### Teaching French as a Second Language

Professional development and training, specific to the needs of new teachers, should include the following core content:

<table>
<thead>
<tr>
<th>Core Content</th>
<th>PLANNING AND ASSESSMENT</th>
<th>INSTRUCTIONAL STRATEGIES</th>
<th>CLASSROOM MANAGEMENT</th>
<th>STUDENT ENGAGEMENT</th>
<th>CULTURE AND CLIMATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of effective long- and short-term planning that takes into consideration the learners’ varied needs and prior knowledge of French</td>
<td>Knowledge, selection and use of a variety of instructional strategies to address the wide range of learning needs and interests in a Core French or French Immersion/Extended French classroom</td>
<td>Knowledge of effective classroom strategies to address the unique conditions in teaching French and teaching in French</td>
<td>Establish a positive learning environment (classroom, school) which encourages student involvement in French</td>
<td>Promote French language and culture within the classroom and school environment</td>
<td></td>
</tr>
</tbody>
</table>

### Web Resources

- **Ontario Educational Resource Bank (OERB) * **
- **Literacy and Numeracy Secretariat Print resources**
- **Compilation of Professional Development Core Content to Support the New Teacher Induction Program (NTIP): A Resource for Board NTIP teams (pages 7 to 9)**
- **Association canadienne des professeurs d’immersion (ACPI - CAIT)**
- **Ontario Modern Language Teachers’ Association (OMLTA)**
- **Society for Educational Exchanges and Visits in Canada (SEVEC)**
- **Canadian Parents for French (CPF)**
- **Canadian Association of Second Language Teachers (CASLT)**