

Upcoming
Professional Development

SPEAK!

a BCATML publication

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Spring 2016 Whistler
Conference

The New Curriculum: The
Ministry and the BCATML
want to know what you
think!

#PSADay
Conference Feedback

Branchez-vous: Get to know the new
FSL curriculum supports

It's already time
to start thinking about
2016's #PSADay Conference!



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NEWS, INFO, BUZZ

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Languages Without Borders



Langues sans frontières



2017 National Conference for Second Language Educators

Conférence nationale 2017 pour les enseignants de langues secondes

Shaw Conference Centre ~ Centre de conférence Shaw
April 6-8 avril 2017 | Edmonton, Alberta, Canada



iisle
Institute for Innovation in Second Language Education



NEW FOR 2015



THE FUTURE OF BC LANGUAGE EDUCATION

CURRICULUM

How are the non-instructional days being implemented in your district?



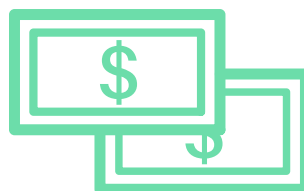
THE BCATML NEWS

Check out the latest news from your language reps



TIPS

WANT TO UPGRADE?



EXPLORE ALL YOUR FUNDING OPTIONS!

Apply for the UBC Summer French institute or your PB+ Certification and get a provincial bursary of up to \$1500!



QUESTIONS FROM MEMBERS

Help!

I noticed references to connections between Aboriginal languages and French in the new curriculum. Does anybody know of relevant resources? Merci!

-Karen, BCATML member

Hi Karen! The Ministry has not released resources for the new curricula. However, I suspect that due to the Aboriginal Education content woven throughout, more information will be coming forth. In the meantime, you could try visiting our website where we have referenced FNEESC and Kinder Books. Visit the Resources page of our www.bcatml.org website.

Curriculum change has been a collaborative process involving teachers and Ministry of Education staff. Teams of teachers appointed by the BCTF, the Federation of Independent Schools, and the First Nations Schools Association have worked collaboratively, with Ministry staff facilitating, to update the K–9 curriculum. Work on the first drafts of the new Grades 10–12 curriculum began last August.

Why do we need new curriculum?

In general, the revisions are intended to make the curriculum more manageable for teachers, and to provide more opportunities for teachers and students to focus on particular topics of interest in their schools and communities. The learning outcomes in several subject areas have been reduced, thus providing more time and flexibility to explore topics in depth.

**PRACTICE
MAKES
PERFECT**

curriculum info online

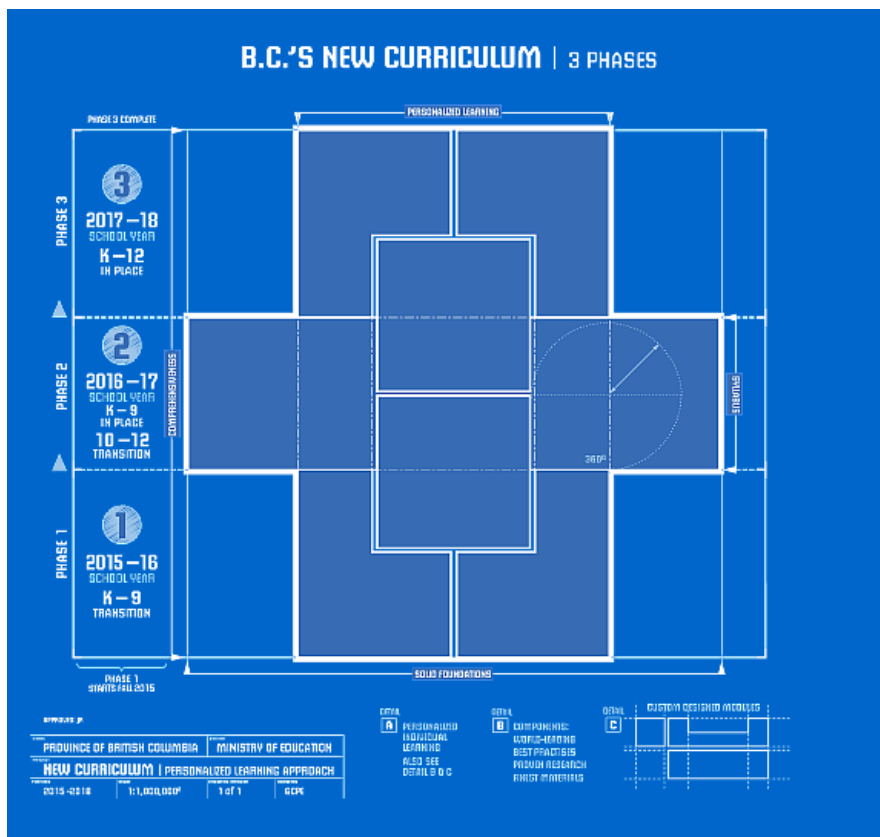
www.bcatml.org

Share, Ask, Show!

THE NEW CURRICULUM

Change

The ministry website can clarify some misconceptions about the new curriculum. For example, the process has been highly collaborative with us in the BCTF.



THE DEFINITION

Curriculum development is an ongoing process informed by research and global trends. Curriculum content for all grades is determined by provincial curriculum development teams that comprise subject matter experts, including K-12 classroom teachers and academics, and Ministry of Education staff.

Public input also plays an important role in shaping British Columbia's provincial curriculum. The ministry considers all feedback from individuals or groups when revising or developing K-12 curriculum.

Curriculum Development in BC has always included the following steps:

- Review of research regarding how
- Discipline-specific reviews of research and global trends
- Consultation with educators, academic experts, and subject-area experts
- Drafting of curriculum by teams of subject-area experts
- Public review and feedback on draft curriculum materials
- Revision and preparation of final versions

In the current transformation efforts, BC is reviewing all provincial curricula simultaneously and redesigning all curricula under a common framework (see: Exploring Curriculum Design). The Ministry plans to continually update the curriculum. As part of this process, a Standing Committee on Provincial Curriculum made up of partner representatives has been established. This committee will review any emerging themes or issues and consider how best to update and revitalize the curriculum

The Ministry would like to recognize the work of all the educators involved in the development processes to date and the assistance of the BC Teachers' Federation in identifying teachers for this work. The Ministry also thanks the Federation of Independent Schools and the First Nations Schools Association for identifying teachers for the writing teams.



DID YOU KNOW?

Over the past three years government has been working with more than 100 B.C. teachers and world-leading experts to collaborate on establishing the new curriculum.

SOURCE: CURRICULUM.GOV.CA

BCATML is ecstatic to partner again with the Provincial Intermediate and Middle Years Teachers' Association (MyPITA) and offer another spring conference for the second year in a row! We are proud to include BC Teachers of English Language Arts (BCTELA) as well. BCATML and MyPITA co-hosted the spring conference for the first time last year and were delighted with the results. Teachers from around the province came to picturesque Whistler for a full day of engaging and thought-provoking sessions. This year proves to be no less!

The aim of the conference is to support teachers from three different (yet similar) Provincial Specialist Associations (PSAs). As well, we hope to enlighten teachers of the mutual benefits of collaborating with like-minded educators. All three PSA presidents feel that each PSA has something of value to offer not only to members of their own PSA group but also to teachers who may not necessarily consider attending a PSA conference offered by the other two PSAs. It is for this reason that MyPITA president Elaine Jaltema and I co-hosted this conference last year. We both feel that both our PSA will be enriched and strengthened by this collaborative effort and support both of our respective members.

The Whistler Spring Conference will be held at the beautiful Whistler Hilton Resort on Friday, May 6th, 2016. Teachers are able to participate in half-day workshops with seasoned workshop and long time favourite facilitators including Adrienne Gear, Victoria Olsen, Naryn Searcy, Katherine Mulski and of course BCATML's Stacia Johnson and myself. There will be workshops discussing the use and implementation of technology into the classroom, as well as two workshops discussing Aboriginal content and ways of knowing, including assessment. Both Stacia Johnson and I will offer a workshop on how to develop unit plans, lesson ideas and hands-on activities for the Core French curriculum which can be easily adapted into other languages areas. There will be something for everyone!

Click here to register now and learn more details about hotel accommodations, workshop descriptions, and the agenda for the day. **Early-bird registration ends April 10th, 2016.** Some workshops are bound to fill up before then.

Last year, the conference was sold out so be sure to register early!

The conference brochure is also available online at <http://www.bcatml.org/whistler-conference-2016.html> or by clicking here. We hope to see you in large numbers.

Remember to register early to ensure your attendance and first choice selection!



About the presenting PSAs



The Provincial Intermediate and Middle Years Teachers' Association (MyPITA) is one of BCITF's largest Professional Specialists' Associations. MyPITA helps teachers through:

- Advocacy for Intermediate and Middle School teachers. Annual Fall Conference, to be held this year in the Lower Mainland on October 21 and 22, 2016 with over 65 workshops to choose from.
- Annual mini-conferences in Prince George, Whistler, and sometimes other locations around the province.
- Newsletters mailed to members multiple times a year, full of tips and lesson ideas.
- Password protected web resources at www.mypita.ca including
 - Classroom management including community building games
 - Drama activities and resources
 - Novel study materials including: chapter summaries and tests for over 300 novels
 - A variety of great resources specifically targeting new and developing teachers in a range of subject areas



British Columbia Teachers of English Language Arts (BCTELA) is a Provincial Specialist Association. We are made up of English Language Arts teachers from all over the province of British Columbia and the Yukon Territory. As an affiliate of both NCTE and BCTF, our mandate is to provide support for our members in their practice and professional development. BCTELA is coordinated by an executive committee, but powered by each and every member educator throughout the province. We provide members with support, an award winning professional journal, a newsletter, a bookclub, as well as an annual conference.



The BC Association of Teachers of Modern Languages (BCATML) represents teachers of French, German, Japanese, Mandarin, Punjabi, Spanish and other languages at the elementary and secondary levels. We provide a wide range of services to our members:

- BCATML's *Celebrating Languages* annual Fall conference offers over 35 workshops as well as a joint membership to the Canadian Association of Second Language Teachers (CASLT) at no additional cost!
- A regional mini-conference in Whistler (May 2016) supporting elementary and intermediate teachers
- Three issues of our electronic newsletter *Speak!* and CASLT's *Reflections* newsletter
- Access to BCATML's two iPad lending libraries to try in your classroom
- Requests for language specific workshops in your area of BC for you and other BCATML members
- Full access to the members' only password protected areas of our website www.bcatml.weebly.com with lesson ideas, activities, resources, and tools to enhance your teaching

BECAUSE THERE'S A FOODIE IN EVERY TRAVELER.

The Hilton Whistler Resort & Spa welcomes back MyPITA in May 2016!

You work hard. You deserve to be pampered. While you are here for your May conference, we are delighted to offer you a 20% discount on Food & non alcoholic Beverage in our Cinnamon Bear Bar & Grille. Eat, drink, relax, repeat.

For room reservations please visit hilton.com or call 604-932-1982
4050 Whistler Way | Whistler | VON 1B4 | CANADA

proudly co-presented by

WHISTLER CONFERENCE

Friday, May 6, 2016 - Whistler Hilton Resort

Adrienne Gear
Nonfiction Writing Power
Effective writing instruction

Victoria Olson
Screencasting to explain everything
Passion-based learning

Naryn Searcy
Assessing the new curriculum
Indigenous perspectives

Rome Lavrencic & Stacia Johnson
New core French curriculum

Katherine Mulski
Web applications

Photo: Mike Crane

REGISTER AT www.bctela.ca

Whistler Conference

Workshops & Schedule



Register at www.bctela.ca

Morning Workshops 9:30-11:45

Adrienne Gear

is an internationally-acclaimed speaker and author who keeps herself rooted in the classroom by teaching part time in Vancouver. Her practical "power" approach to reading and writing instruction is implemented in many school districts across the country. She has presented internationally and her books have been translated into multiple languages. She is the author of four books for teachers: *Reading Power* (2006), *Nonfiction Writing Power* (2008), *Writing Power* (2011), and *Nonfiction Writing Power* (2014).

Nonfiction Writing Power: Writing in the content areas
Tired of the same old animal reports? Come to this engaging workshop with Adrienne Gear as she shares some ideas from her new latest "power" book – *Nonfiction Writing Power* (Pembroke, 2014). Adrienne will explain the different forms of nonfiction, including description, instruction and persuasion and the importance of teaching students intent, language and structure of each form. She will model several lessons and shares how different forms of writing can be linked to your content areas. As always, she shares many student samples and highlights favorite anchor books to support the lessons. Participants will receive a handout with some reproducible templates and a recommended list of anchor books.
Grades 5–9.

Afternoon Workshops 1:15-3:30

Effective writing instruction: Setting up for success!
What is the key to a successful writing program? How can we design explicit lessons to help our students become more confident and competent writers? In this session, Adrienne will share her ideas for setting up a successful writing program which is based on the key principals of the writing process: Plan-Draft-Revise. She will explain how she sets up her weekly writing routine which includes explicit instruction and opportunities for regular writing practice. She will give examples of effective "mini-lessons" that will help improve students' writing techniques and, as always, link her lessons to authentic picture books. Come to this session and leave with some great ideas for refining your writing program!
Grades 4–7.

Victoria Olson

is a teacher and technology coach at West Langley Elementary. She co-founded #weedchat, EdCamp35, and the EdTech Mentorship Network. She is an Apple Distinguished Educator (2015), a Google Certified Teacher (GIAATX), and a Google Education Trainer.

Screencasting: You and your students can explain everything
Explore the potential of visible thinking and learning on the premier iPad screencasting app, *Explain Everything*. Learn how to import and annotate custom files to create your very own screencasted videos for presentations, explanations, or directions. Victoria will provide concrete examples of how screencasting can be used to empower authentic student learning and self-assessment skills. Get your students creating with screencasting!
Grades 4–9.

Passion-based learning: Genius Hour & 20% Time
Want to get students excited to come to school and create projects based on their passions? Get ready to run Genius Hour or 20% Time including planning, implementation, and logistical tips. Leave ready to run these passion-based activities with strategies for getting past obstacles, plus loads of resources!
Grades 4–9.

Naryn Searcy

teaches English First Peoples and is a district helping teacher in Aboriginal Education in School District 67 (Okanagan Shaleja). For the past three years, Naryn has led a district team of 70 K–12 teachers in exploring non-traditional methods of instruction and assessment. Her passion is finding ways for students to use their strengths in the classroom, and her current school has been nationally recognized for innovative instructional practice.

Assessing the new curriculum

The new curriculum will increase opportunities for students to engage with their learning in personal, meaningful, and relevant ways; however, at the end of the day teachers are still responsible for assessing what students have learned and communicating that information to others. How do we evaluate the many unique and creative ways that students might use to demonstrate understanding? Where do the core competency profiles fit in? This session will provide specific examples, along with clear and practical recommendations for effective assessment.
Grades 4–12.

Stacia Johnson

has taught high school French, Japanese, English, and ELI in urban and rural settings for the past 22 years. She has presented at the BCATML Conference, World Congress of Modern Languages, and the University of Ottawa. Currently, she is a mentor and curriculum collaboration teacher in SD 85.

Getting a grip on the new core French curriculum

Presenters: Stacia Johnson and Rome Lavrencic
In order to understand the Ministry's guidelines in the most recent ESL curriculum draft, Stacia and Rome will highlight its significant elements. This transformative curriculum focuses on concept-based learning, imbues the First Peoples Principles of Learning, and highlights the importance of one's sense of place in the world through language learning. The presenters will help put you at ease by discussing the similarities and additions to the new curriculum as well as providing sample lesson ideas, hands-on activities as well as assessment and evaluation tools. Workshops will be in English with examples in French.
Grades 5–12.

Rome Lavrencic

has taught high school Core French and French Immersion for the past 20 years. He is the current president of the BCATML and a member of the Ministry's Core French Curriculum Working Group, which is writing and revising of the new curriculum. In addition to presenting at the BCATML's annual Conference for the past decade, he has presented at the World Congress of Modern Languages, and BCTF New Teachers' Conference.

Indigenous perspectives that benefit all students
The new K–9 curriculum, set for full implementation in September 2016, integrates Aboriginal content and perspectives throughout all grade levels and subject areas. The First Peoples Principles of Learning are compatible with current focuses on self-regulation, social-emotional learning, differentiated instruction, and place-based learning. Teachers will leave with practical examples of engaging strategies as well as recommended resources that will increase motivation and improve outcomes for all students.
Grades 4–12.

Avez-vous WiFi? Web applications for the French classroom

Presenter: Katherine Mulski
Explore and play with some tried, tested, and true web-based applications. Highlighted applications will help add to your tech tool belt for the facilitation of teaching the French Language in the intermediate and high school classroom. Katherine will provide concrete examples and troubleshooting tips to help you gain confidence in having fun and applying these applications in your classroom. Have WiFi? Will have fun with French! Participants are strongly encouraged to bring their own laptops as there will not be devices available for loan. A handout with links, tips and tricks will be provided. Workshops will be in English with examples in French.
Grades 4–9.

Registration Rates

BCTF members \$125 until April 10, \$145 starting April 11.
Non-BCTF members, out-of-province and administrators \$145.
TTOCs, student/retired teachers, para-professionals, and SEAs \$65.
Register as a group of three or more and receive 10% off.

Space is limited; register early to avoid disappointment.

Registration includes PSA memberships. Participants may choose to receive memberships in all three of the co-sponsoring PSAs. Coffee to start your day as well as mid-morning refreshments are included. Lunch is on your own to take advantage of Whistler's many interesting options.

Whistler Hilton Resort Rates

4050 Whistler Way, V0M 1B4
604-932-1982 • 1-800-515-4050 • www.hilton.com • reservations@hiltonwhistler.com
Rate code: My Pita Conference Booking Code: WYP

\$149 per night plus taxes for a double occupancy standard room with two double beds or king/queen junior suite with kitchenette. Other room options are available.

Book by April 5, 2016. Room rates are applicable from May 2–10, 2016.
\$20 for each adult over double occupancy. \$22 per night for parking.
Reservations guaranteed with credit card or advance deposit.

Katherine Mulski

is currently a seconded teacher working as an Inservice Faculty Associate for Field Programs at Simon Fraser University. When not teaching diploma programs for teachers, you can find her assisting colleagues as a Digital Literacy Coach and teaching grade seven French immersion in Langley. Kat advocates for purposeful leveraging of technology and fun in the classroom.

Call for Presenters

It's that time of year again, and we are so excited to start accepting applications for presenters to our 2016 Fall "Celebrating Languages" Conference! Share with colleagues, and contribute to student learning across the province.



We invite you to submit a proposal for a presentation or workshop at our October 21st PSA Day. Every year, our Conference Committee has the extremely difficult job of going through all the phenomenal options you provide us and trying to create a balanced, comprehensive program for our participants. If you know anyone else whom you think has experience, energy, growth, and wisdom to share, please point them to this form!

The Conference will be held at the same location as this past year. Holding it at a school close to public transit (as opposed to a hotel) allows us to increase the capacity of our registration, and substantially decreases the cost of attending.

Michael J. Fox Theatre and Burnaby South Secondary School
5455 Rumble Street, Burnaby, BC V5J 2B7 Canada
Friday, October 21, 2016

Successful workshops for BCATML conferences tend to include a strong focus on practical, hands-on lessons and especially on information, techniques, resources, and lessons that can be implemented immediately in our classrooms.

Some ideas are;

- updating methods with technology;
- art and culture;
- social-emotional learning;
- growth mindset in the language classroom
- literacy strategies;
- best forms of assessment;
- preserving strong language elective programs;
- any strategies/activities that you have found useful in your teaching.

Please note that there will be an announcement soon for Publishers or Exhibitors wishing to purchase a display table and advertisement at the Conference.

Thank you so much for your willingness to share your professional growth & expertise.

We look forwards to seeing the variety of ideas that will be flooding in!

Sincerely,

The BCATML 2016 Conference Committee

***Please submit your completed workshop proposal by e-form on www.bcatml.org
Questions? Email Nicole Jarvis and Jacqueline Alvarado Cruz, Presenters' Co-Chairs, at presenters@bcatml.org
All submissions will be confirmed by e-mail.***

BETTER TOGETHER

SPANISH BUZZ >

¡ROSCA OR ROSCÓN DE REYES!



DID YOU KNOW

that rosca

or roscón de Reyes is a cake pastry eaten to celebrate Epiphany [Three Kings' Day] usually on January 6? It is believed that El día de Reyes, is when children would usually get their presents a tradition that is slowly dying. The rosca or roscón de Reyes usually contains a little figurine believed to be the baby Jesus. It is believed that the person who gets the piece of cake with the baby Jesus in it, is blessed and must take the figurine to church on February 2. Another belief is that the person who gets the figurine, has to host a dinner. The rosca or roscón is usually oval and can be decorated with candied fruits. But where can we find this delicious treat in Vancouver? Look no further than Panaderia Latina Bakery located at 4906 Joyce St. Vancouver. You can call to order your rosca or roscón for your students! 604-439-1414.

