

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN

FRENCH

BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
ONGOING							
B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Online Modules: Using the Comprehensive Literacy Guide in FSL program planning	Examination of the TCDSB Comprehensive Literacy Guide to support and mirror effective literacy practices in FSL programming. Exploring teaching reading and phonemic awareness, to build fluency in primary French Immersion. Self-selected 30-minute learning module available by November Timeline: Ongoing	K-8	169	all	0	0
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Secondary students' positive self image	Department Head Virtual Meetings	French Department Heads invited to collaborate on best practices, curriculum, resources, etc. Topics to be determined by participating DHs Timeline: 4 meetings per year	9-12	33	1	2	0
D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Principal Meetings	Support for principals of French Immersion and Extended French programs during principal meetings. Focus on nurturing professional learning communities. Timeline: 3 per year	K-8	37	0	0	0
D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Ongoing and continued support for uncertified Teachers in FSL - virtual sessions	Continued professional development for uncertified teachers to strengthen programming to improve achievement in FSL and increase student learning opportunities 4 Group Sessions. Ongoing video conferencing. Timeline: October, December March, May	K-8	30	1	2	60
SEPTEMBER - DECEMBER							
D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Using the Action Oriented Approach to engage FSL learners	Continuing to learn about the action-oriented approach to plan authentic, meaningful, interactive, and relevant tasks while emphasizing the functional use of language. a self-selected 30-minute learning module Timeline: December	K-12	200	all	0	0
JANUARY - JUNE							
D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Using Book Clubs in your secondary FSL classroom	Understanding the inclusion of book clubs to promote differentiation and Culturally Responsive Pedagogy for adolescents in FSL programs. The Adolescent Literacy Guide in French will be used as a core document for this activity in FSL programming. a self-selected 30-minute video learning module Timeline: January	Grades 7-12	200	0	0	
D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Lesson Design: Addressing the four strands through backward design lesson planning	Exploring the importance of incorporating the oral component as well as the other strands when designing a comprehensive lesson that addresses curriculum expectations. Supporting teachers from an equity stance to make FSL action oriented, authentic and relevant to all learners. a self-selected 30-minute learning module Timeline: January	K-12	200	all	0	0

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	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Secondary students' positive self image	Supporting Equity, Inclusion and Anti-Racism in the FSL classroom	Informed by and supportive of TCDSB equity and Culturally Responsive Pedagogy principles , teachers will contribute to a collaborative video module compiling effective anti-racist practices and strategies used by FSL teachers. Timeline: April	Grades 7-12	200	30	1	30