

Provincial Profile

French Immersion Program

April 2016

French Language Education Review

2013-2014

MANITOBA EDUCATION AND
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Introduction

This document is the first Provincial Profile under the **French Language Education Review - French Immersion Program**. It was prepared by the Bureau de l'éducation française Division (BEF). The profile presents a compilation of the data collected from the School and the Divisional Questionnaire with responses by all 105 French Immersion schools and all 22 school divisions offering the French Immersion Program in Manitoba. It provides a “snapshot” of the French Immersion Program in Manitoba for the 2013-2014 school year, highlighting the schools' and school divisions' perceived successes and challenges in the delivery of the French Immersion Program.

The context of the French Language Education Review (FLER) is based upon the understanding that the vision of the French Immersion Program in Manitoba is **to ensure that students become proud, engaged, confident, plurilingual global citizens**.

Background and objectives

In September 2014, the BEF introduced the **French Language Education Review (Review)** to further support the full implementation of the French Immersion Program and the successful delivery of French courses (English Program) within Manitoba schools.

The purpose of this Review is to provide schools and school divisions with:

- clear expectations with respect to their role and responsibilities in delivering the French Immersion Program
- a process by which they report on French Immersion programming; ensuring data validity and reliability through the use of standardized questionnaires
- qualitative and quantitative data in order to enhance the French Immersion Program and to track progress over time
- an opportunity to reflect on successes, challenges, and to develop initiatives that build on their successes and address the needs of their French Immersion Program.

The Review also aims:

- to bring about collaboration and dialogue between schools, school divisions, and the BEF regarding the full implementation of the French Immersion Program in Manitoba and to respond to its evolving needs
- to collect provincial data that will be used to develop a comprehensive annual provincial report on the state of French Second Language Education in Manitoba under the Canada-Manitoba Agreement in Education.

The Review has the following components:

- standardized questionnaires for schools and for school divisions
- divisional profiles, a Provincial Profile and a Provincial Report
- follow-up meetings between school divisions and the BEF.

Survey Method

Two questionnaires were developed, one for the schools and one for the school divisions. All 105 French Immersion schools and all 22 school divisions that offered the French Immersion Program in Manitoba in 2013-2014 were requested to complete online questionnaires. In both questionnaires, questions were grouped into the four key areas that support the full implementation of the French Immersion Program in Manitoba:

- Creating a French Immersion Setting

- Validation of Students' Linguistic and Educational Experience
- Educational Staff and Professional Learning
- Student Enrolment Trends

The table entitled Full Implementation of the French Immersion Program on page 3 summarizes the underlying philosophy of the Review and outlines the expected outcomes for students including the four key areas that support the full implementation of the French Immersion Program.

School division administrators from school divisions offering the French Immersion Program and school principals from French Immersion schools were invited to eight regional half-day orientation sessions. During these orientation sessions, the BEF explained the purpose and the process of the Review; presented an Administrative Guide including divisional statistics, the school questionnaire, the school division questionnaire, as well as an example of a divisional profile.

Following the sessions, an instructional email was sent to the Superintendents and School principals. It also included a link to access their respective online questionnaires on the Fluid Surveys website. Schools and school divisions were given six weeks to complete their questionnaires and submit their responses electronically to the BEF. Two BEF staff members were available to assist the schools and the school divisions during this exercise. Reminders were sent to the respondents until all completed questionnaires were received.

To determine how successfully students have achieved the outcomes of the Program, schools and divisions were asked to consider the following while responding to the questionnaires:

- Does our Immersion program allow students, including students with special needs, to achieve a high level of linguistic competency in both French and English?
- Are students proud of their linguistic competencies and do they have confidence in their ability to speak French in various public settings: small and large group discussions/presentations inside and outside the classroom as well as outside of school?
- Are students aware of their own cultural identity and are they open to other languages and cultures?
- Do students have the confidence and the interest to participate in activities in the Francophone community, here and elsewhere?
- Do students value the learning of languages as a key to global citizenship? Do they see themselves as lifelong language learners?

Survey Results

The responses from the 105 schools and the 22 school divisions were compiled and grouped into the four key areas that support the full implementation of the French Immersion Program. Certain schools or school divisions did not respond to every single question. Therefore, the number of responses does not always match the total number of schools or divisions.

The data collected was compiled and presented in form of graphs, charts, tables or qualitative summaries. When appropriate, data from two questions were combined into one chart. For opened-ended questions, results were treated in two different ways; some were coded and presented into chart forms, others were summarized into paragraphs.

In this Provincial Profile, the data is introduced by the corresponding question from either the school questionnaire or the school division questionnaire to help school divisions contextualize and interpret the results.

FULL IMPLEMENTATION OF THE FRENCH IMMERSION PROGRAM IN MANITOBA

A LINGUISTICALLY RICH EXPERIENCE

STUDENTS AS PROUD, ENGAGED, CONFIDENT, PLURILINGUAL GLOBAL CITIZENS

PROGRAM EXPECTED OUTCOMES - STUDENT PATHWAY

Develop language proficiency	Develop confidence and pride in French language skills	Engage in learning and using French	Participate in the francophone community	Develop self identity as a plurilingual and lifelong language learner	Discover and experience different aspects of la Francophonie	Develop intercultural awareness (theirs/others)
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Key Area

Key Area

Key Area

Key Area

CREATING A FRENCH IMMERSION SETTING	VALIDATION OF STUDENTS' LINGUISTIC AND EDUCATIONAL EXPERIENCE	EDUCATIONAL STAFF AND PROFESSIONAL LEARNING	STUDENT ENROLMENT TRENDS
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Exposure to the French Language	Educational Staff and Personnel	A Linguistically Rich Environment	Inclusion and Appropriate Support for All Students	Focus on Language Acquisition	Enriched School Environment	Impact on Student Learning	Valuing and Encouraging the Learning of Languages	Recruitment and Retention of Staff	Professional Learning	Visibility & Communication	Entry Points & Transition	Retention
Sufficient % of instruction time in French K-12	Bilingual teaching personnel	Signage & visibility of the FI Program	EAL students	Second language methodology (integrating language and content in all subject areas)	Classroom based activities to enrich academic learning in content areas	Incorporate program outcomes in the classroom	Develop student engagement & responsibility for language learning	Hiring practices verify appropriate qualifications of teachers	All staff have an understanding of French Immersion philosophy and methodology	Public visibility of School Board support of the FI Program	Policy with regards to entry points	Procedure in place when students wish to leave the program
Sufficient number of FI credits at the SY level	Bilingual administration	French spoken by students & staff during non instructional time	Special needs students	Encourage ongoing language development & intercultural competencies	Classroom, school & community based opportunities to authentically use French in the following areas o Cultural o Social o Citizenship o Transition	Incorporate program outcomes in school & extracurricular activities	Develop students' bilingual identity as lifelong learners and speakers	Support for new and experienced teachers	Professional learning opportunities are provided in French for all subject areas	Public access to FI Program information (websites, brochures, etc.)	School visits and information sessions for students and parents at transition points	Appropriate supports are in place when students struggle academically
Phys. Ed., music, arts, library offered in French	Bilingual support staff	Presence of French language in various activities and throughout the school	First nations, Métis and Inuit (FNMI) students	Provide opportunities for students to reflect on their language proficiency (metacognition)			Guide parents to support and validate their child's bilingual experience	Hiring practices verify appropriate qualifications of administrators	Professional learning opportunities relating to topics pertinent to the FI Program are offered to FI personnel	Communicate pertinent information related to FI Program and beyond to K-12 parents	Student reflection & conversations about their FI experience	Address parental concerns/myths relating to student success in French
		Discussion of the FI Program at meetings					Highlight student achievement and abilities in French	Support for new and experienced administrators in the FI Program		The FI Program is discussed at various divisional meetings	Interactions with FI students from feeder schools	SY timetable accommodates accessibility to a variety of courses
		Appropriate French resources for classrooms, libraries, etc.								Pre-school connections		Address student engagement and motivation to learn French
												FI diploma graduates

Provincial Profile

2013-2014

Section 1

Creating a French Immersion Setting in Your School and School Division

Section 1 provides data regarding the creation of a French Immersion setting within schools and school divisions offering the French Immersion Program across Manitoba.

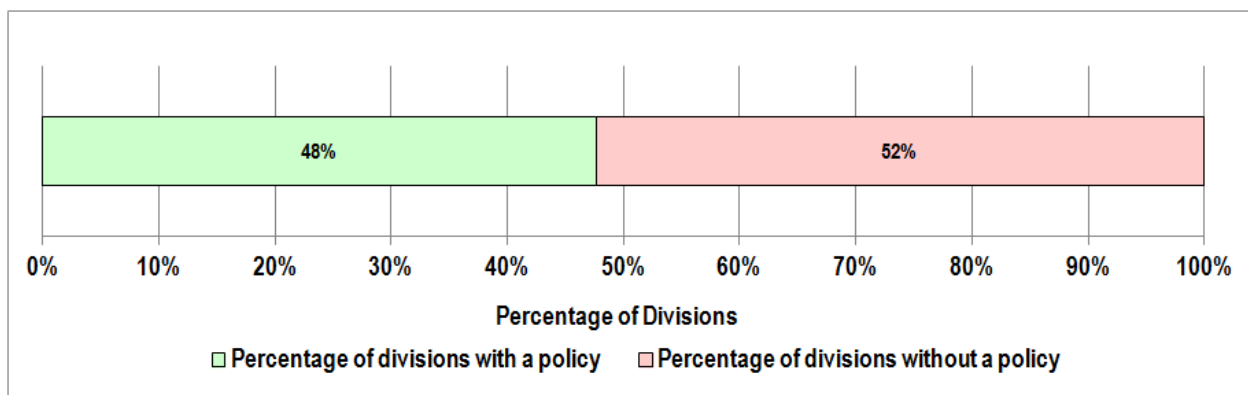
The setting is the primary condition or the foundation that allows for full implementation of the French Immersion Program where the entire school community supports and validates students' language acquisition. The visibility of French and opportunities to use the French language throughout the school engages students by exposing them to a rich linguistic environment giving them purpose and motivation to further acquire the French language.

Schools and school divisions were asked to consider the following conditions to determine the state of their current setting:

- intensive exposure to the French language and culture
- qualified educational staff and personnel
- a linguistically rich and inclusive environment
- varied educational resources
- appropriate supports for all students

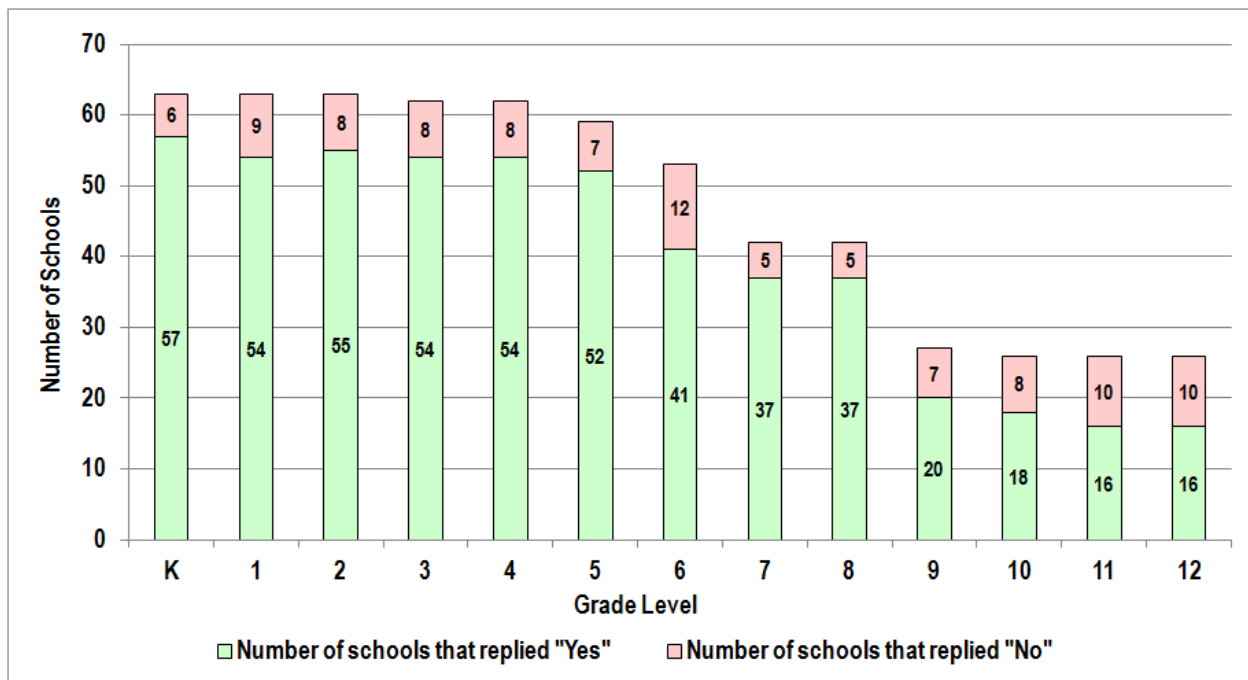
Policy

School divisions with a French Immersion Program Policy.

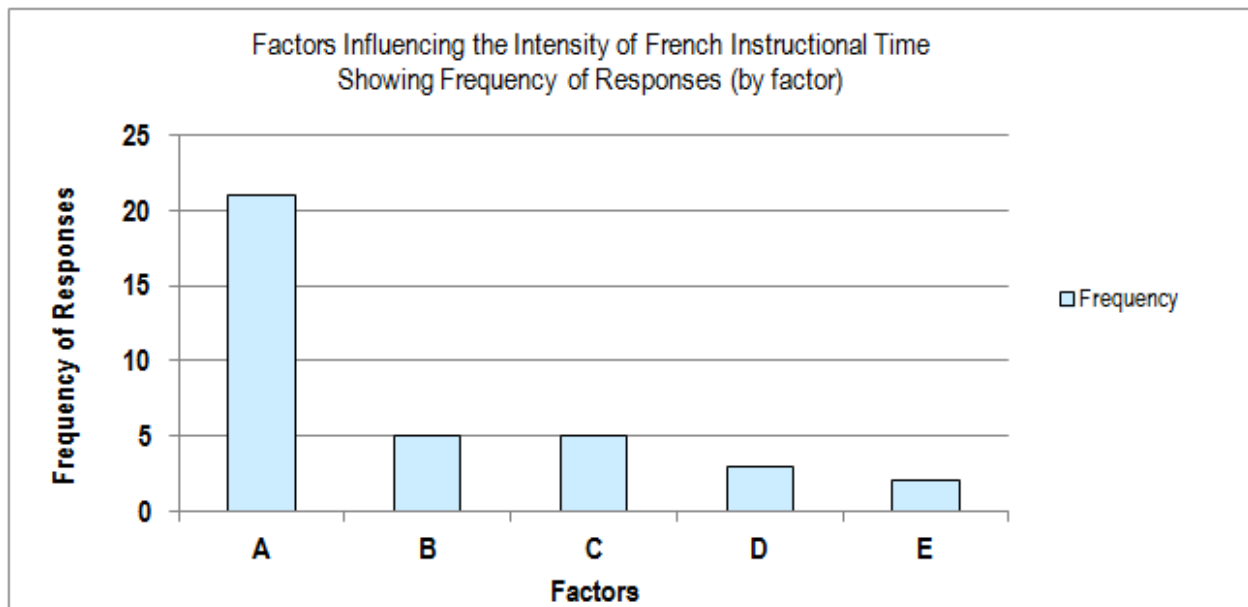


Intensive Exposure to the French Language

1. In your opinion, is the percentage of French instruction time (intensity) offered in your school sufficient to create an immersion setting?

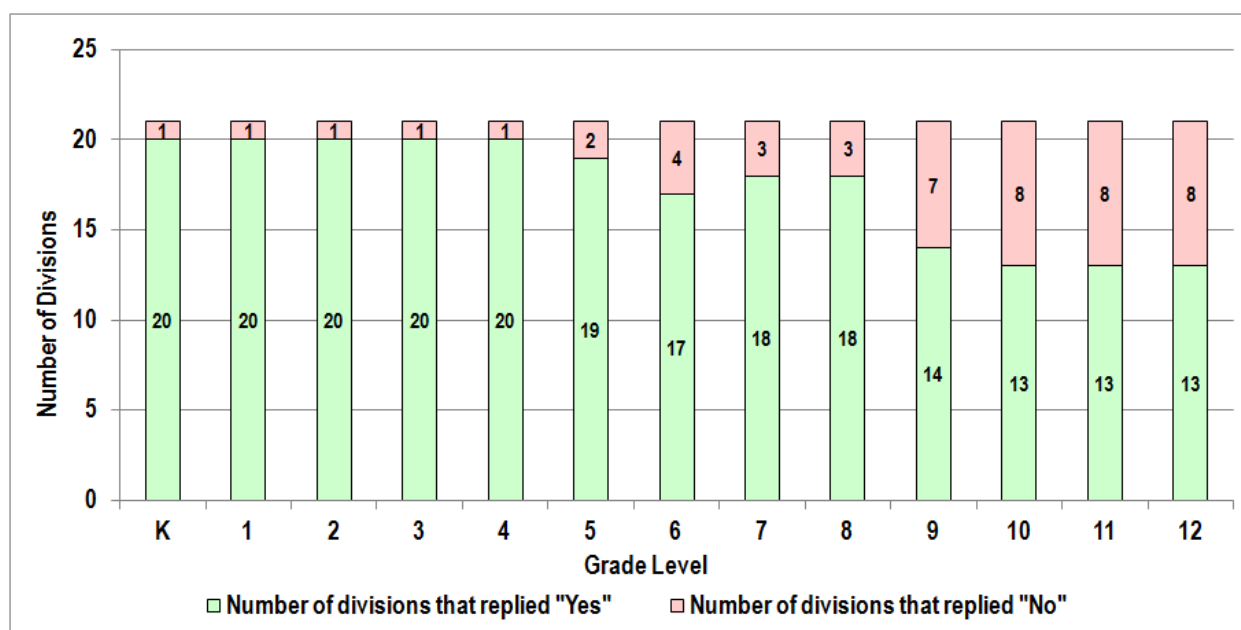


The following chart depicts the responses provided as optional comments in relation to the intensity of French instructional time.



- A - Cannot offer all optional courses in French due to staffing (Phys. Ed, Music, Arts, Library)
- B - Grade 1 French Instructional time extended to 100%
- C - SY number of courses offered is limited
- D - Offer junior kindergarten/preschool/nursery in French
- E - Senior Years – at the divisional or school level we require more than 14 credits for the FI diploma

1.1 In your opinion, is the percentage of French instruction time (intensity) offered in your **school division** sufficient to create an immersion setting?