OUTGOING MEMBERS >

Merçi
beaucoup

The BCATML wishes to extend our sincerest thanks and best wishes to our outgoing members of the Executive. All the very best in your future endeavours. Your contributions are greatly valued! Merçi, gracias, grazie, danke schön to Tina Tsai (6 years), Mandeep Dhaliwal (1 year), Trevor O'Rourke (2 years), Cristina Gismondi (5 years) and Nancy Griffith-Zahner (9 years).

MEET YOUR NEW EXECUTIVE!



LEFT TO RIGHT: KINDRA HARTE – ELEMENTARY-MIDDLE YEARS REP, TRISH KOLBER – FRENCH REP, NICOLE JARVIS – OTHER LANGUAGES REP & WEBMASTER, STACEY SVEISTRUP – VICE-PRESIDENT, WENDY YAMAZAKI – TREASURER, STACIA JOHNSON – JAPANESE REP, JACQUELINE ALVARADO CRUZ – SPANISH REP, ANGELA KLEINE-BUNING – GERMAN REP, ROME LAVRENCIC – PRESIDENT.

MISSING: ANU BAL – PUNJABI REP, PING LI – MANDARIN REP, AND KELLY MACLEAN – SECRETARY & NEWSLETTER EDITOR.

Welcome one and all to BCATML's new Executive Committee for 2015-16. We have seen some considerable growth and change these last few years. In October, we bitterly saw past Executive members Mandeep Dhaliwal, Cristina Gismondi, Nancy Griffith-Zahner, Trevor O'Rourke and Tina Tsai take their leave to pursue other projects. We thank each of them for their dedication and tireless service to BCATML and wish them well in their new pursuits. We are also excited to welcome some courageous new and returning faces to the Executive: Kindra Harte, Trish Kolber, Wendy Yamazaki, Jacqueline Alvarado Cruz and Anu Bal. With over half of the Executive Committee being in new roles this year, we thought it would be a good idea for our members to get to know a little bit about who we are and share a little bit about ourselves with you. We invite you to take a few moments to get to know your Executive members!



My name is Jacqueline Alvarado Cruz, and I am the new Spanish Representative of BCATML. I was born in El Salvador but I moved to Canada during the civil war. El Salvador was in the middle of a civil war, and my family had a hard choice to make. We could either live day to day in danger, or risk all that we had for a better life in an unknown country. Our journey to Canada was full of uncertainty as we did not know if we would make it here safely, or where our next meal would come from. But finally, we reached this beautiful country.

Growing up in El Salvador, I had always wanted to learn English, though I could never imagine that my dream would one day come true. Once in Canada, I strived to learn the language and I succeeded. But I wanted to learn more. I then studied French in high school and continued all the way through to University. I love learning languages and I enjoy striving to learn bits and pieces of other languages. I have also taught myself some Italian and Portuguese.

In Grade 8, my dream was to become an elementary or high school teacher. Thanks to the support of my family that dream has become a reality. I have been teaching within the Surrey School District for about eight years now. In becoming a member of the BCATML, I hope to be able to integrate more aspects of the Hispanic culture into the schools. I hope to be able to make an effective impact in my role as the Spanish Representative.

Cześć and salutations! It's hard to believe that I have been a member of BCATML's Executive now for 10 years; time certainly flies while having fun. Teaching secondary Core French has been my primary focus, with some occasional forays teaching Français Langue and Sciences Humaines. One of my biggest passions is ensuring that language teachers are supported in the classroom. Therefore, Professional Development is something that resonates with me in particular. I am the Pro-d Co-Chair for both my school (NWSS) and school district (SD40 - New Westminster). I have also welcomed and supported many pre-service teachers over the years, and find working alongside teacher candidates to be a rewarding experience as it not only allows me to support new teachers to the profession but it also helps me to reflect on my practice and consider other ways to teach and learn - which are some of the First Peoples Principles of Learning we've been hearing so much about lately. In my downtime volleyball, downhill skiing (snow gods are you listening??) and softball are my outdoor pleasures when not enjoying the fine beaches of the West Coast or riding my bike around Vancouver. When the finances allow it, I love to visit culturally rich locations. The retirement plan is to buy a quaint but cozy local villa somewhere in the hills of Tuscany and grow some succulent Roma tomatoes while perfecting the fine art of making pasta sauces. In the meantime, I like to experiment with new iPad Apps and regularly give workshops for BCATML's iPad Inquiry Project and lending libraries. If you know of an App you would like to see showcased in an upcoming workshop, I'd love to hear from you.



Greetings everyone! I am super excited to be part of the BCATML Executive again and I am very happy to be your Elementary and Middle Years Representative. I am currently teaching French and Spanish kindergarten to grade 8 in the Saanich School District. I also teach secondary French and Spanish. As your Elementary and Middle Years Rep. I wanted to share with you a little bit about an exciting new project. I have been very fortunate to work with our local school districts, Sooke, Saanich, and Victoria on a project. We have formed a team to work together as we embark on our journey with the new curriculum. Since the launch of the project Rome has joined forces with us and we will now be working also with teachers from his school district as well. It took some time in the planning stages but has been worth every second of it!! We have an amazing group to work with and lots of energy. Our first visitor was Laura Hawkes from the Ministry of Education to help guide us with the new curriculum for FSL. The next visitor was our amazing BCATML President, Rome who shared his wealth of knowledge about super cool iPad Apps. I have been hooked ever since and my students are loving working with the Apps. Please stay tuned as our journey continues. The next step is to identify some resources to fit with the new curriculum and test them out in the field with our students. I highly encourage you to join forces with other colleagues in your district or in other school districts and fasten your seatbelts, take the trip together. It has been very enriching so far and I will be sharing more with you in the next edition of our newsletter....a bientot. Kindra

Stacey Sveistrup is the Modern Languages Consultant in the Vancouver School District. She is an experienced Intensive and Core French teacher. She has been a School Advisor for several UBC Teacher Candidates and has written Core French materials for Pearson Canada. Recently Stacey has been part of the Ministry of Education Core French Curriculum writing team. She is passionate about teaching French and enjoys sharing her ideas with others.



Ping Li is a long-time teacher at Crofton House School, a strong believer in multilingualism and multiculturalism, a regular presenter at various local Pro-D events, with a passion for teaching and a keen interest in curriculum design and development, teacher training, educational technology, and interculturality.

On behalf of BCATML's Executive I wish you warm greetings and glad tidings as we embark on the first days of 2016!

I would like to take a moment to first thank all the teachers, presenters and exhibitors who came to our Celebrating Languages Conference in October and making it a success. I especially want to thank the members of the Conference Committee: Tina Tsai, Stacey Sveistrup, Nicole Jarvis and Trevor O'rourke for the countless hours they gave of their valuable time in making this year's conference a rewarding and enriching experience for all – true heroes!

I also would like to thank Kelly MacLean for creating our Conference Newsletter in the final few days of summer break and doing a stellar job! Merci à toutes et à tous!

We have had some growing pains on the Executive this year. We are saddened to see Mandeep Dhaliwal, Cristina Gismondi, Nancy Griffith-Zahner, Trevor O'rourke and Tina Tsai retire from the Executive. I thank each of them for their tireless dedication and commitment towards BCATML and wish them well in their new pursuits.

We also saw new (and some not so new) faces join our ranks on the Executive. I invite you to read more about our new Executive later in this edition!

Over the last decade I've been with the Executive, I've seen BCATML adapt and transform itself. Looking back, I am in awe over how much we have grown and expanded. The last three or four years have seen some major initiatives undertaken by the Executive (both present and past). Their contributions and efforts have made BCATML an amazing PSA for L2 teachers in BC. Not only have we been an influential voice at the Curriculum Writing Team meetings, but we have also expanded our workshop offerings, developed relevant content and functionality on our website, offer a spring conference for members with MyPITA and created two iPad lending libraries for members to borrow and try out their own inquiry project.



This year's goals include developing resources and content on our website to support teachers in their classrooms. Therefore, please visit our website often and give feedback and suggest ideas or resources to your Language Rep who will add them to our website.

Without further ado, I wish you continued success with your students and hope the New Year brings you many cherished memories! I look forward to seeing you soon!

Bonne année. 祝你圣 快乐. **Feliz año nuevo.** *Fröhliche Weihnachten.* メリークリスマス.

TO ALL OF OUR
PRESENTERS, SPONSORS, VOLUNTEERS, ATTENDEES,
AND TO OUR AMAZING, HARDWORKING @BCATML
CONFERENCE COMMITTEE

THANK YOU



Tina Tsai
Conference Co-Chair
& School Host



Stacey Sveistrup
Conference Co-Chair &
RegOnline Registrar



Nicole Jarvis
Presenters' Contact,
Website, Programme



Kelly MacLean
T-Shirts &
Conference Newsletter



Rome Lavrencic
BCATML President &
Past Chair



Trevor O'Rourke
Exhibitors' &
Publishers' Contact

We'd like to extend a shout out and thanks to the many people who submitted proposal presentations and offered ideas or to facilitate #PSAday sessions. You Rock! As we all know – the program is why we attend a conference (okay okay – networking, location, food, connection and a break from routine play a part). Officially, we go to learn and be inspired, and presenters make that happen. Reviewing the proposals really brings home to us the value of what we can learn from each other. While many of our challenges are similar – there are many many approaches to solving them. To those presenters who are experienced we say thanks for stepping up to the plate again. For those presenting for the first time, you are to be congratulated for trying something new, maybe even stepping outside your comfort zone. You've created an informative, varied program for your colleagues, a program in each person will be able to find something meaningful to take to their workplace. Thanks so much.

Stacey Sveistrup & Tina Tsai, BCATML Celebrating Languages Conference 2015 Co-Chairs

LET'S TALK!

New Core French Curriculum Twitter Chat

Join us online, live, January 11th from 6-7pm!

Building on the success of our spring Twitter Chat, BCATML will host another Twitter Chat to discuss the new Core French curriculum on Monday, January 11th, 2016 from 6-7 pm. We will share ideas and strategies that teachers are currently using to pilot the new curriculum – in essence: what we are already doing that lends itself to the design of the new curriculum.

Resources around Aboriginal Educational content will also be shared, and there will be an opportunity for teachers to let BCATML know what are their needs to be able to fully implement the Core French curriculum in fall 2016 for grades K-9. Be sure to join the chat using #BCATML. No Twitter account? Follow along on our homepage (www.bcatml.org) - we have a twitter feed at the bottom of our homepage :)



#BCATML
Twitter Chat

Monday, January 11, 2016 at 6 pm

Join the chat! Participate or follow along on the main page of our website: www.bcatml.org

Topic: Implementation ideas for BC's new curriculum



WATCH ONLINE

Crofton House student Angela graces the BCATML with a beautiful performance playing the pipa - one of the most popular Chinese instruments which has been played for almost two thousand years in China



Punjabi students meet prize-winning author

On Saturday October 24th, L.A. Matheson Secondary Punjabi 10,11,12 attended Dhahan Punjabi Literature awards at the new Surrey City Hall. Punjabi 12 students were attending as guests with complimentary tickets and students from Punjabi 10-11 were volunteering.

