



GUIDELINES AND TOOLS FOR FRENCH IN THE ENGLISH PROGRAM

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This resource is available on the Manitoba Education and Early Childhood Learning website at <https://www.edu.gov.mb.ca/k12/cur/french/index.html>.

Please note that the department may make changes to the online version.

Ce document est disponible en français.



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INTRODUCTION

PURPOSE OF DOCUMENT

Manitoba Education and Early Childhood Learning, through the Bureau de l'éducation française Division, is committed to quality French instruction for students from Kindergarten to Grade 12. The purpose of this document is to provide guidelines and tools to support the successful delivery of French courses in the English Program.

INTENDED AUDIENCE

This document is intended for system and school leaders and for teachers involved in the successful delivery of French in the English Program. It is available in both English and French on the [Manitoba Education and Early Childhood Learning](#) website.

CONTEXT FOR FRENCH LANGUAGE LEARNING

Globally, the French language is spoken by approximately 300 million people, according to the 2022 report from the Organisation internationale de la Francophonie (OIF), making it one of the most widely spoken languages. It is the official language in 29 countries and is recognized as a working language in various international organizations.

In Canada, French is one of the two official languages. According to the 2021 census from Statistics Canada, 10.7 million or 29.1% of the population can conduct a conversation in French.

In Manitoba, the French language and culture hold a place of prominence. There is a significant Francophone population and French is widely spoken in both social and professional contexts. Many students and families choose to learn French in Manitoba.

The province offers three options for learning French: the Français Program, the French Immersion Program, and French in the English Program. Annually, approximately 50,000 students are enrolled in French in English Program schools, signifying its importance in Manitoba's education system.

FRENCH IN THE ENGLISH PROGRAM IN MANITOBA

French is an optional subject area in the English Program and may be offered from Kindergarten to Grade 12. It includes the following two courses, each with its own curriculum:

- **Early Start French** – Kindergarten to Grade 3
- **French: Communication and Culture** – Grade 4 to Grade 12

VISION

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

GOALS

Early Start French (Kindergarten to Grade 3) aims to provide students with an exposure to the French language and culture in order to

- foster a positive attitude towards learning French
- introduce simple language structures for purposeful communication
- provide a context for the application of developing literacy skills
- develop an awareness of Francophone cultures

French: Communication and Culture (Grades 4 to 12) aims to provide students with the opportunity to

- acquire the necessary language skills to communicate in French
- value the learning of French as a tool for personal, intellectual, and social growth
- demonstrate an appreciation of Francophone cultures
- further develop intercultural communication skills that are essential to all global citizens



GUIDING PRINCIPLES

The following four guiding principles support the realization of the vision and provide the foundation for the delivery of the curricula. They shape the philosophical approach to teaching and learning and determine the methodology and pedagogical practices that support student success.

1. **Balanced Approach to Language Learning** – French courses adopt a balanced approach, a cycle of oral communication, reading, and writing with an integration of culture. This approach is a dynamic process in which literacy skills continually inform and reinforce one another.

Oral Communication: Oral communication is the foundation of language learning. An emphasis on oral communication, which involves listening and speaking, allows students to communicate in French during authentic interactions in the classroom. Half (50%) of class time is dedicated to oral communication.

Reading: Reading reflects oral communication while enriching vocabulary, linguistic structures, and ideas; it is a rich and meaningful way to strengthen literacy skills and expose students to Francophone cultures. A quarter (25%) of class time is dedicated to reading.

Writing: Writing allows students to draw on what they have learned through oral communication and reading to express themselves through writing. Student texts are used in class activities that inspire further oral communication interactions. A quarter (25%) of class time is dedicated to writing.

2. **Authenticity** – Authenticity refers to purposeful and meaningful communication in the classroom. Students engage in conversations about their lives, interests, and the world around them. The focus shifts away from learning vocabulary and grammar in isolation, centring instead on real communication that reflects the use of language in everyday life. As a result, students develop the skills and confidence necessary to successfully engage in French in the communities where they live, learn, work, and play.
3. **Appreciation and Integration of Francophone Cultures** – Language and culture are closely connected. Exploring Francophone cultures enriches French language learning, broadens perspectives, and develops intercultural communication skills essential to global citizenship. Cultural experiences provide authentic opportunities to use French, strengthening students' engagement and their identity as plurilingual learners.
4. **Value of Learning French** – The value of learning French lies in the relevance and positive impact the language has on students' lives and identities. This is realized when students use French authentically through social and cultural interactions. These interactions contribute to students' plurilingual identity and foster an understanding of the importance of learning French.

For more detailed information on these guiding principles, refer to pages 16 to 19.

OVERVIEW OF THE DOCUMENT

This document is available in both English and French on the [Manitoba Education and Early Childhood Learning](#) website and is presented in two sections:

Section 1: GUIDELINES TO SUPPORT THE SUCCESSFUL DELIVERY OF FRENCH COURSES

This section outlines three key areas that require consideration and action from system and school leaders to support the successful delivery of French courses: Policy and Planning, Teaching and Learning, and Visibility and Retention.

Section 2: TOOLS TO SUPPORT THE TEACHING AND LEARNING OF FRENCH

This section provides four tools for school leaders and teachers to support the teaching and learning of French: Interview Questions, Teacher Guide for Self-Reflection, Classroom Observation and Discussion, and Student Survey.

Each tool is represented by an icon. The icons are embedded throughout the document, indicating where the tools can support school leaders.



INTERVIEW QUESTIONS



TEACHER GUIDE FOR SELF-REFLECTION



CLASSROOM OBSERVATION AND DISCUSSION



STUDENT SURVEY

In addition, an overview table of the vision, goals, guidelines, and tools is provided. This table includes questions to guide consideration and decision-making in support of the successful delivery of French courses.

SUCCESSFUL DELIVERY OF FRENCH COURSES IN THE ENGLISH PROGRAM				
VISION AND LEARNING GOALS				
Students communicate in French and appreciate Francophone cultures				
Students acquire the necessary language skills to communicate in French	Students value the learning of French as a tool for personal, intellectual, and social growth	Students demonstrate an appreciation of Francophone cultures	Students further develop intercultural communication skills that are essential to all global citizens	
GUIDELINES TO SUPPORT THE SUCCESSFUL DELIVERY OF FRENCH COURSES				
	POLICY AND PLANNING	TEACHING AND LEARNING	VISIBILITY AND RETENTION	
Key Values	The effective teaching and learning of French depends on the commitment of school divisions and schools to develop clear policies and implementation practices that foster conditions for student success.	The teaching and learning of French in the English Program requires that teachers use a balanced approach to language learning with an integration of Francophone cultures. Additionally, supporting the professional learning of teachers strengthens their effectiveness in creating rich linguistic and cultural learning experiences, allowing students to learn French with success and to identify themselves as plurilingual learners.	Valuing the teaching and learning of French within school divisions and schools is essential to the success and vitality of French courses. Promoting the benefits of learning French to students, parents, and the community encourages students to continue their French studies through the end of high school. In addition, the awareness of data equips school leaders to identify needs, address challenges, and make informed decisions to support student success.	
Questions to Guide Decision-Making	Choice and Access Which French courses are offered and who has access to these courses?	Understanding the Guiding Principles What principles guide the methodology for teaching French?	Benefits of Learning French What are the benefits of learning French, and how is this communicated to students, families, and the community?	
	Instructional Time What time allocations are required for French courses?	Professional Learning What professional and language learning opportunities are available to teachers?	Promotional Initiatives What initiatives enhance the visibility of French courses, encourage student retention, and affirm the value of learning French?	
	Funding What funding is available to support French courses?	Resources What resources support the effective teaching of French, and how can these resources be accessed?	Awareness of Data What data can be collected and analyzed in order to positively impact student success and retention?	
	Staffing of Qualified French Teachers What competencies are required for effective teaching?			
	Models for Teaching Which teaching models respond best to the needs and contexts of individual schools?			
TOOLS TO SUPPORT THE TEACHING AND LEARNING OF FRENCH				
	INTERVIEW QUESTIONS This tool builds leadership capacity by providing interview questions to evaluate the necessary competencies to successfully teach French courses.		TEACHER GUIDE FOR SELF-REFLECTION This tool builds teacher capacity by guiding reflection on the knowledge and skills required to effectively teach French courses.	
		CLASSROOM OBSERVATION AND DISCUSSION This tool builds leadership and teacher capacity by providing a guide for classroom observation and supportive follow-up discussion.		
			STUDENT SURVEY This tool builds leadership and teacher capacity by providing a student feedback survey to inform instructional practices and enhance student engagement and success.	
Manitoba Education and Early Childhood Learning – Bureau de l'éducation française Division				
				

[A printable version of this table is found on the website.](#)



SECTION 1:

GUIDELINES TO SUPPORT THE SUCCESSFUL DELIVERY OF FRENCH COURSES

The successful delivery of French courses in the English Program relies on coherent, intentional, and collaborative actions within schools and school divisions. When divisional and school leaders establish favourable conditions through thoughtful policy decisions and sustained support, students are better able to acquire the language skills needed to communicate in French and to appreciate Francophone cultures.

Section 1 outlines the key structural and organizational elements that must be in place to ensure that French courses thrive. These elements shape the learning environment, strengthen teachers' capacity to deliver high-quality instruction, and directly influence student engagement, motivation, and retention. They also ensure that the vision and goals of French in the English Program are fully realized.

System and school leaders are invited to reflect on the structural elements in the following key areas and consider how they contribute to the successful delivery of French courses:

- **Policy and Planning**
- **Teaching and Learning**
- **Visibility and Retention**

Together, these elements form a strong foundation for dynamic and effective French courses. They enable students to learn the language with confidence, develop an appreciation of Francophone cultures, and understand the role that French can play in their personal, academic, and community lives.

POLICY AND PLANNING

The effective teaching and learning of French depends on the commitment of school divisions and schools to develop clear policies and implementation practices that foster conditions for student success.

System and school leaders are asked to consider the following areas to determine the extent to which their policies and planning support the successful delivery of French courses:

- Choice and Access
- Instructional Time
- Funding
- Staffing of Qualified French Teachers
- Models for Teaching

CHOICE AND ACCESS

Students across Manitoba should be given the opportunity to learn French. School divisions and independent schools are strongly encouraged to offer French, starting in Kindergarten with a consistent and continuous offering through Grade 12.

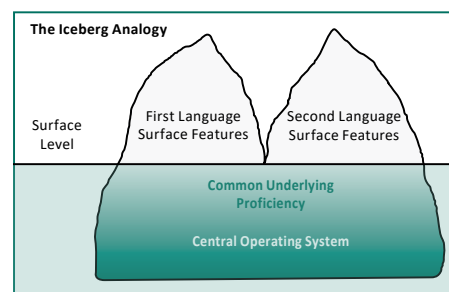
The following are the available French courses:

- Early Start French – Kindergarten to Grade 3
- French: Communication and Culture – Grade 4 to Grade 8
- French: Communication and Culture – Grade 9 to Grade 12

French courses are optional at all grade levels; as a result, thoughtful and informed decisions are required when determining French course offerings. The following questions are provided to guide decision-making:

1. Does your school division mandate French courses? If so, at what grade levels?
2. Does your school division permit individual schools to determine their French course offerings? If so, what impact does this have?
3. Are French learning opportunities inclusive of all students, including students who are learning English as an additional language? How is inclusion supported?
4. Do all high schools in your division offer French courses? Why or why not?

Including **all learners** in French courses offers significant benefits. When students learn a new language, they develop metalinguistic awareness, which is a general understanding of how languages work. This awareness enhances their comprehension of vocabulary and linguistic structures in their first or dominant language. Students are also able to transfer reading and writing strategies across languages, thereby reinforcing overall literacy skills.



Source: Jim Cummins (1996); "Dual Iceberg Representation of Bilingual Proficiency"; *Negotiating Identities: Education for Empowerment in a Diverse Society*; Covina, CA: California Association of Bilingual Education; 111. Adapted with permission from author.

Cummins' iceberg theory of language interdependence affirms that skills developed in one language can support the learning of another language, as shown in the illustration.

When schools encourage participation in French classes, they are helping to strengthen and enrich students' overall literacy skills. As a result, leaders need to reflect on the inclusion of all learners in French courses.

Appropriate Educational Programming

French courses provide all students with unique opportunities to develop social skills, grow in confidence, and foster a sense of belonging. Students with diverse learning needs and abilities benefit from inclusion in French with appropriate supports in place. In Manitoba, in keeping with the [Standards for Appropriate Educational Programming](#), some students require accommodation, such as differentiation, adaptations, or curricular modifications, to meet their learning needs. For a very small number of students who are not following provincial curriculum and who benefit from highly individualized programming, French courses may provide an extended opportunity to work on individual social and communication skills in a safe, structured, and inclusive environment.

Allophones

Students whose first language is neither English nor French can also benefit greatly from participation in French courses. Many of these students already understand the value of learning more than one language, and this increases their motivation, engagement, and their plurilingual identity. Also, the interactive nature of French courses promotes meaningful peer interaction, helping Allophone students to build social connections and feel included in the classroom and school community.

School leaders should prioritize the participation of all students in French courses, as students from varying backgrounds and skill levels are able to benefit. Further information related to research in inclusion practices can be found in the [Literature Review on the Impact of Second-Language Learning](#).

