

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: <i>Suggested Resources by Theme and by Month</i> <i>Au Manitoba, on s’amuse en français</i> - 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