We got to meet Booker Prize winner and renowned author Shauna Singh Baldwin (keynote speaker). We got this picture once the girls promised her that they will attempt to write short stories in Punjabi and English and send them to her. She would provide feedback.

The highlight of the awards was when the organizers made us all stand up and give us a standing ovation for our efforts in teaching "mother tongue" and for connecting kids to the community. Keeping in mind our efforts, the donors have announced 2 cash prizes for Surrey High school students worth \$1500 in Poetry and short story writing as of next year. A huge thank you to Dhahan Punjabi Literature Awards Organizers.



What do you need to know about Federal funding?

Do you know how much your SD receives annually in Federal funding for French programs (Core French and Immersion)?

All Federal Funds received by school districts (SD) must be spent entirely in support of French Immersion Programs or Core French Courses. The ministry could reclaim any portion of the grant not used for this purpose. This funding is also given to English SDs in Québec for English as minority language learning.

To find out how much your SD receives, go to <http://www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/french-federal-funding>

Do you know that the funding is based on FTE enrolment in Core French? The Core French funding represents 16% of the total school district funding envelope under the current BC Action Plan. The purpose of this grant is to provide supplemental funding needed to deliver the Core French programs in participating school districts where the minimum instructional time of 4% is met. Except for items otherwise covered under the guidelines of this guide, all districts expenses in direct support of this initiative, including any allowable salary expense under this guide, are eligible. SDs offering Core French courses will receive \$8 per student plus an additional amount equal to their base funding times their rural factor (RF). School districts will be expected to report on the type, quantity and cost of expenses incurred in this category.

Did you know that both programs have funds for the promotion of French culture in the schools? This grant represents 2% of the total SD funding envelope under the current BC Action Plan. The purpose of this grant is to assist districts in providing opportunities for students to be exposed to Franco- phone culture, by sponsoring various French cultural activities that could include visiting musicians/authors or children's theatre groups, field trips or special "days".

Core French:
1-1,000 students \$450
1,000 students or more \$900

Did you know that Core French teachers have access to PD funds from this federal funding to be used in addition to local PD funding? The Teacher Professional Development funding represents 5% of the total SD funding envelope under the current BC Action Plan. The purpose of this grant is to support teacher's participation in activities such as in-service/program implementation for Core French and French Immersion programs which may be offered to individual or groups of teachers, and may include workshops, on-line learning, conference attendance and post-secondary courses. SDs with more than 10 students will receive \$4,500 for the first 2,570 students and an additional \$1.5 per student beyond that threshold. The Teacher Professional Development funding represents 5% of the total school district funding envelope under the current BC Action Plan. Is this funding being spent by Core French teachers for their PD?

Did you know that your SD must report expenditures on an annual basis? SDs are required to keep an accounting of all expenditures of federal funds for French as a second language and report on these expenditures at the end of the school year. Auditing and monitoring of these funds should be expected as an integral part of the Ministry of Education's funding process. A Financial Report / Evaluation Form (FP01-SD) must be submitted no later than July 31, at the end of each school year. The most updated version of this form must be made available for download no later than June 1st of every year through the Ministry of Education's website. To see your SD's 2012-13 report, go to <http://www2.gov.bc.ca/gov/topic.page?id=93CFAF469DE445BDAD90A139705AD525>. To see the 2013-14 and 2014-15 reports, ask your school board. You and your local have a right to see and to ask questions about this report.

Do you have a French language programs coordinator/helping teacher/language consultant in your district? Is this person French as a First or Working Language (FFWL) BCTF member? SDs may apply up to 20% of their total federal contribution to the maximum of a 0.4 full-time equivalent (FTE) position, for French as a second language teacher's salary or at the district level for a coordinator position responsible for French as a second language programs. The BCTF EC adopted an Advisory Committee on French Programs and Service recommendation that this position be held by a BCTF member instead of by an administrator.

Do you know who is responsible for French programs in your district? Is it a teacher or an administrator? How often do you receive communiquéé?

Do you have a French Advisory Committee in your local? Locals are encouraged to form a French Advisory Committee with representatives from the various stakeholders, i.e. trustees, administrators, parents and teachers. Many of the questions asked above can be verified by this advisory committee. Where established, best practice suggests that allocation of funds be discussed by the committee. The CPF-BC/Yukon chapter has created a template to help teachers create such a committee.

For more information, contact Lucie Ferrari, assistant director, French Programs and Services PSID: lferrari@bctf.ca

French Teachers' Bursary Program - CRITERIA

In order to assist certified BC teachers to improve the quality of their teaching of French through in-service, this program provides bursaries to teachers who wish to attend credit or non-credit courses in French language acquisition, as well as teaching methodology for Core French, French Immersion or the Francophone Program (courses must be offered in French).

ELIGIBILITY

Applicants must be BC residents and certify that:

- They are currently employed in BC and they hold certification by the BC Teacher Regulation Branch or a valid Letter of Permission. Teachers in independent schools must provide the above certification or a letter from the principal certifying that they are employed by the independent school;
- They are currently involved in the teaching of French or plan to be in the near future;
- They will register in a French Immersion program of at least 60 contact hours over 3 weeks, designed to provide training in methodology or French language acquisition;
- They will not receive funding from any other source to cover any of the expenses funded through this program;
- The course(s) will be offered in Canadian institutions. Funding is not available for study outside Canada.

AMOUNT OF BURSARY

The maximum amount for an immersion program bursary shall not exceed \$1,500. The maximum in the case of a combination of courses shall not exceed \$1,500 for any individual in any given fiscal year.

MASTERS' programs, offered entirely in French, are eligible for a bursary of 25% of academic fees with a maximum of \$1,500 per year for up to two years.

DOCTORATE programs, offered entirely in French, are eligible for a bursary of 25% of academic fees with a maximum of \$2,000 per year for up to three years.

Immersion Courses (i.e. teacher-applicant is 'immersed' in a francophone environment) ••• The bursary will pay for the cost of tuition. The bursary may provide for the actual cost of return transportation. No allowance will be made for daily commuting expenses. The bursary may provide \$150 per week for teachers who must establish another residence in order to take the course.

Special Considerations (programs offered in BC) Additional funding may be available for the following special considerations: 1. Single parents requiring daycare assistance. This supplement is not to exceed \$300/applicant in one fiscal year (April to March). 2. Persons with disabilities requiring special assistance. This supplement is not to exceed \$300/applicant in one fiscal year (April to March). If applicants feel either of the above is applicable to them, they should send a letter signed by their school principal describing the nature of the circumstances along with their application form.

APPLICATION PROCEDURE

- It is the responsibility of the applicant to ensure that the fully completed application form is submitted to the Ministry of Education along with a photocopy of all requested documents:
 - Provide proof of BC Teacher Regulation Branch certification or provide a valid Letter of Permission. **ATTACH PHOTOCOPY.**
 - Provide proof of Social Insurance Number since this is a taxable award. **ATTACH PHOTOCOPY**
- It is the responsibility of the applicant to apply to the institution of choice. This application is for a bursary only, not for admission to a specific program.
- Only complete and fully documented applications will be considered. Incomplete applications may be returned.

DEADLINES

Bursaries will be approved by the Ministry on a **first come, first served** basis, subject to available funding (based on a fiscal year beginning on April 1st and ending on March 31st).

PAYMENT OF AWARD

- Applicants will be notified by letter of the decision and amount awarded with respect to their application.
- A Recovery Form will be provided which must be certified by the institution offering the course(s). Applicants will also be required to provide an evaluation of the program. Applicant must return Recovery Form as soon as possible following completion of the proposed course(s).
- A cheque will be issued to the individual upon presentation of the Recovery Form certifying completion of the proposed course(s) together with photocopies of course fees. Please allow 6-8 weeks for payment.
- The selection of bursary recipients and the amount of the bursary are final

An Attempt to Cultivate Intercultural Sensitivity Through Christmas Celebrations Around the World

While intercultural communicative competence has become an inseparable part of language teaching and learning in the 21st century, incorporating culture-specific lessons into the daily target language practices to meet communicative objectives is a way to go!



Diwali Greetings

As Christmas approached and my students were in their festive mood, I designed an activity for them to explore how people around the world celebrate Christmas. It is based on different proficiency levels as an attempt to usher them into a world full of unique and diverse cultures which also share similar customs and values. The following is a brief description of such an exploration:

Goals:

Knowledge: countries around the world that celebrate Christmas and their tradition

Awareness: an understanding that the practices, perspectives, and products for Christmas celebration reflect values of a particular culture

Language functions: proficiency level appropriate target language skills

Grade Levels: Beginners to AP levels

Focus area:

For students of beginning and lower levels:

- Identify the countries from each continent that celebrate Christmas
- Indicate various dates and time of celebration
- Find out how to say "Merry Christmas" in different languages
- Show a visual that best illustrates the festivity of the identified country

For students of intermediate levels:

- Describe what people do to celebrate Christmas in a chosen country
- Create a Christmas dinner menu according to the tradition of the chosen country
- Demonstrate how people do Christmas decoration in the chosen country
- Use visuals to compare Christmas celebrations in Canada and the chosen country

For students of more advanced levels:

- Write a letter/Christmas card from the perspective of a teen from a chosen country to describe what young people do to celebrate Christmas
- Retell a Christmas story

Resources:

<http://www.whychristmas.com/cultures/>

<http://www.theholidayspot.com/christmas/worldxmas/> <http://www.the-north-pole.com/around/>

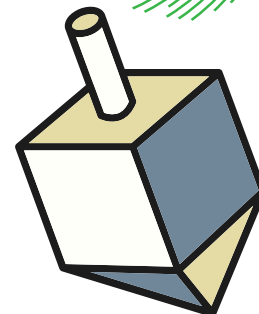
Outcomes: Students can engage in cultural exploration and grapple with using the target language for real communication. Students can gain some insight into different cultural practices through Christmas celebrations. Students can develop positive attitudes towards language learning and cultural practices from other countries. Since Chinese New Year arrives after Christmas, I intended to use this activity as a prelude to a more elaborated cultural project so that my students will use authentic materials to further develop their awareness and appreciation of festive traditions in Chinese culture while practicing their language proficiency.

Happy New Year to all!