INSTRUCTIONAL TIME

The table below shows the minimum daily recommended instructional time for Kindergarten to Grade 12. Prioritizing daily French instruction from Kindergarten to Grade 8 is important for consistent and effective learning. Additionally, the number of hours in the target language constitutes one of the most significant factors in attaining the French learning outcomes.

Grades	Minimum Instructional Time	Percentage of Instructional Time in French
K	Half-time – 10 minutes daily Full-time – 20 minutes daily	7%
1 – 6	30 minutes daily	9%
7 – 8	43 minutes daily	13%
9 – 12	110 hours of instruction per credit	

Kindergarten to Grade 8 schools offering French courses may reallocate a small portion of English language arts to meet the minimum instructional time, as noted on [Manitoba's English Program](#) website. This reallocation recognizes that some language concepts are transferable.

Grades 9 to 12 courses are organized around a system of credits. A credit represents 110 hours of course-specific instruction or classroom-based learning experiences. Students earn credits when they achieve a final mark of 50 percent or more for courses.

FUNDING

GRANTS FOR FRENCH LANGUAGE EDUCATION

Manitoba Education and Early Childhood Learning provides financial support through base funding and grant allocation to school divisions for French-language education. This funding, disbursed to school divisions, is intended to support the implementation of the Français and French Immersion Programs, as well as French courses in the English Program.

The department calculates the grant based on enrolment data and the instructional time allotted for French as of September 30th for the current school year. The funds are automatically included as part of the operating advances paid by the Schools Finance Branch to the school divisions for the period starting from July 1st of one year to June 30th of the following year.

To see the formulas, consult the following links:

- [English Program – Early Start French, K to 3](#)
- [English Program – French: Communication and Culture, Grades 4 to 12](#)

School divisions must respect the [French Language Education Grant](#) guidelines and submit an annual report to the department through the FRAME Report. The management of these funds within the school division is at the discretion of the division executive.

For more information, please visit the following webpage:

[Grants for French-Language Education | Manitoba Education and Early Childhood Learning](#)

FRENCH SECOND LANGUAGE REVITALIZATION PROGRAM

The goal of the French Second Language Revitalization Program (FSLRP) is to provide financial support for projects that aim to ensure the successful delivery of French courses. This grant is awarded annually. Detailed information regarding this program can be found on the [Manitoba Education and Early Childhood Learning](#) website. Please note that the deadline for submission is in January of the previous school year.

STAFFING OF QUALIFIED FRENCH TEACHERS

It is important for school leaders to ensure that teachers of French have the required competencies to effectively teach in the assigned grade level. The following chart describes these competencies.

Competencies	Descriptions
Language Competencies Teachers should have French language competencies that allow them to effectively teach at the assigned grade level.	Teachers should - express themselves clearly, with fluency and accuracy, using an appropriate range of vocabulary, and demonstrate a clear understanding of linguistic structures required for the grade levels taught - read grade-level appropriate texts with understanding, fluency, and accuracy - write grade-level appropriate texts with clarity, coherence, and accuracy
Knowledge of Curriculum and the Balanced Approach to Language Learning Teachers should demonstrate an understanding of the curriculum and the balanced approach to language learning.	Teachers should - be aware of the learning outcomes of the curriculum, the achievement indicators and the <i>Portraits of a Learner</i> (see Appendices 3 to 7) - understand the balanced approach, a cycle of oral communication, reading and writing, with an integration of culture (see pages 16 to 19) - be aware of effective evaluation practices
Knowledge of the Integration of Culture Teachers should have knowledge of and appreciation for Francophone cultures.	Teachers should - be aware of and occasionally participate in Francophone cultural experiences - integrate contemporary and traditional elements of Francophone cultures - engage students in cultural and intercultural learning experiences
Knowledge of the Value of Learning French Teachers should understand why learning French is important.	Teachers should - be aware of the many benefits of learning French - guide students to understand, reflect upon, and articulate the real-life value and advantages of being able to communicate in French

It is also important that teachers demonstrate a willingness to engage in ongoing professional learning to support best teaching practices. Please refer to Professional Learning, page 20.



TOOL CONNECTION

The tool *Interview Questions* provides school leaders with more information on competencies, as well as questions to ask when interviewing candidates.

MODELS FOR TEACHING

The following chart presents three models for teaching French in Early and Middle Years. Senior Years generally uses the specialist model. All three models are beneficial to students when the teachers have the necessary pedagogical and linguistic competencies. School leaders should carefully consider the model that best aligns with both teacher competencies and student learning needs.

Homeroom Model	Specialist Model	Hybrid Model
The homeroom teacher is assigned the responsibility of teaching French along with several other subjects.	Teachers are assigned French courses for multiple classes of students and grade levels. They are mostly responsible for teaching French, and they are typically not homeroom teachers.	Homeroom teachers exchange the teaching of certain subjects. The teacher with the necessary French language skills teaches French to another class of students, while the other teacher provides instruction in a different subject in return.
Benefits		
When the homeroom teacher teaches French, time isn't lost in transitions between subjects. It also allows for more flexible scheduling. Teachers are able to weave French language learning throughout the day into other subject areas and daily routines, creating more consistent exposure. Homeroom teachers are well-positioned to adapt instruction to student needs in support of effective French language learning.	Specialists are more able to focus on refining teaching practices that support language acquisition, as this is the focus of their teaching assignments. Across grade levels, students are able to receive a consistent level of instruction aligned with curricular expectations. Specialists with their own classroom are better able to create a rich language learning environment with multiple resources and materials. Specialists often bring a rich understanding of Francophone cultures and can design immersive learning experiences.	In this model, teachers are often more able to focus on refining teaching practices that support language acquisition. Teachers are assigned to subjects they are most confident teaching, which can lead to more effective instruction and increased job satisfaction. Students are able to know other teachers in the school, thereby building a sense of community while experiencing diverse teaching styles.
Considerations		
School leaders should consider one of the other two models if homeroom teachers do not have the necessary language competencies.	School leaders are required to hire fewer teachers that have the necessary French language skills.	School leaders can ensure students receive quality language instruction without needing to hire a specialist.

TEACHING AND LEARNING

The teaching and learning of French in the English Program requires that teachers use a balanced approach to language learning with an integration of Francophone cultures. Additionally, supporting the professional learning of teachers strengthens their effectiveness in creating rich linguistic and cultural learning experiences, allowing students to learn French with success and to identify themselves as plurilingual learners.

System and school leaders are asked to consider the following areas to support the teaching and learning of French:

- Understanding the Guiding Principles
- Professional Learning
- Resources

UNDERSTANDING THE GUIDING PRINCIPLES

As mentioned in the introduction, the following four principles guide the methodology for teaching French:

- Balanced Approach to Language Learning
- Authenticity
- Appreciation and Integration of Francophone Cultures
- Value of Learning French

BALANCED APPROACH TO LANGUAGE LEARNING

A balanced approach involves the development of oral communication, reading, and writing, with an emphasis on oral communication. This approach is a dynamic process in which literacy skills continually inform and reinforce one another. It does not rely on grammar and vocabulary instruction in isolation; rather, these are integrated in the context of what students need for purposeful and meaningful communication.

Oral communication activities are scaffolded with ample modelling by the teacher. As students progress, they are able to use familiar structures and expressions with more autonomy, gradually becoming more fluent. This is supported by reading and writing for the development of overall literacy skills, as shown in the *Portraits of a Learner* that can be found in the appendices.

The following explains each literacy skill in more detail:

Oral Communication (50%): Students engage in authentic oral communication, which includes listening and speaking. For Early and Middle Years students, this is done through a process of teacher modelling and the use and reuse of student personal variations. In the Senior Years, students interact with greater independence and sophistication, engaging in a wide range of oral communication activities related to their lives, as well as social and global issues.

Reading (25%): Reading reflects oral communication and allows students to accomplish more cognitively demanding tasks. Students strengthen their literacy skills through learning vocabulary and linguistic structures, and developing fluency and pronunciation. Reading broadens perspectives, extends learning, and enriches conversations.

Writing (25%): Writing integrates the knowledge and skills students acquire through oral communication and reading activities. Teachers guide students in developing their ideas and writing texts with a clear message and accuracy. Students write a variety of genres of text that express their personal voice. These texts are used in class activities and inspire further interactions among students.

AUTHENTICITY

Authenticity refers to purposeful and meaningful communication in the classroom. Students engage in conversations about their lives, interests, and the world around them. The focus shifts away from learning vocabulary and grammar in isolation, centring instead on real communication that reflects the use of language in everyday life. As a result, students develop the skills and confidence necessary to successfully engage in French in the communities where they live, learn, work, and play.

APPRECIATION AND INTEGRATION OF FRANCOPHONE CULTURES

Language and culture are closely connected; the understanding of and appreciation for Francophone cultures is an essential part of learning French. When students explore Francophone cultures, they enrich their French language learning, they learn to better appreciate their own cultures and those of others, and they develop intercultural communication skills essential to global citizenship. This cultural learning broadens perspectives, fosters empathy, and encourages respectful interactions. Furthermore, these cultural experiences allow students to use their French language skills in authentic ways, enhancing engagement and allowing them to see themselves as plurilingual learners.

Leaders should observe the integration of elements of Francophone cultures in a variety of ways, both inside and outside of the classroom.

In the classroom, awareness and understanding of Francophone cultures is realized through exploring music, literature, the arts, idiomatic expressions, traditions, etc. Teachers integrate elements of Francophone cultures related to the themes studied in class, allowing students to discover and explore various aspects of Francophone cultures, identify similarities and differences, and make connections to their lives.

Outside of the classroom, cultural experiences can take place with the whole school as well as in the broader community, providing students with further opportunities to use their French authentically and build linguistic confidence.

Teachers can plan

- school-wide activities that include presentations from guest artists, culture days, student performance events, etc.
- field trips to destinations such as Festival du Voyageur, Cercle Molière, Cinémental, Le Musée de Saint-Boniface Museum, Freeze Frame, etc.
- participation in events such as the Concours d'art oratoire, Semaine par excellence, Festival théâtre jeunesse, Festival du conte, Manie musicale, etc.

The more students are exposed to Francophone cultures, the more likely they are to recognize the relevance and the value of French in their lives.

VALUE OF LEARNING FRENCH

The value of learning French lies in the relevance and positive impact the language has on students' lives and identities. This is realized when students use French authentically through social and cultural interactions. These interactions contribute to students' plurilingual identity and foster an understanding of the importance of learning French.

Teachers encourage students to recognize and articulate the value of being able to communicate in French by creating opportunities to connect the language to students' personal interests, future aspirations, cultural experiences, and their identity as Canadians.

When students can clearly identify and express the value of French, they develop stronger motivation, deeper engagement, and greater confidence as language learners.

Teachers can

- model enthusiasm for learning French and other languages by demonstrating curiosity, openness, and a positive attitude toward plurilingualism
- share their journey as a French language learner
- create meaningful opportunities for students to use French authentically, both inside and outside of the classroom
- guide students to reflect on their language progress and examine how their growth influences motivation and engagement
- celebrate milestones and successes in language development to strengthen confidence and motivation
- provide opportunities to explore and discuss the many benefits of learning French, as outlined in the section *Benefits of Learning French* starting on page 22
- encourage students to think intentionally about how they can use French in their lives, both now and in the future

Reflecting on the value of learning French is an essential part of the methodology. It allows students to see the relevance of French in their lives and supports student achievement and retention.



TOOL CONNECTION

The tool *Teacher Guide for Self-Reflection* guides teachers to thoughtfully consider their teaching practices and how they align with the guiding principles.



TOOL CONNECTION

The tool *Classroom Observation and Discussion* supports school leaders in the observation of the teaching of French and guides discussion between leaders and teachers on the effective teaching and learning of French.

To support a global understanding of the guiding principles, leaders and teachers can refer to the **Overview Posters** (Appendices 1 and 2) and **Portraits of the Learner** (Appendices 3 to 7).

PROFESSIONAL LEARNING

Participation in professional learning for teachers of French in the English Program is essential to ensure the successful delivery of French courses. Ongoing learning directly supports teacher effectiveness and has a positive impact on student achievement and retention. School leaders and teachers should prioritize professional learning in the following areas:

Curriculum, Balanced Approach to Language Learning and Integration of Culture

Bureau de l'éducation française (BEF) - [Professional Learning](#)

Email: bef.curriculum@gov.mb.ca

Phone: 204-945-6916

Language Competency

[Université de Saint-Boniface](#)

Email: dep@ustboniface.ca

Phone: 204-235-4400

[Alliance française](#)

Email: info@afmanitoba.ca

Phone: 204-477-1515

[Official Languages Program](#)

Email: languesofficielles@gov.mb.ca

Phone: 204-945-6935

Teacher Bursaries

Bursaries are available to Manitoba teachers who wish to pursue language competency training as well as training related to French language pedagogy. [Bursaries](#) are available for courses offered at institutions across Canada.

Additional Opportunities

There are also organizations that provide resources and additional professional learning opportunities:

- [Manitoba Association of Teachers of French \(MATF\)](#)
- [Canadian Association of Second Language Teachers \(CASLT\)](#)
- [Canadian Parents for French \(CPF\)](#)

TOOL CONNECTION

The tool *Teacher Guide for Self-Reflection* provides teachers with an opportunity to reflect on their teaching practices and can help them to determine the professional learning they require.



RESOURCES

It is the responsibility of system and school leaders to ensure that teachers have the appropriate resources to effectively teach French courses.

CURRICULUM RESOURCES

The following is a list of resources that support the implementation of the curricula. These resources can be accessed on the [French \(English Program\)](#) website.

Curriculum Consultant

A consultant is available to support curriculum implementation and can be contacted through the Bureau de l'éducation française at 204-945-6916 or bef.curriculum@gov.mb.ca.

Curriculum Documents

- *Early Start French* (Kindergarten to Grade 3)
- *French: Communication and Culture* (Grades 4 to 12)

Curriculum Support Documents

There are a number of support documents to facilitate the implementation of the curricula.

Overview Posters

Early Start French and *French: Communication and Culture* posters demonstrate how the courses place an emphasis on oral communication and the integration of Francophone cultures while using a balanced approach. These posters are also available in the appendices of this document.

Portraits of a Learner

These portraits provide teachers with a global perspective of students' language competency: oral communication, reading and writing, as well as for culture at each grade level. The *Portraits of a Learner* are also available in the appendices of this document.

Video Clips

A series of video clips is available for teachers that models the implementation of a balanced approach to language learning.

OTHER ESSENTIAL RESOURCES

French Resource Centre

The [Direction des ressources éducatives françaises](#) (DREF) is a centre that offers a wide range of physical and digital resources to assist the teaching of French. A support librarian is available at 204-945-8594, 1-800-667-2950, or dref@gov.mb.ca.

Répertoire d'activités culturelles et éducatives (RAEC)

[RAEC](#) offers various cultural activities accessible to teachers.

VISIBILITY AND RETENTION

Valuing the teaching and learning of French within school divisions and schools is essential to the success and vitality of French courses. Promoting the benefits of learning French to students, parents, and the community encourages students to continue their French studies through the end of high school. In addition, the awareness of data equips school leaders to identify needs, address challenges, and make informed decisions to support student success.

System and school leaders are asked to consider the following areas to support the teaching and learning of French:

- Benefits of Learning French
- Promotional Initiatives
- Awareness of Data

BENEFITS OF LEARNING FRENCH

There are many benefits to learning French that impact both individual students and the societies in which they live. The following describes the academic, cognitive, personal, and social benefits of learning an additional language. School leaders and teachers need to be aware of these benefits and communicate them to students, their families, and the wider community.

ACADEMIC

Research shows that learning an additional language has a significant impact on students' academic performance; students demonstrate enhanced spelling, reading comprehension, and grammar knowledge in their first language. Furthermore, student literacy skills are stronger, and they experience higher achievement in a range of subject areas, including mathematics, science, and English.

COGNITIVE

Research shows that students who learn additional languages demonstrate higher levels of alertness and focus. Furthermore, students who speak additional languages regularly perform better on memory tests than monolingual students and are better able to multitask and problem solve. They demonstrate increased abilities to conceive abstract ideas, recognize visual clues in social contexts, and reason in situations related to nonverbal tasks.

Studies have also shown that learning an additional language stimulates students' creativity. Plurilingualism fosters openness to learning and adaptability while strengthening students' ability to solve problems and make informed decisions.

PERSONAL

Learning an additional language has many personal benefits. Students are able to enhance connections to their cultural identity and family histories. Students also develop empathy through awareness and appreciation of other languages and cultures. With over 300 million speakers worldwide, French opens doors to many professional opportunities as well as to enriching experiences in travel and the arts. Overall, learning French equips students with essential skills for personal growth and adaptability in an increasingly interconnected world.

SOCIETAL

Additional language learning invites intercultural experiences that foster an increased understanding of others and a deeper appreciation for diverse cultures, resulting in a greater sense of social justice. Students also learn to value scientific, social, and environmental ideas from international perspectives, promoting global citizenship.

Learning French in Canada also has many benefits for Canadian society. It promotes bilingualism, a cornerstone of Canadian identity. It also bridges cultural gaps and promotes inclusivity. It allows access to a range of cultural resources including literature, music, and events that make up an important part of Canada's rich heritage. Furthermore, it encourages greater participation in national dialogue and civic engagements, thereby strengthening democratic values and citizenship. Embracing French not only benefits individual students, but it also contributes to a more cohesive and culturally rich Canadian society.

To read more about the research behind the benefits of learning French, a free digital copy of [Literature Review on the Impact of Second-Language Learning](#) is available on the Canadian Association of Second Language Teachers (CASLT) website.

PROMOTIONAL INITIATIVES

The visibility of French courses is important for school divisions and schools as they demonstrate a commitment to French language learning and student success. By making French courses more visible, families are better equipped to make informed decisions that impact their educational experiences and future possibilities. These initiatives can also have a positive impact on enrolment.

The following are promotional initiatives school leaders can consider:

- Promote French courses on school websites and other forms of communications including newsletters, brochures, class blogs, etc.
- Showcase the learning of French through hallway bulletin boards and at community events such as celebrations of learning, assemblies, concerts, etc.

- Support connections to community organizations to enhance student learning through field trips, presentations by artists and musicians, travel and exchange experiences, improvisation events, Concours d'art oratoire, Festival du conte, Cercle Molière, Voix de la poésie, etc.
- Invite students during transition from Middle to Senior Years to be informed about French courses in high school through open houses, classroom visits, students' testimonial, etc.
- Inform students and parents of opportunities beyond high school including exchanges, bursaries, post-secondary courses and programs, volunteering, work opportunities, etc.

AWARENESS OF DATA

Data related to French courses plays a critical role in illustrating the impact of divisional and school policy decisions on student success. Awareness and analysis of data equips leaders to understand how well French courses are delivered in their schools and the impact their policies and support have on student engagement, motivation, and retention.

Leaders' use of data supports intentional reflection and informed decision-making, enabling them to identify strengths, be aware of challenges, and determine next steps for successful delivery of French courses. Sources of data may include enrolment and retention trends, student achievement data, student engagement feedback, and other locally sourced data.

Student feedback can be collected using the *Student Survey* tool provided in this document, while enrolment data can be accessed through the Bureau de l'éducation française at 204-945-6916 or by email at bef.pol-plan@gov.mb.ca.

When used effectively, this data enables divisional and school leaders to better support the successful delivery of French courses in the English Program.

TOOL CONNECTION

The tool *Student Survey* provides leaders and teachers with an opportunity to receive feedback directly from students. The data collected provides information on student experience and perceptions of learning French. This tool also informs decision-making at the classroom, school, and divisional level.



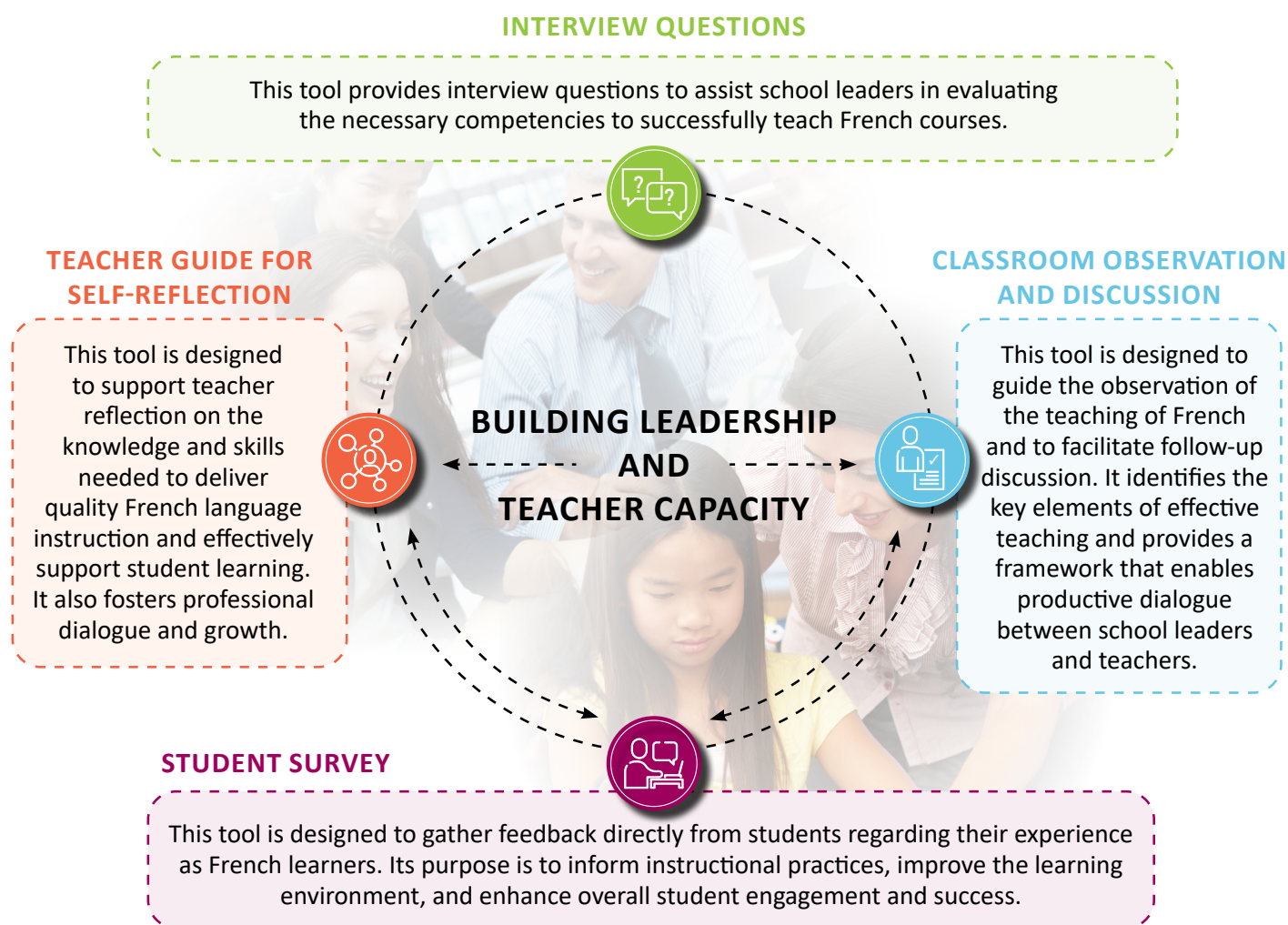
SECTION 2: TOOLS TO SUPPORT THE TEACHING AND LEARNING OF FRENCH

Four tools have been developed to support the teaching and learning of French in the English Program. The tools are interconnected and intended for use by school leaders, teachers, and students as part of a coherent approach.

The goals of the tools are to:

- **Build Leadership Capacity** – The tools provide school leaders with the knowledge and resources needed to effectively support teaching and learning. They support leaders to recruit qualified teachers, observe classroom practice, engage in meaningful professional dialogue, and gain insight into students' perceptions and engagement as French-language learners.
- **Build Teacher Capacity** – The tools provide teachers with support for effective teaching and learning. They encourage reflection on instructional practices, facilitate professional dialogue and collaboration, and provide opportunities for teachers to engage with students regarding their perceptions and engagement as French-language learners.

THE FOUR TOOLS AND THEIR INTERCONNECTIONS



INTERVIEW QUESTIONS

French (English Program)



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 leaders with support for interviewing teachers who will be teaching French in the English Program.

PURPOSE OF THE TOOL

This tool provides interview questions to help determine the extent to which the candidate possesses the required competencies to successfully deliver French courses.

BENEFITS OF THE TOOL

The interview questions allow school leaders to assess the following:

- **Language Proficiency:** The questions help to assess the candidate's fluency, vocabulary range, pronunciation, and ability to communicate effectively in French, and may include both spoken and written French.
- **Teaching Methodology:** The questions help to assess the candidate's understanding of the curriculum and a [balanced approach](#) to language learning.
- **Cultural Competence:** The questions help to assess the candidate's awareness of Francophone cultures and how to integrate elements of culture into lessons to enrich the learning experience of students.
- **Assessment and Evaluation:** The questions help to assess the candidate's approach to assessment and evaluation of the three skill areas: oral communication, reading, and writing.
- **Professional Development:** The questions help to assess the candidate's commitment to ongoing professional development related to teaching practices, as well as to the continued development of language skills as required.
- **Value of Learning French:** The questions help to assess the candidate's understanding of the value of learning French and how to communicate this to students and to the school community.



USES OF THE TOOL

This tool is divided into the following three sections:

Section 1 – Language Competencies

- This section is intended for all candidates. It is designed to assess the candidates' oral language competencies, which include message, fluency, and accuracy. The questions need to be asked in French; therefore, it is important to ensure that a French-speaking person be present during the interview.

Section 2 – Knowledge of a Balanced Approach to Language Learning, Integration of Culture, and the Value of Learning French

- This section is intended for classroom teachers (K – 8) who will be teaching French and is meant to accompany the school division interview process. It is designed to assess the candidate's knowledge of the effective teaching of French. Questions can be asked in French or in English.

Section 3 – French Specialist Full Interview

- This section is intended for French specialists at all grade levels. It is designed to assess competencies required for a specialist and provides questions for a complete interview. Questions can be asked in French or in English.

AFTER THE INTERVIEW

School leaders should encourage selected candidates to contact the [Bureau de l'éducation française](#) for professional learning opportunities and to register at the [Direction des ressources éducatives française](#) for access to French language learning resources.

CONNECTION TO OTHER TOOLS



School leaders may encourage the newly hired teacher to use the *Teacher Guide for Self-Reflection* to consider best teaching practices and to help develop a professional growth plan.



