

CLASSROOM OBSERVATION AND DISCUSSION

French (English Program) – Grades 4 to 8



VISION OF FRENCH (ENGLISH PROGRAM)

French courses aim to provide all students in Manitoba with quality French instruction that enables them to communicate in the French language and to appreciate Francophone cultures.

GOAL OF THE TOOL

The goal of this tool is to facilitate observation and discussion that outlines the characteristics of effective teaching and learning of French.

PURPOSE OF THE TOOL

This tool is designed to guide the observation of the teaching of French and to guide follow-up discussion; it identifies the key elements of effective teaching in an easy-to-follow format that facilitates productive dialogue.

BENEFITS OF THE TOOL

- **Understanding Effective Teaching and Learning of French:** This tool provides an opportunity for school leaders to understand the expectations of the curriculum and the use of a balanced approach to language learning.
- **Professional Growth:** This tool provides an opportunity for teachers to receive feedback on their instructional practices and how they align with the curriculum and a balanced approach to language learning.
- **Guidance for New Teachers and Student Teachers:** This tool offers support and mentorship for new teachers and student teachers; observations using the tool help identify areas where additional guidance and assistance may be beneficial.



USES OF THE TOOL

This tool can be used for

- observations initiated by the teacher
- observations initiated by a school leader
- guidance in writing professional growth plans
- guidance for professional conversations between
 - teachers
 - teachers and school leaders
 - cooperating teachers, student teachers, and faculty advisors

STEPS TO ADMINISTER THE TOOL

1. Pre-Observation Discussion:

- Discuss the objectives of the observation.
- Discuss [curriculum](#) awareness.
- Determine what will be observed.

2. Observation:

- Use the tool to observe the [balanced approach](#) to language learning and other essential elements of effective teaching.

3. Post-Observation Discussion:

- Share what was observed and offer constructive feedback.
- Discuss areas of strength and next steps.

Note: The desired end goal of all observations is positive growth. The focus is on strengths and on ways to enhance the effective teaching and learning of French.

CONNECTION TO OTHER TOOLS



Teachers may consider using the *Teacher Guide for Self-Reflection* to reflect on knowledge and skills, and to identify strengths and areas of needed support.



Leaders and teachers may consider using the *Student Survey* to confirm the impact of classroom practices.



Date(s) of the Observation: _____

Name of Teacher: _____ Grade Level: _____

Name/Position of Observer(s): _____

Pre-Observation Discussion

Length of the Observation

- ☐ An entire lesson
- ☐ Part of a lesson

Curriculum Awareness

- ☐ Is the teacher aware of the general and specific learning outcomes of the curriculum?
- ☐ Is the teacher aware of and does the teacher understand the [balanced approach](#) to language learning?
- ☐ Is the teacher familiar with the [Portraits of the Learner](#)?
- ☐ How does today's lesson reflect the themes as outlined in the curriculum?

Backward Design

- ☐ Does the teacher consider what students will be able to talk about, read about, and write about at the end of the theme?

What Will Be Observed

What aspect of a balanced approach will be observed in today's lesson?

(Note: A lesson may not incorporate all aspects of the approach.)

- ☐ Oral communication (listening and speaking)
- ☐ Reading
- ☐ Writing
- ☐ Integration of culture
- ☐ Assessment/Evaluation

Anecdotal Observations:



Observation of the Balanced Approach to Language Learning

Oral Communication

- ☐ The teacher models statements in complete sentences.
- ☐ The teacher supports students in creating personal variations of the model statements.
- ☐ The teacher interacts with the students in French.
- ☐ The students interact with each other in French through a variety of oral communication activities.

Reading

- ☐ Readings reflect oral communication and enrich vocabulary, linguistic structures, and ideas.
- ☐ Students understand and interact with the content of the reading through a process of pre-reading, reading, and post-reading activities.
- ☐ Students read aloud to practise fluency and pronunciation, following the model of the teacher.

Writing

- ☐ The writing activity reflects the oral communication and reading goals.
- ☐ The teacher models writing in complete sentences.
- ☐ The teacher supports the students in writing their personal variations.
- ☐ Students engage in an editing process guided by the teacher.
- ☐ Writing activities include pre-writing, writing, and post-writing activities.

Integration of Culture

- ☐ Elements of Francophone cultures are integrated into class activities; these may include music, arts, sports, food, literature, traditions, idiomatic expressions, well-known Francophones and their contributions, etc.
- ☐ Students often share elements of their own cultures to create intercultural experiences.

Assessment and Evaluation

- ☐ Assessments are used to provide feedback to students during activities.
- ☐ Evaluations are used to assess message, fluency, and accuracy in oral communication, reading, and writing.
- ☐ Assessments and evaluations are differentiated to meet the needs of all students.

Anecdotal Observations:



Observation of Other Essential Elements of Effective Teaching and Learning

Linguistically Rich Environment

- ☐ The classroom is a linguistically rich environment created through music, visuals, a word wall, a calendar, weather information, student work, etc.

Language and Engagement

- ☐ The teacher uses language that is appropriate for the grade level.
- ☐ The teacher interacts with the students in French.
- ☐ The students interact with each other in French.
- ☐ The students seem interested and engage positively in class activities.

Routines

- ☐ The lesson begins and ends with routines in French that may include greetings, calendar, music, and friendly chit-chat.

Supporting Activities and Projects

- ☐ Students are engaged in creative and interactive activities and/or projects that support the oral communication, reading, writing, and cultural learning objectives.

Differentiation and Inclusion

- ☐ The teacher adapts to meet the needs of all students by providing additional support or opportunities for extended learning.
- ☐ Students are supported and encouraged by the teacher and their peers during class activities.

Anecdotal Observations:



Post-Observation Discussion

Areas of Strength:

Areas to Consider:

Professional Opportunities and Resources to Consider:

Professional Learning:

[Bureau de l'éducation française](#)

Email: bef.curriculum@gov.mb.ca

Phone: 204-945-6916

Teaching Resources:

[Directions de ressources éducatives françaises](#)

Email: dref@gov.mb.ca

Phone: 204-945-8594 or 1-800-667-2950

Language Training:

[Université de Saint-Boniface](#)

Email: dep@ustboniface.ca

Phone: 204-235-4400

Resources for the Integration of Culture:

[Répertoire d'activités culturelles et éducatives \(raec\)](#)

[Canadian Association of Second Language Teachers](#)

[Alliance française](#)

Email: info@afmanitoba.ca

Phone: 204-477-1515

Anecdotal Observations: