

Preuve et attestation de développement professionnel

Quelques incontournables du PFEQ - Explorateur

cadre21



Description:

Quelques incontournables du PFEQ

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Quelques incontournables du PFEQ 1 - Explorateur

Question 1 - Quels apprentissages ai-je réalisés en lien avec le ou les programmes enseignés ?

I have learned that...

- There is no compulsory reading list for ESL students, but reading different texts is encouraged.
- Students can produce not only written texts but also oral texts for Competency 3 (Écrire et produire des textes).
- Only interactions with other students can be considered when evaluating Competency 1.
- Wording of competencies in report cards is different from wording in other MELS documents.

Question 2 - Quelles sont les bonnes pratiques pédagogiques que je retiens afin d'accompagner les élèves dans leurs apprentissages ?

- Give many opportunities to interact with peers during the class.
- Teach strategies for starting and maintaining oral interactions: Ask questions, agree/disagree, give personal examples, etc. Also, provide with phrase starters, keep vocabulary words on display, teach and display functional language.
- For Competency 2, provide with different texts (minimum 2), like readings, videos and audio texts, and even pictures for the competency development. In cycle two, students can read texts of their choice.
- Students may work in groups to construct meaning of what they have read.
- Comprehension questions, although useful, should not be prioritized for evaluations. Much more emphasis should be given to reinvestment tasks in which students produce a text, for example, while using elements from the texts they studied.
- Provide students with tasks that allow for development and/or evaluation of two (instead of one) competencies, for example, C2 and C1. These tasks are more authentic for students.
- Teach students many aspects of writing and not only grammar.

Question 3 - Quels sont les éléments importants propres aux programmes enseignés sur lesquels je peux m'appuyer afin d'évaluer les élèves ?

- Use clear detailed evaluation grids.
- Evaluation of oral interactions is on-going and done while students interact with their partners, without a teacher's intervention. Moreover, a teacher cannot evaluate a student by conversing with him/her.
- Evaluate more than 1 competency at a time. For example, write a text to evaluate C2 and C3.
- Strategies as well as processes should be taught and a feedback should be given to students, but their use is not evaluated.