

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