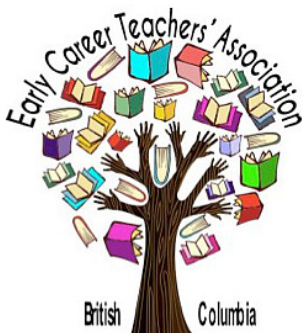


新年快樂

Happy New Year!
xīn nián kuài lè!



Please visit our 2015 conference sponsors online!



Core French

-by Rome Lavrencic



The biggest buzz that has everyone talking of course is BC's new curricula and how to go about implementation.

The BCTF and the Ministry of Education announced earlier this fall that BC Teachers will be given two Non-Instructional Days (NIDs) this school year to examine, understand and plan in-service around the new curricula. I was fortunate enough to represent Modern Language teachers in developing the BCTF Provincial Framework for those NIDs.

Many teachers told me that they wanted to be a part of that committee, but the timing was simply too rushed and that they felt they have missed their chance. Not so! All school districts and locals have now received the Framework document and should have a call out for teachers to help guide and plan those NIDs. Be sure to check with your local president about how this process will unfold in your school district.

BCATML will return to Victoria in mid-January to examine the feedback received from the field on the draft Core French curriculum. Many teachers attended the Ministry of Education led workshop at the Celebrating Languages Conference. Teachers came with many questions looking for clarity and understanding on a number of important issues. Teachers wanted to know about the status of Intensive French within the new Core French curriculum as well as the lack of reference to the Common European Framework of Reference for Languages (compared to the 2011 draft). The First Peoples Principles of Learning were discussed and teachers were shown how to navigate the Ministry's website and use the tools to view instructional videos on the KDU (Know-Do-Understand) model. **The Ministry is still accepting feedback on the current draft of the Core French curriculum.** Please take some time to review the full Core French curriculum on the Ministry's website at <https://curriculum.gov.bc.ca/curriculum> and send in your comments (both positive and constructive) to curriculum@gov.bc.ca before mid-January.

Building on the success of our spring Twitter Chat, BCATML will host another Twitter Chat to discuss the new Core French curriculum on Monday, January 11th, 2016 from 6-7 pm. We will share ideas and strategies that teachers are currently using to pilot the new curriculum – in essence: what we are already doing that lends itself to the design of the new curriculum. Resources around Aboriginal Educational content will also be shared, and there will be an opportunity for teachers to let BCATML know what their needs are in order to be able to fully implement the Core French curriculum in fall 2016 for grades K-9. Be sure to join the chat using #BCATML.

No Twitter account? Follow along on our homepage at the bottom using one of the widgets to send your own tweets.

What will be the same?

- There will continue to be rigorous learning standards in each area of learning.
- There will continue to be an emphasis in all grades on the fundamentals of literacy and numeracy. Subjects such as Math, Science, Language Arts, and Social Studies will remain at the heart of every student's education. But with the redesigned curriculum, students will be able to develop a deeper understanding of those subjects and their fundamental concepts.
- Curriculum is now and will continue to be designed for the majority of students; classroom teachers will continue to adapt or modify standards for selected students as appropriate.

What will be different?

- All areas of learning are being redesigned at the same time using a common framework.
- The structure of the redesigned curriculum is more flexible to enable teachers to develop cross-curricular learning experiences for students and take advantage of current topics of interest to students.
- In the redesigned curriculum framework, core competencies — such as critical thinking, communication, and social responsibility — are made explicit.
- Each area of learning features Big Ideas that are important for students to understand.
- The curriculum is balanced: it emphasizes core foundational skills while focusing on higher-level conceptual understandings.
- Standards remain rigorous; however, the new learning standards are more open in nature, making them less rigid, less detailed, and less focused on minor facts.
- Aboriginal perspectives and content have been authentically integrated into every subject.

What are core competencies and how are they related to the curriculum?

- Core competencies are a set of intellectual, personal and social competencies that students develop through the course of their schooling.
- The core competency profiles represent a continuum of development from emerging to sophisticated levels. While the development process involved over 300 educators in 20 school districts, they are at an early stage of development
- The competency profiles and illustrations are intended as classroom resources for teacher assessment and student self-assessment.

- Core competencies are embedded in each area of learning and are activated through students' learning experiences and activities.
- Because core competencies are embedded in the structure of the curriculum, it is expected they will become a key part of future provincial assessments and ongoing assessment/reporting. How they will be made explicit in reporting and provincial assessment is still under discussion and development.

What are the benefits of the new curriculum?

- With the redesigned curriculum, students will have increased opportunities to gain the essential learning and life skills necessary to live and work successfully in a complex, interconnected, and rapidly changing world.
- Students will focus on acquiring skills and competencies to help them use knowledge critically and creatively, to solve problems ethically and collaboratively, and to make the decisions necessary to succeed in our increasingly globalized world. They will be more engaged in their learning, explore their passions, and gain important employment skills.

What research supports these directions?

- Trends in national and international jurisdictions have been reviewed and authorities on curriculum and assessment design have been consulted. Transformation work has been informed by a wide variety of researchers, including Sir Ken Robinson, Lynn Erickson, and Grant Wiggins, and organizations such as Harvard (Project Zero) and the Organisation for Economic Co-operation and Development. Many high-achieving jurisdictions around the world (e.g., Singapore, Finland) are making similar shifts in their curriculum.
- BC's curriculum redesign builds on current child development and learning theories research. Consultations, research, and world authorities all indicate that learning is best supported by flexible, competency-driven, concept-based, and inclusive curriculum.
- As part of the Ministry of Education's work on core competencies, several researchers were commissioned to summarize the literature in critical thinking, creative thinking, and social and personal responsibility. Reference information connected to this aspect of the redesign effort is available on the ministry's website.

Why is Aboriginal content being embedded in the curriculum and what does this look like?

- Aboriginal perspectives and knowledge are a part of the historical and contemporary foundation of BC and Canada. An important goal in integrating Aboriginal perspectives into curriculum is to ensure that all learners have opportunities to understand and respect their own cultural heritage as well as that of others.

FAQ continued

- The First Peoples Principles of Learning provided a crucial lens for the teacher teams when drafting curricula, and all curriculum teams included Aboriginal representation. The teams put great effort into embedding Aboriginal knowledge and worldviews in the curriculum in authentic, meaningful ways.
- References to Aboriginal knowledge and worldviews are both explicit and implicit in the redesigned curricula and are evident in the rationale statements, goals, learning standards and in some of the elaborations.
- In some areas of learning, explicit Aboriginal content is included (e.g., information about residential schools in Social Studies; Aboriginal peoples' uses of indigenous plants and animals, or their knowledge of the sky and landscape, in Science). In other areas, there are opportunities to learn about Aboriginal people in the local community, for example, or Aboriginal literature.
- From Kindergarten to graduation, students will experience Aboriginal perspectives and understandings as an integrated part of what they are learning.

Who was involved in the redesign of the curriculum?

- BC teachers, academic experts, and school district staff have participated directly in the redesign of provincial curriculum. The BC Teachers Federation (BCTF) has played a significant role in this work. Teachers from the Federation of Independent Schools Association and the First Nations Schools Association also participated in the development work, as well as the Yukon Department of Education and Yukon teachers.
- Many parents, teachers, and individuals and groups from the public and industry provided feedback on the new K-9 curriculum, using the ministry website, email, and other methods of communication to express their views and suggest improvements.
- More details on the curriculum development process can be found at curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/curriculum_development_process.pdf.

What are the implementation timelines?

- K-9 curriculum is available for voluntary use by teachers in the 2015/16 school year. It will become the official curriculum in the 2016/17 school year.
- Grade 10-12 curriculum will be available for voluntary use in the 2016/17 school year. It will become the official curriculum in the 2017/18 school year.

Will assessment, evaluation, and reporting be changing?

- Assessment and reporting methods will need to align with changing emphases in curriculum, such as the assessment of complex thinking skills.
- Through consultation with the field, the Ministry of Education will redesign assessment and reporting (communicating student learning) requirements to align with the other transformation efforts underway in BC. More information will be forthcoming regarding these consultations during the 2015/16 school year, with the goal of having new guidelines and policies in place by the 2016/17 school year.

What materials or other resources will support the redesigned curriculum?

- Instructional examples and materials developed by teachers will be added to the website. Instructional examples may include instructional and assessment strategies, demonstrations of learning, inquiries, and interdisciplinary ideas. Website links to existing key resource materials will also be added.
- The BCTF TeachBC website will also host BC teaching resources.

When will changes to the graduation learning years be determined?

- The Grades 10-12 curriculum proposals, posted in August 2015 for review and feedback, will form a first step toward discussions of new requirements for the graduation learning years. The design and structure of the Grades 10-12 curriculum will be the same as for the K-9 curriculum.
- The Advisory Group on Provincial Assessment will inform directions for provincial examinations.
- Provincial examinations will be redesigned with the changing emphases in curriculum. Development and piloting will occur over the next two school years.
- Changes to credentialing, reporting, transcripts, and other aspects of the graduation learning years will also be determined over the next two school years.

First Peoples Principles of Learning en français!

There has been a buzz in the air!

Perhaps you have heard?

The First Peoples Principles of Learning have finally been translated and endorsed by the First Nations Education Steering Committee (FNEESC).

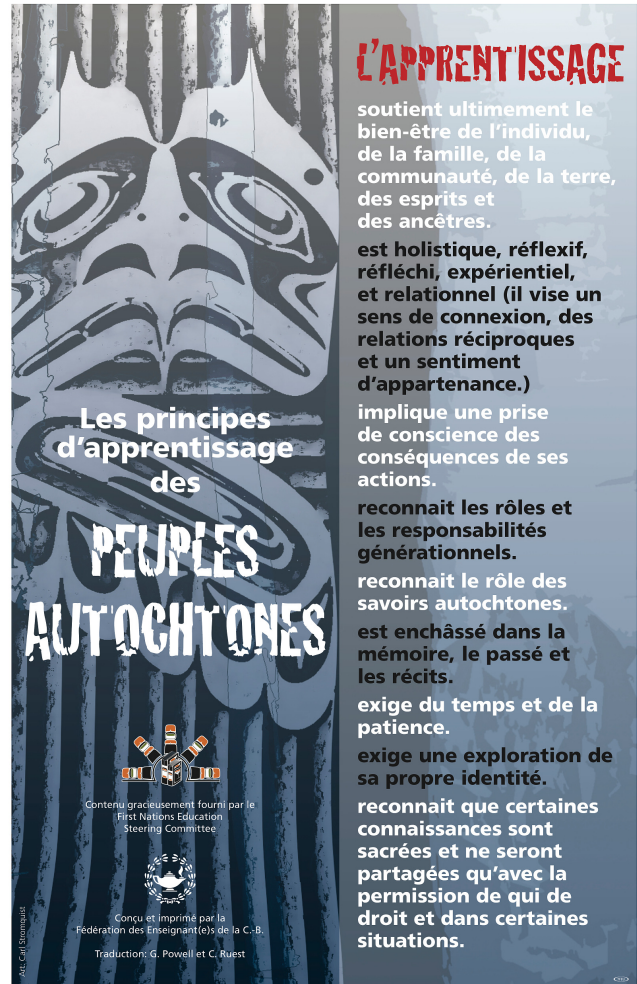
It has taken a number of years of patiently waiting, but we were quite proud to unveil the French version of the First Peoples Principles of Learning poster at this year's Celebrating Languages Conference to overwhelming support and applause. The poster was revealed at both the Ministry of Education workshop on the new Core French curriculum and also at this year's Annual General Meeting.

BCTF's Marie-Claude Tremblay (French Services Branch) coordinated with FNEESC personnel in having the poster endorsed and it is now ready for wide distribution. This was one of BCATML's most popular tweets this fall when it was finally publically shared and re-tweeted.

Many teachers are eager to have this poster hung up in their classrooms and discuss how the First Peoples Principles of Learning readily lend themselves to the learning that students do not only around second language acquisition but also in other discipline areas. For many, the Principles of Learning will figure prominently in all of BC's new curricula, which has embedded the Principles.

Now that the poster has been endorsed by FNEESC, Marie-Claude Tremblay announced that it will be possible for the Principles of Learning to be translated into the other languages that BCATML represents; but this will take some time and resources. BCATML has already inquired about how this happen. We will keep teachers posted.

In the meantime, teachers wishing a copy are able to download the poster freely from our website, or by contacting BCTF French Services Coordinator Lucie Ferrari. It may be possible for the BCTF to mail posters directly to school districts who request a specific number of copies along with a point contact person with whom to coordinate the delivery of the posters in the district.



- Rome Lavrencic

**Click here to download the 11x17 poster in French
(Click here for English)**

Speech: le jeu qui se raconte!

NICOLE JARVIS, LANGUAGE REP & WEBMASTER

A great tool for spontaneous storytelling in any language classroom, for any level.



There are two sets: Contes de Fées, and la version originale. The game is only available in France, but you have a few options for how to order online.

1) Amazon France: <http://www.amazon.fr/Asmodee-JP34-jeux-dambiance-Speech/dp/B003DOPBOY>

2) Jeux Denim: <http://www.jeuxdenim.be/jeu-Speech> (This website carries an amazing range of similar games: <http://www.jeuxdenim.be/editeur-CocktailGames>)

3) Direct from the publisher:
Interlude - Cocktail Games
2, rue du Hazard
78000 Versailles
www.cocktailgames.com

They're not cheap once the Euro Exchange Rate & shipping charges are applied, but they're 100% worth it. I didn't wait for a contract before buying materials because I wanted to be able to take supplies with me from job to job without having to leave things behind. The students LOVE creating stories with them in groups, and sharing their stories with the class and voting on their favourite. We can record them telling the story and use an app to make them into audio books, and they can write down their stories & get feedback from me on their writing. We usually focus on one goal for each game: make a story in the PRESENT tense (or PAST, etc), underlining all your verbs, or another goal could be to use lots of PREPOSITIONS (à / en / pour... I always have to give them examples). We use them in French Immersion 8-10, and in Core French 10-12. I've also used them for tutoring grade 5-6 students in Core French.

We got the cards laminated so the colour wouldn't rub off. I recommend you do the same... even if it costs a few dollars, it's worth it for longevity!



Grade 9 students at Kwantlen Park Secondary in Surrey build a story in the past tense using Speech cards. Each is double-sided with a different image on each face.



Fortune telling:

"Je commencerai par Speech avec mon groupe A2. Nous venons de travailler le futur, je pense donc utiliser speech comme un jeu de cartomancien / jeu divinatoire... En tirant 5 cartes, les élèves liront l'avenir à leur voisin. Pensez-vous que cela soit une bonne idée? Au plaisir!"



"Je viens de l'utiliser pour mon niveau avancé pour leur faire utiliser le gérondif et le participe présent (ils doivent former une phrase avec deux cartes, par exemple : En voyant le train, il a décidé de sortir sa baguette magique pour partir au pays des fées.)"

Je l'utilise à nouveau ce soir pour mon niveau débutant. J'ai créé des phrases simples et ils doivent trouver les deux cartes qui correspondent à la phrase. Génial pour apprendre du nouveau vocabulaire ! (Exemple : La sorcière est amoureuse du Père Noël.)"

Teacher idea quotes are from <https://leszexpertsfle.com/ressources-fle/des-jeux-pour-le-fle-speech/>



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Melissa Rivero is originally from Peru. She is currently teaching Spanish 9-12 and French 8 at Fleetwood Park Secondary. She has been teaching in Canada for 5 years. She taught English as a Second Language in the elementary level in Mexico for 6 years

Amigo Secreto / Secret Friend

- Written and submitted by Melissa Rivero, Translated by Jacqueline Alvarado Cruz

“ Esta actividad la he hecho en dos escuelas y con grados 9, 10, 11 y 12. Ha sido una actividad que tuvo mucho éxito. No solo es una actividad de escribir, pero también de leer y de descifrar lo que el otro compañero escribe. La idea principal es que ellos pierdan el miedo y que se expresen de forma escrita para comunicarse. La maestra empareja a dos clases diferentes. Clase A con clase B. En forma guiada, la maestra les da preguntas para guiar a los estudiantes y para que ellos escriban algo. Sin revelar su identidad sino hasta el final de la actividad, cada día deben de contestar la o las preguntas del amigo/a secreto/a y también hacer preguntas. De esta forma, siempre tienen algo que contestar y escribir. Esta actividad puede seguir por varias semanas. Depende del maestro y del nivel de los estudiantes. Al final de la actividad ellos deben adivinar quien es. Si es que son del mismo año/grado, podrán adivinar. De lo contrario igual tiene una última actividad: escribir un ensayo sobre su amigo secreto. Al final de la actividad tienen que escribir todo lo que saben que su amigo/a. Para los estudiantes más grandes, esto puede ser en forma oral también. ”

“ I did this activity in two schools with grades 9, 10, 11 and 12. It has been an activity with much success. It's not only a written activity but also an activity for reading and for deciphering what the other has written. The main idea is for students to lose their fear and for them to express themselves in a written form in order to communicate. The teacher pairs two different classes. Class A with class B. The teacher gives students questions to guide them so that students have something written. Without revealing their identity, until the end of the activity, each day the students need to answer the questions posed by their secret friend, as well as ask questions. In this manner, they always have something to answer or write. This activity can be done for many weeks. Depends on the teacher and the level of the students. At the end of the activity students need to guess whom their secret friend is. If they are from the same grade they can guess who their secret friend is. If not, there is still a final activity: to write an essay about their secret friend. At the end of the activity they need to write everything they know about their secret friend. For the older students, this can be done in an oral format as well. Expand it: A twist to this can be exchanging letters from students of another school [locally or even from a Spanish speaking country]. If it's locally, then you can arrange to have a meet up with the students of the other school. ”

Ich hoffe, ihr hattet schöne, erholsame Weihnachtstage und einen guten Start ins neue Jahr! Ich möchte euch hier noch einmal auf einen sehr interessanten Wettbewerb aufmerksam machen.



Ein glückliches neues Jahr 2016

Wettbewerb "DACHL - Fundstücke für Deutschlehrkräfte"



Bis zum 29.2.2016 findet die erste Runde des Wettbewerbs DACHL-Fundstücke statt. Deutschlehrerinnen und Deutschlehrer aus aller Welt sind eingeladen, sich zu beteiligen und Objekte einzusenden, die mit den amtlich deutschsprachigen Ländern, ihren Städten und Regionen, ihren Menschen und deren Alltag, ihren Sprachen und ihren Geschichten, ihrer Geschichte und Gegenwart in Verbindung stehen, und die sie im Deutschunterricht einsetzen. Ab sofort bis 29. Februar 2016 kann man teilnehmen! Unter folgendem Link findet man weitere Informationen. <http://idvnetz.org/dachl/> Viel Spaß

Angela



The Canadian Association of Second Language Teachers (CASLT/ACPLS) – Association Canadienne des professeurs de langues secondes

You may have heard of CASLT/ACPLS's amazing conferences that occur every two years, the most recent being in Niagara Falls in March 2015.

It was the World Congress of Modern Languages and it was a three-way partnership with OMLTA (Ontario Modern Languages Teachers' Association) and FIPVA (Fédération internationale des professeurs de langues vivantes). You may have heard that the national association of language teachers has awards and publications. You may also know that if you attended the BCATML conference, you automatically become a member of CASLT/ACPLS. All of which are true.

I thought I would share some information about CASLT/ACPLS as I am now the BC representative for the National Council of Languages. In Ottawa in October, CASLT/ACPLS hosted its annual AGM as well as its networking day for all the provincial and territorial representatives. It was a chance for me to meet the CASLT Board of Directors, some educators who came for the AGM, and all the representatives on the National Council.

What can CASLT/ACPLS do for you?

- You should receive weekly emails that include current news and research articles around language instruction. If you have not already done so, you should gain access to the website, and ensure you login to reap all the benefits.
- There are many online resources for the classroom on the website – in most languages, for ESL, and Intensive French. Many of which are free.
- There are several online professional learning tutorial videos you can watch. Yes for free.
- Bring to your organization (school board, university, etc) a CASLT-CHEZ VOUS one day professional development session on a theme or expertise of the presenter.
- CASLT calendar that is sent to you with so many important dates.
- All active CASLT members receive *Réflexions*, our national professional magazine, three times per year.

Finally, for those of you who are wondering, the next CASLT/ACPLS conference will take place April 6-8 in Edmonton in 2017. If you wish to present they are accepting proposals for workshops, and if you would like to attend, you can register now on the CASLT/ACPLS website.

You can request CASLT workshops. CASLT will pay for the honoraria, onsite expenses of the presenter, while the hosting body pays for the travel costs. BCATML, however, can select one out of province presenter per conference, per year at no cost, so this will be taken advantage of at next year's conference.

Available CASLT workshop topics:

Variations Francophones

Celebrating the Languages Week!

Applying Elements of Intensive French in FSL Classrooms

An Introduction to the Common European Framework of Reference for Languages (CEFR) and the European Language Portfolio (ELP)

Using Literacy Strategies to Develop Oral Communication in FSL classrooms

Stacey Sveistrup, CASLT National Council – BC / Conseil national de l'ACPLS – C.-B.



Stacey has spent many years teaching elementary Core and Intensive French for the Vancouver School Board, and she has recently moved into the position of modern languages consultant. She is also a member of the Core French Curriculum writing team with the BC Ministry of Education.