School leaders may consider using the *Classroom Observation and Discussion* to support the effective teaching of French and to facilitate productive dialogue.



SECTION 1 – Language Competencies

This section is intended to assess the candidate's language competencies. Ensure that a French-speaking person is present in the interview process to ask questions in French and assess applicant's French language skills. Candidates could also be asked to provide a written answer.

Question en français	Question in English	What to Look for in Responses
Les niveaux M à 3 Parlez-nous de vous et de votre famille.	Kindergarten to Grade 3 Tell us about yourself and your family.	These questions are designed to assess the candidate's ability to communicate in French.
Les niveaux 4 à 6 Décrivez-nous une activité que vous aimez (loisir, sport ou autre).	Grades 4 to 6 Describe an activity that you enjoy (pastime, sport, or other).	The candidate should communicate in complete sentences with the following considerations:
Les niveaux 7 et 8 Parlez-nous d'un voyage que vous avez fait et un que vous allez faire prochainement.	Grades 7 and 8 Tell us about a trip that you enjoyed and about one you are going to do in the near future.	K to 3: simple sentences in the present tense with limited vocabulary
Les niveaux 9 à 12 Parlez-nous d'un endroit, d'un livre, d'un film, d'une activité ou autre, que vous recommanderiez. Justifiez votre réponse.	Grades 9 to 12 Tell us about a place, a book, a movie, an activity, or something else that you would recommend. Justify your response.	4 to 6: simple sentences in the present tense with adjectives and expanded vocabulary
		7 to 8: sentences in the past, present, and future with increasing detail
		9 to 12: complex sentences in all verb tenses with rich vocabulary and idiomatic expressions; can justify viewpoints
Tous les niveaux Veuillez partager votre expérience d'apprentissage du français. Souhaitez-vous continuer votre formation en langue française? Si oui, comment?	All Grades Provide an overview of your experience learning French. Are you interested in continuing to develop your French language skills? If yes, how?	These questions provide an understanding of the candidate's French language learning experiences, as well as their willingness to continue to develop language skills.



SECTION 2 – Knowledge of a Balanced Approach to Language Learning, Integration of Cultural, and the Value of Learning French

This section is intended to assess the teacher's knowledge of effective teaching of French using a balanced approach, including an integration of culture. This section is also designed to assess the teacher's understanding of the value of learning French and how to communicate this to students and the wider school community.

Question en français	Question in English	What to Look for in Responses
APPROCHE ÉQUILBRÉE Comment enseignez-vous la communication, la lecture, et l'écriture dans vos cours de français?	BALANCED APPROACH How do you teach oral communication, reading, and writing in your French courses?	A balanced approach to language learning involves oral communication (50%), reading (25%), and writing (25%), with an integration of culture: • Oral communication (listening and speaking) is emphasized with a focus on authentic interactions. • In Early and Middle Years, the teacher first provides a model that students then reuse and adapt to express their own personal variations. • For high school, students speak with independence and engage in sustained conversations. • Readings reflect oral communication while enriching vocabulary, linguistic structures and ideas. • Writing integrates the knowledge and skills acquired through oral communication and reading activities. • Elements of Francophone cultures are integrated.
CULTURE Comment intégrez-vous des éléments des cultures Francophones dans votre enseignement?	CULTURE How do you integrate elements of Francophone cultures into your teaching?	The candidate should demonstrate an understanding of culture as a broad set of distinctive features of a society. The teacher may • invite Francophone guests • plan field trips to Francophone destinations • participate in Francophone community events • incorporate various Francophone music • explore visual art • read stories and texts by Francophone authors • explore celebrations, traditions, food, and historical events • highlight idiomatic expressions and regional language differences • invite students to share about their own cultures
VALORISATION DE L'APPRENTISSAGE DU FRANÇAIS Quelle est la valeur d'apprendre le français et comment allez-vous promouvoir cette valeur auprès de vos élèves et de la communauté scolaire?	VALUE OF LEARNING FRENCH Why is learning French important and how will you promote the value of learning French with your students and the school community?	Learning French is important for reasons that include • enhanced cognitive development • opportunities to engage in the French community locally, nationally, and internationally • enhanced professional opportunities • awareness of and sensitivity to other cultures in our bilingual and multicultural society Ways to promote the value of learning French include • classroom discussions • making connections to Francophone communities • communication with parents • school displays • school presentations



SECTION 3 – French Specialist Full Interview

This section is intended for French specialists at all grade levels. It is designed to assess competencies required for a specialist and provides questions for a complete interview. It is important to include questions that can be asked in French or in English for assessing language competencies.

Questions	Notes
Contexte linguistique • Veuillez partager votre expérience d'apprentissage du français. • Depuis combien de temps parlez-vous français? • Comment intégrez-vous la culture francophone dans votre vie? Language Background • Provide an overview of your experience learning French. • How long have you been speaking French? • How do you incorporate Francophone culture into your life?	
Expériences en enseignement • Qu'est-ce qui vous a inspiré à devenir enseignant de français? • Qu'est-ce qui vous plaît le plus dans l'enseignement du français? • Depuis combien de temps enseignez-vous le français? • À quels niveaux avez-vous enseigné? Teaching Experience • What inspired you to become a French teacher? • What do you enjoy most about teaching French? • How long have you been teaching French? • What levels have you taught?	
Curriculum et méthodologie • Comment intégrez-vous la communication orale, la lecture et l'écriture dans vos leçons? Comment structurez-vous vos leçons? • Décrivez les stratégies pour développer les compétences en communication orale. Curriculum and Methodology • How do you integrate oral communication, reading, and writing into your lessons? How do you structure your lessons? • Describe strategies you use to develop oral communication skills.	



Questions	Notes
Compétences culturelles • Comment intégrez-vous les cultures francophones dans vos leçons? Donnez un exemple d'activité ou de projet culturel. • Comment incitez-vous vos élèves à apprécier la langue et les cultures francophones ainsi que d'autres cultures? Cultural Competency • How do you incorporate Francophone cultures into your lessons? Give an example of a cultural activity or project. • How do you inspire your students to appreciate the French language and culture, as well as other cultures?	
Évaluation • Comment offrez-vous des rétroactions formatives aux élèves afin de les aider à améliorer leurs compétences en français? • Comment évaluez-vous la communication orale, la lecture et l'écriture? Donnez des exemples. Evaluation • How do you provide formative feedback to students to help them improve their French language skills? • How do you evaluate oral communication, reading, and writing? Give examples.	
Différenciation et inclusion • Comment structurez-vous vos leçons pour vous adapter aux différents styles d'apprentissage et niveaux de compétence des élèves? • Comment vous assurez-vous que les élèves de milieux et de capacités divers se sentent inclus et valorisés dans votre salle de classe de français? Differentiation and Inclusion • How do you structure your lessons to accommodate different learning styles and proficiency levels among students? • How do you ensure that students of diverse backgrounds and abilities feel included and valued in your French classroom?	



Questions	Notes
Gestion de classe • Quelles stratégies de gestion de classe utilisez-vous et comment favorisez-vous un environnement d'apprentissage positif pour tous les élèves? • Quelles stratégies utilisez-vous pour encourager la participation active et l'engagement dans les activités en français? Classroom Management • What classroom management strategies do you use and how do you encourage a positive learning environment for all students? • What strategies do you use to encourage active participation and engagement in French language activities?	
Communication et collaboration • Comment communiquez-vous avec les parents/tuteurs concernant le progrès des élèves en français? • Comment collaborez-vous avec d'autres enseignants ou membres du personnel pour soutenir l'apprentissage des élèves? Communication and Collaboration • How do you communicate with parents/guardians regarding students' progress in French? • How do you collaborate with other teachers or staff members to support student learning?	
Apprentissage professionnel • Comment vous tenez-vous au courant des tendances actuelles et des meilleures pratiques en matière d'enseignement du français? • Avez-vous récemment assisté à des ateliers, des conférences ou des cours liés à l'enseignement de la langue française? Si oui, lesquels? Professional Learning • How do you stay updated with current trends and best practices in teaching French? • Have you attended any workshops, conferences, or courses related to French language teaching recently? If yes, which ones?	



Notes

TEACHER GUIDE FOR SELF-REFLECTION

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 build teacher capacity by providing a tool for self-reflection of the knowledge and skills needed to deliver quality French courses.

PURPOSE OF THE TOOL

This tool is designed to provide a common understanding about the teaching and learning of French. It comprises statements regarding teacher knowledge and skills in six areas: Language Competencies, Curriculum and Balanced Approach to Language Learning, Awareness of Francophone Cultures, Positive Attitude toward Learning French, Student Engagement and Learning, and Professional Development.

BENEFITS OF THE TOOL

- **Professional Growth:** This guide helps teachers reflect on their teaching practices, allowing them to identify areas of strength and areas to consider. By engaging in reflective practice, teachers can enhance their teaching skills.
- **Goal Setting:** This guide enables teachers to set specific goals for their professional learning based on their reflections. These goals can be aligned with professional and personal objectives.
- **Professional Journey:** This guide serves as a record of a teacher's professional journey, documenting their reflections, goals, and progress over time. This documentation can be valuable for professional conversations and portfolios.



USES OF THE TOOL

This tool can be used for

- reflecting on teaching practices
- developing a professional growth plan
- initiating conversations with school leaders and/or colleagues
- engaging in conversations with student teachers and their faculty advisors

STEPS TO ADMINISTER THE TOOL

1. Consider your intention for using the tool:
 - a. Self-reflection
 - b. Mentorship and/or collaboration with other teachers
 - c. Initiating conversations with school leaders
2. Find an appropriate time to engage in the reflection. Consider engaging in this process more than once a year to monitor progress.
3. Identify areas of strength and areas to consider.
4. Refer to the [curriculum and support documents](#) as needed.
5. Discuss next steps with a school leader or colleague to support professional growth.

CONNECTION TO OTHER TOOLS



Teachers may consider using *Classroom Observation and Discussion* to facilitate dialogue and to determine strengths and areas of needed support.



Name of Teacher: _____

Date: _____ Grade Level: _____

LANGUAGE COMPETENCIES

Language Skills

- I feel confident in my ability to speak in French for the grade levels that I teach.

- ☐ Often
☐ Sometimes
☐ Rarely

Reflection:

CURRICULUM AND BALANCED APPROACH

Curriculum Awareness

- I am aware of the general and specific learning outcomes of the [curriculum](#).
- I am aware of the two support documents included in the curriculum document:
 - Suggested Resources by Theme and by Month*
 - Au Manitoba, on s’amuse en français*
- I understand a balanced approach to language learning.

- ☐ Often
☐ Sometimes
☐ Rarely

Reflection:

Oral Communication

- I use visuals, gestures, and facial expressions when communicating messages.
- I model simple statements that reflect students’ lives and their surroundings and that foster authentic interactions between students.
- I provide opportunities for students to use the model statements through playful activities that include songs, movement, and games.
- I support students in saying simple personal variations.

- ☐ Often
☐ Sometimes
☐ Rarely

Reflection:

Reading

- I choose readings that reflect the oral communication goals.
- I read aloud and encourage comprehension through visuals and gestures.
- I encourage students to read aloud with me.

- ☐ Often
☐ Sometimes
☐ Rarely

Reflection:



Writing

- I model writing simple words and phrases that reflect the oral communication goals.
- My students develop writing skills through observation and imitation.

☐ Often

☐ Sometimes

☐ Rarely

Reflection:

Assessment and Evaluation

- I am aware of the general and specific learning outcomes of the curriculum.
- I assess and provide feedback to students during activities.
- I evaluate the oral communication skills of my students through observation.

☐ Often

☐ Sometimes

☐ Rarely

Reflection:

AWARENESS OF FRANCOPHONE CULTURES

Awareness of Francophone Cultures

- I develop awareness of Francophone cultures through the integration of elements of culture, including music, dance, art, food, and celebrations.

☐ Often

☐ Sometimes

☐ Rarely

Reflection:

POSITIVE ATTITUDE TOWARD LEARNING FRENCH

Positive Attitude toward Learning French

- I expose students to the French language and Francophone cultures to foster a positive attitude toward learning French.

☐ Often

☐ Sometimes

☐ Rarely

Reflection:

STUDENT ENGAGEMENT AND LEARNING

Language and Authenticity

- I interact with students in French.
- The students say simple statements to each other in French.
- The students communicate simple messages related to their lives in French.

☐ Often

☐ Sometimes

☐ Rarely

Reflection:



Differentiation and Inclusion

- I aim to meet the needs of all students by providing additional support and opportunities for extended learning.
- I aim to provide an experience of inclusion for all students; students feel supported and encouraged by me and by their peers.

☐ Often

☐ Sometimes

☐ Rarely

Reflection:

Engaging Activities

- I plan creative and engaging learning activities that include singing, visual art, movement, and play.

☐ Often

☐ Sometimes

☐ Rarely

Reflection:

Linguistically Rich Environment

- My classroom is a linguistically rich environment; there are French words and phrases with images, calendar and weather information, student work, etc.

☐ Often

☐ Sometimes

☐ Rarely

Reflection:

Routines

- My lessons have routines that include things such as greetings, songs, the calendar, and weather.

☐ Often

☐ Sometimes

☐ Rarely

Reflection:

PROFESSIONAL DEVELOPMENT

Professional Development

- I stay up to date on current trends and best practices in teaching French.
- I attend professional learning sessions, conferences, or courses related to French language teaching.

