

FSL for School Administrators

FROM AWARENESS to ACTION

From Awareness to Action is a professional learning publication to support school administrators in the strengthening of French as a Second Language.



ISSUE 7 Pathways in French as a Second Language Grades 7 to 12

IN THIS ISSUE

the focus is to highlight the role of administrators in promoting all FSL pathways.

Administrators have a critical role in ensuring that all students are provided opportunities and supports as they plan their pathways through school and transition to postsecondary destinations. The following documents challenge educators to review current practices to ensure that the benefits of second language learning in Grades 7 to 12 are highlighted for all students.

WHAT'S MY ROLE?

The role of school administrators in working with their guidance and FSL staff is to bring all French pathway opportunities to the attention of students while reinforcing the part FSL plays in their pathway and career planning. Students will benefit from understanding the implications of course selection as they explore post-secondary options. This understanding will enable students to make the connection between language learning and the impact on longer term career/life goals.

“Schools and school boards explore the use of flexible timetabling and scheduling to provide students with a wider range of options and to avoid conflicts with mandatory courses (e.g., block scheduling).”

A Framework for French as a Second Language in Ontario Schools (2013), p. 16

Substitutions and Exemptions

School policies concerning substitutions and exemptions clearly impact individual student pathways. Policy/Program memorandum (PPM) No. 58 that provided for the possibility of individual exemptions for elementary students was revoked in 2004. The 2014 secondary FSL curriculum policy supports a differentiated approach to teaching and learning where an understanding of each individual student's strengths, needs, and interests will help teachers plan effective instruction for all.

Including Students with Special Education Needs in French as a Second Language Programs invites boards to review their local procedures and practices regarding exemptions and substitutions for FSL programs. Are students' individual strengths, interests and needs taken into consideration when program decisions are being made?

The Importance of FSL Programming

In Ontario, there are three FSL programs that allow students to access second language learning: Core French, Extended French and French Immersion. The goal of all three programs is to improve student confidence and proficiency in French so that students can achieve a level of functionality which will: encourage them to further pursue their study of the language; provide them with the confidence to speak French when needed to solve a problem, ask a question, or simply converse with native-language speakers, and expose them to different French-speaking cultures across the world. “FSL programs are for all students” (*A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12, p.10*). School administrators can work in service of this principle by promoting the value and importance of FSL programs and ensuring they are accessible to all learners. This can be done by sharing the many benefits of FSL with students, parents and teachers, such as offering support during FSL course selection conversations, engaging in strategic timetabling where students' postsecondary goals can include French courses, and ensuring that French is visible and alive in the school community via posters, announcements, and extracurricular opportunities.

CONTINUED ON NEXT PAGE

Transitions and Career / Life Planning

It is important to include FSL in conversations regarding transitions and career/ life planning. **Creating Pathways to Success** outlines policies and processes to guide schools in creating comprehensive programs. Tools such as MyBlueprint assist students in charting their secondary and post-secondary trajectories. When offering career fairs or other job-exploration opportunities, highlighting employment where French is required, or an asset, will ensure that students see the value of FSL learning. Students need to consider such questions as: Why is learning French important to me? How does French support my goals? Can I foresee how I might need French in the future? How can it broaden my opportunities?

Refer to **A Map for Supporting Student Pathways in FSL: A Resource for Guidance Counsellors in Ontario** for more resources for administrators and guidance staff as they support students in their exploration of pathways that include FSL.

Experiential Learning including Cooperative Education and the Specialist High Skills Major (SHSM)

Experiential learning provides students with an opportunity to apply their language learning in various settings outside of the classroom (e.g., Cooperative Education and Specialist High Skills Major (SHSM)). These experiences allow students to apply and extend knowledge and skills in exciting and meaningful contexts that render the language pertinent and applicable to their real lives as they explore education and career/life options.

School administrators are encouraged to examine key transitions and course selection processes, timetabling practices, and experiential learning opportunities in order to provide all students with access to a breadth of FSL learning opportunities.

As of September 2022, a Non-Profit SHSM in Education French as Second Language (FSL) stream was made available to schools and school boards for Grade 11 and 12 students enrolled in core, extended or French Immersion programs. To provide students with the opportunity to experience what it is like to be an FSL educator, they will fulfill the cooperative education requirement of their SHSM by being placed in an educational setting where French is spoken. This SHSM will assist teachers in providing the enriched experiences that are challenging to offer students in the regular classroom setting and are aligned to the expectations in the FSL curriculum.

