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### **Initial Teacher Education and Ongoing Post-Secondary Professional Development for Practising Teachers**

There is clear indication of a continuing interest in French language education in British Columbia (Woo, 2014) in conjunction with an overall increase in the speakers of French in BC (Statistics Canada, Census Report, 2011). Given the shortage of and challenges expressed by French second language teachers in BC (Carr, 2007), together with the continuing demand in FSL programming such as French immersion, intensive French, and francophone schools (Wernicke, 2016), we first offer some promising practices and programs at UBC that could be extended to other Teacher Education programs. Next, we share some recommendations for consideration.

#### **Promising Practices in Teacher Education**

- dual degree programs (BA/BEd) to encourage students' exploring a career in French teaching already at the undergraduate level
- specialized teacher education program for elementary and secondary French (graduates approximately 75 new FSL and FFL teachers each year)
- graduate degree MEd program for FSL and FFL educators (20-25 teachers per two-year cohort)
- FSL teachers' summer institute in Québec – 3-week program (approximately 60 educators per year have participated in this institute since 1991)
- UBC is BC's only institution to require a French methodology course for all elementary and middle years teacher candidates (approx. 275 teachers per year)

#### **Recommendations: Pre-Service Teachers in Teacher Education Programs**

- ongoing language development in the form of bursary-supported exchanges
- bursary support for all teacher candidates in French Language Teacher education cohorts: this year, only 60% of eligible tuition subsidy was provided

#### **Recommendations: In-Service for French -Second and -First Language Teachers**

- support for mentoring program that connects early career FSL and FFL teacher candidates with experienced FSL teachers and innovative practices
- bursary-funded professional development for *every* educator: those taking MEd programs offered in French receive only partial eligible tuition subsidy
- ongoing professional development in language and intercultural learning with a focus on pedagogy and methodology: well-established programs are in place, but funding is not keeping step with rising program costs
- support for inquiry-based learning and teaching specific to FSL and FFL educators

An important component to address these concerns could be the **Common European Framework of References**, which was acknowledged as a suitable pan-Canadian framework for FSL education (CMEC, 2010; Vandergrift, 2006). The CEFR is not

currently integrated into BC's redesigned French K-12 curriculum even though the Framework offers flexibility that is well-suited to an inquiry-based approach (Piccardo et al., 2011), which is a key component of the redesigned curriculum together with an emphasis on core competencies, action-oriented learning, and interdisciplinarity.

Research support is needed to examine potential use of CEFR principles and the promotion of an active engagement with the CEFR at higher levels of institutional and governmental jurisdiction.

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