Fostering Inclusive Education Practices in French Education Programs
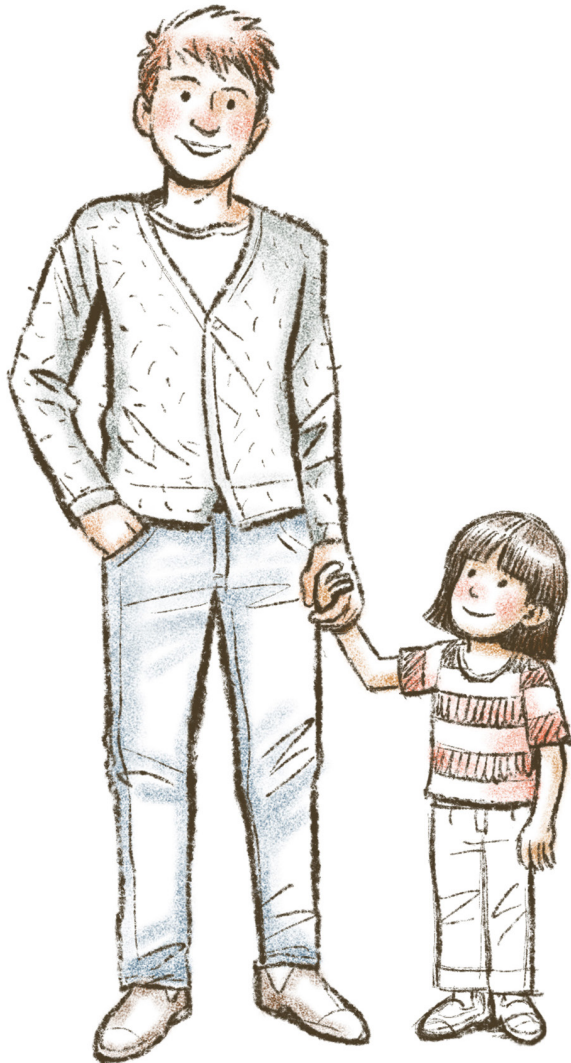
A self-reflective tool for Districts and School Administrators

LIFT
LEARNING IN FRENCH TOGETHER
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Contents

Introduction

This tool is designed to help Districts and School Administrators in British Columbia, and serves as a starting point for self-reflection on various facets of inclusive education in French education programs.
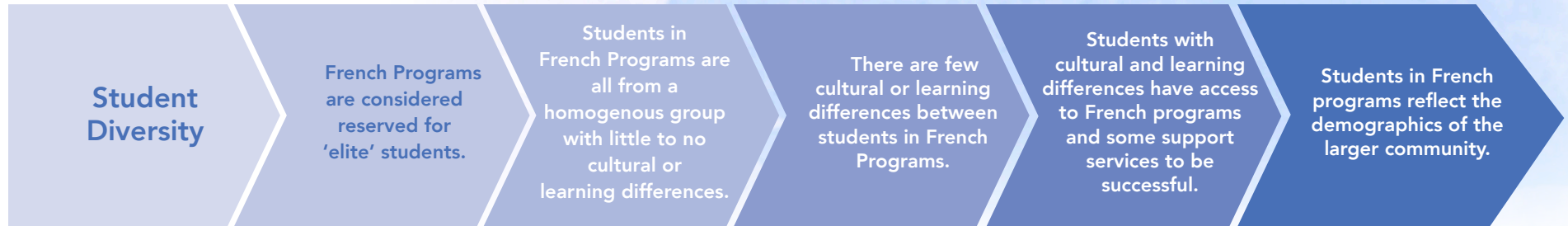
The tool describes six facets of inclusive education:

Student Diversity	**Inclusive Education Practices**	**Learning Design**
Role of Educators	**School Culture**	**Assessing Student Progress**
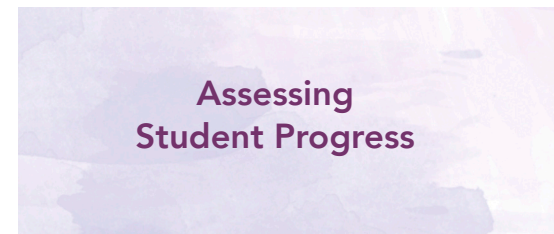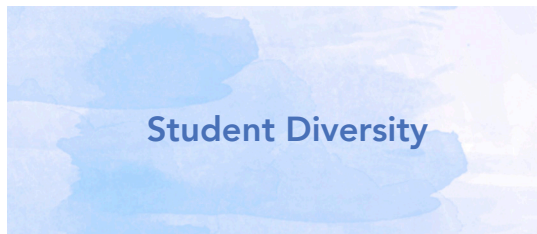
Teachers, parents, administrators, inclusive education experts and a researcher conceived of the six facets as a way of illustrating how to create and foster inclusive learning environments. School Administrators can use this tool to set goals and reflect on areas of growth related to inclusive education in French programs.

A continuum for each facet shows a progression toward a more inclusive learning environment for students—it may show distinct steps, or cumulative aspects to depict the progression toward inclusion. Read them from left to right to see how attitudes and practices are evolving. Use the guiding questions to help you reflect on inclusive education practices in your school or district's French programs.

Student Diversity

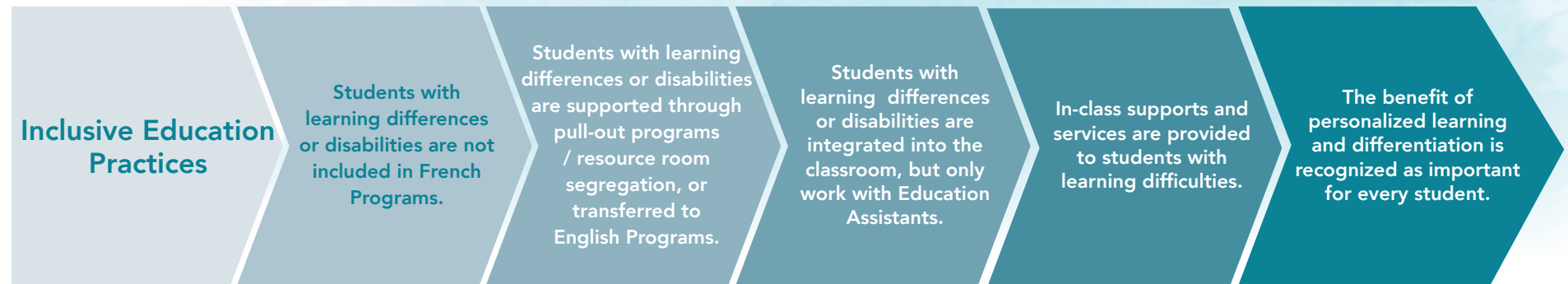| Student Diversity	French Programs are considered reserved for 'elite' students.	Students in French Programs are all from a homogenous group with little to no cultural or learning differences.	There are few cultural or learning differences between students in French Programs.	Students with cultural and learning differences have access to French programs and some support services to be successful.	Students in French programs reflect the demographics of the larger community.

Self-reflective questions:

»   Where would you locate your district/school on this continuum?

»   What steps have already been taken to improve student diversity in French education programs?

»   If you met with members of the French education team, where would they place your district/school on this continuum? If you met with a group of parents, where would they place the district/school?

»   When you consider the demographics of your community and school, do your French education programs mirror that same level of diversity? Are specific groups of students (Aboriginal students, students with special needs, SOGI, English Language Learners) under-represented?

»   What barriers (attitudes, beliefs, behaviors, resources) prevent you, your staff, and/or parents from taking the next step on this continuum of student diversity? What could you implement to overcome these barriers?

Goal Setting

Consider two S.M.A.R.T. (Specific, Measurable, Achievable, Realistic, Time-limited) goals on how you could improve student diversity in your French education programs.

1. _____

2. _____

Inclusive Education Practices

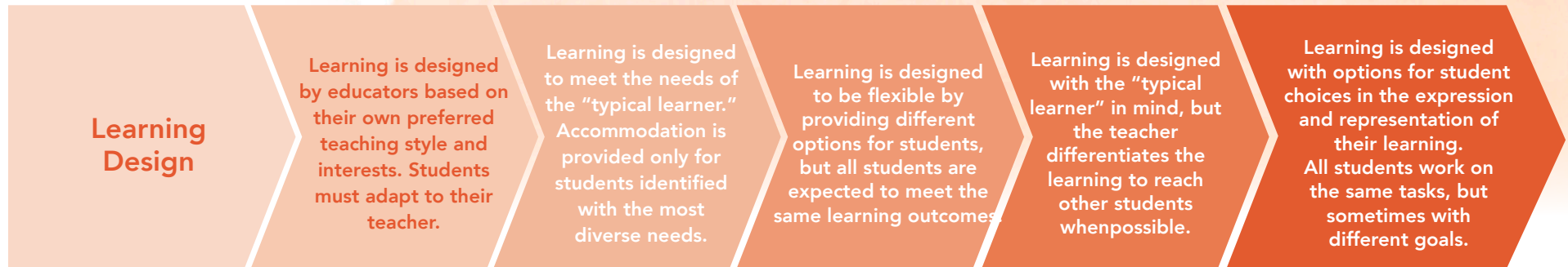| Inclusive Education Practices	Students with learning differences or disabilities are not included in French Programs.	Students with learning differences or disabilities are supported through pull-out programs / resource room segregation, or transferred to English Programs.	Students with learning differences or disabilities are integrated into the classroom, but only work with Education Assistants.	In-class supports and services are provided to students with learning difficulties.	The benefit of personalized learning and differentiation is recognized as important for every student.