Benefit from any of the following of CASLT's professional development publications (more on the website)



- *I can...: Empowering Language Learners - A teacher's guide to using the Language Portfolio* (\$40 non-members, \$24 members)



- *Enhancing Learning: Strategies for Inclusion* (\$25 non-members, \$15 members)



- *Second language Teachers' CEFR-inspired Practices* (Free electronic version for members)



- *À vos marques, prêts, partez! : A must-have guide for teachers* (\$28 non-member, \$20 members)



The Role and Rights of District French Advisory Committees

How's Your French Advisory Committee Doing?

The role of the French Advisory Committee (FAC) is to advocate for excellence in district French programs. The committee should work together to ensure that schools have equitable access to the Federal French funding and use it in a fiscally prudent manner. As well, the committee should monitor enrolment numbers and analyze trends, and participate in forming policy and guidelines on French programs.

The committee should have representation from all partners. Meetings should provide teachers, administrators, parents, trustees, CPF, and where possible students an avenue to work closely together and be involved in district-wide decision-making impacting French programs. The FAC should extend an invitation to all interested parties to meet, including the following (* means ideal):

- *Senior School Board staff member (such as the Superintendent, Assistant Superintendent, or Director of Instruction responsible for FSL)
- Principal or Vice-Principal from each FI school in the district
- Teacher from each FI school in the district (possibly resource coordinator and/or librarian)
- 1 or 2 parent representatives from each FI school in the district (possibly CPF members)
- President of local CPF chapter
- A School Board Trustee
- District Language Coordinator/ French Facilitator (if possible)
- DPAC representative

The FAC should meet as often as necessary to address issues and report to the Board once a year in time for budget decisions for the upcoming year. Meeting more often for special committees is suggested. Agenda items should be requested in advance and added to at the meeting if required. Each group should give a report on news items, funding, school activities and events, etc. There should be one person chairing meetings, ideally the District Language Coordinator or an administrator, preferably a Senior district staff member. Minutes along with actions items should be taken and sent out to all parties. The FAC should form working groups to address short term or implementation needs.

Already have an FAC? Excellent!! Try this checklist to see if yours makes the grade:

- | | |
|-----------|---|
| YES or NO | Our FAC has representation from parents, teachers, administrators and trustees. |
| YES or NO | Our school district website has all French Immersion schools listed in a special category and all schools are listed as "École ____ School. |
| YES or NO | Our school district website has a description of how French Immersion works and what outcomes can be expected. |
| YES or NO | We have no trouble recruiting new teachers to our district. |
| YES or NO | Our school district can easily provide anyone who asks with their federal French funding allocations for last year. |
| YES or NO | All French text books in our district are current and relevant. |
| YES or NO | In our district, all French Immersion students who choose to leave the program are required to complete an exit survey. |
| YES or NO | Our district hosts an information evening for parents of prospective new French Immersion students. |
| YES or NO | Our schools offer struggling French Immersion students learning assistance in French. |
| YES or NO | Our dual track schools hold assemblies in English and French. |
| YES or NO | Our district has a French Immersion policy that states what to do if a child in Grade 2 or higher wants to enter French Immersion. |
| YES or NO | Our French Immersion schools have interior and exterior French signage. |



CPF *Canadian Parents for French*

British Columbia & Yukon Branch

Twitter and #Langchat: Your Always-There Professional Learning Platform

What do you do for your professional development? Traditional access to improving our practice has come via workshops and conferences – set at specific times during the year.

What if you could access professional development that offered:

- a daily opportunity to connect with experienced professionals anywhere in the world
- a way to discover new teaching resources & strategies and learn from those who have already 'done it'
- a place to pose questions to 'experts' & receive advice/feedback/answers directly to you

In the 21st century there's a new professional development hub for world language teachers and it comes via the social media platform of Twitter and the #Langchat personal learning network. Twitter is a free social media network that provides a concise way to communicate via 140 character 'tweets'.

Educators have taken to this platform and are using it to build their own network of peers and contacts to support and enhance their teaching. World Language teachers have taken specific steps to build their networks under the #Langchat hashtag. #Langchat's mission is to be a home-base PLN for teachers of any world language. It is "by teachers for teachers" and is not a formal organization or company. Its aim is to share ideas to engage students in their own learning and to provide an opportunity for professional discourse among language teachers. It is a **twitter hashtag** for World Language (WL) teachers to use in online discussions regarding language teaching. It is also **twice-weekly twitter chat** for WL teachers on topics relevant to their classrooms. #Langchat also operates a **Wiki** and a **Diigo** social-bookmarking group for sharing resources.

Finding WL teachers Twitter to interact with and learn from is easily done via the **#Langchat hashtag**. A hashtag is the symbol # before a keyword/phrase (no spaces) and is used as a way to categorize a tweet. #Langchat is a recognized twitter hashtag among WL teachers and is attached to any tweets Twitter users want language teachers to see.

#Langchat is, however, more than a way to categorize tweets. Since 2011 **the #Langchat Twitter Chat** has offered a forum for weekly focussed discussion. The chat is a **1 hour twice-weekly Q&A twitter chat** for WL teachers. Discussion topics are suggested by & voted on by WL teachers on Twitter. The chats happen Thursday at 8pmEST/5pmPST & Saturday at 10amEST/7amPST with the same topic being discussed in both chats. It's easy to join – teachers do so by tweeting using the #Langchat hashtag! After the chat a summary is produced (generally a week later) and tweeted out for teachers to access. The same summary is always available on the Wiki page. If you have a question or issue in your classroom it has probably been addressed in a chat. A sample of past #Langchat Chat topics include:

- *Accurately Assessing Student Proficiency*
- *How to Scaffold Authentic Resources: We Ask. You Tell.*
- *Increasing Your Target Language Use in the Classroom*
- *The "Flipped Class" In Language Teaching: What Works? What Doesn't?*
- *Make Integrated Performance Assessments Work For Your Students*
- *From Distractions to Useful Tools: Meaningfully Incorporate Electronic Devices in Your Classroom*
- *Who Leads in Your Classroom? Balancing Instructor Input and Student Inquiry*
- *Sustaining Grit When the Going Gets Tough: Helping Students to Push Onward*



If you are interested in learning more about #Langchat, looking for information on joining in, seeing summaries or past chats, suggesting a discussion topic – visit the #Langchat Wiki page langchat.pbworks.com.

Join us and #Langchat! We look forward to hearing your voice in the community!

Resources:

Joining/Using Twitter and Participating in #Langchat:

- Edublogs has a step by step guide on joining and using Twitter including print instructions, walk-through video clips etc!
<http://bit.ly/twitterstepbystep>
- Emilia Carrillo (@spanish4teacher) has a page introducing Twitter including a video on with tips on joining a chat.
<http://bit.ly/twitterlangchatguide>
- #Langchat Twitter Chat information with links to resources <http://bit.ly/langchatchatinfo>

Other Key Twitter Hashtags for Language Teachers:

#wlteach (world language teaching)
#mfltwitterati (UK #Langchat equivalent)

#ci (comprehensible input)
#authres (authentic resources)

#mfl (modern foreign languages)
#tprs (teaching proficiency by reading & story-telling)

BCATML Newsmag Guidelines

"SPEAK" is the official publication of the B.C. Association of Teachers of Modern Languages, a provincial specialist association of the B.C. Teachers' Federation. Three (or four) issues are published each calendar year.

STATEMENT OF PURPOSE

"SPEAK!" is the professional journal of the BC Association of Teachers of Modern Languages. As such it:

- 1) acts as a communication vehicle for ideas, trends and new developments in the field;
- 2) supports a professional network of modern language teachers who are committed to innovative teaching strategies;
- 3) promotes the learning and teaching of additional languages through the BC curriculum.

Subscription to "SPEAK" (the BCATML Newsletter) is included with membership in the BCATML. 2015-2016 fees: BCTF members \$40, Associate members \$63; students/TTOC/retired and community-based teachers \$15. Payment of fees includes membership in BCATML, membership in CASLT (Canadian Association of Second Language Teachers) and information about conferences, workshops, projects, and other BCATML publications and activities. BCATML memberships/subscriptions run for 12 months from the time applications are processed by the BCTF staff.

NOTICE TO CONTRIBUTORS

Articles submitted for publication should be sent with a covering letter that contains:

- the author's full address and telephone number
- a short description of the author and his/her current work
- a brief disclaimer allowing the editor editing and publishing rights

Please also include, where possible:

- a photograph of the author, if available
- a photograph or high resolution graphic to accompany the article.

"SPEAK" is produced with Adobe InDesign and Canva. We encourage material submitted by email in .doc and .pdf format as most articles are reformatted to our publication style. Graphics should be sent as separate files. Please send articles as an e-mail attachment to: newsletter@bcatml.org. Length of articles usually varies from 300 to 1,000 words. Articles longer than 1,000 words may be shortened for publication. Authors must take particular care with diagrams and drawings. Please do not submit items from copyright publications if you have not included permission to publish them. The editor reserves the right to alter the text in any way necessary to conform to the objectives and mandates of the BCATML.

Submission Deadlines

Spring – March 1

Fall - July 31

Winter – December 1

Suggested topics

Spring, Professional Development, Field Trips, Activities

Fall, Back to School, Classroom Start Up Ideas, Lesson Plans

Winter, App and Book Reviews, Activities, Lesson Plans, Ideas, Professional Development

Address correspondence, submissions and advertising inquiries to the Editor:

Kelly MacLean - Editor, BCATML

newsletter@bcatml.org

c/o Kwantlen Park Secondary

10441 132 Street, Surrey BC

(604) 588-6934



Language and Culture in Today's French Classrooms, Surrey



- [Overview](#)
- [Program Schedule](#)
- [Admission Requirements](#)
- [Tuition and Fees](#)
- [Faculty Associate](#)
- [Application Process](#)
- [Contact Form](#)

This Graduate Diploma in Advanced Professional Studies in Education for elementary, middle, and secondary teachers, developed by Field Programs in partnership with **School District #36 (Surrey)**. This program is designed for both beginning and experienced French speakers and will be delivered in both English and French.

PROGRAM THEMES

- Engaging in inquiry and reflective practice.
- Exploring theory and practice of language acquisition.
- Foundations of French language instruction.
- Enhancing fluency across language domains.
- Engaging with authentic assessment.
- Examining the theoretical foundations of and changes in curriculum.
- Exploring technology in a language learning context.
- Exploring cross-cultural connections to learning.
- Building and sustaining collaborative learning communities.

The Graduate Diploma in Advanced Professional Studies in Education (GDE) is a two-year 30-credit program of study for teachers whose primary focus is school-based educational practice. It provides the opportunity to engage in focused, sustained reflective inquiry. Completion of the diploma allows teachers to move from TQS category 4 to TQS category 5 or from 5 to 5+.

Online Application System
APPLY NOW

- Location:** S.D. #36 Surrey, BC
- Suited for:** Elementary, middle and secondary teachers
- Start Term:** Spring 2016 (January)
- End Term:** Fall 2017 (December)
- Apply from:** June 19, 2015
- Accepting Late Applications**
- 2015/16 Tuition:** \$290.07/unit (Students register for 5 units per term)

[Current Program Offerings](#)

Contacts

Kevin Sigaty
 Assistant pédagogique
kevin_sigaty@sfu.ca

Siân Owen
 Admission et inscription
s_owen@sfu.ca
 778-782-4892

SFU SIMON FRASER UNIVERSITY
 Faculty of Education
 Field Programs

CORE FRENCH IN TODAY'S CLASSROOM

THE GRADUATE DIPLOMA
 The Graduate Diploma in Advanced Professional Studies in Education (GDE) is a two-year 30-credit program of study for teachers whose primary focus is school-based educational practice. It provides the opportunity to engage in focused, sustained reflective inquiry. Completion of the diploma allows teachers to move from TQS category 4 to TQS category 5 or from 5 to 5+.

ADMISSION REQUIREMENTS

- A Bachelor's degree from a recognized university, or a Bachelor's degree with a minor in education, or a Bachelor's degree with a minor in education and a minor in French.
- A minimum cumulative average of 2.5 (C) in the last two years of undergraduate study.
- A minimum cumulative average of 2.5 (C) in the last two years of undergraduate study in French.

HOW TO APPLY

Apply online - See the Field Programs website for more information. For more information, contact the Faculty of Education, including a number of regional supporting offices. You can also contact the Faculty of Education directly.

ADMISSION AND REGISTRATION CONTACT

FOR MORE PROGRAM INFORMATION, CONTACT:

Kevin Sigaty Assistant Pédagogue Tel: 778-782-4892 kevin_sigaty@sfu.ca	Siân Owen Admission et inscription Tel: 778-782-4892 s_owen@sfu.ca
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Meet:
Students & Alumni

FACULTY OF EDUCATION
FIELD PROGRAMSQuality Professional
Development for Immersion,
Francophone, or Core French
TeachersDéveloppement professionnel
de qualité pour les enseignants
en immersion française, au
programme francophone et en
français de base

Funded by the Office of Francophone and Francophile Affairs (OFFA), in association with Field Programs, in the Faculty of Education at Simon Fraser University.

Ces programmes sont appuyés par le Bureau des affaires francophones et francophiles (BAFF) en collaboration avec les Programmes extérieurs de la Faculté d'éducation à l'Université Simon Fraser.



Field Programs offers practical support for French language instruction at all grades in Immersion and Core French classrooms.

The focus for each program is developed collaboratively in response to needs identified within a district. These focus areas include the following:

- Literacy
- Project-Based Learning
- Differentiated Instruction
- Technology and Language Teaching and Learning
- Understanding the New Curriculum and Cross Curricular Competencies
- Improving Oral Fluency in the Core French Classroom
- Teaching Social Studies, Science, and Math in French
- The Writing Process in French Immersion Classrooms
- Social Responsibility
- Critical Thinking Skills
- Assessment, Evaluation, and Planning

**FOR FURTHER INFORMATION AND PLANNING,
PLEASE CONTACT:**

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Simon Fraser University
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Kevin Sigaty
Inservice Faculty Associate
Field Programs
Faculty of Education
Simon Fraser University
kevin_sigaty@sfu.ca

Les Programmes extérieurs offrent un soutien pratique à l'enseignement de la langue française tant dans les classes d'immersion, au programme francophone et en français de base.

L'objectif de chaque programme est défini en collaboration avec le district scolaire afin de répondre aux besoins identifiés. Certains districts ont identifié des besoins dans les domaines suivants :

- Littératie
- Apprentissage par projets
- Différenciation pédagogique
- Technologie, enseignement et apprentissage des langues
- Compréhension du nouveau curriculum et des compétences transdisciplinaires
- Amélioration de la fluidité à l'oral dans la classe de français de base
- Enseignement des sciences humaines, des sciences et des mathématiques en français
- Processus d'écriture en classe d'immersion française
- Responsabilité sociale
- Compétences de pensée critique
- Évaluation et planification

**POUR DE PLUS AMPLES RENSEIGNEMENTS OU
POUR INITIER UNE PLANIFICATION, VEUILLEZ
CONTACTER :**

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FRAMEWORKS FOR IN-SERVICE DESIGN

Non-credit programs, totaling 15 to 20 contact hours, are offered in a variety of formats:

- Four to six sessions (evening or weekend)
- Three- to five- day summer institutes
- One- or two-day conferences with a two- to three-session follow-up
- Can also be tailored to needs of the district

HOW IT WORKS

- Requests may come from a single district or from a group of districts
- All sessions would be held in the hosting district
- Field Programs will do the following:
 - o coordinate with district representatives
 - o collaboratively develop the program
 - o develop advertising
 - o secure appropriate instructors/mentors
 - o provide liaison with instructor and district representatives
 - o monitor program implementation
- The School District need only:
 - o identify local needs
 - o meet with Field Programs staff to design program framework
 - o provide instructional space
 - o distribute instructional advertising throughout the district
 - o coordinate registration
 - o ensure attendance and participation by teachers

STRUCTURE DU PROGRAMME

Les séries d'ateliers non crédités, totalisant entre 15 et 20 heures de contact, sont offerts en plusieurs formats :

- Quatre à six sessions (le soir ou le week-end)
- Instituts d'été de trois à cinq jours
- Conférences d'un ou deux jours suivies par deux à trois sessions
- Format personnalisé selon les besoins du district scolaire

FONCTIONNEMENT

- Les demandes peuvent être formulées par un district ou par un groupe de districts
- Toutes les sessions ont lieu dans les locaux du district hôte
- Les Programmes extérieurs sont responsables de :
 - o prendre contact avec les représentants du district
 - o développer le programme en collaboration avec le district
 - o annoncer et promouvoir les programmes
 - o embaucher les instructeurs et mentors appropriés
 - o faire la liaison entre les instructeurs et les représentants du district
 - o superviser la mise en oeuvre du programme
- Le district scolaire est responsable de :
 - o identifier les besoins locaux
 - o travailler avec l'équipe des Programmes extérieurs à la conception de la structure du programme
 - o fournir les locaux nécessaires pour l'enseignement
 - o diffuser des annonces dans le district
 - o coordonner l'inscription au programme
 - o assurer la présence et la participation des enseignants





French Centre / Continuing Studies

FRENCH CENTRE

CONTINUING STUDIES

QUEBEC

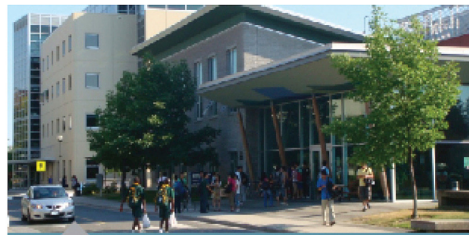
EXPLORE

FRENCH RESOURCES



Institut de Français, UBC à Québec

Three-week immersion program specifically designed for FSL and French Immersion teachers. Offered every July at Collège Mérici in Quebec City. Bursary are available for BC teachers.



Explore Program at UBC

UBC offers an English Explore Program every spring. This program is administered by the English Language Institute (ELI) for the Council of Ministers of Education, Canada (CMEC).



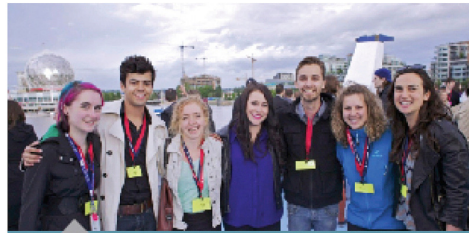
Credits for Explore

UBC does not issue transcripts for the Explore program, as it is non-credit at UBC, but you may receive credits from your home institution.



Institut de Français à UBC

This program provides a chance to devote time to studying French while enjoying the summer in Vancouver and at UBC. Bursaries may be available for BC teachers.



Centre de la Francophonie de UBC

Le Centre vise à promouvoir la langue française sur le campus et dans la communauté et à favoriser le dialogue entre les cultures du Canada.



French at UBC

You can take credit courses with the French, Hispanic and Italian Studies Department (FHIS) or you can take non-credit courses with UBC Continuing Studies.

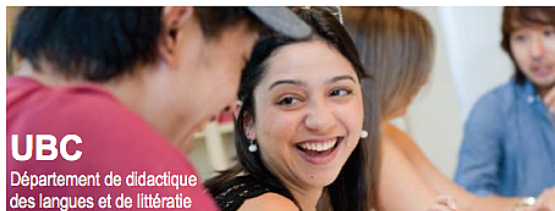
FRENCH CENTRE, UBC CONTINUING STUDIES

410-5960 University Boulevard, Vancouver, BC V6T 1Z3

french.centre@ubc.ca

http://www.frenchcentre.ubc.ca

M.ED. EN FRANÇAIS SUR L'ENSEIGNEMENT DU FRANÇAIS



UBC
Département de didactique
des langues et de littérature

MASTER OF EDUCATION IN
MODERN LANGUAGE EDUCATION | FRENCH

PROGRAMME FRANCOPHONE,
D'IMMERSION ET FRANÇAIS
DE BASE OU INTENSIF

Par conférence Web

La cohorte commencera en juillet 2016,
avec un cours de trois semaines à Montréal.

Ce programme de maîtrise de 30 crédits est enseigné entièrement en français (avec certaines lectures et devoirs en anglais). Une aisance à l'écrit et à l'oral en français est nécessaire pour poursuivre ce programme.

Chaque année commence avec un cours enseigné à Montréal (QC) en juillet, suivi de trois cours par conférence Web de Vancouver, de septembre à juin. À Montréal les participants sont immergés dans la langue et la culture française pour trois semaines pendant chaque été de leurs deux années d'études.

Bourses du ministère de l'éducation
ouvertes pour ce programme en français.

La recherche action au sujet de l'apprentissage d'une langue seconde ou du français langue seconde est à la base du programme. Le programme comprend des cours de méthode de recherche et des cours liés au bilinguisme, à l'acquisition et l'enseignement d'une langue seconde. De plus les étudiants réfléchissent à une question spécifique ayant trait à leur salle de classe.

Pour plus de renseignements envoyez un message à :
Meike Wernicke, meike.wernicke@ubc.ca

Date limite de demande d'admission :
mercredi, 20 janvier 2016