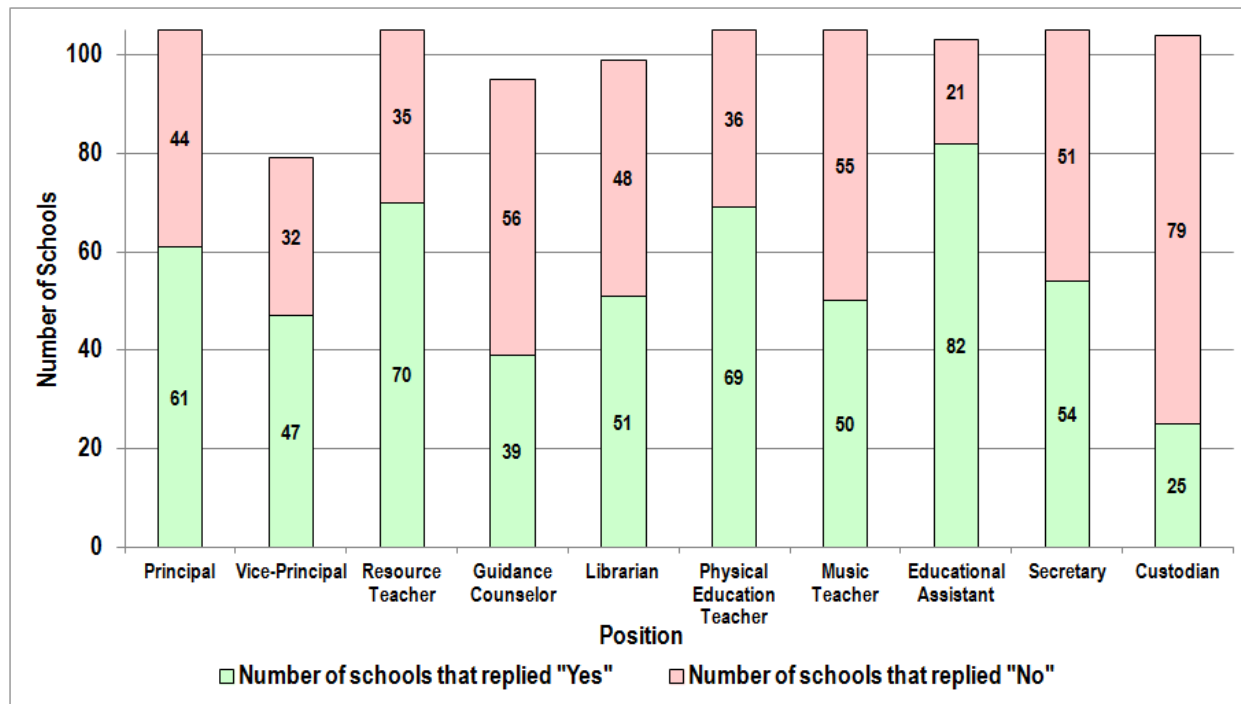
2. How many students from your school graduated with a Province of Manitoba, High School Diploma (French Immersion Program) in June 2014?

French Immersion Graduates (with F.I. diploma) as Compared to Grade 12 French Immersion Enrolments by Region and Track (as of June 2014)				
Regional Grouping		Single Track	Dual Track	Total
Urban	Graduates	313	441	754
	Enrolled	328	476	804
	% of Graduates	95.4%	92.6%	93.8%
Rural	Graduates	7	80	87
	Enrolled	14	87	101
	% of Graduates	50.0%	92.0%	86.1%
North*	Graduates	0	15	15
	Enrolled	0	32	32
	% of Graduates	---	46.9%	46.9%
Total	Graduates	320	536	856
	Enrolled	342	595	937
	% of Graduates	93.6%	90.0%	91.4%

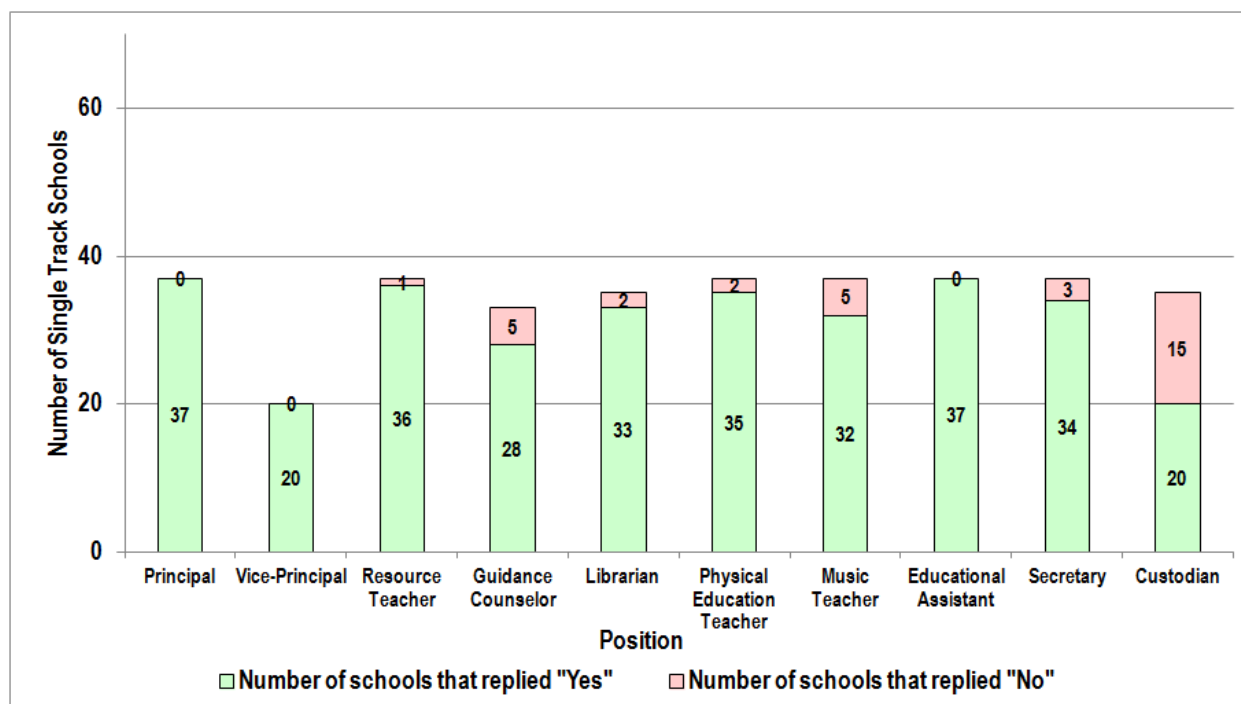
Qualified Educational Staff and Personnel

3. For 2013-2014, indicate the bilingual (English/French) staff in your school by position.

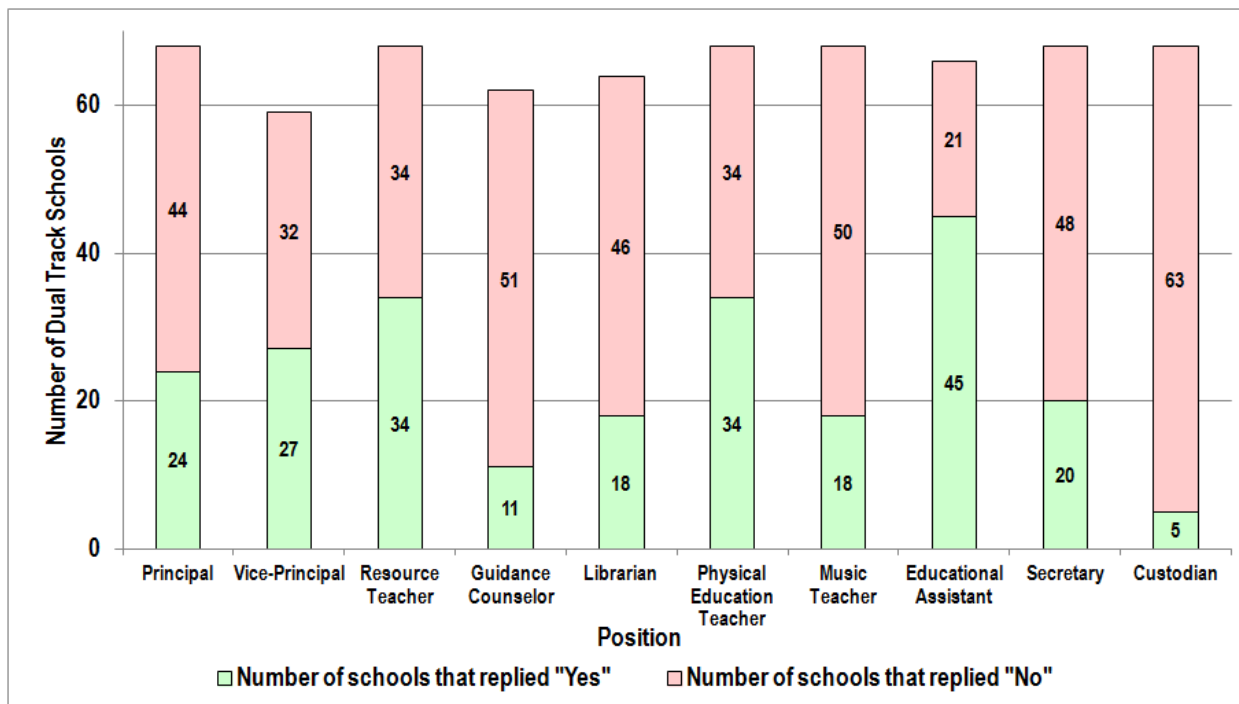
Please note that the following three charts assume one staff person per position for all positions except Educational Assistants where a school may have more than one. Also, it is important to note that not all schools have a Vice-Principal.



Bilingual (English/French) staff in **single track schools** by position, school year 2013-2014

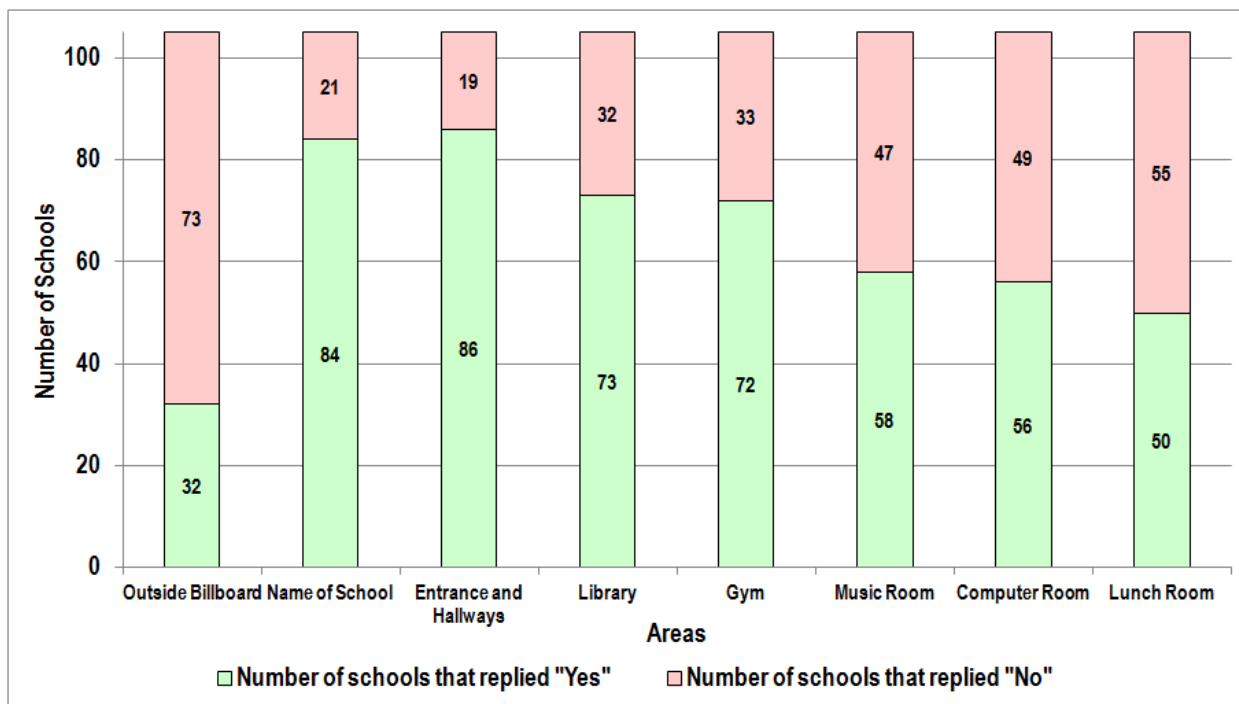


Bilingual (English/French) staff in **dual track schools** by position, school year 2013-2014

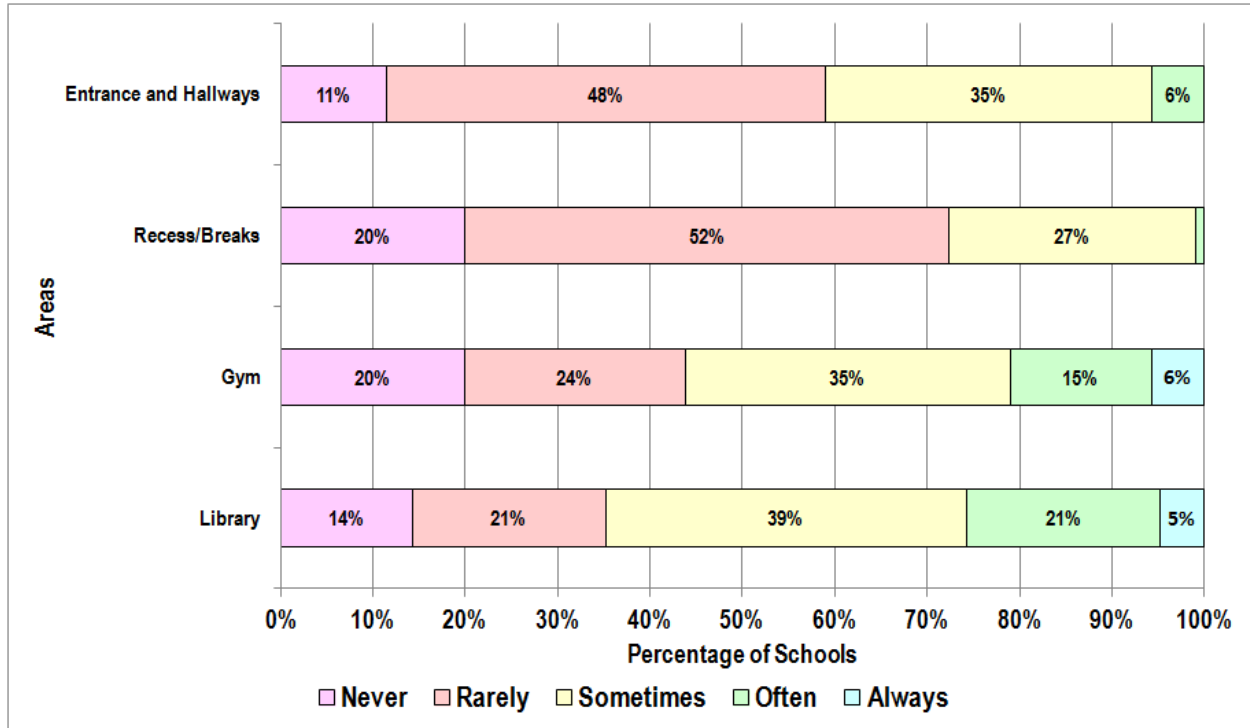


A Linguistically Rich Environment

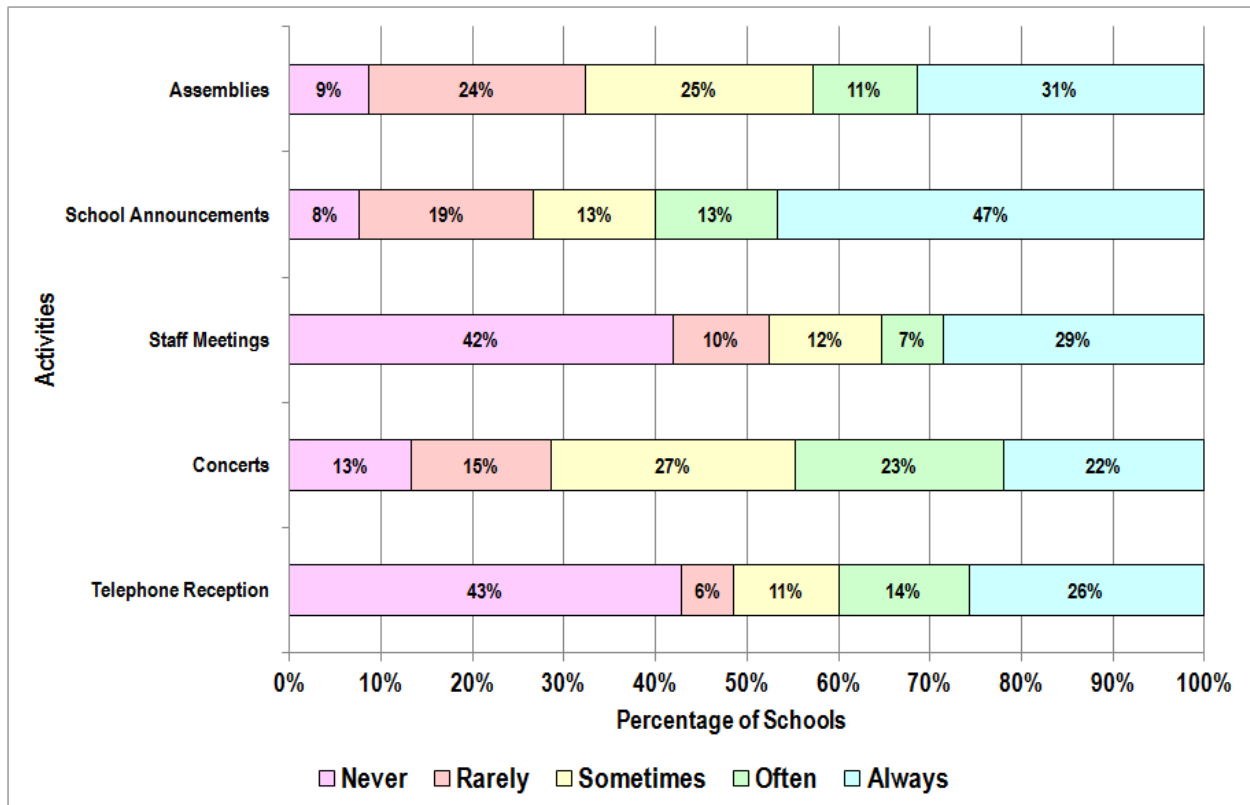
4. Do you have French signage in the following areas?



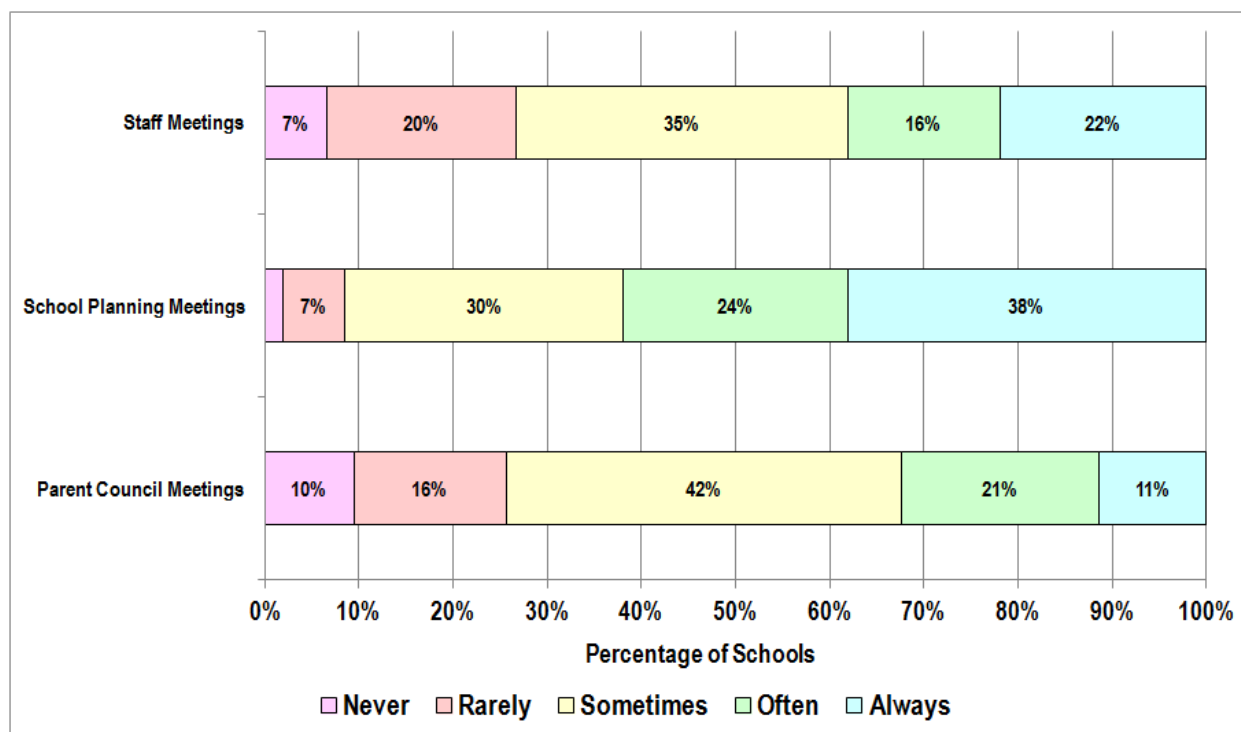
5. How often do students speak French in the following areas during non instructional time?



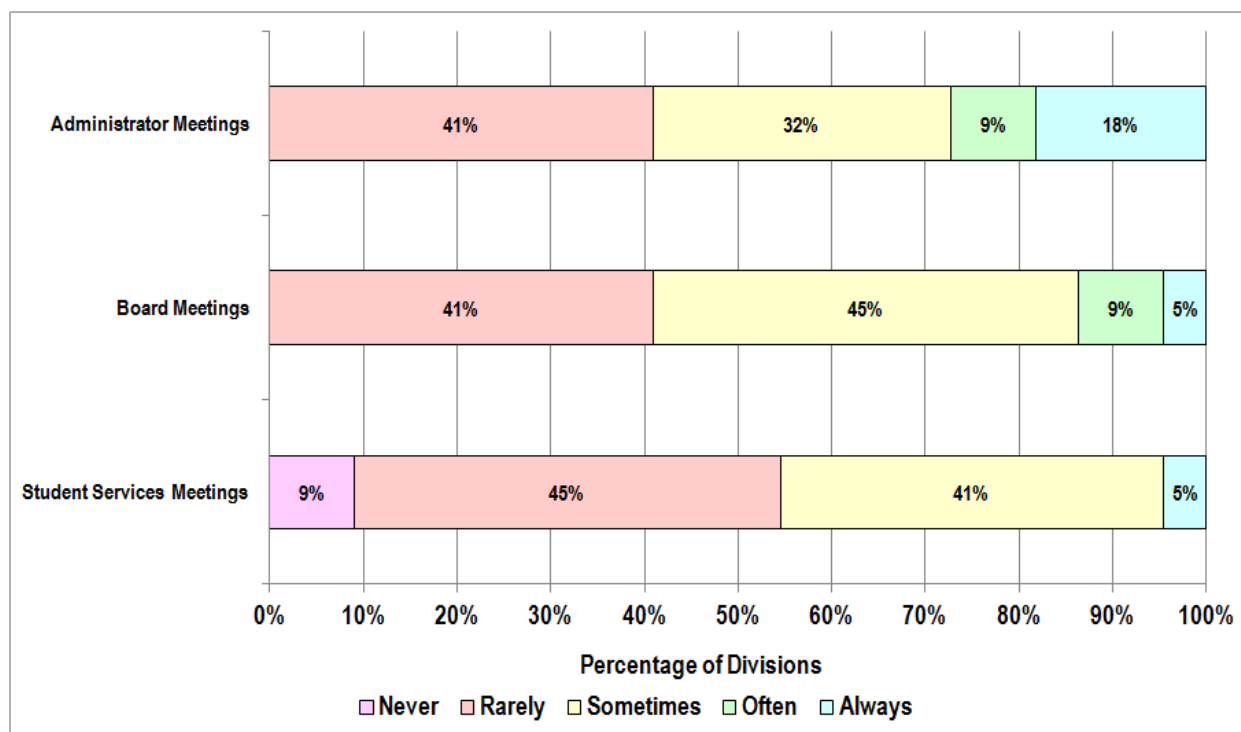
6. How often is the French language present in the following activities?



7. At the **school** level, how often is the French Immersion Program discussed at the following meetings?

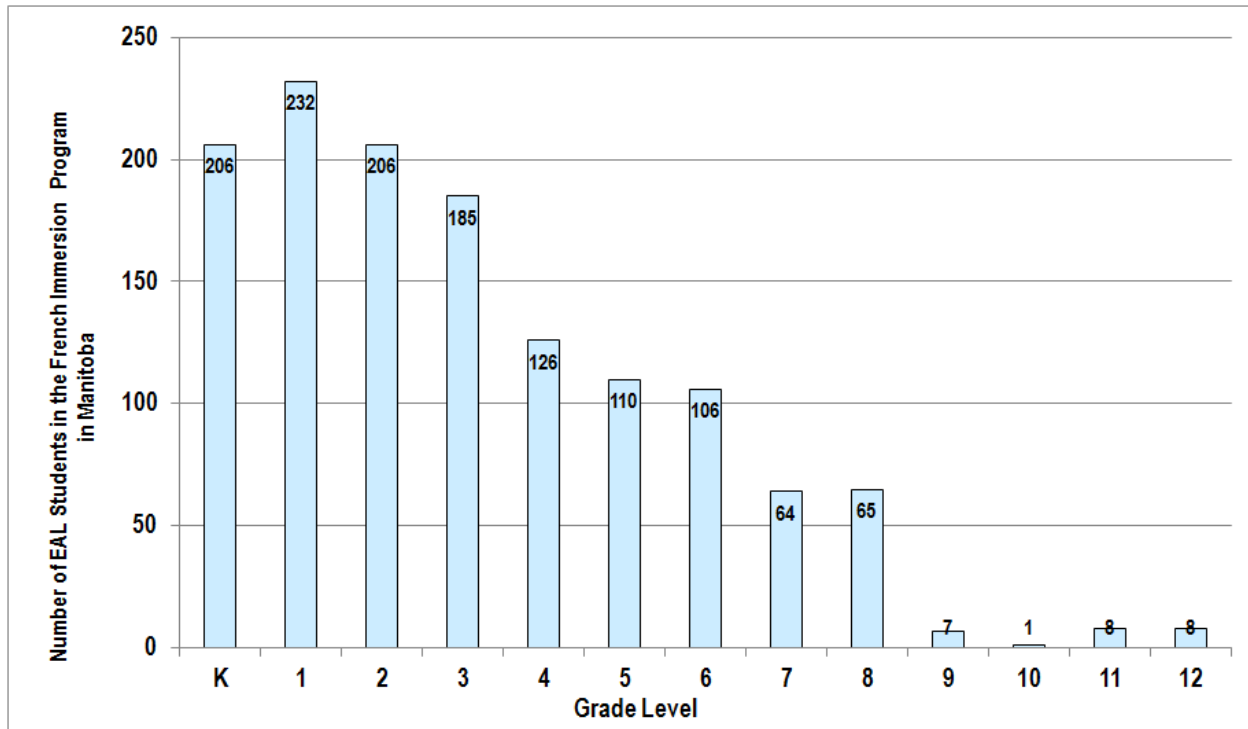


7.1 At the **school division** level, how often is the French Immersion Program discussed at the following meetings?

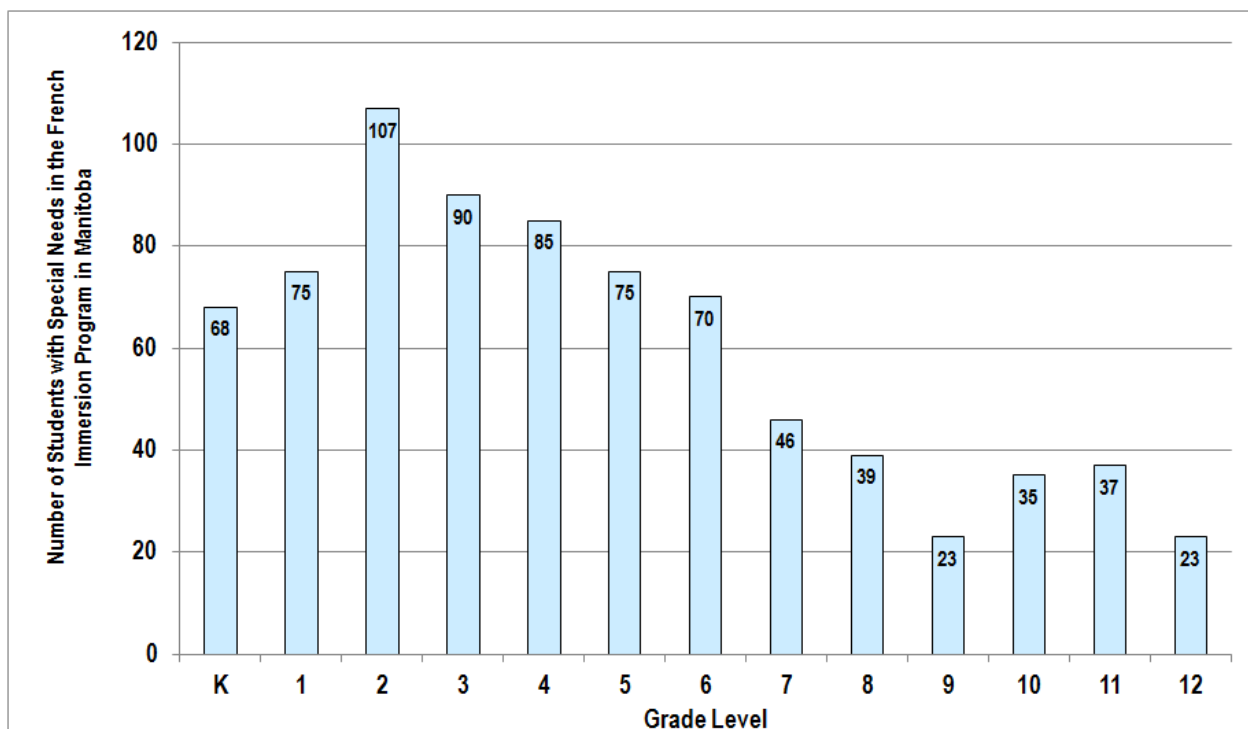


Inclusion and Appropriate Support for All Students

8. Do you have EAL (English as an Additional Language) students in the French Immersion Program?



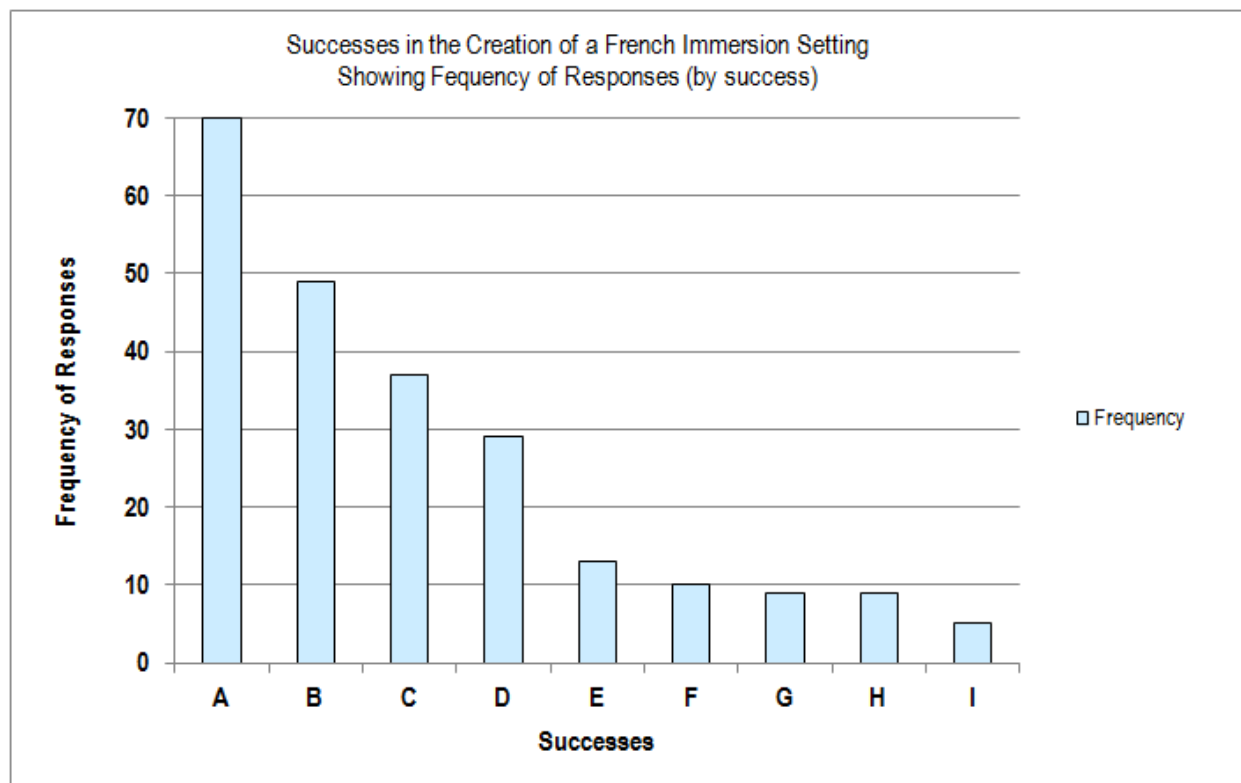
9. Do you have students with Special Needs (funded or non-funded but diagnosed) in the French Immersion Program?



Reflection on Creating a French Immersion Setting in Your School

10. The following two charts depict the successes and challenges in creating a French Immersion setting that:

- supports students in the development of their linguistic competencies
- validates students' French Immersion experience
- encourages students to become plurilingual members of society.



A - Presence of the French language in various school activities thus augmenting exposure to and usage of the «French language. (Offer many cultural activities, partnerships, school based activities and extracurricular activities to support students in the development of their French language competencies)

B - Visibility of French language within the school. (A rich and varied French Milieu is created in the school with French posters, student work, announcements, assemblies, signage, website, instructional materials, Library resources, French computer keyboards)

C - Teachers strive to speak French at all time, encourages the student to do the same. (teacher's commitment)

D - Support staff speaks French

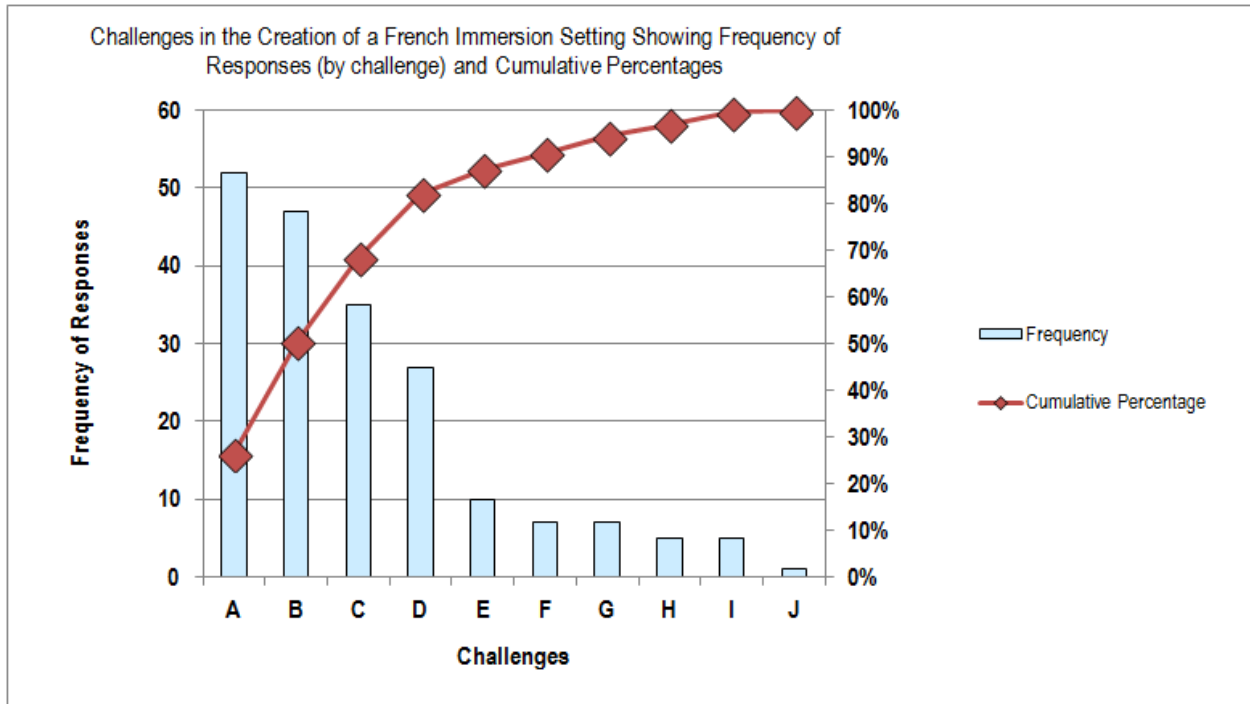
E - A collaborative staff

F - Students developing pride and confidence in their French language skills

G - Incentive programs to speak French (inside and outside the classroom)

H - Supportive division (policies and guidelines regarding the FI program)

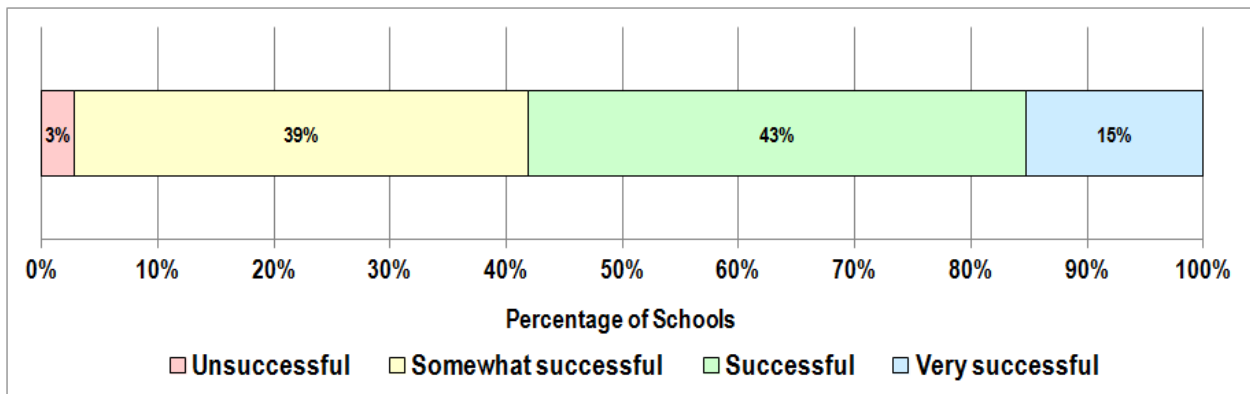
I - Seniors Years now able to offer enough credits for FI diploma



- A - Lack of qualified bilingual staff (including teaching staff, support staff, substitute teachers)
- B - Providing a linguistically rich French environment in a dual track setting while creating whole school community and belonging
- C - Maintaining student interest and motivation to speak French
- D - Educational resources are limited (age appropriate) and more costly
- E - Most enrichment / extracurricular activities are offered in English not French which limits student's exposure and usage of French.
- F - Distance limits participation in French activities from parents / community
- G - There is a lack of understanding and/or support of the French Immersion Program from parents / community
- H - Numbers of courses offered is limited
- I - Seniors Years – scheduling the timetable and competition with English courses
- J - There is not a common understanding of the French Immersion Program among staff

Schools' Self-Assessment on Section 1

On a scale of 1 (Unsuccessful) to 4 (Very Successful), please indicate the extent to which you think you have successfully created a French Immersion setting in your **school**.



Section 2

Validation of Students' Linguistic and Educational Experience

Section 2 provides data regarding the validation of students' linguistic and educational experience within the French Immersion Program.

It is necessary that the immersion setting values and encourages students' experience by focusing on their pathway to becoming plurilingual. To build confidence, students need to strengthen their language proficiency in French through social, academic and cultural contexts, thus validating their linguistic experience.

Students need multiple opportunities to use and reuse their language skills in a variety of different contexts in order to:

- develop their language competencies
- develop confidence
- become engaged learners
- validate their experience of language learning

Schools and school divisions were asked to provide examples of opportunities inside and outside the classroom, enriching the French environment and academic learning for students.

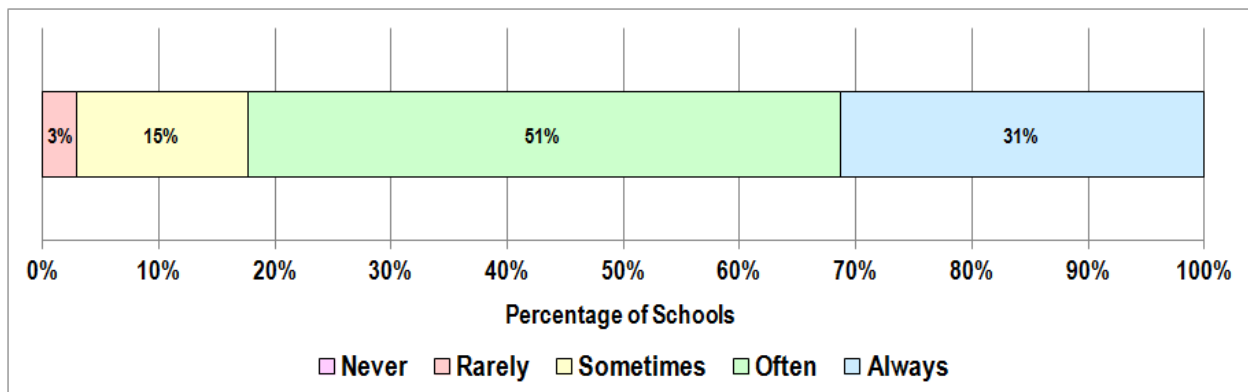
Focus on Language Acquisition

An immersion language program is first and foremost a language program where a school program is delivered through a particular language of instruction.

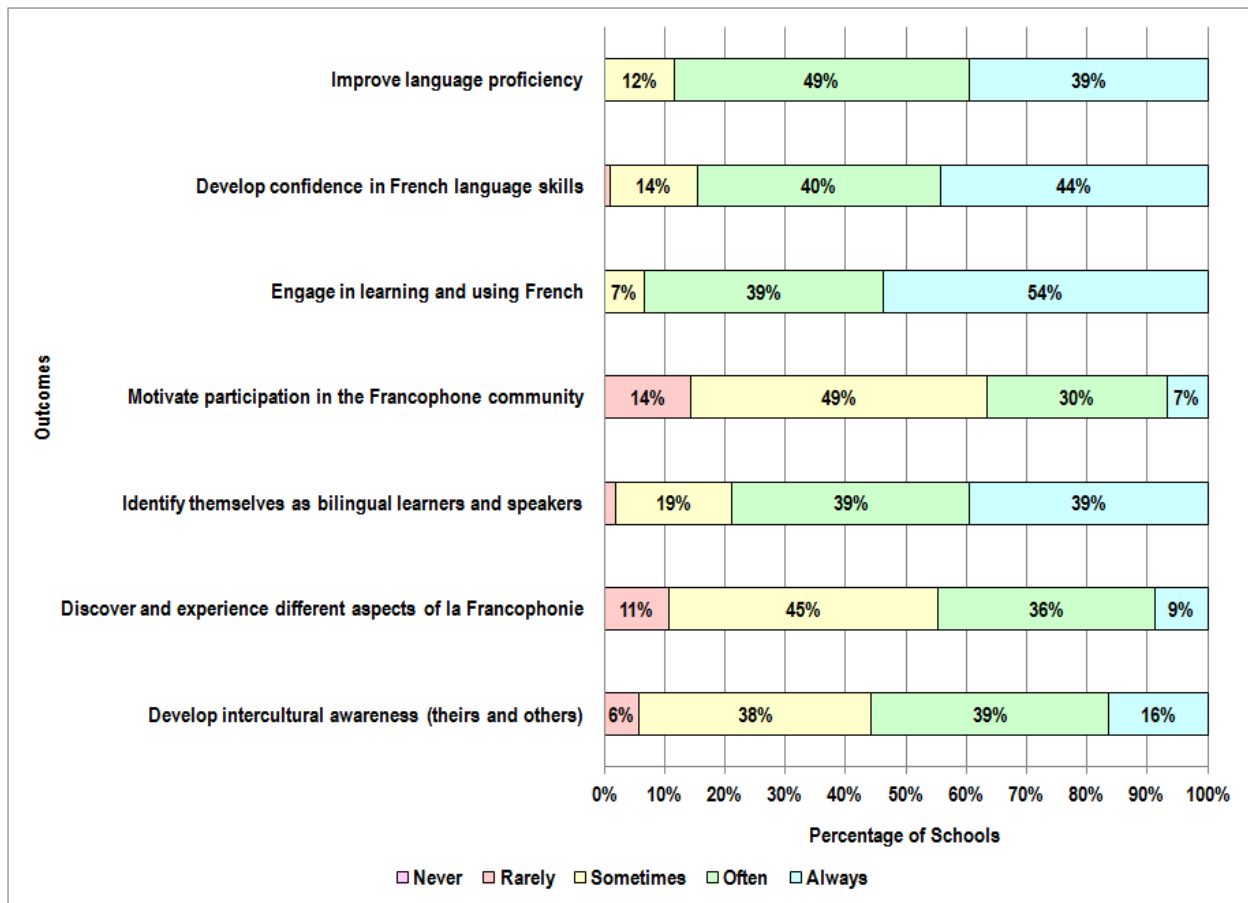
After 40 years of French Immersion in Manitoba, students enrolled in the program perform as well as their peers in other school programs. However, it is evident that students need to develop their linguistic competencies more actively through all subject areas.

Therefore, all French Immersion teachers are responsible for the development of the French linguistic competencies of students while also delivering the content that needs to be taught in each subject area.

11. Indicate how often French Immersion teachers in your school specifically teach aspects of language while teaching content.



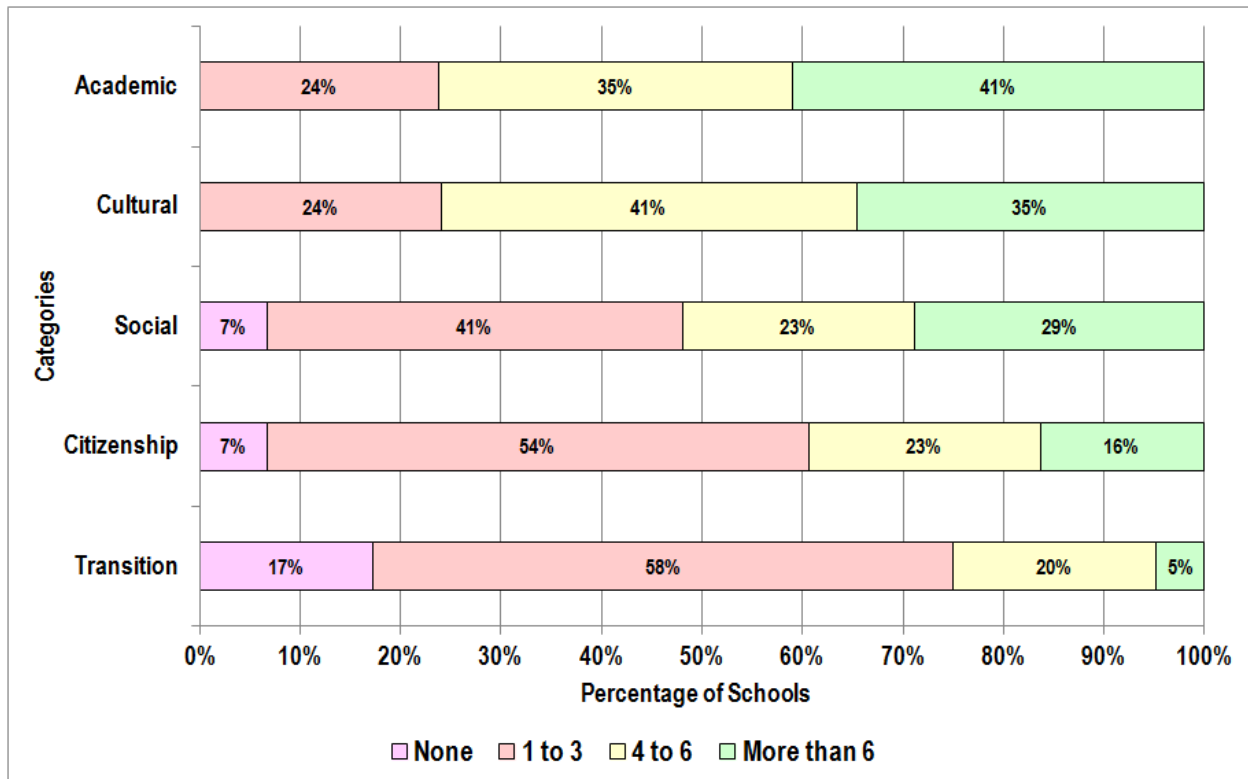
12. Indicate how often French Immersion teachers in your school, through the development of students' linguistic competencies, explicitly focus on strategies that strive to attain the following outcomes to validate students' French Immersion experience.



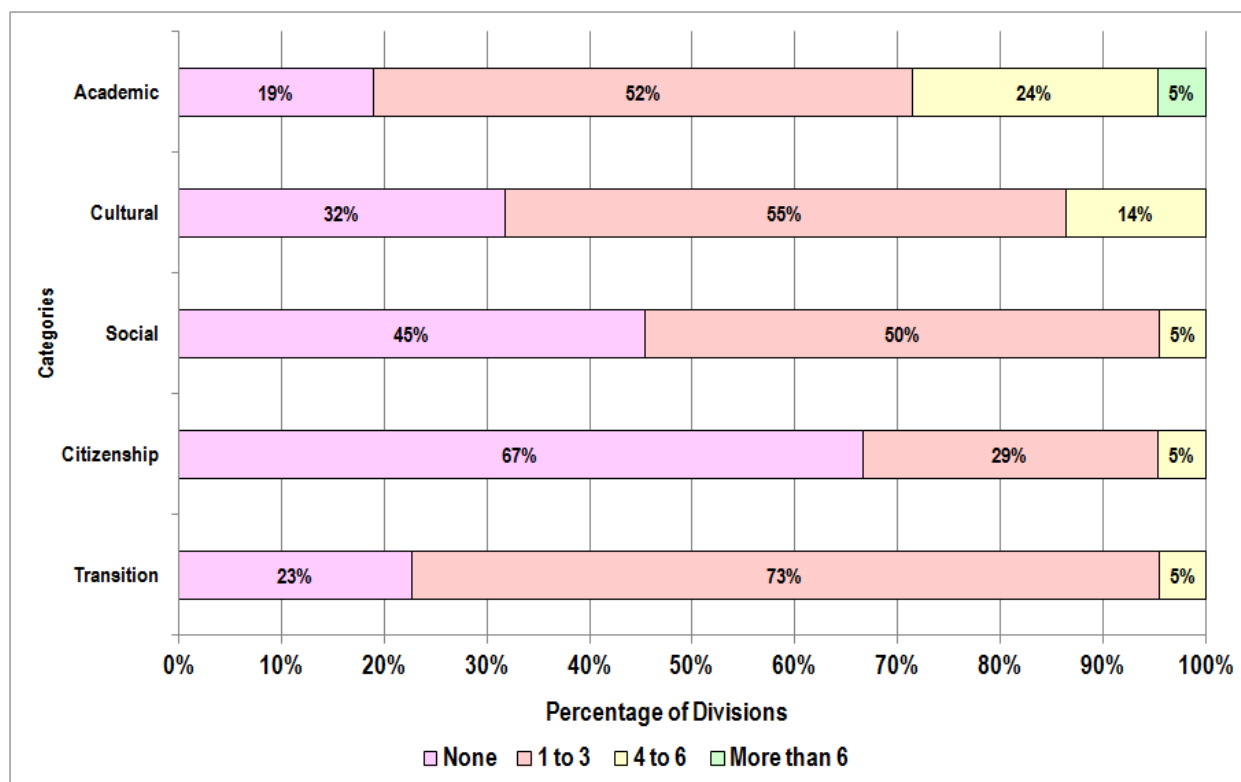
Enriched School Environment

It is important that the activities offered provide students with the continuous opportunity to authentically use their French language skills. The impact of such activities enriches their linguistic experience and is fundamental in developing students' plurilingual identity.

13. In 2013-2014, how many **school and/or classroom** activities in each category were offered that enriched the students' French Immersion experience?



13.1 In 2013-2014, how many activities in each category did you offer at the **school division** level that enriched the students' French Immersion experience?



Impact on Student Learning

14. One must consider the **IMPACT** that **ACADEMIC** activities offered to students have on validating their linguistic experience. Every activity offered must focus on one main outcome.

For each outcome listed below, indicate **the activity that contributed the most to achieving that outcome**. It is not necessary to have an activity for all outcomes.

The data collected is represented in three tables; Early, Middle, and Senior Years.

The following table depicts the responses provided by **Early Years** schools.

Outcome	Subject Area								Type of Academic Activities/Practices								
	Français	Maths	Sc. de la nature	Sc. humaines	Éd. artistique	Éd. physique	Other	Total	Oral communication / public speaking	Reading / Writing	Presenters / facilitators	Leadership	Multi-media	Projects	Field trips / exchanges	School wide activities	Varied examples
Improve language proficiency	35	1	1		2		3	42	30	4	3	1		1			3
Develop confidence in French Language skills	31	1	1	1			3	37	19	7	1	7	1				2
Engage in learning and using French	27		2	1	5	1	3	39	5	5	6	4	4	8			6
Motivate participation in the francophone community	24			12	2	1	2	41			6			1	31		3
Identify themselves as bilingual learners and speakers	21	1	1	2	5		12	42	15	4	1	5		2	3	11	1
Discover and experience different aspects of la Francophonie	20			8	4		4	36			10		1		19		6
Develop intercultural awareness (theirs and others)	8			14	7	1	4	34		1	4		3	14	4	7	1
Total	166	3	5	38	25	3	31	271	69	21	31	17	9	25	58	18	22

The following table depicts the responses provided by **Middle Years** schools.

Outcome	Subject Area								Type of Academic Activities/Practices								
	Français	Maths	Sc. de la nature	Sc. humaines	Éd. artistique	Éd. physique	Other	Total	Oral communication / public speaking	Reading / Writing	Presenters / facilitators	Leadership	Multi-media	Projects	Field trips / exchanges	School wide activities	Varied examples
Improve language proficiency	48	1	1		3		2	55	44	5	3	1					2
Develop confidence in French Language skills	48	1	2	4			2	57	41	5		6	3	1			1
Engage in learning and using French	32		3	3	6	2	4	50	9	5	4	4	4	9	5		10
Motivate participation in the francophone community	25			13	1	1	8	48			4			1	39		4
Identify themselves as bilingual learners and speakers	30		1	2	7		9	49	21	4	1	5		3	4	11	
Discover and experience different aspects of la Francophonie	23		1	11	5		6	46			8		1	4	30		3
Develop intercultural awareness (theirs and others)	9			15	5		7	36	1	1	4		3	14	8	5	
Total	215	2	8	48	27	3	38	341	116	20	24	16	11	32	86	16	20

The following table depicts the responses provided by **Senior Years** schools.

Outcome	Subject Area								Type of Academic Activities/Practices								
	Français	Maths	Sc. de la nature	Sc. humaines	Éd. artistique	Éd. physique	Other	Total	Oral communication / public speaking	Reading / Writing	Presenters / facilitators	Leadership	Multi-media	Projects	Field trips / exchanges	School wide activities	Varied examples
Improve language proficiency	18			1				19	16	2							1
Develop confidence in French Language skills	14		1	1	4		2	22	18			1		2	1		
Engage in learning and using French	14	1	1	3	3		4	26	9		2	2		4	6		3
Motivate participation in the francophone community	9			1	1		6	17			4		1	1	9		2
Identify themselves as bilingual learners and speakers	10			1			6	17	8	2		1		4	1	1	
Discover and experience different aspects of la Francophonie	9			4	3		4	20			1		2	5	10		2
Develop intercultural awareness (theirs and others)	9			8	1		3	21			2			12	5		2
Total	83	1	2	19	12	0	25	142	51	4	9	4	3	28	32	1	10

15. One must consider the **IMPACT** that **CULTURAL, SOCIAL, CITIZENSHIP, and TRANSITION** activities offered to students have on validating their linguistic experience. Every activity offered must focus on one main outcome.
For each outcome listed below, indicate **one activity that contributed the most to achieving that outcome**. It is not necessary to have an activity for all outcomes

Category	Area	Outcomes							
		Improve language proficiency	Develop confidence in French language skills	Engage in learning and using French	Motivate participation in the francophone community	Identify themselves as bilingual learners and speakers	Discover and experience different aspects of la Francophonie	Develop intercultural awareness (theirs and others)	Total per area within category
Cultural	Classroom based: (eg. French music, theatre, literature, authors, etc.)	10	2	12	3	6	19	16	68
	School based: (eg. Festival Théâtre Jeunesse, radio scolaire, semaine de la Francophonie, etc.)	13	13	18	6	4	6	12	72
	Community based: (eg. Guest speakers/ performers, field trips within the French community, etc.)	17	6	16	67	19	61	21	207
Social	Classroom based: (eg. Cross-grade partnerships, French Language Monitor, French pen pals, etc.)	8	10	13	2	9		1	43
	School based: (eg. Student-led assemblies, clubs, ralliments, etc.)	13	22	17	1	25	2	5	85
	Community based: (eg. Journée par Excellence, Élan, etc.)	1		2	1	1	1	2	8
Citizenship	Classroom based: (eg. cultural awareness/social justice projects, motivational system for speaking French, etc.)	2					1		3
	School based: (eg. Trips/student exchange, peer tutoring, Conseil Jeunesse Provincial, etc.)	7	9	14	15	5	8	17	75
	Community based: (eg. Volunteering within the French community, etc.)	2	1		4				7
Transition	Partnerships/collaborations (eg. Transition visits, Excel workshops, Semaine par Excellence – USB, etc.)	2		7		6	1		16
	Presentations/conversations (eg. French for Life presentation – CPF, etc.)		1		1	10	3		15
	Courses / Workshops (eg. Career course, etc.)					1			1
Total per outcome		75	64	100	100	86	102	74	

15.1 One must consider the **IMPACT** that enrichment activities offered to students have on validating their linguistic experience. Every activity offered must focus on one main outcome.

Please list the activities offered at the **school division** level that contributed to achieving the outcomes listed below. It is not necessary to have an activity for all outcomes.

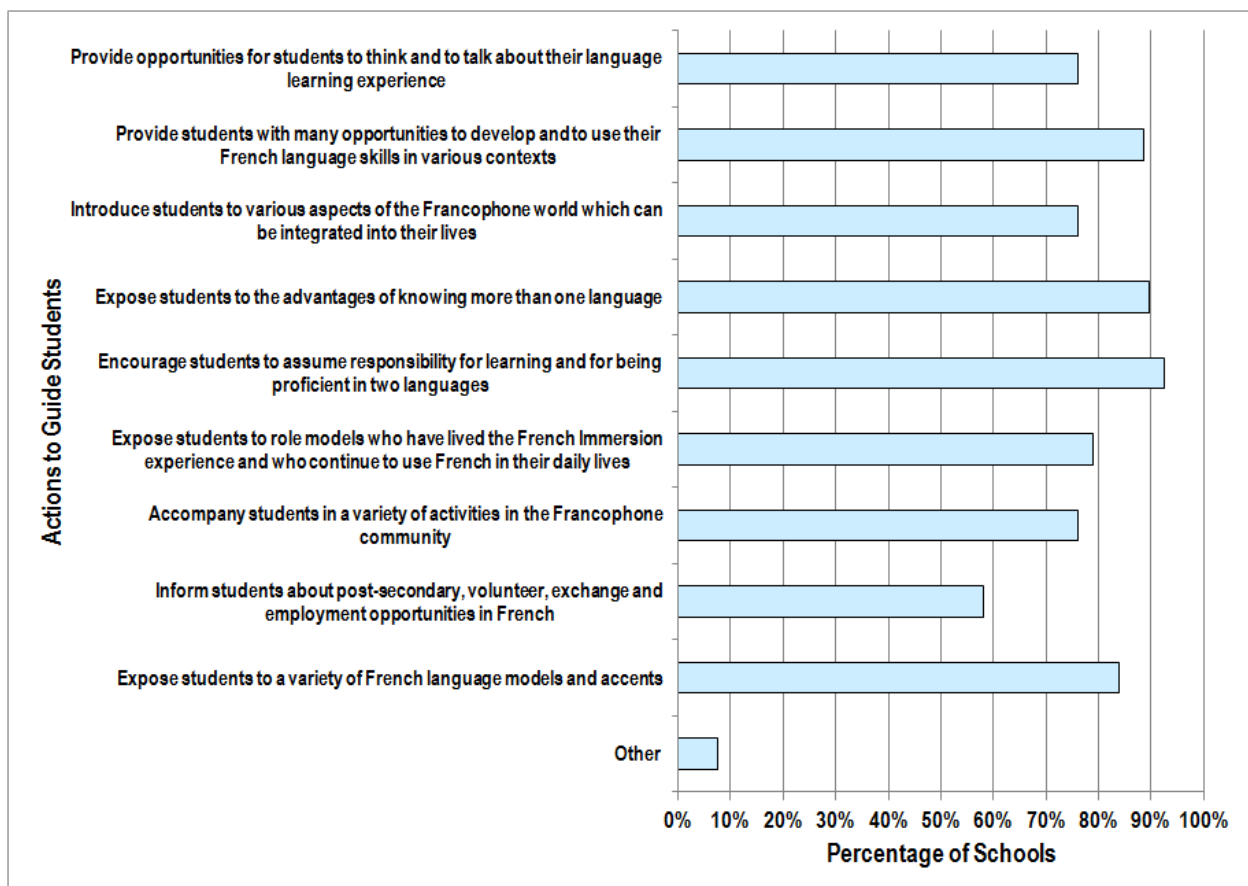
Outcomes	Divisional activities for students		EY	MY	SY
Improve language proficiency (13/22 divisions responded)	Divisional events	Concours d'art oratoire (5)	x	x	x
		Divisional debates (2)		x	x
		Improvisation (1)		x	
	Workshops/presentations/ trips for students	Excel workshops (2)		x	x
		Beyond Grade 12 Now (1)		x	x
	Support for teachers/schools	Touchstones training and implementation (1)		x	
Assessment	Oral language assessments (DELF) (1)		x	x	
Develop confidence in French language skills (14/22 divisions responded)	Divisional events	Concours d'arts oratoire (4)	x	x	x
	Workshops/presentations/ exchanges	Post secondary presentations (1)			x
		Beyond Grade 12 (1)			x
		Participation in EXCELS (1)			x
		Semaine par excellence (3)			x
Support for students	Odyssey Program - French Language Monitor (1)	x	x		
Assessment	ACPI student self-assessments, follow up after assessments, in-servicing with teachers (1)		x	x	
Engage in learning and using French (14/22 divisions responded)	Divisional events	Concours d'art oratoire(3)	x	x	x
		Divisional debates (2)	x	x	x
		Arts in the Park (Bi-Annual Event) (1)	x	x	x
		Arts Camp (1)		x	
		The Integrated Arts Program (French Artists in classrooms hosted by division) (1)	x	x	
		cultural overnight org by school for all FI students (1)	x	x	
	Workshops/presentations/ exchanges	Semaine par excellence (3)		x	x
	Support for students	French language assistant(1)	x	x	
		Kindergarten bags (1)	x		
Assessment	DELF (1)			x	
Motivate participation in the francophone community (12/22 divisions responded)	Workshops/presentations/ exchanges	Beyond Grade 12 Now (1)			x
		Support SEVEC, travel to Quebec (1)		x	x
		Semaine par excellence (1)			x
Identify themselves as bilingual learners and speakers (9/22 divisions responded)	Divisional events	Concours d'art oratoire (1)		x	
		Divisional debates (1)		x	x
	Workshops/presentations/ exchanges	Semaine par excellence (2)			x
		Beyond Grade 12 Now (1)			x
Discover and experience different aspects of la Francophonie (12/22 divisions responded)	Divisional events	French Immersion celebration day (1)	x	x	
	Workshops/presentations/ exchanges	Voyages échanges(2)		x	x
Develop intercultural awareness (theirs/others) (9/22 divisions responded)	Workshops/presentations/ exchanges	Voyages/exchanges (2)			x
		AAA content and activities (1)	x	x	x
		Hosted sessions on digital learning projects for students to connect with others from around the world using technology (1)		x	x

Valuing and Encouraging the Learning of Languages

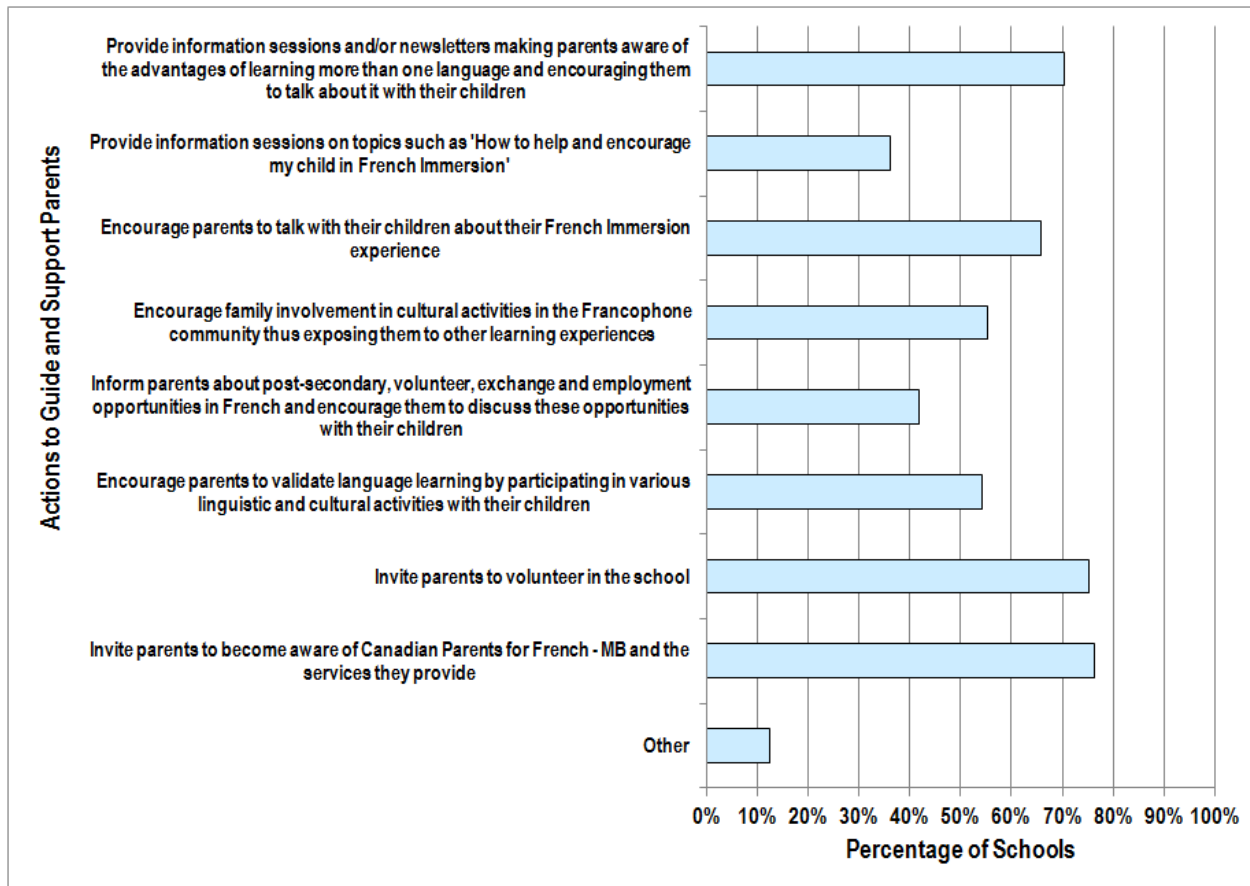
To build confidence in French and take responsibility for learning and living in both languages, students need to be engaged in their language learning experience. It is important for them to have a personal connection to these languages and to see these languages as relevant to their lives.

For this to happen, students need to become conscious of their choice to speak and to live in two or more languages. This language learning experience needs to be validated and nurtured by family, peers, and the school community. Students' personal growth as language learners needs to be recognized and celebrated by everyone in their immediate environment in order for them to feel validated for having chosen this path.

16. How does your school guide students to develop their language competencies in order to identify themselves as plurilingual learners and live as plurilingual members of society, today and in the future?



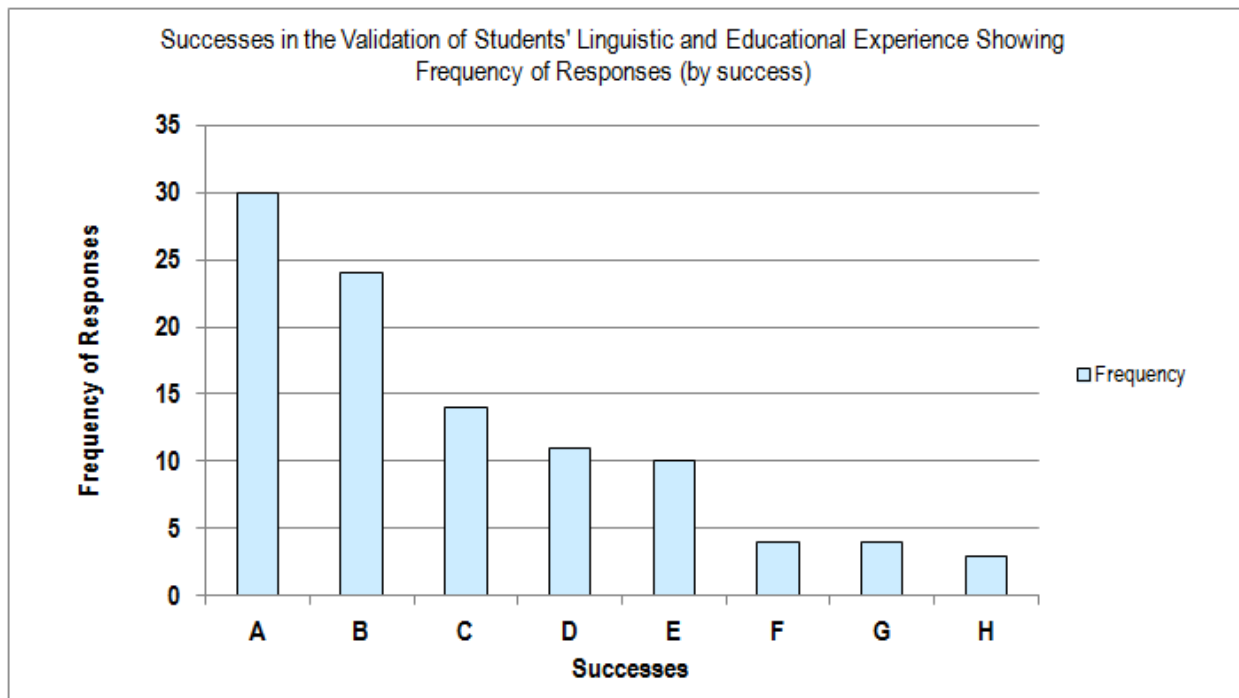
17. How does your school guide parents to support and validate their children in their linguistic experience?



Reflection on the Validation of Students' Linguistic and Educational Experience

18. The following two charts depict the successes and challenges in creating an enriched school environment that:

- supports students in the development of their linguistic competencies
- builds students' confidence in their French language skills
- validates students' French Immersion experience
- encourages students to become plurilingual members of society



A - Students are more confident to speak French outside school

B - Highlighting student's achievement through monthly assemblies, newsletter, FI diploma, certificate, community events. Praise students

C - Collaboration between students

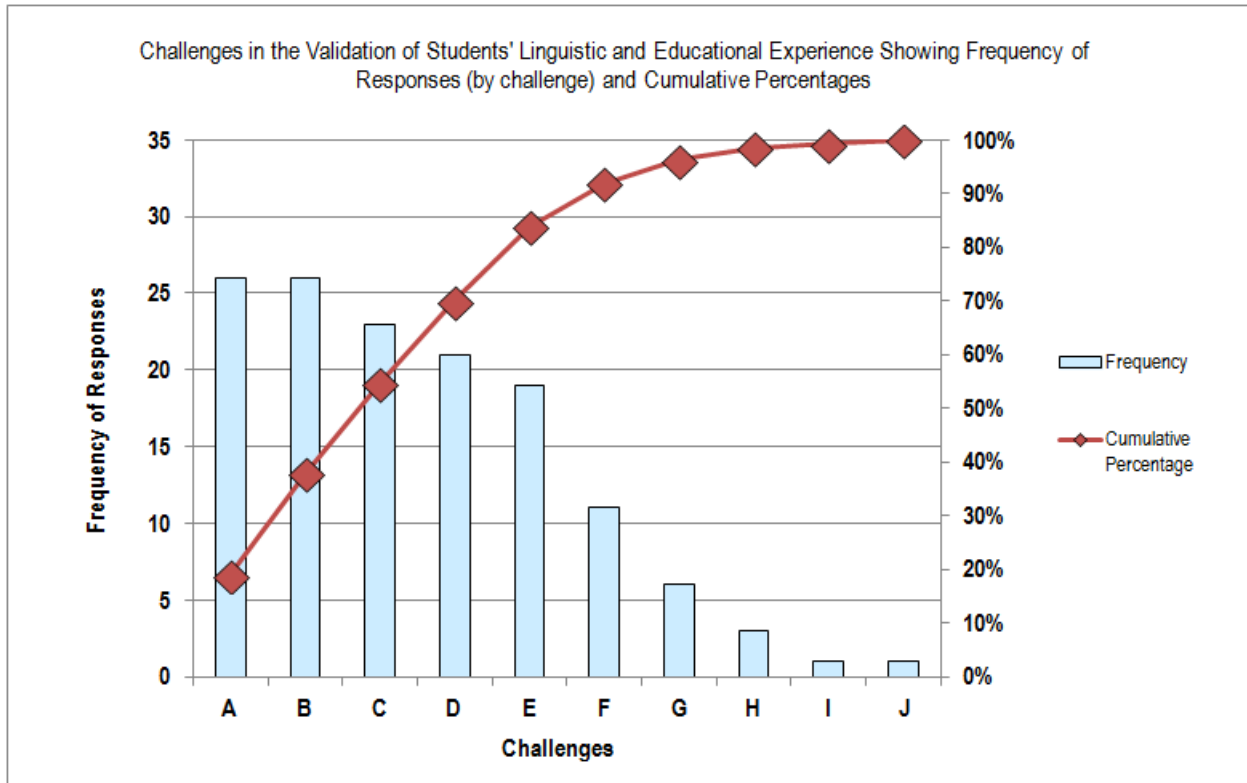
D - Students are provided opportunities to reflect on their language proficiency (metacognition)

E - Offering rich variety of academic activities to develop their linguistic competencies and enrich content learning

F - Students continue in Senior Years in FI, enrolment and retention is stable or growing

G - Some teachers are product of FI Program

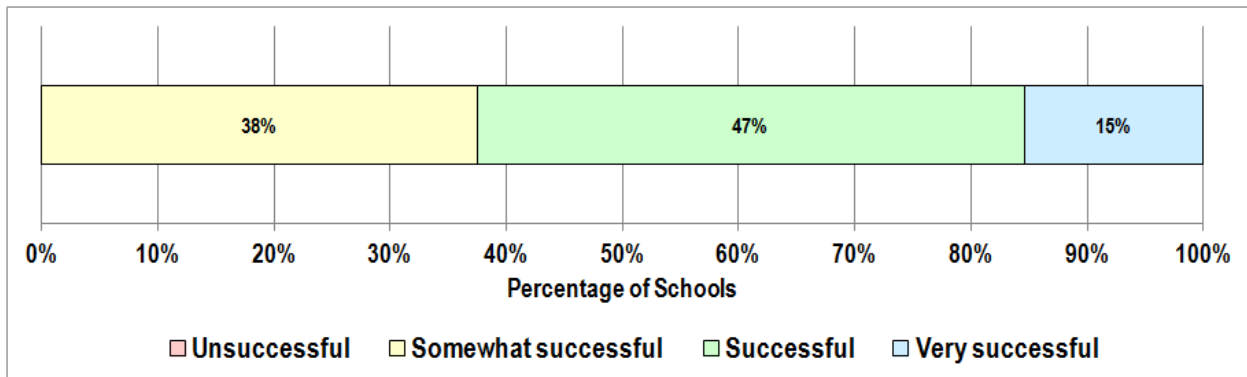
H - Offering rich variety of cultural, social, citizenship and transition activities to develop their linguistic competencies



- A - Finding bilingual experiences outside the school, interaction in French outside the school, cultural activities
- B - Dual track setting, English environment
- C - Distance limits, access or cost, Lack of French resources because of cost, limited resources
- D - Developing student motivation, confidence and building their identity.
- E - Parental involvement, lack of supports, misconception of parents. Guiding parents to validate child's FI experience
- F - Finding bilingual staff, substitute, EA
- G - Small student body, Optional courses not offered in French
- H - Limited support for students who struggle
- I - Dual task of FI teacher/Lack of methodology (Language and Content)
- J - Students may be influenced by those who do not value French.

Schools' Self-Assessment on Section 2

On a scale of 1 (Unsuccessful) to 4 (Very Successful), please indicate the extent to which you think you have successfully created an enriched school environment.



Section 3

Educational Staff and Professional Learning

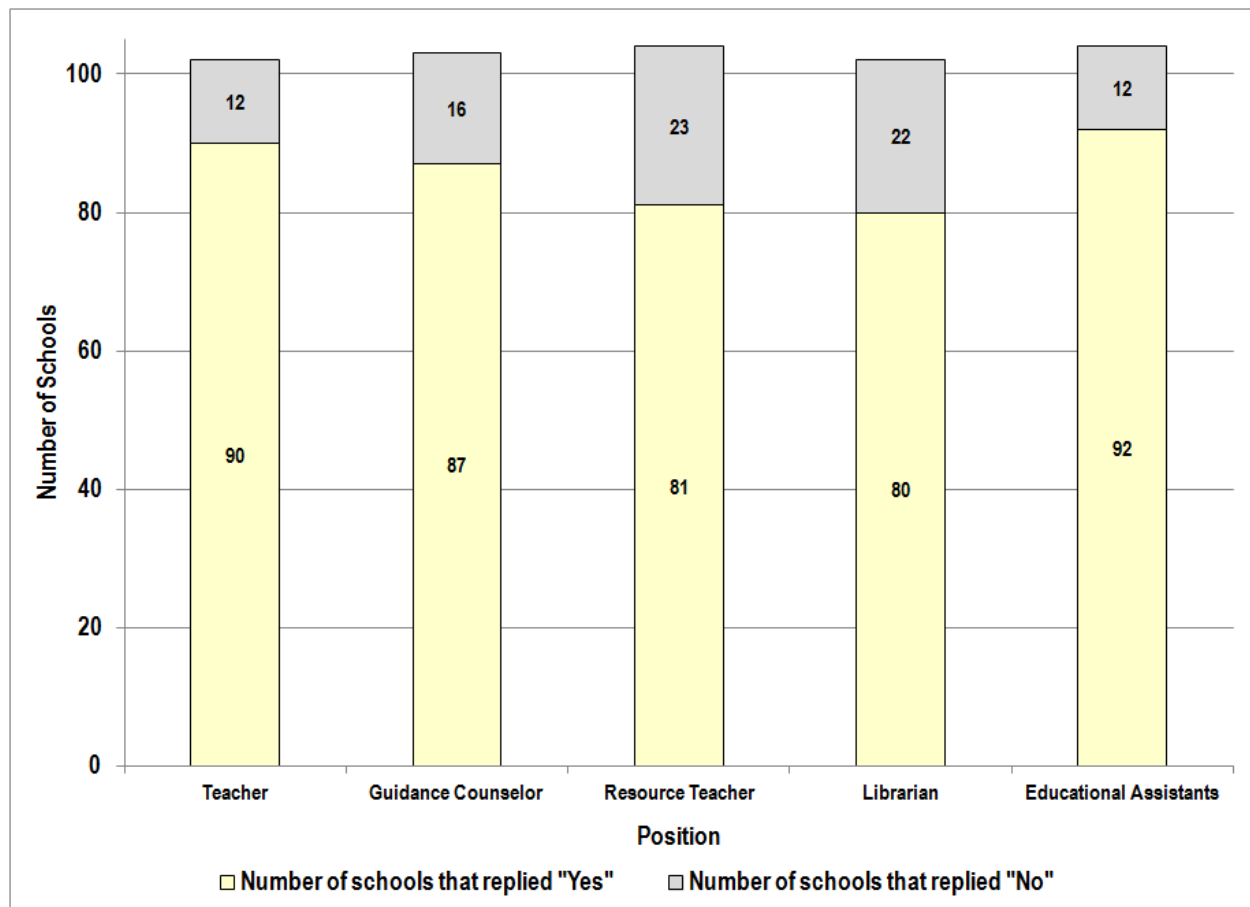
Section 3 provides data regarding the hiring and professional learning of educational staff within the French Immersion Program.

As immersion schools continue to provide a quality education for students by meeting program goals, they also have the responsibility to create and to nurture an environment that ensures that the staff in the French Immersion Program is supported when hired and throughout their career.

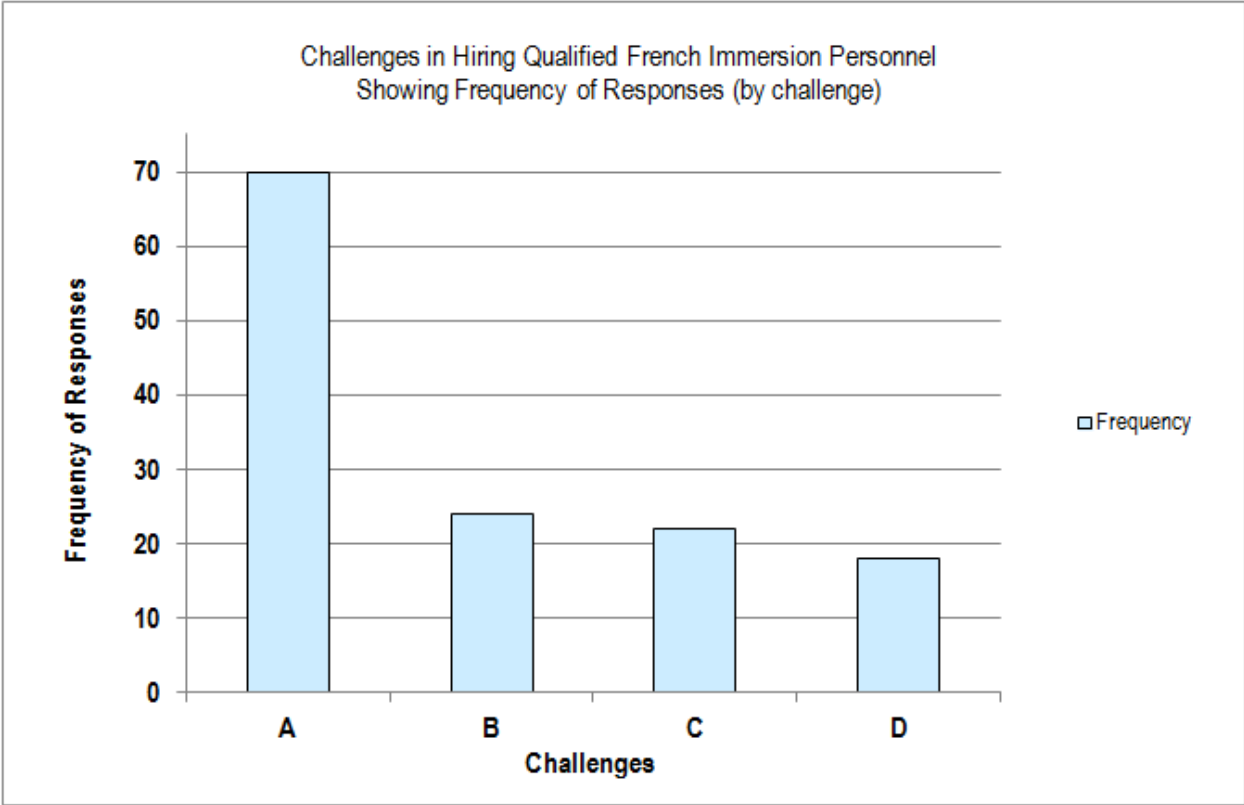
Schools and school divisions were asked to provide examples of activities that support recruitment, retention, and professional learning of staff which contributes to the delivery of a strong French Immersion Program.

Recruitment of Staff

19. Does the hiring of qualified French Immersion personnel pose a challenge in your **school** for the following positions?

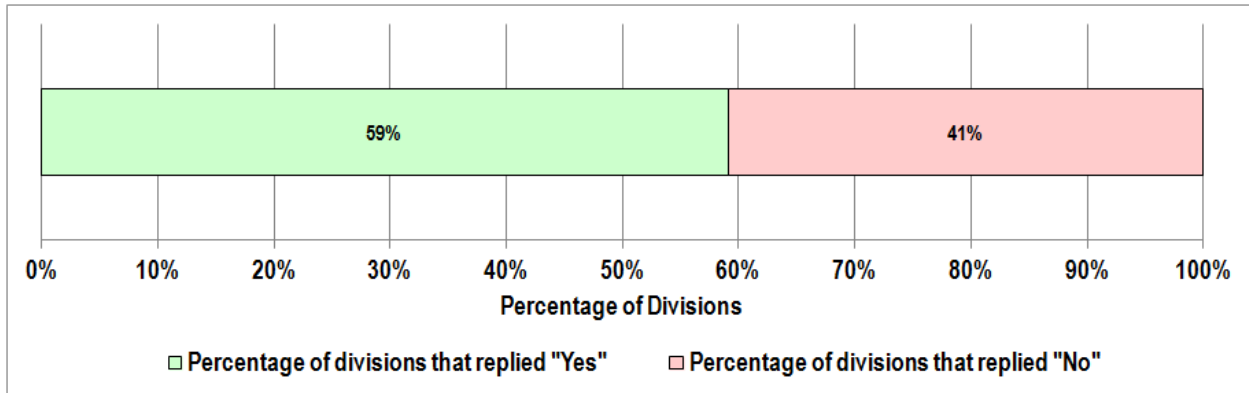


The following chart depicts the challenges schools encounter in hiring qualified French Immersion personnel.

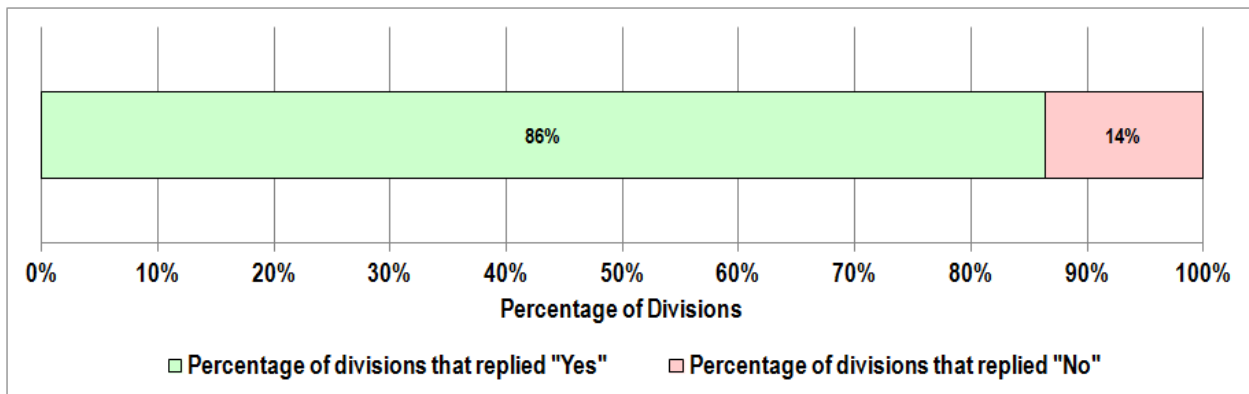


- A - Limited number of qualified applicants
- B - Rural divisions struggle to find bilingual employees
- C - Hiring bilingual/trained Educational Assistants
- D - Bilingual specialist personnel are particularly difficult to find. (Resource, Counselling, Physical Education, Music, Library)

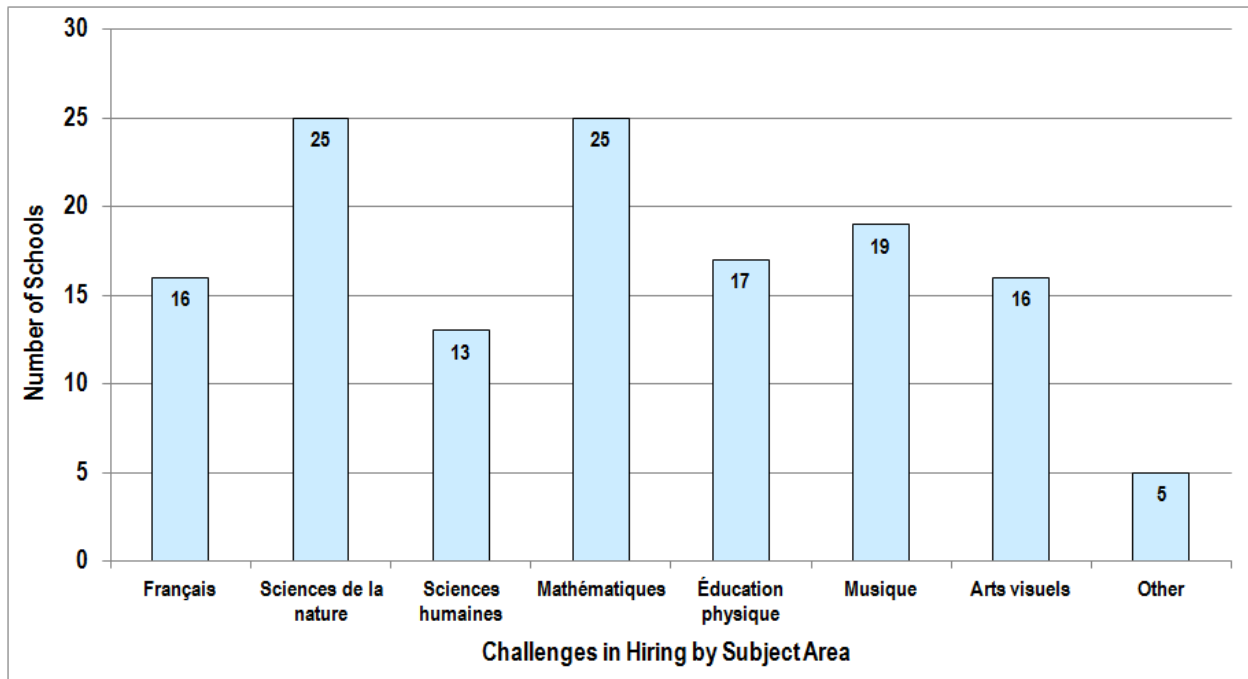
19.1 Does your **school division** have a divisional recruitment plan or policy regarding the hiring of French Immersion personnel?



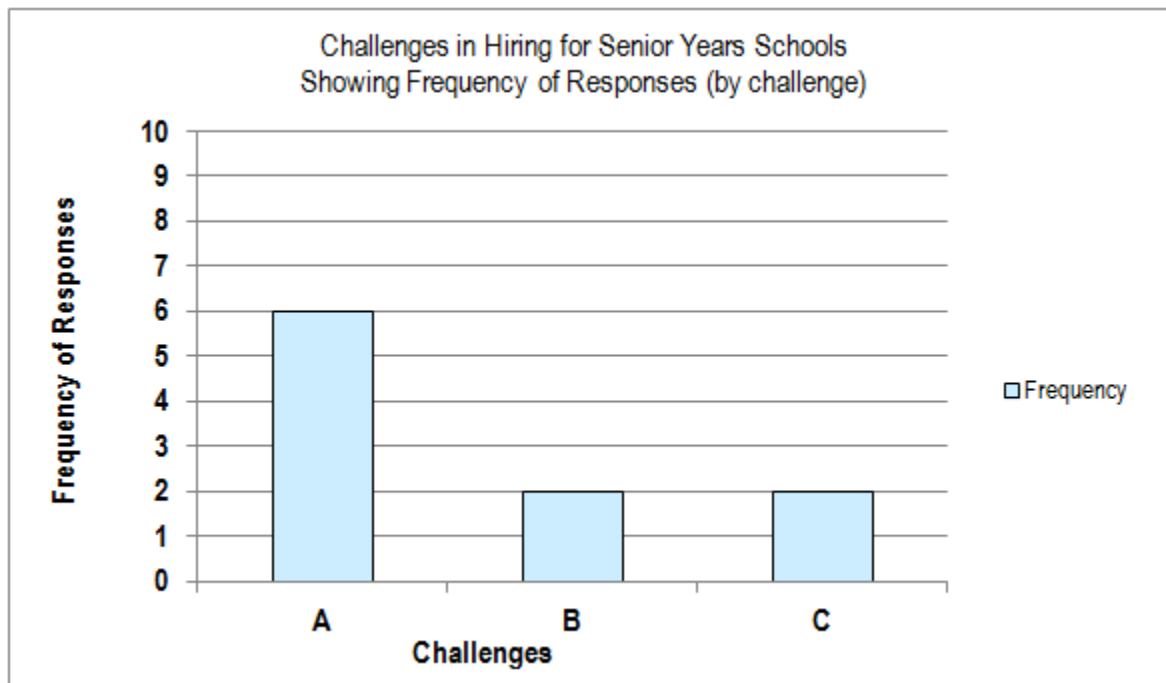
19.2 Does your **school division** participate in teacher recruitment fairs?



20. For Senior Years schools, indicate in which subject areas the challenges exist with regards to hiring.



The following chart depicts the responses provided as optional comments in relation to the challenges in hiring for Senior Years

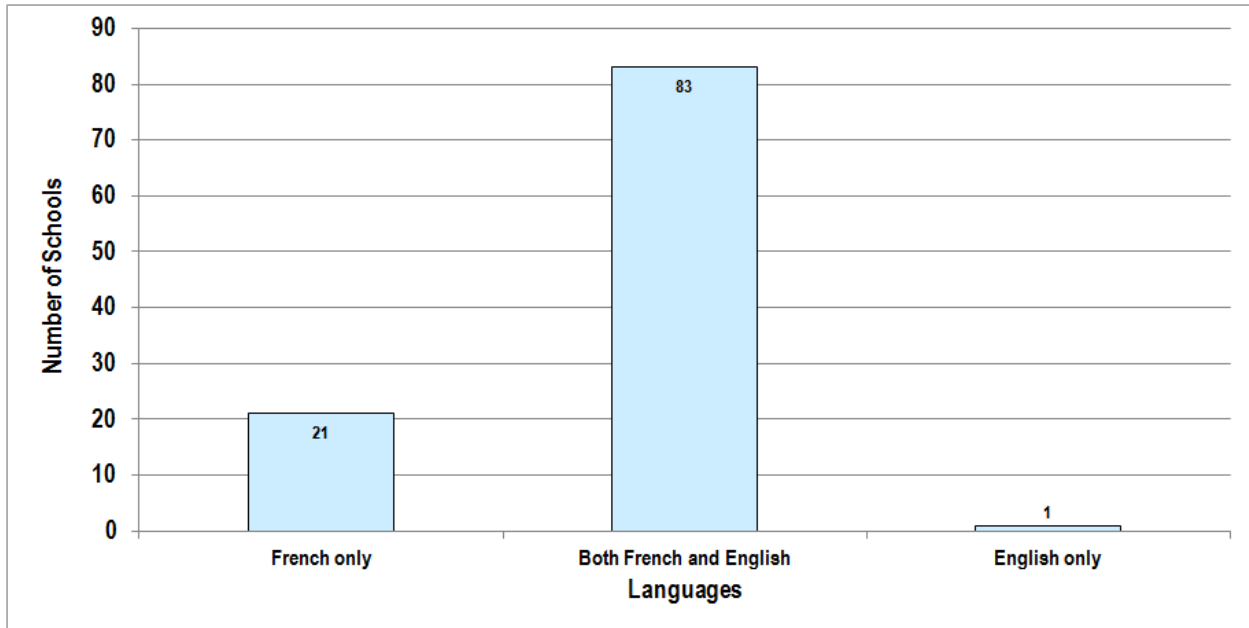


A - Specialists in Senior Years are hard to find

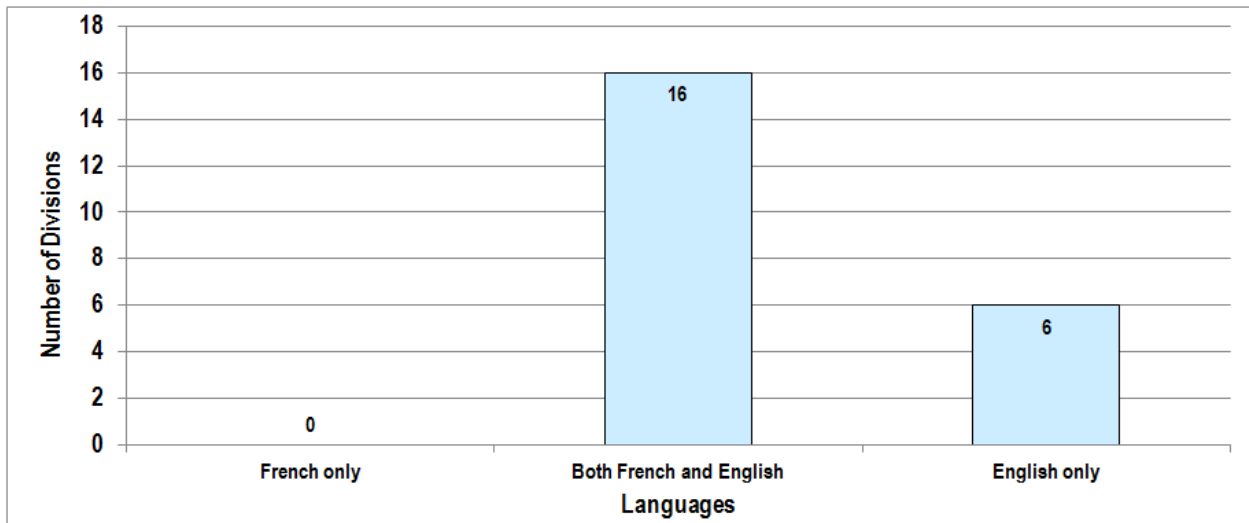
B - Difficulty finding teachers with both appropriate language competencies and content knowledge for academically demanding Senior Years courses

C - Low student FI enrolments in Senior Years rural/northern schools mean few teachers to carry the load of all courses. This limits the number of courses are offered & what course are offered.

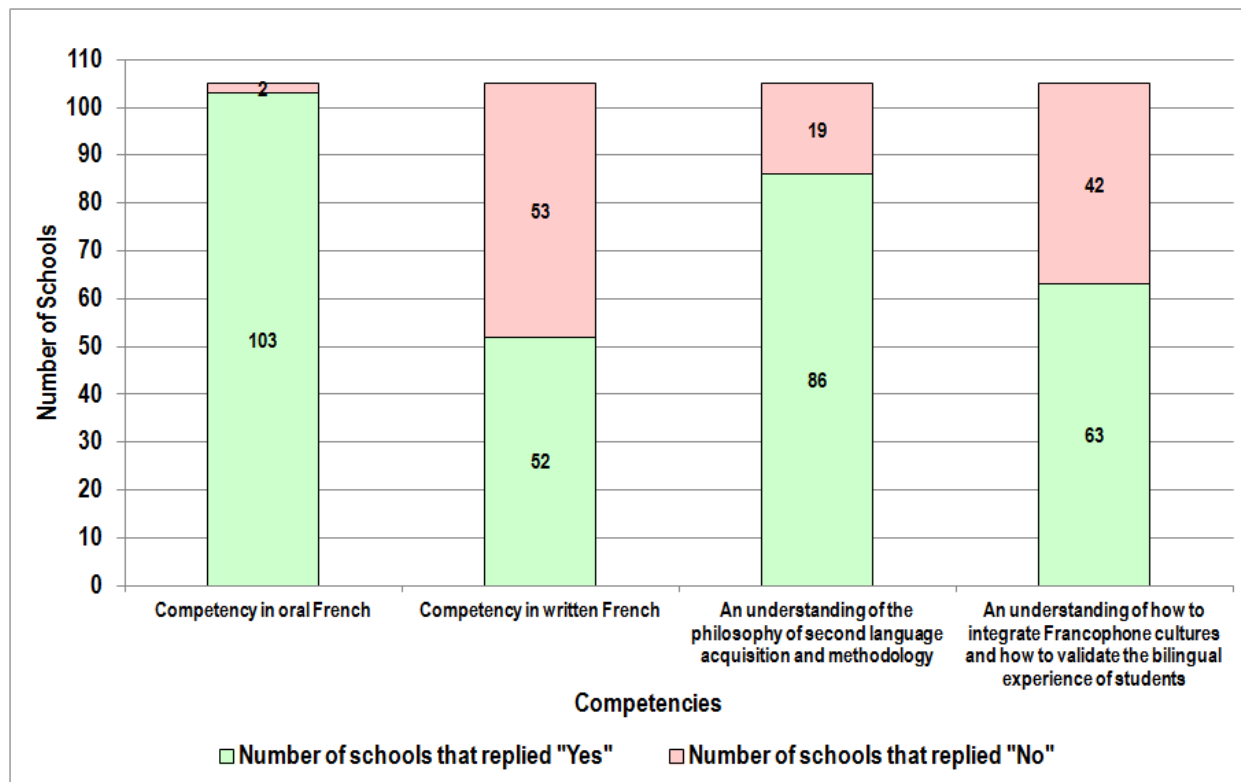
21. At the **school level**, which languages are used when interviewing French Immersion teachers?



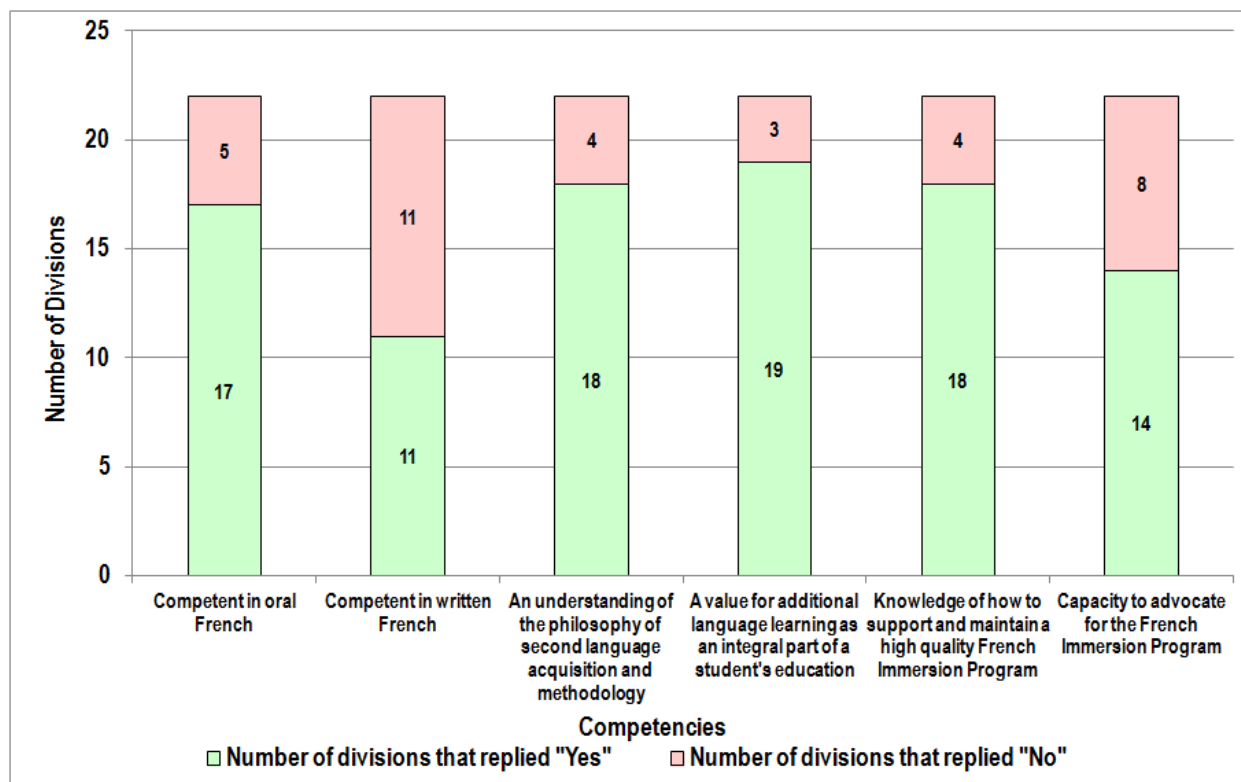
21.1 At the **divisional level**, which languages are used when interviewing potential candidates for administrative positions in a French Immersion school?



22. When hiring potential French Immersion teachers, are the following competencies verified?

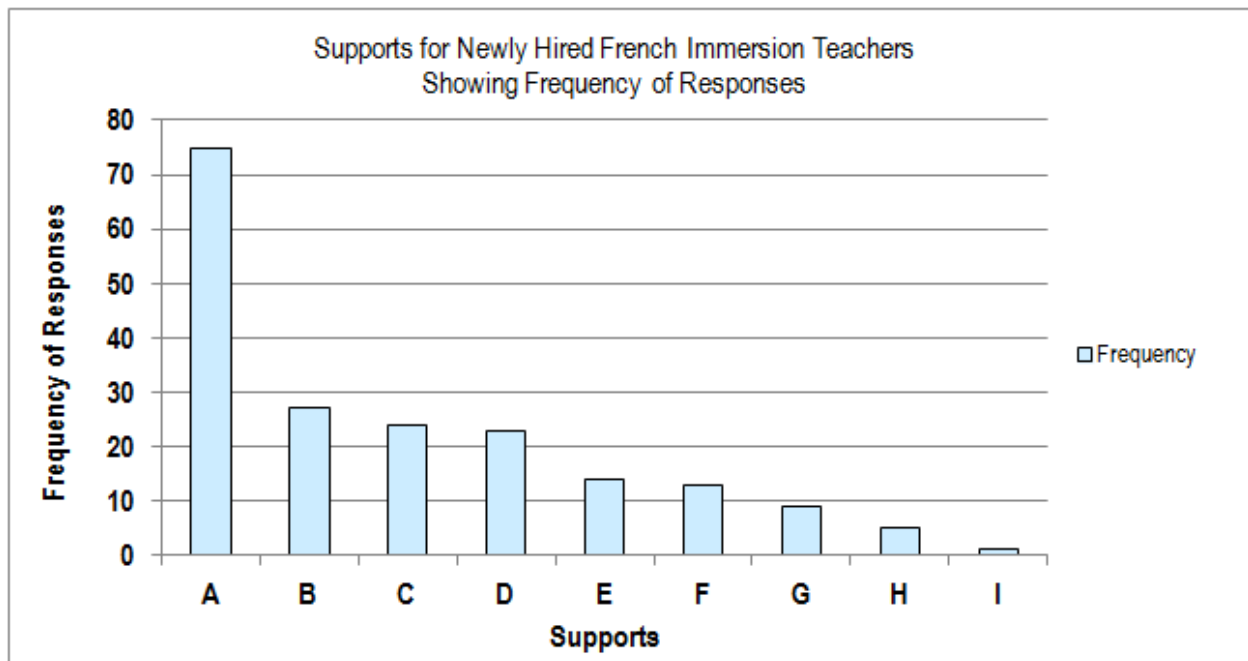


22.1 When hiring potential French Immersion administrators, are the following competencies verified?



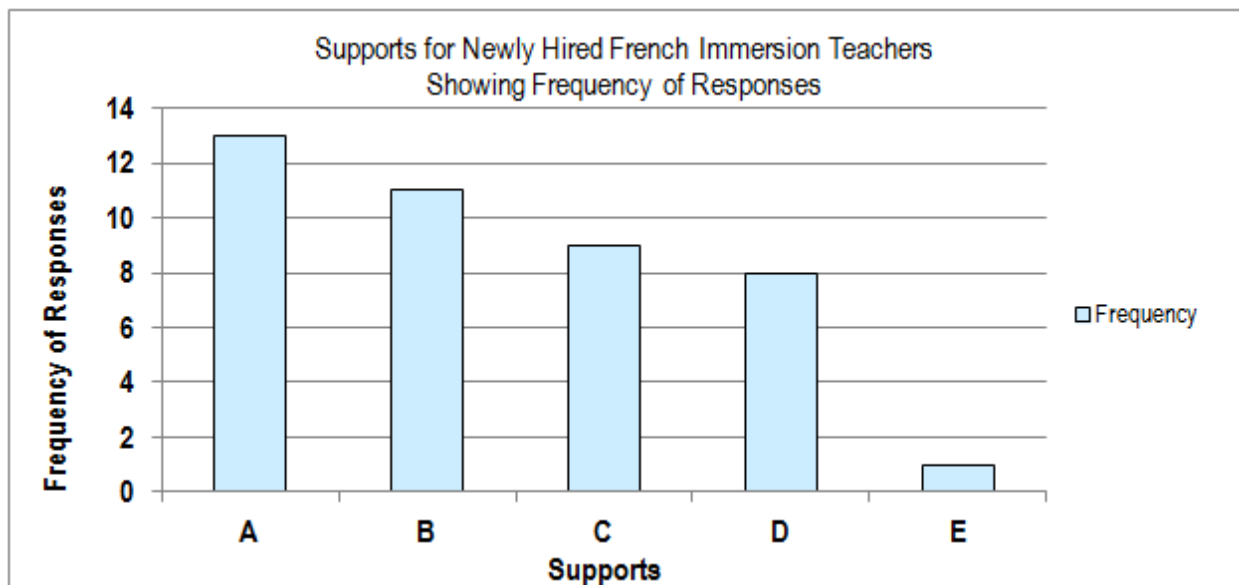
23. At the **school level**, what supports are in place for newly hired French Immersion teachers?

The following chart depicts the schools' responses.



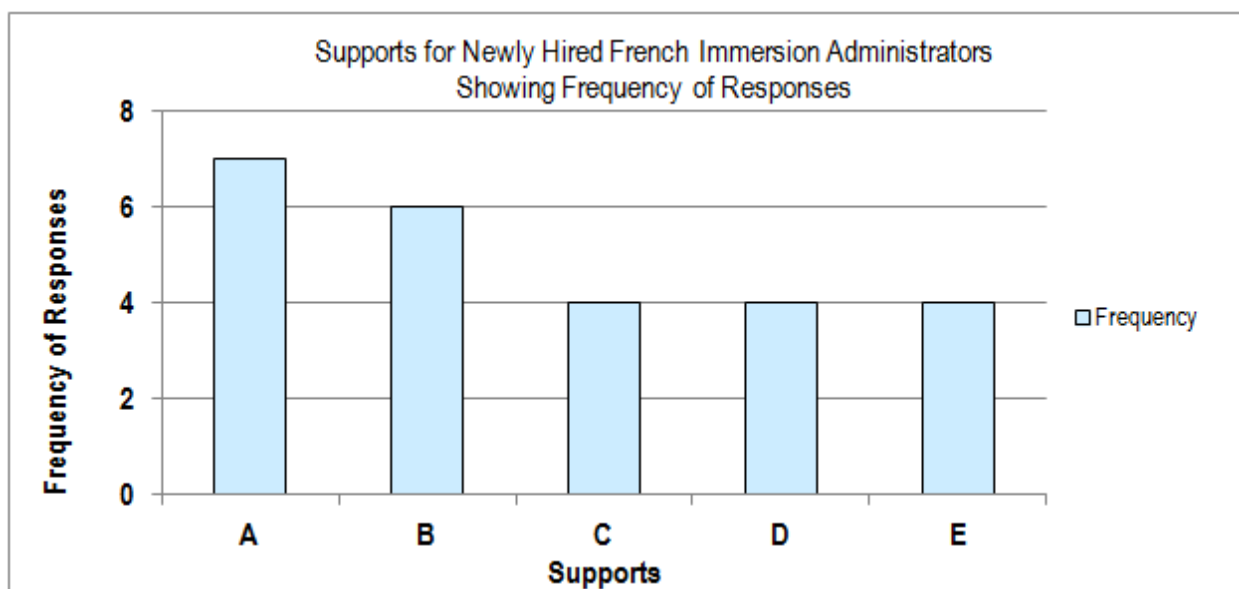
- A - Mentorship/buddy system/school partners
- B - New Teachers workshops
- C - Support of the divisional language consultant
- D - Support from administrators and resource teachers
- E - Grade level meetings/French Immersion team meetings
- F - Opportunities to observe, network, collaborate
- G - French Language courses
- H - Instructional Coach/Team leader/Department head
- I - Training for assessing oral competencies (DELF)

23.1 At the **school division** level, what supports are in place for newly hired French Immersion teachers?



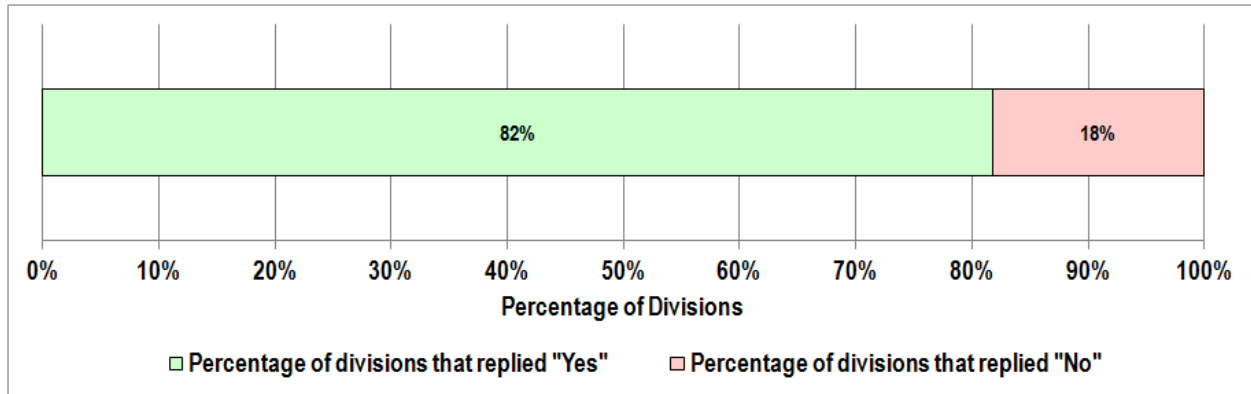
- A - Mentorship
- B - Access to professional development opportunities
- C - Support of the divisional language consultant/coordinator
- D - Divisional orientation for new teachers
- E - One-to-one meetings with administrators