Self-reflective questions:

» Where would you locate your district/school on this continuum?

» What steps has your school or district already taken to improve inclusive education practices in your French education programs?

» If you met with members of the French education team, where would they place your district/school on this continuum? If you met with a group of parents, where would they place the district/school?

» To what degree are students who require additional support part of French education programs at your district/school?

» What barriers (attitudes, beliefs, behaviors, resources) prevent you, your staff, and/or parents from taking the next step on this continuum? What could you implement to overcome these barriers?

Goal Setting

Consider two S.M.A.R.T. (Specific, Measurable, Achievable, Realistic, Time-limited) goals on how you could improve inclusive education practices in your French education programs.

1. _____

2. _____

Learning Design

| Learning Design | Learning is designed by educators based on their own preferred teaching style and interests. Students must adapt to their teacher. | Learning is designed to meet the needs of the "typical learner." Accommodation is provided only for students identified with the most diverse needs. | Learning is designed to be flexible by providing different options for students, but all students are expected to meet the same learning outcomes. | Learning is designed with the "typical learner" in mind, but the teacher differentiates the learning to reach other students whenpossible. | Learning is designed with options for student choices in the expression and representation of their learning. All students work on the same tasks, but sometimes with different goals. |

Self-reflective questions:
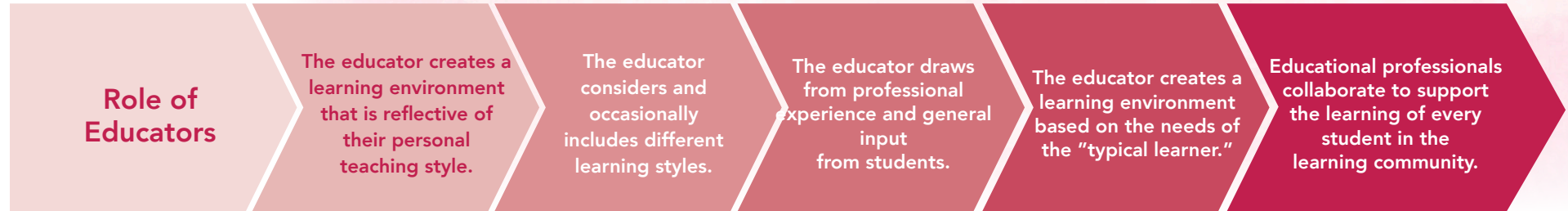
» Where would you locate your district/school on this continuum?

» What steps have already been taken to improve your schools' culture of inclusion in French Programs?

» If you met with members of the French education team, where would they place your district/school on this continuum? If you met with a group of parents, where would they place the district/school?

» To what degree are learning experiences designed to be flexible and to adapt to the needs of all students in your French education programs?

» What barriers (attitudes, beliefs, behaviors, resources) prevent your teaching staff from taking the next step on this continuum of inclusive learning design? What could you implement to overcome these barriers?

Goal Setting

Consider two S.M.A.R.T. (Specific, Measurable, Achievable, Realistic, Time-limited) goals on how you could improve learning design practices in your French Language Programs.

1. _____

2. _____

Role of Educators

Role of Educators	The educator creates a learning environment that is reflective of their personal teaching style.	The educator considers and occasionally includes different learning styles.	The educator draws from professional experience and general input from students.	The educator creates a learning environment based on the needs of the "typical learner."	Educational professionals collaborate to support the learning of every student in the learning community.

Self-reflective questions:
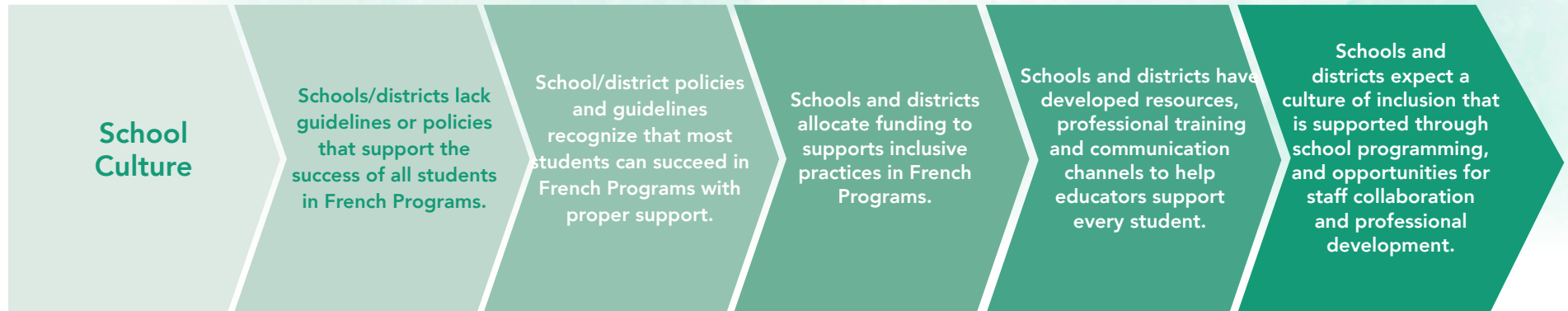
» Where would you locate your district/school on this continuum?