☐ Often

☐ Sometimes

☐ Rarely

Reflection:



Next Steps

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

TEACHER GUIDE FOR SELF-REFLECTION

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 build teacher capacity by providing teachers with a tool for self-reflection of the knowledge and skills needed to deliver quality French courses.

PURPOSE OF THE TOOL

This tool is designed to provide a common understanding about the teaching and learning of French. It comprises statements regarding teacher knowledge and skills in six areas: Language Competencies, Curriculum and Balanced Approach to Language Learning, Cultural Integration, Value of Learning French, Student Engagement and Learning, and Professional Development.

BENEFITS OF THE TOOL

- **Professional Growth:** This guide helps teachers reflect on their teaching practices, allowing them to identify areas of strength and areas to consider. By engaging in reflective practice, teachers can enhance their teaching skills.
- **Goal Setting:** This guide enables teachers to set specific goals for their professional learning based on their reflections. These goals can be aligned with professional and personal objectives.
- **Professional Journey:** This guide serves as a record of a teacher's professional journey, documenting their reflections, goals, and progress over time. This documentation can be valuable for professional conversations and portfolios.



USES OF THE TOOL

This tool can be used for

- reflecting on teaching practices
- developing a professional growth plan
- initiating conversations with school leaders and/or colleagues
- engaging in conversations with student teachers and their faculty advisors

STEPS TO ADMINISTER THE TOOL

1. Consider your intention for using the tool:
 - a. Self-reflection
 - b. Mentorship and/or collaboration with other teachers
 - c. Initiating conversations with school leaders
2. Find an appropriate time to engage in the reflection. Consider engaging in this process more than once a year to monitor progress.
3. Identify areas of strength and areas to consider.
4. Refer to the [curriculum](#) and the [Portraits of a Learner](#) as needed.
5. Discuss next steps with a school leader or colleague to support professional growth.

CONNECTION TO OTHER TOOLS



Teachers may consider using *Classroom Observation and Discussion* to facilitate dialogue and to determine strengths and areas of needed support.



Teachers may consider using the *Student Survey* to compare responses, inform practices, and reflect on student learning.



Name of Teacher: _____

Date: _____ Grade Level: _____

LANGUAGE COMPETENCIES

Language Skills I feel confident in my ability to speak, read, and write in French for the grade levels that I teach.	
☐ Often ☐ Sometimes ☐ Rarely	Reflection:

CURRICULUM AND BALANCED APPROACH

Curriculum Awareness - I am aware of the general and specific learning outcomes of the curriculum. - I am aware of and understand the balanced approach to language learning. - I am familiar with the Portraits of the Learner. - I choose themes as outlined in the curriculum and, where possible, I make links to other subject areas.	
☐ Often ☐ Sometimes ☐ Rarely	Reflection:

Backward Design - When planning, I consider what my students will be able to talk about, read about, and write about at the end of the unit/theme. - I consider how I will evaluate these competencies at the end of the unit/theme.	
☐ Often ☐ Sometimes ☐ Rarely	Reflection:

Oral Communication (50%) - I teach oral communication through model statements in complete sentences. - I support students in creating personal variations of the model statements. - I interact with the students in French. - The students interact with each other in French, using and reusing their personal variations through a variety of oral communication activities.	
☐ Often ☐ Sometimes ☐ Rarely	Reflection:



Reading (25%)

- Readings reflect oral communication and enrich vocabulary, linguistic structures, and ideas.
- I support students in understanding and interacting with the text through a process of pre-reading, reading, and post-reading activities.
- I model reading aloud.
- I support students in reading aloud with fluency and good pronunciation.

☐ Often

☐ Sometimes

☐ Rarely

Reflection:

Writing (25%)

- Writing activities reflect the oral communication and reading interactions.
- I engage students in pre-writing, writing, and post-writing activities.
- I model writing in complete sentences.
- I support the students in writing their personal variations.
- I guide students in an editing process.

☐ Often

☐ Sometimes

☐ Rarely

Reflection:

Grammatical Content

- I target grammatical content during oral communication, reading, and writing activities.

☐ Often

☐ Sometimes

☐ Rarely

Reflection:

Assessment and Evaluation

- I am aware of the general and specific learning outcomes of the curriculum.
- I assess and provide feedback to students during activities.
- I evaluate message, fluency, and accuracy in the three skill areas: oral communication, reading, and writing.
- I differentiate assessments and evaluations to meet the needs of all students.

☐ Often

☐ Sometimes

☐ Rarely

Reflection:

INTEGRATION OF CULTURE

Integration of Culture

- I integrate elements of Francophone cultures 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.

☐ Often

☐ Sometimes

☐ Rarely

Reflection:



VALUE OF LEARNING FRENCH

Value of Learning French • I am aware of the many benefits of learning French. • I encourage students to reflect on the positive impacts that learning French can have in their lives. • I communicate the value of learning French to students, parents, and the larger school community.	
☐ Often ☐ Sometimes ☐ Rarely	Reflection:

STUDENT ENGAGEMENT AND LEARNING

Language and Authenticity • I interact with students in French. • The students interact with each other in French. • The students communicate about their personal lives and interests in French.	
☐ Often ☐ Sometimes ☐ Rarely	Reflection:

Differentiation and Inclusion • I aim to meet the needs of all students by providing additional support and opportunities for extended learning. • I aim to provide an experience of inclusion for all students; students feel supported and encouraged by me and by their peers.	
☐ Often ☐ Sometimes ☐ Rarely	Reflection:

Engaging 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.	
☐ Often ☐ Sometimes ☐ Rarely	Reflection:

Linguistically Rich Environment • My classroom is a linguistically rich environment created through music, visuals, a word wall, a calendar, weather information, student work, etc.	
☐ Often ☐ Sometimes ☐ Rarely	Reflection:



Routines

- My lessons have routines that include things such as greetings, the date, the weather, and friendly chit-chat.

☐ Often

☐ Sometimes

☐ Rarely

Reflection:

PROFESSIONAL LEARNING

Professional Learning

- I stay up to date on current trends and best practices in teaching French.
- I attend professional learning sessions, conferences, or courses related to French language teaching.

☐ Often

☐ Sometimes

☐ Rarely

Reflection:

Next Steps

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

TEACHER GUIDE FOR SELF-REFLECTION

French (English Program) – Grades 9 to 12



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 build teacher capacity by providing teachers with a tool for self-reflection of the knowledge and skills needed to deliver quality French courses.

PURPOSE OF THE TOOL

This tool is designed to provide a common understanding about the teaching and learning of French. It comprises statements regarding teacher knowledge and skills in six areas: Language Competencies, Curriculum and Balanced Approach to Language Learning, Cultural Integration, Value of Learning French, Student Engagement and Learning, and Professional Development.

BENEFITS OF THE TOOL

- **Professional Growth:** This guide helps teachers reflect on their teaching practices, allowing them to identify areas of strength and areas to consider. By engaging in reflective practice, teachers can enhance their teaching skills.
- **Goal Setting:** This guide enables teachers to set specific goals for their professional learning based on their reflections. These goals can be aligned with professional and personal objectives.
- **Professional Journey:** This guide serves as a record of a teacher's professional journey, documenting their reflections, goals, and progress over time. This documentation can be valuable for professional conversations and portfolios.



USES OF THE TOOL

This tool can be used for

- reflecting on teaching practices
- developing a professional growth plan
- initiating conversations with administrators and/or colleagues
- engaging in conversations with student teachers and their faculty advisors

STEPS TO ADMINISTER THE TOOL

1. Consider your intention for using the tool:
 - a. Self-reflection
 - b. Mentorship and/or collaboration with other teachers
 - c. Initiating conversations with school leaders
2. Find an appropriate time to engage in the reflection. Consider engaging in this process more than once a year to monitor progress.
3. Identify areas of strength and areas to consider.
4. Refer to the [curriculum](#) and the [Portraits of a Learner](#) as needed.
5. Discuss next steps with a school leader or colleague to support professional growth.

CONNECTION TO OTHER TOOLS



Teachers may consider using *Classroom Observation and Discussion* to facilitate dialogue and to determine strengths and areas of needed support.



Teachers may consider using the *Student Survey* to compare responses, inform practices, and reflect on student learning.



Name of Teacher: _____

Date: _____ Grade Level: _____

LANGUAGE COMPETENCIES

Language Skills I feel confident with my ability to speak, read, and write in French for the grade levels that I teach.	
☐ Often ☐ Sometimes ☐ Rarely	Reflection:

CURRICULUM AND BALANCED APPROACH

Curriculum Awareness - I am aware of the general and specific learning outcomes of the curriculum. - I am aware of and understand a balanced approach to language learning. - I am familiar with the Portraits of the Learner. - I choose themes as outlined in the curriculum and, where possible, I make links to other subject areas.	
☐ Often ☐ Sometimes ☐ Rarely	Reflection:

Backward Design - When planning, I consider what my students will be able to talk about, read about, and write about at the of a unit. - I consider how I will assess these competencies at the end of the unit/theme.	
☐ Often ☐ Sometimes ☐ Rarely	Reflection:

Oral Communication (50%) - I choose relevant topics that invite authentic conversations. - I model statements to guide the conversation. - I support students in developing and expressing their personal thoughts and ideas. - I use a variety of oral communication strategies that provide opportunities for extended and effective interactions.	
☐ Often ☐ Sometimes ☐ Rarely	Reflection:



Reading (25%)

- Readings reflect oral communication.
- Readings enrich vocabulary, provide opportunities to observe the use of complex grammatical structures, and deepen and extend discussion.
- Students read aloud with fluency and accuracy in pronunciation, rhythm, and intonation.

- ☐ Often
☐ Sometimes
☐ Rarely

Reflection:

Writing (25%)

- Writing activities reflect the oral communication interactions.
- Students use newly learned vocabulary and grammatical structures with a focus on the development of ideas and the clarity of the message.
- Students' texts are used to extend reading and oral communication activities.

- ☐ Often
☐ Sometimes
☐ Rarely

Reflection:

Grammatical Content

- I target grammatical content during oral communication, reading, and writing activities.

- ☐ Often
☐ Sometimes
☐ Rarely

Reflection:

Assessment and Evaluation

- I am aware of the general and specific learning outcomes of the curriculum.
- I assess and provide feedback to students during activities.
- I evaluate message, fluency, and accuracy in the three skill areas: oral communication, reading, and writing.
- I differentiate assessments and evaluations to meet the needs of all students.

- ☐ Often
☐ Sometimes
☐ Rarely

Reflection:

INTEGRATION OF CULTURE

Integration of Culture

- I integrate elements of Francophone cultures 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.

- ☐ Often
☐ Sometimes
☐ Rarely

Reflection:



VALUE OF LEARNING FRENCH

Value of Learning French - I am aware of the many benefits of learning French. - I encourage students to reflect on the positive impacts that learning French can have in their lives. - I communicate the value of learning French to students, parents, and the larger school community.	
☐ Often ☐ Sometimes ☐ Rarely	Reflection:

STUDENT ENGAGEMENT AND LEARNING

Language and Authenticity - I consistently interact in French with my students. - My students interact with each other in French. - I use strategies that encourage participation from all students in the class. - There is evidence of positive student engagement.	
☐ Often ☐ Sometimes ☐ Rarely	Reflection:

Differentiation and Inclusion - I aim to meet the needs of all students by providing additional support and opportunities for extended learning. - I aim to provide an experience of inclusion for all students; students feel supported and encouraged by me and by their peers.	
☐ Often ☐ Sometimes ☐ Rarely	Reflection:

Engaging 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.	
☐ Often ☐ Sometimes ☐ Rarely	Reflection:

Linguistically Rich Environment My classroom is a linguistically rich environment created through music, visual supports, student work, etc.	
☐ Often ☐ Sometimes ☐ Rarely	Reflection:



PROFESSIONAL DEVELOPMENT

Professional Development

- I stay up to date on current trends and best practices in teaching French.
- I attend professional learning sessions, conferences, or courses related to French language teaching.

☐ Often

☐ Sometimes

☐ Rarely

Reflection:

Next Steps

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

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:

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:

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[Canadian Association of Second Language Teachers](#)

[Alliance française](#)

Email: info@afmanitoba.ca

Phone: 204-477-1515

Anecdotal Observations:

CLASSROOM OBSERVATION AND DISCUSSION

French (English Program) – Grades 9 to 12



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 to understand 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 goal and intent 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 strengths 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 topic is relevant to the students and invites authentic conversations.
- ☐ The teacher models statements to guide the conversation.
- ☐ The teacher supports students in developing and expressing their personal thoughts and ideas.
- ☐ Students engage in oral communication interactions with a level of spontaneity and sophistication appropriate for their grade level.

Reading

- ☐ The readings reflect the oral communication interactions.
- ☐ The readings introduce new vocabulary and provide opportunities to observe the use of complex grammatical structures.
- ☐ The readings contribute to and deepen the discussions about the topic.
- ☐ Students read aloud with fluency and accuracy in pronunciation, rhythm, and intonation.

Writing

- ☐ The writing activities reflect the oral communication and reading goals.
- ☐ Students use newly learned vocabulary and grammatical structures with a focus on the development of ideas and the clarity of the message.
- ☐ Students' texts are used to extend reading and oral communication 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, visual supports, student work, etc.

Language and Engagement

- ☐ The teacher uses language that is appropriate for the grade level.
- ☐ There is consistent interaction in French during class activities.
- ☐ The teacher uses strategies that encourage participation from all students in the class.
- ☐ There is evidence of positive student engagement.

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 by providing 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:

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[Canadian Association of Second Language Teachers](#)

[Alliance française](#)

Email: info@afmanitoba.ca

Phone: 204-477-1515

Anecdotal Observations:

STUDENT SURVEY

French (English Program) – Grades 4 to 12



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 opportunity for students in Grades 4 to 12 to reflect upon and to communicate their perception of learning French.

PURPOSE OF THE TOOL

This tool is designed to gather feedback from students, inform instructional practices, improve the learning environment, and enhance overall student engagement and success.

BENEFITS OF THE TOOL

- **Understanding Student Perspectives:** By conducting the survey, teachers gain a deeper understanding of students' perspectives on the course and on their perception of learning French.
- **Promoting Student Engagement:** Involving students in the feedback process empowers them to take ownership of their learning experiences. It demonstrates that their voices are valued and encourages active participation in their learning.
- **Fostering Communication and Collaboration:** The survey serves as a communication tool between students and teachers, allowing for discussion and collaborative goal setting.
- **Informing Teaching Practices:** Student feedback can help teachers evaluate the effectiveness of their instructional practices, classroom environment, and learning materials.
- **Supporting Data-Driven Decision-Making:** The data collected from student surveys provides opportunities for professional conversations between teachers and between teachers and school leaders. The data may inform decision-making processes at the classroom, school, and divisional level by identifying trends, prioritizing areas for improvement, and measuring progress over time.



STEPS TO ADMINISTER THE TOOL

Before administering the survey

1. Inform your school leader about your intention to conduct this survey. Ensure that any school division policy regarding data collection is respected.
2. Consider when you will conduct the survey and how often. We recommend that the survey be completed during class time and not as a homework assignment. This is to ensure that you can read the instructions and survey questions with the students, and explain the goal and benefits of doing the survey.
3. To access the survey template, select the link for the grade level being surveyed:

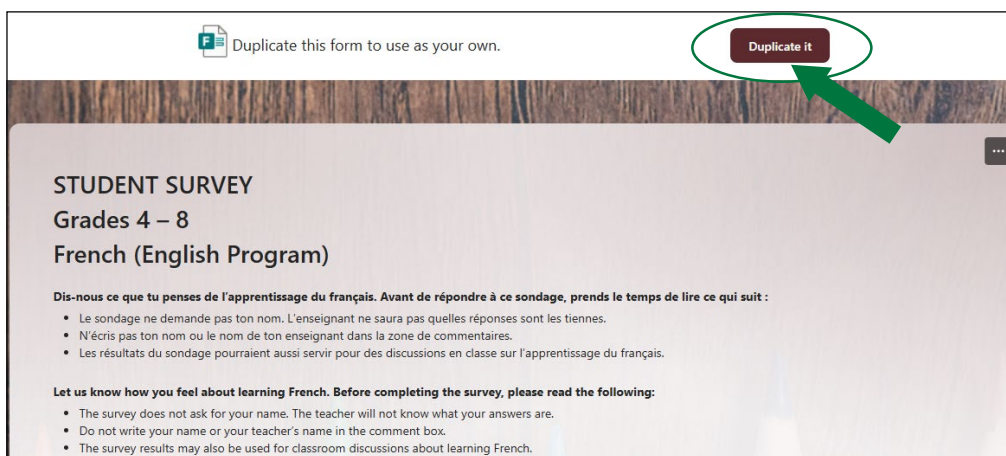


[Grades 4 – 8](#)



[Grades 9 – 12](#)

4. Once the survey is open, save a copy to your Microsoft account by clicking on the “**Duplicate it**” button on the top menu bar. You may need to log into your Microsoft account to complete this step. If you are doing this survey with multiple classes, make several duplicates and rename them with class identifiers.



Administering the survey

5. Once you are ready to administer the survey to your students, click on the “**Collect responses**” button, then select “**Copy link**” in the menu that appears. To share this link with your students, paste the link into an email, Team Channel, or other platform that your students have access to. Your students will then be able to click on the link to access the survey.

STUDENT SURVEY

French (English Program) – Grades 4 to 12



STUDENT SURVEY Grades 4 – 8 French (English Program) (Copy) - Saved

Style Settings Preview **Collect responses**

STUDENT SURVEY

Grades 4 – 8

French (English Program) (Copy)

Dis-nous ce que tu penses de l'apprentissage du français. Avant de répondre à ce sondage, prends le temps de lire ce qui suit :

- Le sondage ne demande pas ton nom. L'enseignant ne saura pas quelles réponses sont les tiennes.
- N'écris pas ton nom ou le nom de ton enseignant dans la zone de commentaires.
- Les résultats du sondage pourraient aussi servir pour des discussions en classe sur l'apprentissage du français.

Let us know how you feel about learning French. Before completing the survey, please read the following:

- The survey does not ask for your name. The teacher will not know what your answers are.
- Do not write your name or your teacher's name in the comment box.
- The survey results may also be used for classroom discussions about learning French.

Send and collect responses

☒ Anyone can respond
Anonymous response, doesn't require sign-in

☐ Only people in Government of Manitoba can respond

☐ Specific people in Government of Manitoba can respond

Copy link
https://forms.office.com/Pag... Shorten URL **Copy link**

To: People name, Teams group or channel...

You are invited to take this:
STUDENT SURVEY Grades 4 – 8 French (English Program) (Copy)

Hi! Would you mind taking 2 minutes to complete this form?
It would be great if you can submit your response by Jul 17, 2026. Thank you!

Start now

Add Teams Channel
Add a Teams channel to inform your audience instantly about your latest form.

☒ Outlook ☐ Teams (Message only)
Invitation will be sent via Outlook

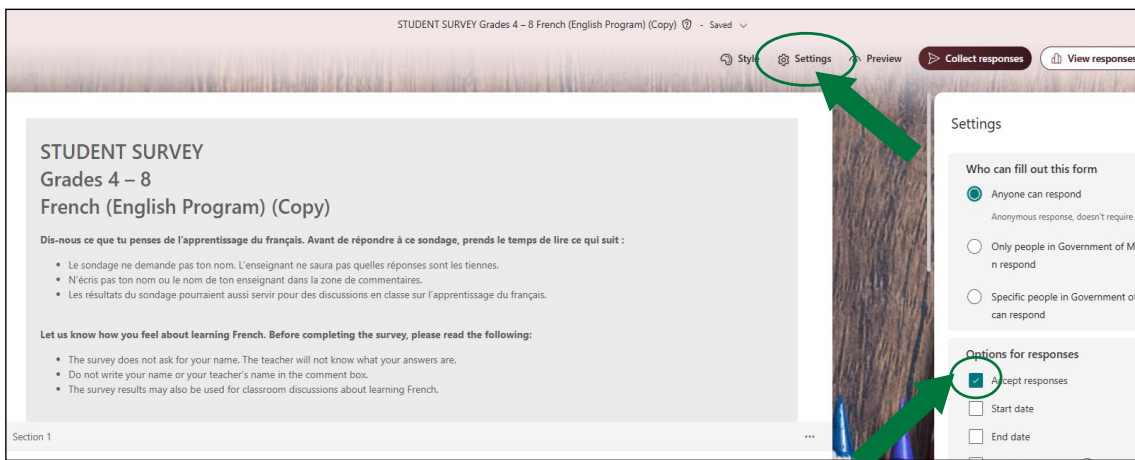
Send

6. Prior to beginning the survey, read the questions with the students to ensure comprehension and inform students that
 - all questions are required to be answered, except the general comment question at the end
 - they should not write any identifying information such as their name or the teacher's name in the comment box
 - the data will be anonymous

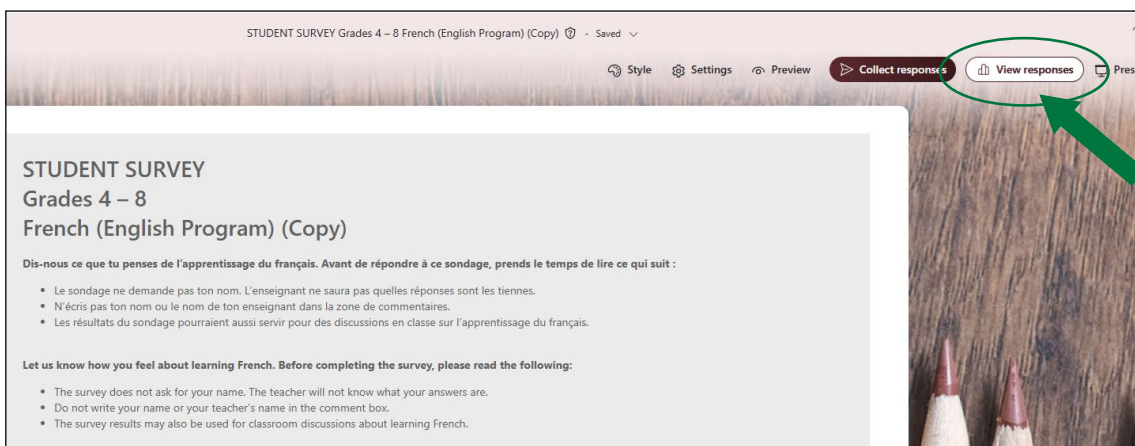


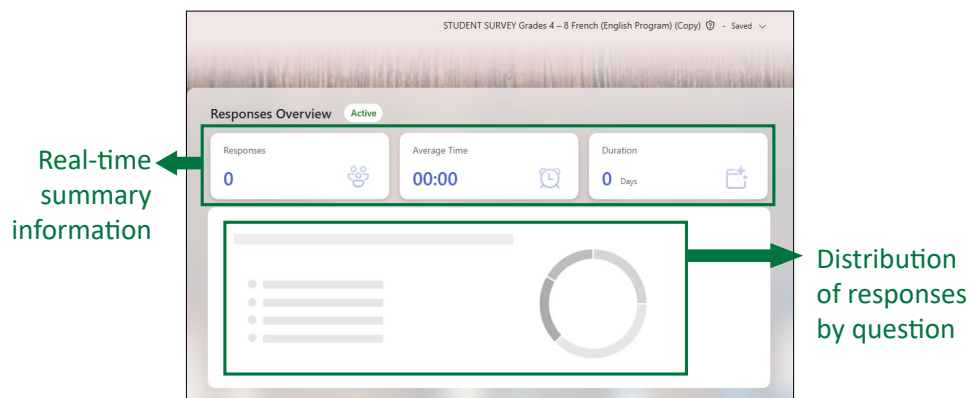
After the survey

- Once the students have completed the survey, be sure to close the survey by clicking the “**Setting**” button in the top menu bar. Then uncheck the box next to “**Accept responses**” in the menu that appears. The status of the survey should now indicate “**Closed**” and no more responses can be added to the survey.



- To view the results, click on the “**View responses**” button on the top right corner of the menu bar. Across the top, you will see real-time summary information, such as number of responses and average score. Next to each question, you will see the number of responses and a chart that shows the distribution of responses.





9. Read and analyze the results of the survey.
 - What stands out for you?
 - Compare the results to your reflections from the *Teacher Guide for Self-Reflection*. What parallels can you see?
 - What positive conclusions can you draw from the survey?
 - What might you consider further because of the survey?
10. Engage students in a discussion regarding the survey results. Draw important conclusions together.
 - What do you notice?
 - What are our strengths?
 - Where do we need to improve?
 - What are some goals that we can set for ourselves?
11. Consider sharing the data with your colleagues as well as your school leaders to collaborate on continued growth relating to the effective teaching and learning of French.

Note: It is important that you do not modify the questions and privacy settings of the surveys from the above links, as these are provided by Manitoba Education and Early Childhood Learning. If you wish to conduct a survey with different questions, you are welcome to create your own with the approval of your school leaders.

CONNECTION TO OTHER TOOLS



Teachers may consider using the *Teacher Guide for Self-Reflection* to compare responses, inform practices, and reflect on student learning.



Leaders and teachers may consider using the *Classroom Observation and Discussion* to further consider the impact of teaching practices.



Notes



Grades 4 to 8

Let us know how you feel about learning French. Before completing the survey, please read the following:

- The survey does not ask for your name. The teacher will not know which answers are yours.
- Do not write your name or your teacher's name in the comment box.
- The survey results may also be used for classroom discussions about learning French.

Grade: _____

Read each statement and choose the answer that matches how you feel about learning.

Scale:

NOT REALLY



A BIT



QUITE A BIT



A LOT



a) I like learning French.

--	--	--	--

b) I think that speaking French is important.

--	--	--	--

c) I speak French during classroom activities.

--	--	--	--

d) I understand spoken French during classroom activities.

--	--	--	--

e) I feel comfortable speaking French in class.

--	--	--	--

f) I use French outside of school (e.g., speak, read, watch).

--	--	--	--

g) I like learning about Francophone cultures.

--	--	--	--

h) I feel like my French skills are improving.

--	--	--	--

i) I want to continue to learn French next year.

--	--	--	--

What else would you like to share about learning French?

Do not write your name or your teacher's name in the comment box.



4^e à 8^e année

Dis-nous ce que tu penses de l'apprentissage du français. Avant de répondre à ce sondage, prends le temps de lire ce qui suit :

- Tu ne devras pas fournir ton nom. L'enseignant ne saura pas quelles réponses sont les tiennes.
- N'écris pas ton nom ou le nom de ton enseignant dans la zone de commentaires.
- Les résultats du sondage pourraient aussi servir pour des discussions en classe sur l'apprentissage du français.

Année scolaire : _____

Lis chaque énoncé et choisis la réponse qui correspond à ce que tu penses de l'apprentissage du français.

Échelle :

PAS VRAIMENT	UN PEU	ASSEZ	BEAUCOUP

a) J'aime apprendre le français.				
b) Je pense qu'il est important de parler français.				
c) Je parle français pendant les activités en classe.				
d) Je comprends le français parlé pendant les activités en classe.				
e) Je me sens à l'aise de parler français en classe.				
f) J'utilise le français en dehors de l'école (p. ex. je parle, je lis, je regarde du contenu vidéo en français).				
g) J'aime apprendre à connaître les cultures francophones.				
h) J'ai l'impression que mes compétences en français s'améliorent.				
i) Je souhaite continuer à apprendre le français l'année prochaine.				

Qu'aimerais-tu ajouter au sujet de ton apprentissage du français?

N'écris pas ton nom ou le nom de ton enseignant dans la zone de commentaires.



Grades 9 to 12

Let us know how you feel about learning French. Before completing the survey, please read the following:

- The survey does not ask for your name. The teacher will not know which answers are yours.
- Do not write your name or your teacher's name in the comment box.
- The survey results may also be used for classroom discussions about learning French.

Grade: _____

Read each statement and choose the answer that matches how you feel about learning.

Scale:

STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
----------------------	----------	-------	-------------------

a) I like learning French.				
b) I think that speaking French is important.				
c) I speak French during classroom activities.				
d) I understand spoken French.				
e) I read and understand written French.				
f) I write well in French.				
g) I feel confident speaking French.				
h) I use French outside of school (e.g., speak, read, watch).				
i) I like learning about Francophone cultures.				
j) I feel like my French skills are improving.				
k) I want to continue to learn French next year.				

What else would you like to share about learning French?

Do not write your name or your teacher's name in the comment box.



9^e à 12^e année

Dis-nous ce que tu penses de l'apprentissage du français. Avant de répondre à ce sondage, prends le temps de lire ce qui suit :

- Tu ne devras pas fournir ton nom. L'enseignant ne saura pas quelles réponses sont les tiennes.
- N'écris pas ton nom ou le nom de ton enseignant dans la zone de commentaires.
- Les résultats du sondage pourraient aussi servir pour des discussions en classe sur l'apprentissage du français.

Année scolaire : _____

Lis chaque énoncé et choisis la réponse qui reflète ce que tu penses de l'apprentissage du français.

Échelle :

PAS DU TOUT D'ACCORD	EN DÉSACCORD	D'ACCORD	TOUT À FAIT D'ACCORD
-------------------------	-----------------	----------	-------------------------

a) J'aime apprendre le français.				
b) Je pense qu'il est important de parler français.				
c) Je parle français pendant les activités en classe.				
d) Je comprends le français parlé.				
e) Je lis et comprends le français écrit.				
f) J'écris bien en français.				
g) Je me sens à l'aise lorsque je m'exprime en français.				
h) J'utilise le français en dehors de l'école (p. ex. je parle, je lis, je regarde du contenu vidéo en français).				
i) J'aime apprendre à connaître les cultures francophones.				
j) J'ai l'impression que mes compétences en français s'améliorent.				
k) Je souhaite continuer à apprendre le français l'année prochaine.				

Qu'aimerais-tu ajouter au sujet de ton apprentissage du français?

N'écris pas ton nom ou le nom de ton enseignant dans la zone de commentaires

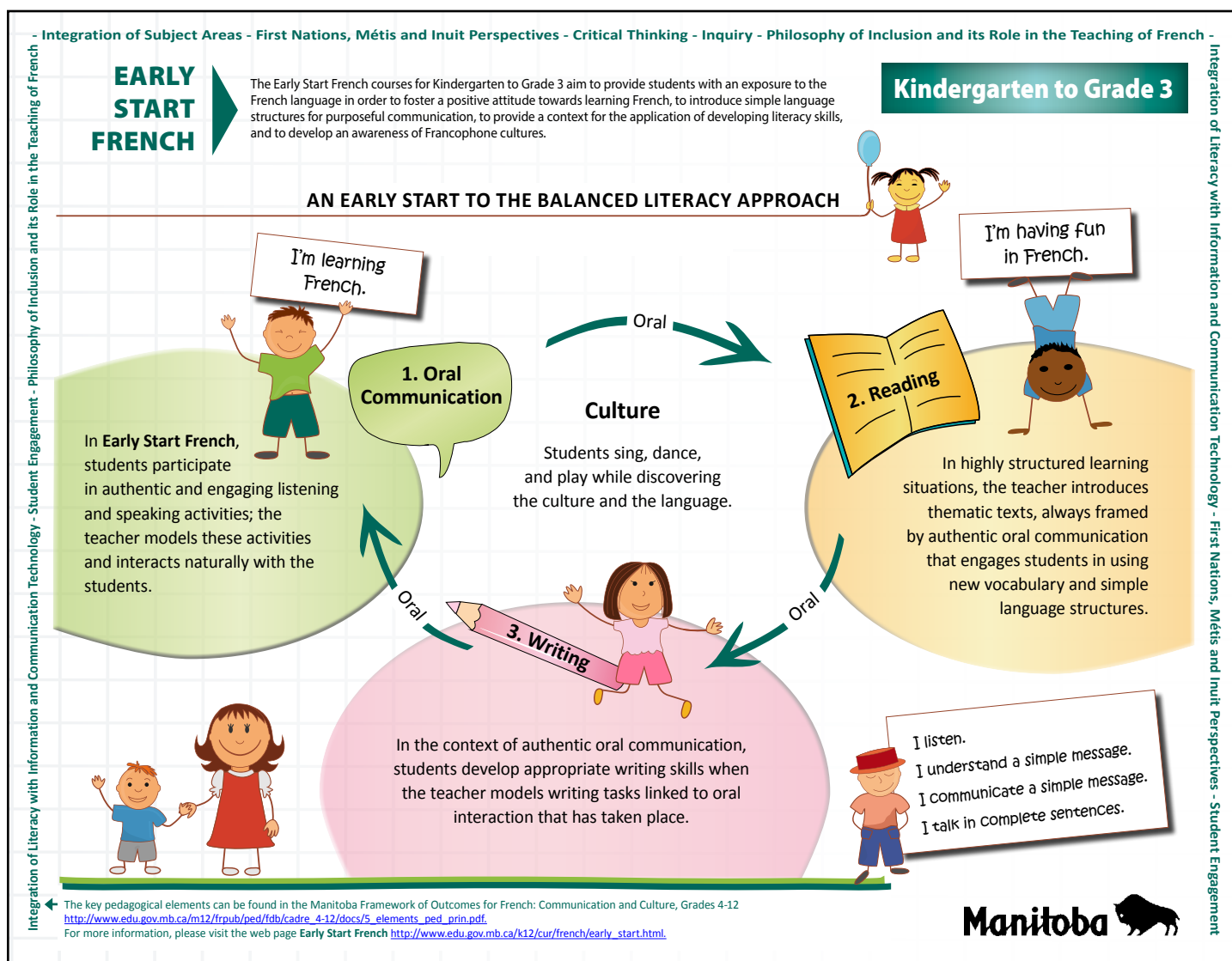
APPENDIX I

OVERVIEW POSTER: KINDERGARTEN TO GRADE 3

EARLY START FRENCH

This poster provides a snapshot of the Early Start French courses. It illustrates how the course places an emphasis on oral communication within a balanced approach to language learning, including integration of Francophone cultures. The poster also includes the vision, the goals, and the expected outcomes of the course.

https://www.edu.gov.mb.ca/m12/frpub/ped/fdb/cadre_m-3/docs/poster.pdf



OVERVIEW POSTER: GRADES 4 TO 12

FRENCH: COMMUNICATION AND CULTURE

This poster provides a snapshot of the *French: Communication and Culture* courses. It shows how the courses place an emphasis on oral communication and an integration of Francophone cultures while using a balanced approach to language learning. The poster also includes the themes to explore and the acts of communication that students need to carry out.

https://www.edu.gov.mb.ca/m12/frpub/ped/fdb/cadre_4-12/docs/aff_fran_comm_culture.pdf

FRENCH: COMMUNICATION AND CULTURE
GRADES 4 TO 12

The goals of the course **French: Communication and Culture** are to give students the opportunity to acquire the necessary language skills to communicate in French, to value the learning of French as a tool for personal, intellectual, and social growth, to demonstrate an appreciation of francophone cultures and to further develop intercultural communication skills that are essential to all global citizens.

I CAN TALK ABOUT:

- my life
- school
- food and health
- Canada and the world

THE BALANCED LITERACY APPROACH

I CAN TALK ABOUT:

- adolescence and adulthood
- leisure activities
- arts and culture
- social trends

Grades 4 to 8:
By talking about their lives in the classroom and by making personal connections to learning French, students are able to go out in the world and communicate in French in real and meaningful ways.

From Grades 4 to 8 students can carry out acts of communication such as:

- introducing themselves
- describing personal preferences, an object or a person
- talking about every day activities and their immediate surroundings
- discussing subjects related to their immediate needs
- asking for information
- giving instructions

Grades 9 to 12:
By talking about their lives in the classroom and by making personal connections to learning French, students are able to go out in the world and communicate in French in real and meaningful ways.

From Grades 9 to 12 students can carry out acts of communication such as:

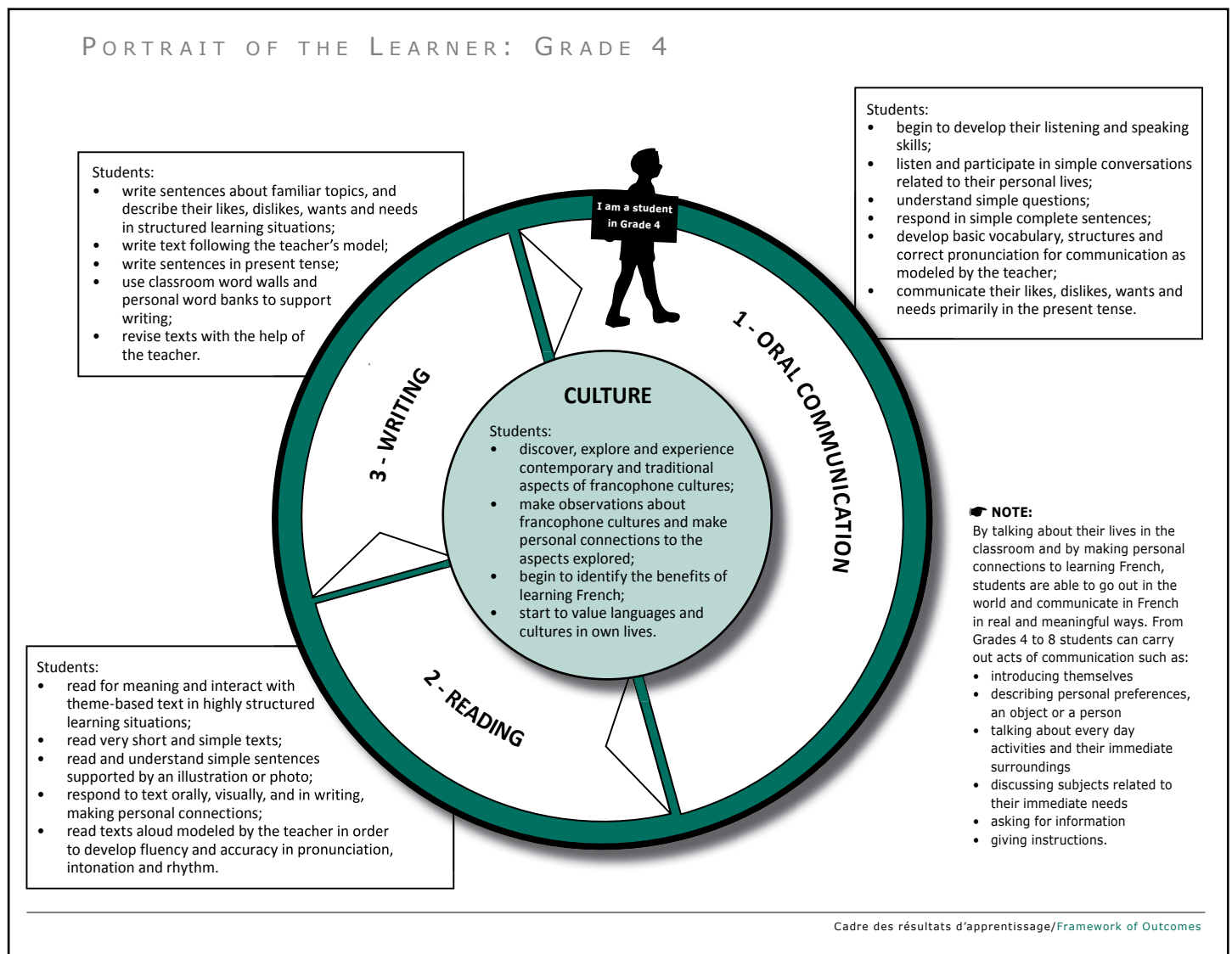
- describing main features of a person or thing
- talking about the past
- expressing a feeling or opinion
- giving advice
- making predictions
- justifying a viewpoint
- talking about the future

APPENDIX 3

PORTRAIT OF A LEARNER: GRADE 4

The portraits of the learner provide a global description of students' skills in oral communication, reading, and writing, as well as students' knowledge of Francophone cultures and the advantages of learning French.

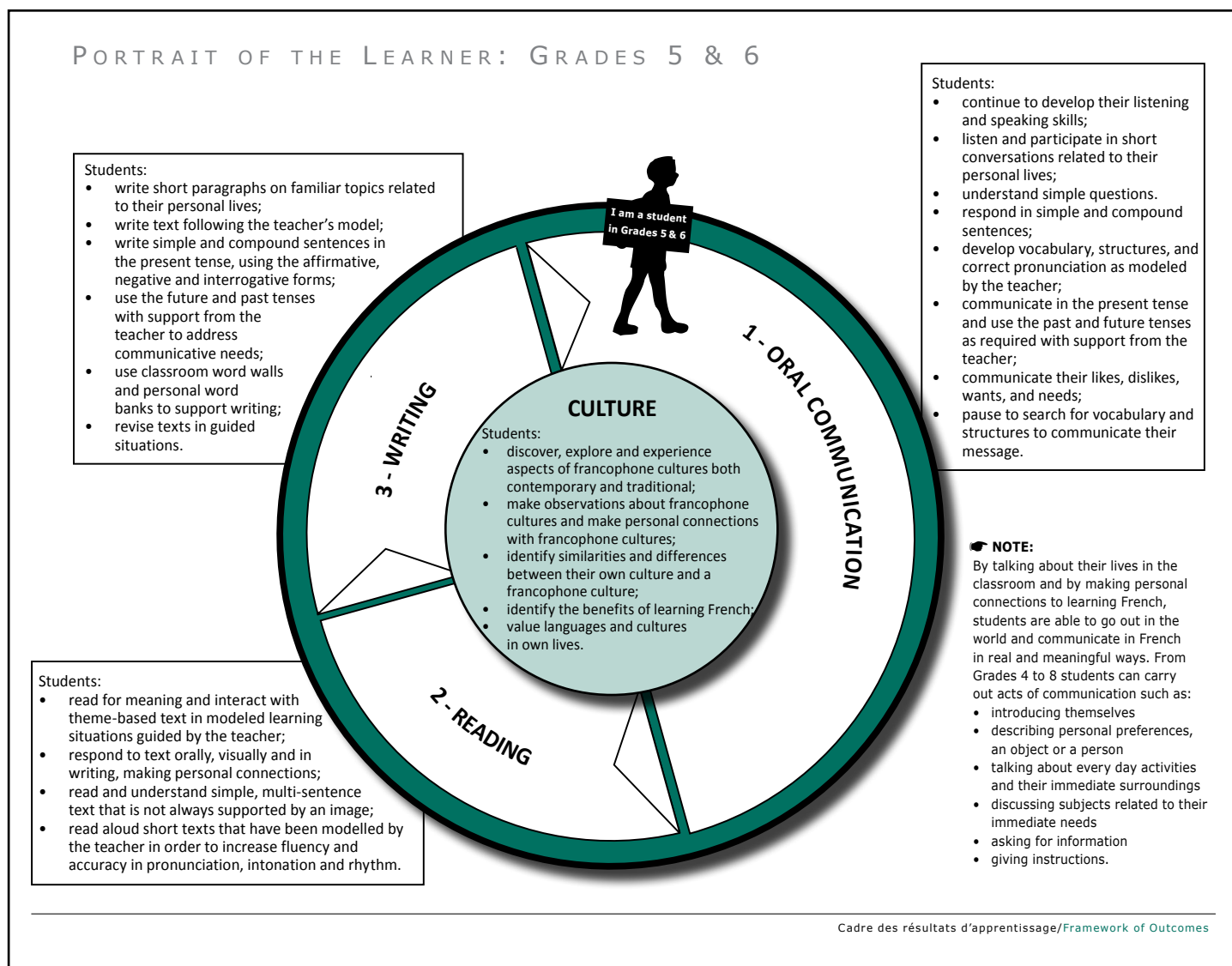
https://www.edu.gov.mb.ca/m12/frpub/ped/fdb/cadre_4-12/docs/15_4e_ann.pdf#page=2



PORTRAIT OF A LEARNER: GRADES 5 AND 6

These portraits of the learner provide a global description of students' skills in oral communication, reading, and writing, as well as students' knowledge of Francophone cultures and the advantages of learning French.

https://www.edu.gov.mb.ca/m12/frpub/ped/fdb/cadre_4-12/docs/16_5e_et_6e_ann.pdf#page=2

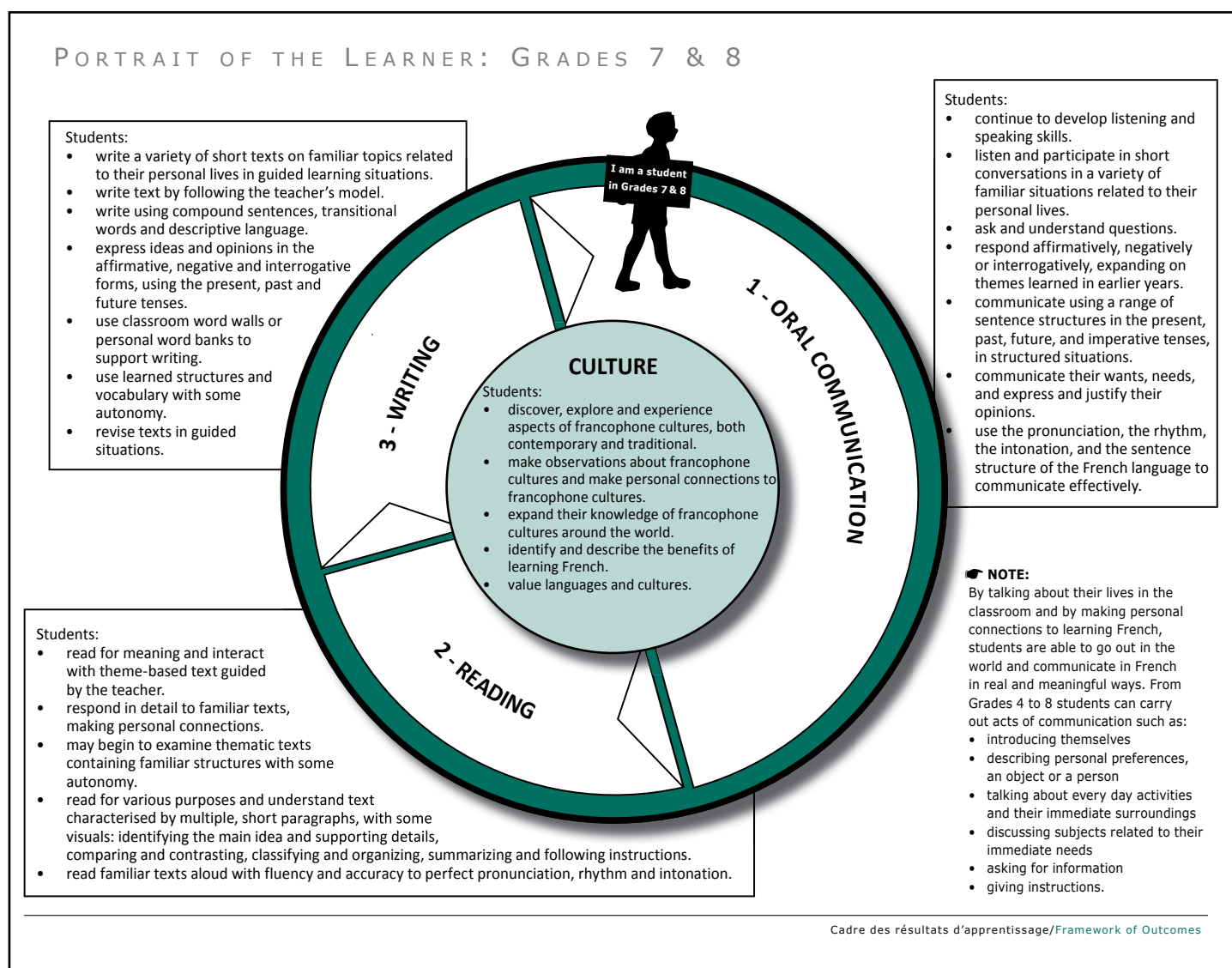


APPENDIX 5

PORTRAIT OF A LEARNER: GRADES 7 AND 8

These portraits of the learner provide a global description of students' skills in oral communication, reading, and writing, as well as students' knowledge of Francophone cultures and the advantages of learning French.

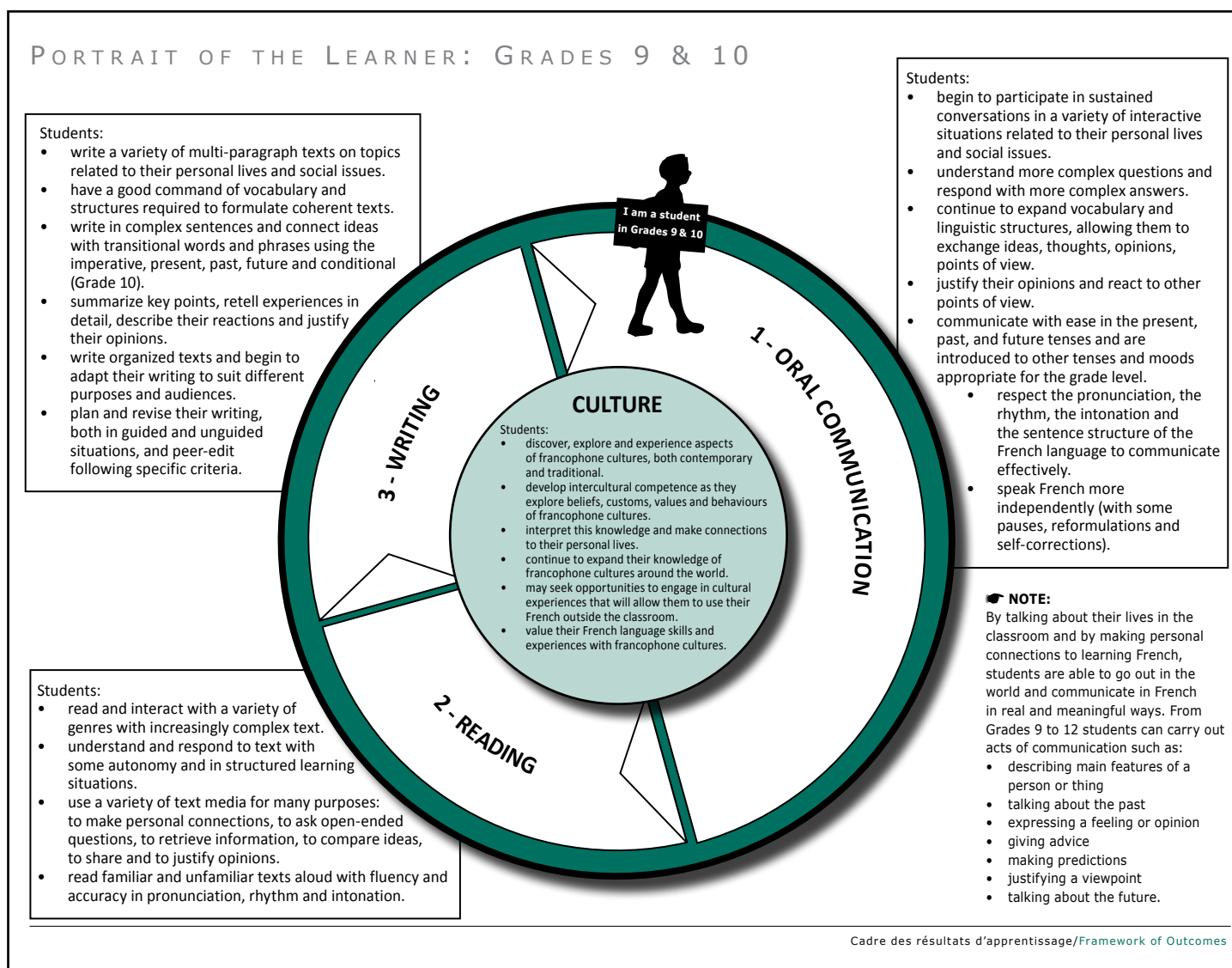
https://www.edu.gov.mb.ca/m12/frpub/ped/fdb/cadre_4-12/docs/17_7e_et_8e_ann.pdf#page=2



PORTRAIT OF A LEARNER: GRADES 9 AND 10

These portraits of the learner provide a global description of students' skills in oral communication, reading, and writing, as well as students' knowledge of Francophone cultures and the advantages of learning French.

https://www.edu.gov.mb.ca/m12/frpub/ped/fdb/cadre_4-12/docs/18_9e_et_10e_ann.pdf#page=2



APPENDIX 7

PORTRAIT OF A LEARNER: GRADES 11 AND 12

These portraits of the learner provide a global description of students' skills in oral communication, reading, and writing, as well as students' knowledge of Francophone cultures and the advantages of learning French.

https://www.edu.gov.mb.ca/m12/frpub/ped/fdb/cadre_4-12/docs/19_11e_et_12e_ann.pdf#page=2

