



A Continuum of Considerations for Leaders in FSL Programs

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This continuum is a tool to guide leaders in French as a Second Language (FSL) programs. It can be used to determine strengths and next steps to overcome systemic barriers in FSL in various contexts. There are also resources listed to support growth within each component.

As you reflect on the components outlined below, consider:

- What are your strengths? What are your next steps?
- What data do you have or might you gather?
- What resources would be most helpful to you in supporting growth?

Component 1: French as a Second Language Programs are inclusive.

Full implementation	Moderate implementation	Beginning implementation	Non-implementation
Decision makers are actively engaged to eradicate systemic barriers in order to support the inclusion of students in FSL programming up to and including grade 12.	Reliable data is being used to identify systemic barriers that inhibit the inclusion of all students in FSL programming up to and including grade 12. Decision makers are largely aware of the systemic barriers of concern within their system as well as the root causes of these barriers.	A plan is in place to gather the data necessary to begin to identify key barriers. There is increasing awareness amongst decision makers that systemic barriers interfere with successful inclusion of all students in FSL programming up to and including grade 12.	Many key decision makers are largely unaware of systemic barriers that prevent the inclusion of students in FSL programming up to and including grade 12. Little or no data is available to support identification of systemic barriers.

Possible resources

- [Including Students with Special Education Needs in FSL Programs](#)
- [Welcoming English Language Learners into FSL Programs](#)
- Transforming FSL
 - [Planning Conversations to Support FSL Students](#)
 - [Supporting Inclusion in FSL Programs](#)
 - [Supporting Inclusion in FSL Programs](#) - Part 2
 - [Ed Talk Principal to Principal](#)
 - [Awareness to Action](#)
 - [A Map for Supporting Student Pathways in FSL](#)
- Transforming FSL [Virtual Learning Series](#):
 - [Equity and Inclusion](#) with Adam White
 - [Special Education Needs](#) with Andrea Vogan
- [The Collective Responsibility of Equity for Multilingual Learners](#)
- [Equity for Multilingual Learners](#)
- Ontario Human Rights Commission's [Right to Read Inquiry Report](#)
- [The CEFR in Ontario - A Continuum of Implementation](#)

Component 2: Pedagogy is reflective of every learner's identity.

Full implementation	Moderate implementation	Beginning implementation	Non-implementation
Instruction, assessment and resources are culturally relevant and responsive. Instruction and assessment are reflective and inclusive of the diversity and identity of all learners.	Instruction, assessment and resources are mostly culturally relevant and responsive. Instruction and assessment are reflective and inclusive of the diversity of most learners.	Instruction, assessment and resources included are somewhat culturally relevant and responsive. There is an emerging awareness that instruction and assessment should be reflective and inclusive of the diversity of all learners.	Instruction, assessment and resources have been in place over many years and continue to be used in the same format. Instruction and assessment are educator-directed with little to no consideration for the students' identity .

Possible resources

- OMLTA/AOPLV [Dare to Unmute](#) professional learning module series
- [Equity walk matrix](#)
- [Culturally Responsive Sustaining Education Framework](#)
- [Plurilingual Guide - Implementing Critical Plurilingual Pedagogy in Language Education](#)
- [Lignes Directrices de la Conception Universelle de L'Apprentissage](#), CAST 2011
- [Idélo](#)
- [TV5 Monde](#)
- [Francolab](#)

Component 3: Educators provide strong models for French language acquisition.

Full implementation	Moderate implementation	Beginning implementation	Non-implementation
Educators have a high level of proficiency and provide a strong model to their students for listening, speaking, reading and writing in French.	Educators have an intermediate level of proficiency and are able to model many strategies for listening, speaking, reading and writing in French.	Educators have an elementary level of proficiency and learn listening, speaking, reading and writing in French alongside their students.	Educators have a limited level of proficiency and rely on additional/outside resources to model listening, speaking, reading and writing in French for their students.

Possible resources

- Virtual French language proficiency coaching ([Première Class](#), [Alliance française](#))
- OPSBA - [Developing a French-Language Proficiency Assessment Toolkit and Resource Guide](#)
- [Common European Framework of Reference for Languages: Learning, Teaching, Assessment](#) - descriptors matching CEFR levels B2 and C1 were the ones most often selected in the OPSBA report
- Language proficiency assessment: [Ev@lang](#)
- [Association canadienne des professionnels de l'immersion](#)
- Summer learning - language proficiency and cultural experiences:
 - OMLTA/AOPLV Projet à Québec and Projet à Moncton
 - [French Immersion School Trois-Pistoles](#) through Western University Continuing Studies
 - ACPI Moncton Immersion program

<https://www.air.org/resource/innovation-configurations-concerns-based-adoption-model>

This document was created by adapting a research-based process from the Concerns Based Adoption Model (CBAM). According to the CBAM, the “innovation configuration” process:

- provides clear, specific, and shared descriptions of what a new program or practice should look like;
- focuses on the key components of a program or practice;
- describes variations for each component of a new program in terms of the actions and behaviors that are ideal, acceptable, and unacceptable;
- differs from rubrics in that Innovation Configurations describe rather than rate a new practice;
- produces flexible documents that can change as the use of a new program or practice matures; and
- helps teachers who are new to a school understand program expectations.