

3. In the de-streamed classroom, FSL teachers need to lean on the tenets of the Common European Framework of Reference (CEFR) with an emphasis on learning goals, success criteria, and ‘I can’ statements as they build lessons around this framework (**FSL: A guide to Reflective Practice for Core French Teachers, Module 6 Learner Autonomy and Metacognition**). Through the common language of the CEFR, grammar is taught in context, and learning goals are authentic with meaningful targeted language objectives (**Grammar in Action**). Finally, tasks must be action-oriented and focused on real-life situation (**From Communicative to Action-Oriented**).

Administrators need to engage FSL teachers in professional learning on de-streaming and discuss with them where their pedagogical strengths and next steps lie. Many FSL educators work in isolation so fostering dialogue between educators, which sometimes means between schools, will assist them with programming for the diverse needs of the students in the Grade 9 single-streamed French classroom.

**Grade 9 Open Level Core French (FSF10) for students with little or no background in Core French, is not a de-streamed course.*

What’s My Role?

As administrators, you are the advocate for all students, especially those who are marginalized, to ensure that all pathways are made available to them. You must equally be a proponent of French Second Language learning as an indispensable puzzle piece of students’ postsecondary pathway mapping.



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

1. “De-streaming can serve to provide full and equitable access to programs of study aligned with students’ interests and career aspirations – regardless of race, class, ability, or language. However, ending streaming in schools effectively necessitates more than just combining students with varying educational needs into a single classroom. It requires a careful multi-year strategy developed collaboratively between education and community stakeholders that includes:
 - a commitment to a long-term cultural and pedagogical shift informed by principles of equity, anti-racism, and anti-oppression;
 - investment in meaningful supports and training for educators; and
 - ongoing monitoring and evaluation mechanisms to ensure sustained success.”
 Tianna Thompson, **PATHWAY TO DE-STREAMING: Levelling the stacked deck requires hard work and proper support.**
2. “The Ontario equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. Antidiscrimination education continues to be an important and integral component of the strategy, (p. 45, The Ontario Curriculum Grades 9 to 12: French as a Second Language, Core French, Extended French, French Immersion).”
3. **Destreaming — The Educators’ Playground (theeducatorsplayground.ca)** “The Ontario government’s de-streaming announcement is a once-in-a-generation opportunity to improve student success, so it’s essential we do not de-stream for appearances’ sake — but de-stream right.” Jason To, Coordinator, Secondary Mathematics and Academic Pathways, Toronto District School Board.