» What steps has your team already taken to adopt more inclusive teaching and learning strategies in French Programs?

» If you met with members of the French education team, where would they place themselves on this continuum? If you met with a group of parents, where would they place the district/school educators?

» What additional resources, professional development or supports can be developed to better support educators?

» What barriers (attitudes, beliefs, behaviors, resources) prevent educators in your district/school from taking the next step? What could you implement to overcome these barriers?

Goal Setting

Consider two S.M.A.R.T. (Specific, Measurable, Achievable, Realistic, Time-limited) ggoals on how you could improve practices related to the role of educators in your French Language Programs.

1. _____

2. _____

School Culture

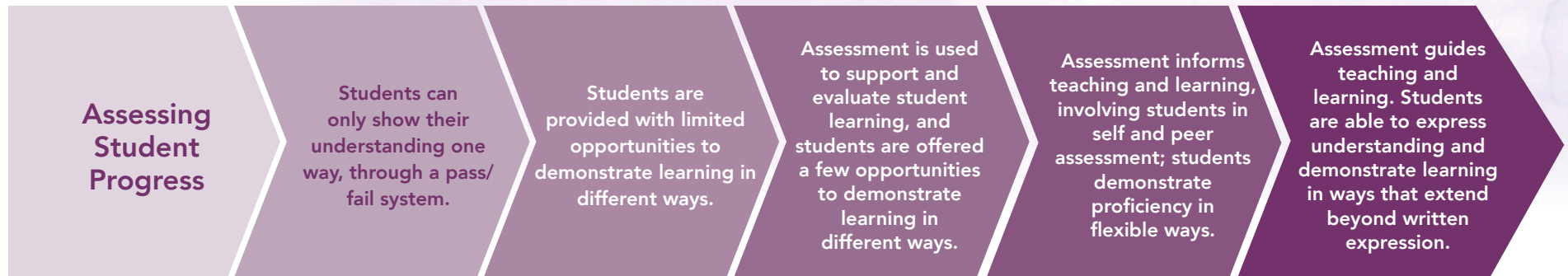| School Culture | Schools/districts lack guidelines or policies that support the success of all students in French Programs. | School/district policies and guidelines recognize that most students can succeed in French Programs with proper support. | Schools and districts allocate funding to supports inclusive practices in French Programs. | Schools and districts have developed resources, professional training and communication channels to help educators support every student. | Schools and districts expect a culture of inclusion that is supported through school programming, and opportunities for staff collaboration and professional development. |

Self-reflective questions:

» Where would you locate your district/school on this continuum?

» What steps have already been taken to improve your schools' culture of inclusion in French education programs?

» If you met with members of the French education team, where would they place your district/school on this continuum? If you met with a group of parents, where would they place the district/school?

» To what degree has your school developed policies, resources, professional development and communication channels to support an inclusive school culture?

» What barriers (attitudes, beliefs, behaviors, resources) prevent you, your staff, and/or parents from taking the next step on this continuum? What could you implement to overcome these barriers?

Goal Setting

Consider two S.M.A.R.T. (Specific, Measurable, Achievable, Realistic, Time-limited) goals on how you could help create a culture of inclusion in your French Language Programs.

1. _____

2. _____

Assessing Student Progress

Assessing Student Progress	Students can only show their understanding one way, through a pass/fail system.	Students are provided with limited opportunities to demonstrate learning in different ways.	Assessment is used to support and evaluate student learning, and students are offered a few opportunities to demonstrate learning in different ways.	Assessment informs teaching and learning, involving students in self and peer assessment; students demonstrate proficiency in flexible ways.	Assessment guides teaching and learning. Students are able to express understanding and demonstrate learning in ways that extend beyond written expression.

Self-reflective questions:

» Where would you locate your district/school on this continuum?

» What steps has your team already taken to assess student learning in personalized ways in French education programs?

» If you met with members of the French education team, where would they place themselves on this continuum? If you met with a group of parents, where would they place the district/school?

» What are some progressive approaches to assessment that you see being used in French education programs at your district/school?

» What barriers (attitudes, beliefs, behaviors, money) prevent your district/school from taking the next step on this continuum? What could you implement to overcome these barriers?

Goal Setting

Consider two S.M.A.R.T. (Specific, Measurable, Achievable, Realistic, Time-limited) goals on how your team could improve how student progress is assessed in your French education programs.

1. _____

2. _____