# TABLE OF CONTENTS

**Introduction** ................................................................. iii

A Word from the Assistant Deputy Minister, Bureau de l’éducation française Division .................................................................................................. iii

Using this Handbook ........................................................................................................ v

Acknowledgements ........................................................................................................ vii

Table of Contents ........................................................................................................ ix

## Chapter 1. French Immersion: Principles and Practices

A. The Manitoba Context .............................................................................................. 1-1
B. Program Goals ........................................................................................................ 1-2
C. Characteristics of the French Immersion Program in Manitoba .................... 1-2
D. Theoretical Underpinnings of French Immersion Programs in Canada........... 1-3
   - Theory of Additive and Subtractive Bilingualism ........................................... 1-3
   - Threshold Hypothesis .................................................................................... 1-4
   - Developmental Interdependence Hypothesis ............................................... 1-5
E. How French Immersion Works .......................................................................... 1-6
   - The Role of the French Language ................................................................. 1-6
   - How Children Learn Their First Language ................................................ 1-6
   - How Children Learn a Second Language .................................................... 1-7
F. Immersion Pedagogy ............................................................................................ 1-10
G. School Culture Conducive to French Immersion ............................................ 1-11
H. Research Findings ............................................................................................... 1-12
I. A Historical Overview of French Immersion in Canada ................................ 1-12
J. The Evolution of French-Language Education in Manitoba ............................ 1-14
K. Frequently Asked Questions ............................................................................. 1-16
References ............................................................................................................... 1-20
Suggested Readings ................................................................................................. 1-21
Chapter 2. Conditions for Success

A. French Immersion Models Found in Manitoba ..............................................2-1
   Early French Immersion ................................................................. 2-1
   Middle or Late French Immersion ................................................. 2-2
B. Types of Schools ......................................................................................2-2
   Immersion School .............................................................................. 2-3
   Immersion Centre .............................................................................. 2-3
   Dual Track School .............................................................................. 2-3
C. Programming .............................................................................................2-4
D. Leadership ..................................................................................................2-5
E. Teaching .....................................................................................................2-5
F. Professional Development ..........................................................................2-6
G. Resources ..................................................................................................2-6
H. Support Services ......................................................................................2-7
I. English Instruction in an Early French Immersion Program ......................2-7
   Who Teaches the English Portion of Time? ....................................... 2-9
J. The Role of Kindergarten in Early French Immersion ..................................2-10
K. French Immersion in Senior Years ..........................................................2-11
   Graduation Credit Requirements ...................................................... 2-12
L. The Importance of Culture in the French Immersion Program ..................2-14
M. Language Instruction in the Content Areas ............................................ 2-15
N. Stability .................................................................................................... 2-16
O. Postsecondary Opportunities .................................................................. 2-16
References .................................................................................................... 2-16
Suggested Readings ...................................................................................... 2-18

Chapter 3. Providing Provincial Leadership for French Immersion

A. Language Education in Manitoba ............................................................. 3-1
B. Program Resources .................................................................................. 3-2
   Curriculum – Kindergarten to Grade 12 ............................................. 3-2
   Curriculum Frameworks of Outcomes Documents ............................. 3-2
   Foundation for Implementation Documents ........................................ 3-3
   Support Documents ............................................................................... 3-3
C. Funding for the French Immersion Program ............................................. 3-3
D. Additional Funding from Federal Sources .............................................. 3-4
   Professional Staff: Teacher Bursary Program and French Immersion
   for Teachers Program (FIT) ................................................................. 3-4
   Program Consolidation and Development .......................................... 3-5
   Students: Explore and Postsecondary Opportunities ......................... 3-7
E. Provincial Assessment .............................................................................. 3-11
Chapter 4. Providing Divisional Leadership for French Immersion

A. Roles and Responsibilities ................................................................. 4-1
   School Boards ...................................................................................... 4-1
   Trustees ............................................................................................ 4-2
   Superintendent and Senior Central Office Administrators .................. 4-2
B. Policy Matters ..................................................................................... 4-5
   The Value of Second Language Learning in Education ..................... 4-5
   Access and Equity ............................................................................. 4-6
C. Long-term Planning ........................................................................... 4-6
   Stability and Growth ......................................................................... 4-6
   Staffing ............................................................................................. 4-7
   Professional Development ............................................................... 4-7
   Support Services ............................................................................... 4-9
   Quality and Assessment .................................................................. 4-9
References ......................................................................................... 4-10
Suggested Readings ............................................................................ 4-10

Chapter 5. Providing School Leadership for French Immersion

A. Overview .......................................................................................... 5-1
B. Creating a School Culture ................................................................. 5-2
C. Staffing: Setting the Stage for Success ............................................. 5-3
   Interviewing Prospective Staff ......................................................... 5-3
   Supporting Newly Hired Staff ......................................................... 5-5
   Supervising and Evaluating Staff ................................................... 5-7
   Meeting Professional Development Needs of Staff ....................... 5-7
D. Organizing for Instruction ............................................................... 5-9
E. Establishing and Maintaining a Library .......................................... 5-9
F. Responsibilities of Staff and Parent Councils ................................. 5-10
Chapter 6. Working with Parents in French Immersion

A. Parental Involvement at Home ..............................................................6-2
B. Parental Involvement at the School and Divisional Levels .................6-4
C. Communicating with Parents .................................................................6-5
   Communication Strategies in a School Community ...............................6-6
D. Other Useful Resources for Parents ....................................................6-6
References....................................................................................................6-8
Suggested Readings .....................................................................................6-8

Chapter 7. Manitoba Enrolments

Manitoba Enrolments (Public Schools Only – Excluding Special Education and Pre-Kindergarten Enrolments) .........................................................7-2
Proportion of Manitoba’s Public Schools Students Enrolled in French Immersion – Trend .................................................................7-4
List of Manitoba School Divisions/Districts Offering the French Immersion Program ...............................................................7-5
Number of Students in the French Immersion Program by School Year and Grade ................................................................................7-8
Enrolments by Entry Point ........................................................................7-9
Manitoba 2006-2007 School Year – Enrolment Data by Program and Grade .................................................................7-10
Enrolments in the French Immersion (FL2-I) Program by School Division/District and Grade 2006-2007 School Year .................................7-11
Enrolments in the French Immersion (FL2-I) Program by School and Grade 2006-2007 School Year .....................................................7-12
Manitoba – French Immersion Program Enrolments 1974-1975 to 2006-2007 School Years .................................................................7-15
Manitoba – French Immersion Program Enrolments 1984-1985 to 2006-2007 School Years .................................................................7-16

Chapter 8. Recruitment and Retention of French Immersion Students

A. The Importance of Recruitment and Retention to Program Success ..........8-1
B. Factors Pertaining to Recruitment ..........................................................8-1
   Challenges that Influence Recruitment .................................................8-3
   Factors Considered When Parents Decide on a French Immersion Program .................................................................8-4
Chapter 9. Inclusion in the French Immersion Program

A. Legal Implications .......................................................... 9-1
   Philosophy of Inclusion ......................................................... 9-1
   Legal Framework ................................................................. 9-2
B. What Does the Research Say? .............................................. 9-3
C. Appropriate Educational Programming for Students in French Immersion in Manitoba ........................................... 9-7
   Access ............................................................................... 9-8
   Early Identification ................................................................ 9-8
   Procedures to Consider ....................................................... 9-9
   Assessment ......................................................................... 9-10
   Planning in Education ......................................................... 9-10
   Student Services Planning .................................................. 9-10
   Individual Education Planning ............................................. 9-11
   Student Support Team ......................................................... 9-12
   Coordinated Services .......................................................... 9-12
   Professional Support ............................................................ 9-12
   Educational Assistants .......................................................... 9-13
   Transition Planning ............................................................... 9-13
   Beginning School ................................................................. 9-13
   Transition between Activities and Settings .......................... 9-14
   Transition between Schools .................................................. 9-15
D. Important Considerations for Postsecondary Planning for Students with Special Needs .............................................. 9-15
   References........................................................................... 9-16
   References for the Genesee Literature Review ........................ 9-17

Chapter 10. French Language Opportunities

A. French in the Classroom and Beyond .................................... 10-2
B. French Language Experiences in Winnipeg ............................. 10-3
C. French Language Experiences outside Winnipeg ......................... 10-12
D. Additional French Language Opportunities and Programs .............. 10-17
   References........................................................................... 10-21
Chapter 11. French Language Postsecondary Institutions and Opportunities

A. Universities and Colleges ..............................................................11-2
   Manitoba Universities and Colleges .............................................11-2
   University and College Directory ..............................................11-3
   Universities and Colleges Offering Programs in French .............11-5
   French Language Universities and Colleges ..............................11-6
B. French Language Postsecondary Opportunities ............................11-7
   Bursaries and Programs ...............................................................11-7
   Study and Exchange Programs for Postsecondary Students ........11-9
   Career Related Programs for Postsecondary Students ...............11-10
References .....................................................................................11-15

Chapter 12. Support Agencies and What They Offer

A. Organizations Directly Related to Education ...............................12-1
   Manitoba Teachers’ Society (MTS) .............................................12-1
   Éducatrices et éducateurs francophones du Manitoba (EFM) .........12-2
   Manitoba Association of School Superintendents (MASS) .........12-3
   Manitoba Association of School Trustees (MAST) .....................12-4
   Association manitobaine des directrices et directeurs des écoles
d’immersion française (AMDI) ......................................................12-5
   Manitoba Association of Parent Councils (MAPC) ....................12-5
   Canadian Parents for French (CPF) .............................................12-7
   Canadian Parents for French Manitoba (CPF-MB) ......................12-7
   CPF and the School Administrator .............................................12-8
   Association canadienne des professeurs d’immersion/
   Canadian Association of Immersion Teachers (ACPI-CAIT) .......12-9
   CAIT and the School Administrator .........................................12-10
   The Canadian Association of Second Language Teachers (CASLT)12-11
B. Examples of Agencies Which Indirectly Support Education ...........12-11
   Government Agencies ................................................................12-11
   Office of the Commissioner of Official Languages ......................12-12
   Local Agencies ..........................................................................12-13
   Alliance Française du Manitoba ..............................................12-13
   Le Centre culturel franco-manitobain (CCFM) ............................12-13
   Conseil jeunesse provincial (CJP) .............................................12-14
   La Liberté ..................................................................................12-14
   Pluri-elles .................................................................................12-15
   La Société franco-manitobaine (SFM) .......................................12-15
References .....................................................................................12-16
Appendices

Appendix A – Ministerial Documents
- Curriculum Policy for the French Immersion Program
- A Guide to French Immersion Schools in Manitoba
- What Do I Want for My Child?/Qu’est-ce que je veux pour mon enfant?
- Focus on the Future: A Parent and Student Guide to Senior Years Graduation Requirements – French Immersion Program
- French Immersion in Manitoba

Appendix B – Bursaries
- Accent – Part-Time Language Assistant Program
- Odyssey – Full-Time Language Assistant Program
- Explore – Second Language Summer Program
- FIT – French Immersion for Teachers, Official Minority Language Teacher Awards
- Teacher Bursary – Official Minority Language Teacher Awards

Appendix C – Canadian Parents for French
- CPF School Self-Assessment Tool – For French-Second-Language Education
- French for Life – Say OUI to Opportunity (Parents, Teachers and Trustees and Administrators)

Appendix D – Research Articles
- Teaching French as a Second Language in Canada: Teachers’ Perspectives – Research Report. Executive Summary
- Building the Future of French Immersion Programs – A Fine Balance
- French Immersion: Findings of School Administrator Focus Groups
- Thirty years of French immersion programs in Canada. Are they adding value to children’s education?
- The Advantages of Multilingualism
- But Can They Laugh in French…
- Best Practices that Support French Immersion as We Move Ahead
- Grade 6 French Immersion Students’ Performance on Large-Scale Reading, Writing and Mathematics Tests: Building Explanations

Appendix E – Review of the Literature
- A Review of The Literature on Second Language Learning

Appendix F – Additional Documents