From the Field:

A guidance counsellor who is also an FSL teacher shares strategies for encouraging FSL pathway options such as:

- *Focusing mostly on the grade 9 students as they are the future of the French program. “If you can hook them in grade 9, then you have a good chance of keeping them.”*
- *Inviting exchange students to visit the class on a regular basis. Promoting the exchange program with students as they are more likely to continue to take French if they complete an exchange.*
- *Organizing trips with cultural opportunities such as French restaurants, plays, and bookstores.*

(Welcoming English Language Learners into FSL Classrooms, 2016, p. 8)



One article to read, one quote to consider, one link to click...

1. **Including Students with Special Education Needs in French as a Second Language Programs** (2015). This document serves as a companion to *A Framework for French as a Second Language in Ontario Schools Kindergarten to Grade 12, 2013* by providing additional research, data, and examples of inclusive practice. It focuses on ways to make all FSL programs more available to students with special education needs and on the supports these students need to succeed.
2. “Planned learning experiences in the community, including job shadowing and job twinning, field trips, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning in a work setting, make connections between school and work, and explore a career of interest as they plan their pathway through secondary school and on to their postsecondary destination.” (*The Ontario Curriculum, Grades 9 to 12: French as a Second Language – Core, Extended and Immersion French, 2014*, p. 54)
3. *Supporting Students in FSL*: A resource released in September 2015 for principals and vice principals including a video for self-reflection and a second video to support principals in their ongoing dialogue with special education and guidance educators. Of note, a guidance counsellor speaks directly about the strategies she uses in the promotion of FSL at the secondary level (**Transforming FSL**).

Courses, Pathways and Opportunities

The 2014 secondary FSL curriculum emphasizes FSL as an essential component of diverse pathways. The following table summarizes secondary FSL course offerings:

Courses and Graduation Requirements	Key Information	Pathway Opportunities
Grade 9 FSL Courses	Grade 9 Academic <u>only</u> . (See Issue 9 for more information on de-streaming and FSL)	<ul style="list-style-type: none"> Grade 9 French courses are offered only at the academic level beginning September 2022.
Open Level Grade 9 Core French Course for Students with <u>limited hours of instruction</u>* in FSL	Grade 9 Core French Open	<ul style="list-style-type: none"> Gr. 9 Open (FSF10) is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours* of elementary Core French instruction.
Grade 10 Academic, Applied, and Open Courses	Students in Grade 10 are offered pathway options that include academic, applied, and open credits.	<ul style="list-style-type: none"> Students in Grade 10 may still opt for applied courses, FIF2P, FEF2P, and FSF2P. The open level Core French course is FSF20. (Note that there are no open level course options for Immersion and Extended French.)
Grade 11 and 12 University Courses	Students in Grade 11 and 12 Core, Immersion, and Extended	<ul style="list-style-type: none"> Students in Grades 11 and 12 Core French may continue their studies at the university level, FSF3U, FSF4U, FIF3U, FIF4U, FEF3U, and FEF4U
Grade 11 and 12 French Immersion Open Courses	Grade 11 and 12 French Immersion Open	<ul style="list-style-type: none"> Immersion students may continue their studies in French with an emphasis on language skills that will prepare them for the workplace and beyond. (Note that there are no open level courses in Grade 11 and 12 offered at the Extended level.)
Open Level Grade 11 and 12 Core French Courses	Grade 11 and 12 Core French Open	<ul style="list-style-type: none"> Core French students can continue their French studies in courses that are focused on real-life situations. (Note that this is the only pathway option for students to continue their studies if they completed FSF20.) **
Cooperative Education and Specialist High Skills Major	Grade 11 and 12 experiential learning opportunities in French (can be linked to any related FSL course or courses)	<ul style="list-style-type: none"> Students may extend their learning, further explore their skills and interests, navigate career opportunities, and earn credits by participating in a semester-long work placement in a French setting within or outside of school.
Alternative (non-credit) course options	K courses, which are alternative (non-credit) courses, can also be designed to include FSL components for students working towards an OSSC (Ontario Secondary School Certificate) or a Certificate of Accomplishment.	<ul style="list-style-type: none"> For example, the alternative (non-credit) course KEN (Language and Communication Development) might offer simple expressions and vocabulary in French.
Graduation requirements	<ul style="list-style-type: none"> Students must earn a minimum 30 credits, including 1 credit in FSL. A maximum of 2 credits in FSL may count as additional compulsory credits: 1 credit from Group 1, and 1 credit from either Group 2 or Group 3 	<ul style="list-style-type: none"> Students may select up to three FSL credits to meet the requirements of the Ontario Secondary School Diploma
<p>* Minimum Hours of French for Core, Extended, and French Immersion at the elementary level are outlined on page 39 of <i>A Framework for French as a Second Language in Ontario</i>.</p> <p>** Please see page 17 of the <i>Ontario Curriculum Grade 9 to 12, French as a Second Language Core French, Extended French, French Immersion</i> document for more details regarding pre-requisites for each course.</p>		