

CLASSROOM OBSERVATION AND DISCUSSION

French (English Program) – Kindergarten to Grade 3



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 provide an observation and discussion guide 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 this 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 for a formal or informal evaluation
- 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.



Date(s) of the Observation: _____

Name of Teacher: _____ Grade Level: _____

Name/Position of Observer(s): _____

Pre-Observation Discussion

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 a balanced approach to language learning?
- ☐ Is the teacher aware of the support documents *Au Manitoba, on s’amuse en français*, and *Suggested Resources by Theme and by Month* that are included with the curriculum document?
- ☐ Does today’s lesson reflect the themes as outlined in the support documents?

What Will Be Observed

What aspect of the balanced approach will be observed in today’s lesson?

(Note: All lessons involve oral communication though the focus may be on one aspect of the approach.)

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

Anecdotal Observations:



Observation of the Balanced Approach to Language Learning

Oral Communication

- ☐ The teacher models simple statements that reflect students' lives and their surroundings.
- ☐ The students use the statements during playful activities that may involve singing, movement, or games.
- ☐ The students engage in authentic interactions through sharing simple statements and some personal variations.

Reading

- ☐ The reading reflects the oral communication interactions.
- ☐ The teacher models reading aloud.
- ☐ The teacher supports the students in reading aloud.

Writing

- ☐ The writing activity reflects the oral communication interactions.
- ☐ The teacher models writing.
- ☐ The students imitate the teacher's model.

Integration of Culture

- ☐ Elements of Francophone cultures are integrated into class activities; these may include music, food, art, dance, and celebrations.

Anecdotal Observations:



Observation of Other Essential Elements of Effective Teaching and Learning

Linguistically Rich Environment

- ☐ The classroom is a linguistically rich environment; there are French words and phrases with images, calendar and 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 are positively engaged in creative and interactive activities.

Routines

- ☐ There is evidence of routines that may include greetings, a song, the calendar, and weather.

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: