

# APPENDIX A: CASLT PROFILE OF THE PEDAGOGICAL, LINGUISTIC, AND CULTURAL COMPETENCIES OF EFFECTIVE FSL TEACHERS

An effective FSL teacher will demonstrate the following competencies concurrently in various combinations. These attributes will continue to be honed over time, within expanded teaching experiences, and throughout an individual’s teaching career. An effective FSL teacher will also contribute to the improvement of instructional programs, mentor colleagues, and offer language leadership for L2 programs, advocating both within and beyond the school for the inclusion of all students in language programs.

Competencies	Components	Details
<b>General Teaching Methodology</b>	<p>Knowledge and skills required for effective teaching in general</p> <p>Practical experiences that provide opportunities for the application of theory into practice</p>	<p>Knowledge and ability to —</p> <ul style="list-style-type: none"> <li>• adapt/differentiate teaching to the educational context and individual needs of the learner</li> <li>• manage a class efficiently</li> <li>• plan appropriate instruction by using a variety of teaching strategies to foster their students’ critical and creative thinking</li> <li>• assess for learning using various assessment procedures and use the results to monitor and report on learners’ progress and shape instruction</li> <li>• provide effective feedback to learners to assist them in reflecting on their own progress</li> <li>• continually analyze and evaluate the quality of their teaching in order to strengthen its effectiveness and enhance student learning</li> </ul>
<b>Second-Language Pedagogy</b>	<p>Knowledge and skills related directly to FSL teaching (i.e., core French (CF) including intensive (core) French (IF); extended French; and French immersion (FI).</p> <p>Practical experiences that provide opportunities for the application of second-language theory into practice (including during pre-service supervised practice)</p>	<p>Knowledge and ability to —</p> <ul style="list-style-type: none"> <li>• plan learning that actively engages students in language learning and reflect theories of second language acquisition</li> <li>• apply current and varied second-language teaching methodologies and approaches</li> <li>• design instructional strategies reflecting currently accepted methodology (including use of technology) appropriate to their instructional goals</li> <li>• select, adapt, create and use appropriate resources to help meet the instructional and linguistic needs of their students</li> <li>• sequence language learning experiences to ensure that meaningful communication in the target language occurs</li> </ul> <p>Teaching experiences using current methodologies, techniques and activities —</p> <ul style="list-style-type: none"> <li>• within the program (i.e., CF, FI, IF) to be taught</li> <li>• at the level (i.e. elementary, intermediate, secondary) to be taught</li> <li>• that foster students’ competencies and interests as individual language learners within a caring and challenging learning environment</li> </ul>
<b>Language Proficiency</b>	<p>Fluency in the target language</p> <p>Practical experiences that provide opportunities to utilize the target language</p>	<p>Knowledge and ability to —</p> <ul style="list-style-type: none"> <li>• confidently use the target language in the classroom most/all of the time</li> <li>• provide a linguistic model for students</li> <li>• know how the language works</li> <li>• draw on their knowledge to set attainable and worthwhile learning goals for their students</li> <li>• reach out to the target language community to enhance instructional programs</li> </ul>
<b>Cultural Knowledge</b>	<p>Understanding and appreciation of the target language culture and the benefits of linguistic duality within a context of diversity for Canada</p>	<p>Knowledge and ability to —</p> <ul style="list-style-type: none"> <li>• understand the target culture and language and how to link them with one another</li> <li>• promote the personal, intellectual, political, cultural, and economic value of learning the target language</li> <li>• welcome diverse learners and value the benefits of intercultural awareness and understanding within the language program</li> </ul>