

SUPPORTING FSL TEACHERS



Consider:

5

Many FSL Teachers receive their FSL qualifications through an AQ after they graduate. As a result, few have received any opportunity for practical French classroom experience.



If French Teachers choose to leave they are most likely to do so in the first five years of teaching.

Why are new French immersion and FSL teachers leaving the profession? ACPI 2008

1%

Transition to Teaching 2020

FSL teachers are most likely to obtain permanent positions in their first few years of teaching. FSL-qualified teacher unemployment dropped from four per cent in 2017 to just 1 percent in 2020.

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WHY MIGHT FSL TEACHERS FEEL LESS CONFIDENT?



Being the only Core French teacher in a school can lead to a lack of collaboration and professional learning opportunities.

Core French teachers have a short time allotted for FSL instruction. Transition times and entry/exit routines use precious instructional time.



As FSL teachers are more likely to get permanent positions quickly, this leads to a lack of observation of more experienced FSL teachers.



FSL teachers may question whether they possess the language proficiency to perform as well as an effective L2 teacher, especially if they do not possess a french degree.

WHAT SUPPORTS NEED TO BE IN PLACE?

1

In general, those wishing to teach FSL must be provided with more opportunities during their teacher education programs for practical experience in FSL classroom.

2

FSL teachers need to receive professional development opportunities to enhance their French language skills.

3

School administrators need to be aware of the amount of support given to new FSL teachers and the way the FSL program is viewed in their schools. Send a message that the program and its teachers are a valuable member of the school community!

Resource: *Self-Efficacy Beliefs of Novice FSL teachers: A Case Study of Ontario Teachers* Cooke & Faez 2018

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