences about program, instruction and assessment and evaluation. These include but are not limited to, small group interaction, action research, peer presentations, case study analysis, independent inquiry, problem solving, co-operative learning and direct instruction. Instructors honour the principles of adult learning, recognize candidates' experience and prior learning and respond to individual needs.

Important to the course are opportunities for candidates to create support networks, receive feedback from peers and instructors, and share the products of their learning with others. The language of instruction for the majority of the course should be French so that opportunities for professional reading, reflection, communication and expression in the French language are provided.

Instructors model effective instructional practices and employ a variety of strategies for formative assessment and summative evaluation. Instructors are encouraged to use information and communication technology to support pedagogical effectiveness.

7. Assessment and Evaluation of Candidates

At the beginning of the course, candidates are provided with the specific expectations and forms of assessment and evaluation that will be used throughout the course.

A balanced approach to candidate assessment and evaluation is used. It includes the combination of self and peer assessment and instructor evaluation, and models best practice. Candidates demonstrate their learning through performance, written and oral assessments. There are opportunities for both formative and summative evaluation.

Central to the teachers enrolled in Additional Qualification courses is the opportunity to be engaged in productive and meaningful work. Assignments and projects should include practical materials that help teachers make the connection between theory and practice. At the same time, assignments allow candidates flexibility, choice, and individual inquiry opportunities.

A final culminating experience in the course is recommended. This experience may take the form of a performance-based assessment, a written assignment, a research paper or a project that is meaningful and practical.

The following list of assessment strategies is not exhaustive; it is intended as a guide only.

- a) Performance Assessment: demonstrating learning through presentation of model lessons and activities
- b) Oral Presentation: sharing information with colleagues with respect to a new skill, resource, web site or organization; providing insight into an issue that impacts the teaching of French as a Second Language
- c) Portfolio: using a portfolio to track progress through reflective notes; collecting information and resources on a related topic
- d) Action Research: engaging in reflective practice through personal research within the context of French as a Second Language education
- e) Written Assessment: responding to questions; writing an essay on a topic related to the course content; writing a philosophy of French as a Second Language education to share with parents