



Lynda Mitchell summarized the 2 handouts to all FSLC members.

Strategic Direction of the CEFR – Five year goals:

1. FSL students will see the relevance of their continued development of proficiency as globally-minded citizens;
2. FSL teachers will be confident in communicating how their evolving practice reflects the CEFR;
3. FSL decision makers will value and promote the benefits of student confidence and proficiency in French.

The following areas of focus are connected to provincial curriculum and policies, and play an interrelated role to achieve these outcomes:

- Student Confidence
- Learner Autonomy and Metacognition
- Equity and Inclusion
- Development of Plurilingual and Pluricultural Competences
- Pathway and Program Planning

The CEFR in Ontario: A Continuum of Implementation contains 4 components:

1. French instruction focuses on authentic communications in French and a balance of Listening, Speaking, Reading and Writing;
2. Learning, teaching and assessment have a proficiency angle;
3. Learning is highly interactive;
4. Learner autonomy and metacognition are of central importance.

Trustee Bob Brush, appreciated the emphasis on culture and language awareness which is part of the strategic plan.

CONNECTING THE FSL PLAN TO THE STRATEGIC PLAN & BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING (BIPSAW):

- Haley Brooks provided an overview of FSL courses offered to secondary students.
- Lynda Mitchell mentioned how accumulated surplus funds will provide relevant reading resources to secondary students 7-12. The elementary K-6 have already received their resources which also included French Immersion.

Kristen Niemi presented the Literacy part of the BIPSAW, focusing on the Diplôme d'Études en Langue Française (DELFF).

Goal: Increased student achievement in literacy

Target	Action(s)	Indicators of Success
<p>85% of students challenging the DELF will successfully complete the B1 assessment.</p> <p>15% of students challenging the DELF will successfully complete the B2 assessment.</p>	<ol style="list-style-type: none"> 1. Administer and moderate speaking and listening components of the DELF at junior and intermediate levels in order to build capacity, understanding and consistency (C,E/1) 2. Co-plan, co-teach and co-debrief speaking and listening strategies related CEFR inspired practice supporting the DELF (I,E/1,3) 3. Administer DELF to Grade 12 students (C,I/1,3) 	<ul style="list-style-type: none"> • Educators will engage students in authentic and spontaneous speaking and listening on a daily basis • Students will demonstrate progress in oral communication and oral comprehension in authentic and spontaneous situations



Members formed groups to discuss the connection between the FSL plan to the Strategic Plan & Board Improvement Plan using the 3 focus commitments:

1. We put the needs of learners first by:

- Important for teachers to be involved in the cognitive profiles for students.
- Providing resources to ensure they are relevant and meaningful to students and teachers.

2. We commit to excellence by:

- Efficacy and DELF to increase the B1 and B2 challenges
- Do staff believe they have the skills to support DELF?
- Core French teachers in K-6 and how we can engage networking.

3. We utilize the leadership skills of the entire community by:

- Elementary schools the older students to provide leadership to the younger students like reading buddies and Timmins Centennial Public School had a Math night that allowed Grade 6 students to be in a leadership role to lead the activities provided.
- Proposals to take French out of the classroom and into the community to be a leader in language skills.

REFLECTIONS AND NEXT STEPS:

Provide an update on the progress of the Secondary course offerings and student experiences.

Student Voice.

Student Surveys.

Provide an update on the learners with a learning disability in the French program.

ADJOURNMENT

Meeting was adjourned at **5:16 p.m.**

DATE OF NEXT MEETING: February 13, 2020, Schumacher Board Office.