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

Additional Qualification Course Guideline

French as a Second Language (Specialist)

Schedule D
Regulation 184/97
Teachers' Qualifications

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

Additional Qualification Course Guideline
French as a Second Language (Specialist)

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, Specialist 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, Specialist is to extend the knowledge and skills from Part I and II, with a focus on leadership skills in French as a Second Language education. The Additional Qualification course: French as a Second Language, Specialist 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, Specialist provides candidates with a strong foundation and understanding of the vision and underlying philosophy related to French as a Second Language. The Additional Qualification French as a Second Language, Specialist requires the successful completion of the Additional Qualification course French as a Second Language, Part II. 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, Specialist with at least two years of successful teaching experience including at least one year teaching French as a Second Language in Ontario. 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 child development and learning with their understanding of French as a Second Language to facilitate active student engagement.

The course is based on an in depth knowledge of French as a Second Language education: Core, Extended and Immersion and includes a focus on leadership skills. 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, Specialist. In addition, *The Professional Learning Framework* supports the 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, Specialist.

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

- demonstrating leadership in the implementation of 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
- facilitating understanding and application theories and methodologies for teaching, and fundamental concepts of French as a Second Language

- demonstrating and analyzing strategies to create an inclusive, equitable and safe learning environment that addresses the diversity of learners, both children and adults
- assisting others to address the social, emotional, intellectual, physical, linguistic, cultural, spiritual and moral development of students in programs
- demonstrating leadership in accommodating and/or modifying expectations, teaching strategies and assessment practices based on the developmental and/or special needs of students
- demonstrating skills and strategies that facilitate the establishment of networks with in-school and board personnel, subject associations, parents/guardians and the community to support French as a Second Language teaching and learning
- developing strategies to assist others in modifying and in refining classroom practice and develop personal management and organizational skills required in the delivery of French as a Second Language education
- providing support in accessing and evaluating a variety of resources and networks within and beyond the educational system to enhance and support student learning
- modeling the integration of information and communication technology in French as a Second Language education
- demonstrating the ability to facilitate innovation and change to influence learning positively
- demonstrating leadership in assisting others to modify practice based on reflection, active engagement and collaboration
- modeling the use and development of an array of assessment and evaluation practices related to teaching French as a Second Language
- promoting the use of current research and an understanding of its implications for teaching and learning in French as a Second Language education
- demonstrating leadership skills to maintain and promote French as a Second Language education beyond the classroom

5. Curriculum Content, Specialist

The Additional Qualification course: French as a Second Language, Specialist 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: *French as a Second Language – French Immersion Grades 1-8*
French as a Second Language – Extended French Grades 4-8
French as a Second Language – Core French Grades 4-8
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 for French as a Second Language, Specialist:

- modeling the application of human development theories and research in the context of language acquisition
- demonstrating knowledge of board, provincial, national and international reports and current trends in theory and research relating to French as a Second Language education

C. Program Planning, Development, Implementation and Review:

- modeling and assisting colleagues with French as a Second Language program planning in an integrated model when appropriate
- demonstrating the skills required for curriculum review, design, and implementation as they influence the delivery of French as a Second Language programs
- assisting colleagues to plan programs that reflect the relationship among expectations, teaching/learning strategies, and assessment and evaluation
- assisting colleagues to modify learning expectations and teaching practices and to make accommodations for the learner based on developmental and/or special needs
- evaluating and sharing recent and relevant student and teacher resources and equipment for French as a Second Language teaching and learning
- examining and critiquing policies, statements and/or guidelines that have implications for French as a Second Language education and then creating local plans of action and response
- modeling and promoting the development of programs that provide opportunities for students and teachers to play a leadership role in promoting a commitment to French as a Second Language and an understanding of the importance of the francophone culture in Canada and around the world

D. Leadership:

- demonstrating leadership in the application of classroom management principles to provide a safe learning environment
- encouraging and providing support for exemplary practice in French as a Second Language education
- demonstrating leadership in assisting others to develop a commitment to and acquire confidence in delivering French as a Second Language programs that meet the needs of all students
- promoting the use of technologies as a teaching and learning tool when appropriate
- promoting the use of local, provincial, national and/or international organizations related to teaching and learning of French as a Second Language
- demonstrating leadership skills to enhance French as a Second Language education beyond the classroom
- modeling a commitment to maintain a high level of proficiency in French
- demonstrating knowledge and skills in designing, developing and implementing professional development experiences

E. Legal and Ethical Issues:

- demonstrating leadership in the application of school, board and provincial guidelines, procedures, policies and regulations for French as a Second Language education
- informing others about changes in policies, guidelines, legal and ethical issues related to French as a Second Language

F. Assessment and Evaluation:

- sharing knowledge of appropriate self, peer and teacher assessment and evaluation practices
- promoting the use of assessment and evaluation practices that reflect the key components of the French as a Second Language curriculum, e.g. oral communication, reading and writing
- demonstrating leadership in the implementation of assessment and evaluation policies and practices
- demonstrating leadership in accommodating and/or modifying assessment practices based on the developmental and/or special needs of students
- identifying and critiquing assessment and evaluation practices and research

G. School, Parent/Guardian and Community:

- facilitating the development of strategies for communicating curriculum expectations, program details and assessment practices to parents/guardians
- modeling collaborative strategies with in-school personnel, parents/ guardians and the community
- demonstrating leadership skills to promote French as a Second Language education within the community

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; participating in practical experiences and tracking improvement

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 on the teaching of French as a Second Language

c) Portfolio: compiling a series of sample planning, tracking and assessment tools to provide guidance for a new teacher

d) Action Research: engaging in reflective practice through personal research and its applications 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; developing a program assessment and evaluation plan to share with colleagues

f) Leadership project: developing a comprehensive plan for a curriculum-related project at the school or board level