23.2 What supports does your **school division** have in place for newly hired French Immersion administrators?

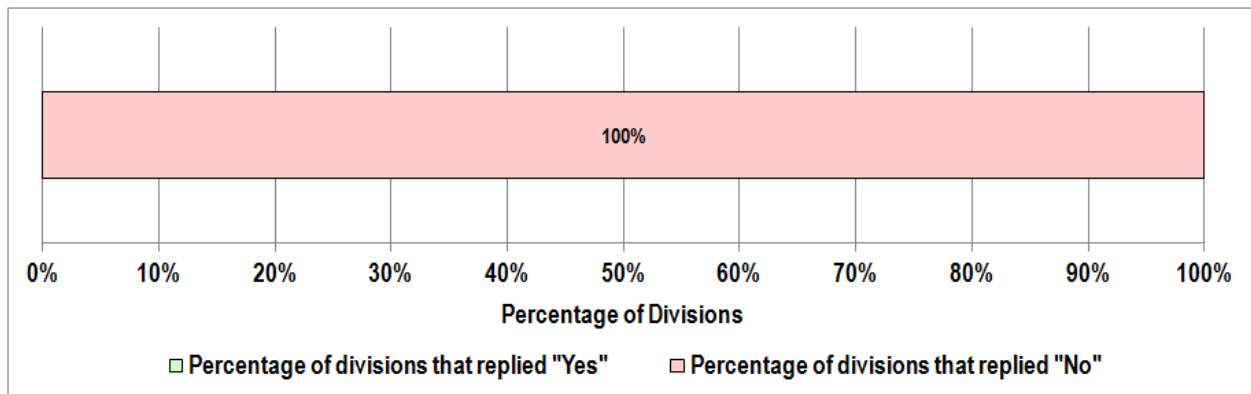


- A - French administrator meetings/study group/council/new admin group
- B - French Immersion consultant
- C - Support from superintendents
- D - Mentorship
- E - Support for personal professional development

23.3 Does your **school division** offer a leadership program?

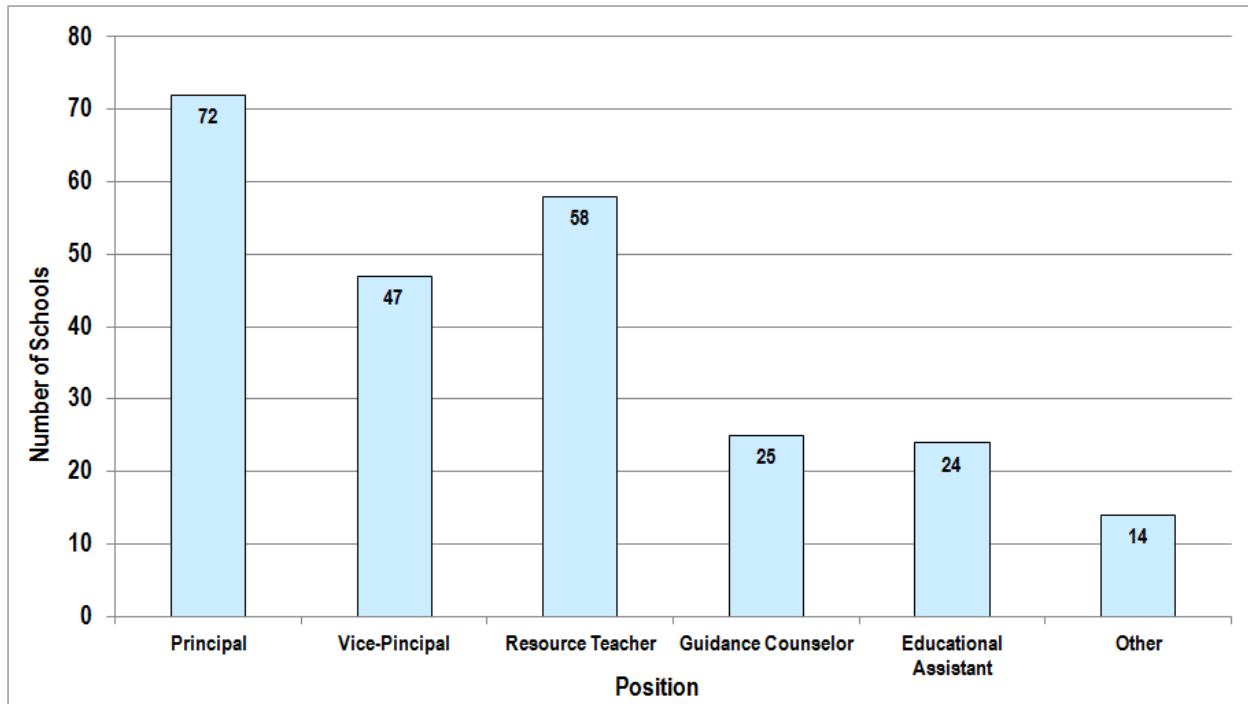


23.4 If yes, does it have a French Immersion component?

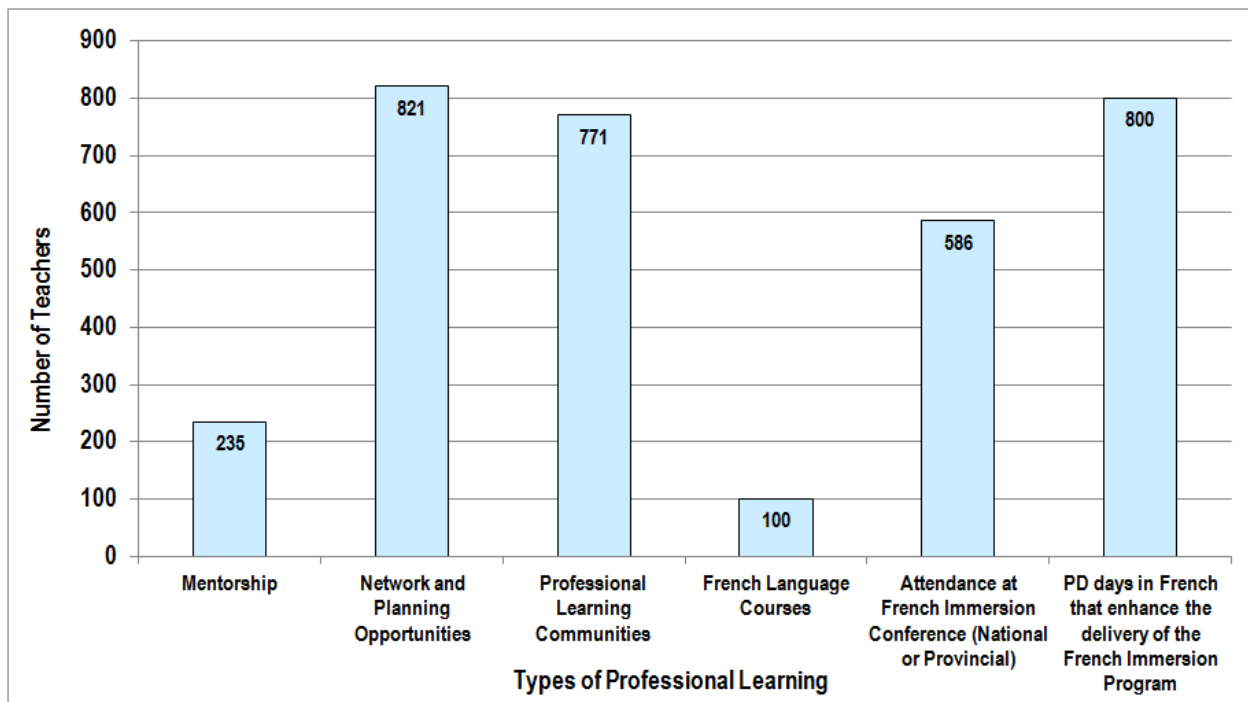


Professional Learning

24. Which of the following educational staff members, other than classroom teachers, have participated in professional learning opportunities regarding French Immersion in the 2013-2014 school year?



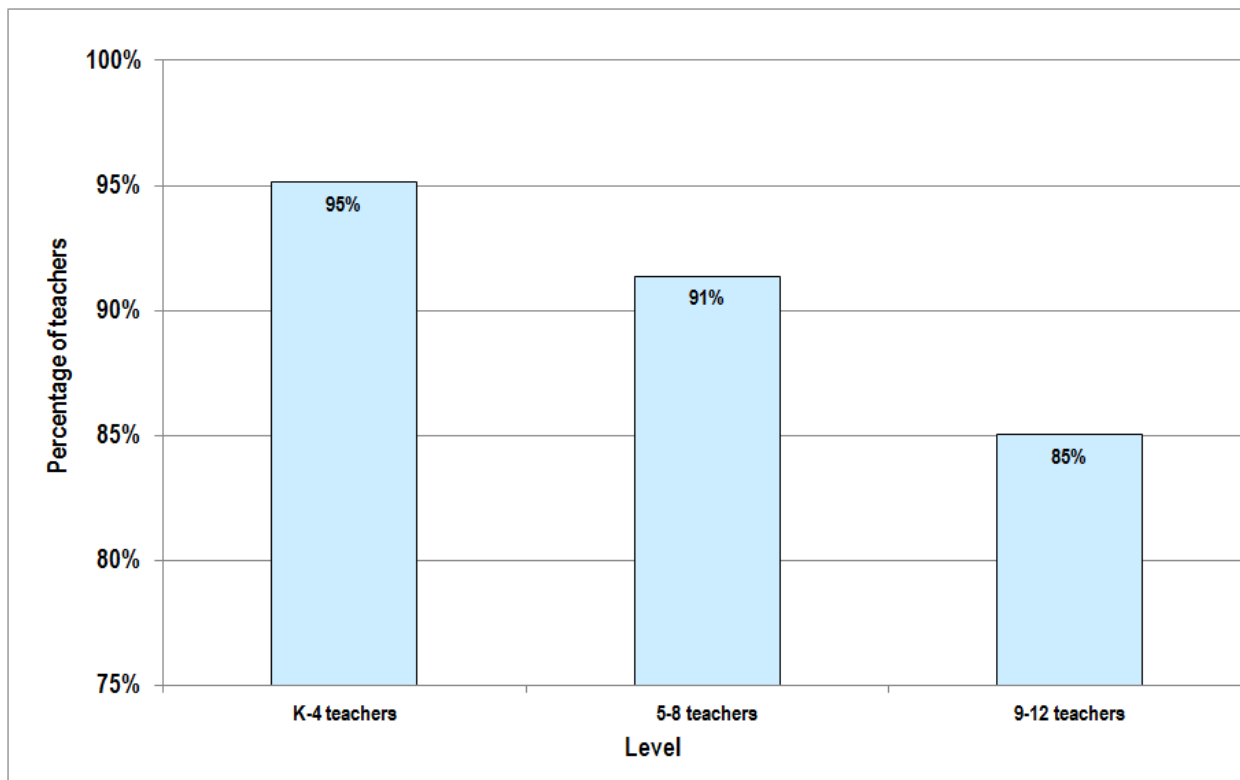
25. French Immersion teachers have specific professional learning needs. Please indicate the number of teachers who have participated in the following activities (offered in French) in the 2013-2014 school year.



26. Aside from the activities listed in question 25, in which other professional learning activities have teachers taken part?

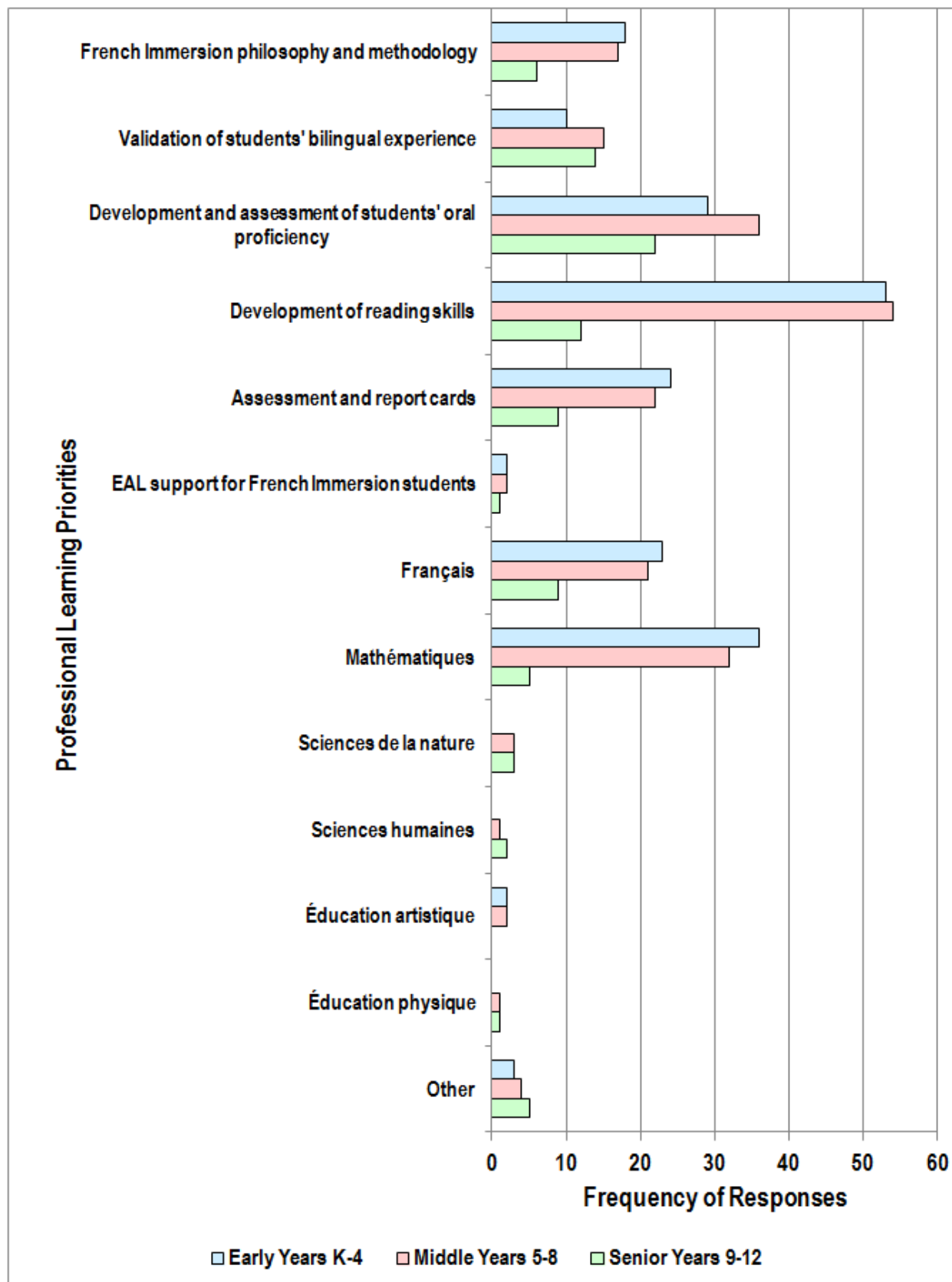
Responses to question 26 did not provide any additional information pertinent for the Provincial Profile

27. How many French Immersion teachers participated in professional learning activities related to the French Immersion Program?



28. What are the French Immersion professional learning priorities in your school?

Please note that there are proportionately fewer Senior Years schools than Early and Middle Years French immersion schools



Reflection on Educational Staff and Professional Learning

29. The following two charts depict the successes and challenges regarding the hiring and the professional learning opportunities offered, impacting the ability of staff to deliver a strong French Immersion Program and provide an enriched school setting. This empowers the educational staff to:

- support students in the development of their linguistic competencies
- validate students' French Immersion experience
- encourage students to become plurilingual members of society.



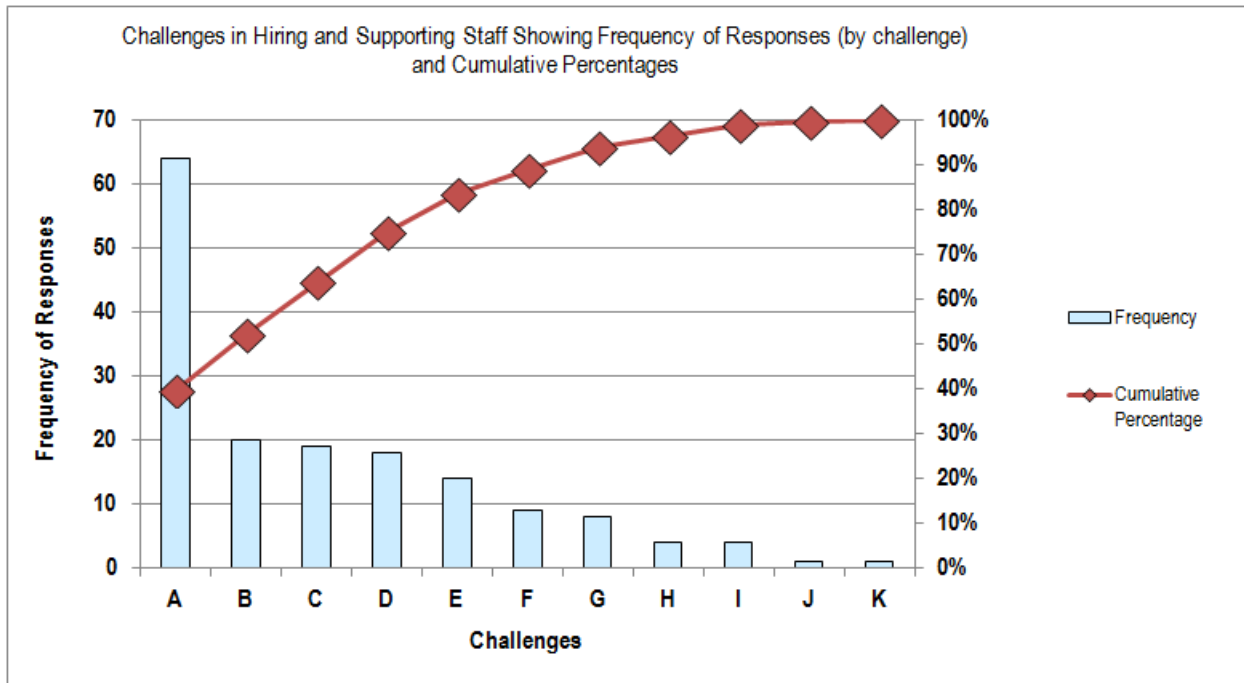
A - Professional collaboration between teachers at the school and divisional level

B - Professional development offered to all teachers that support the development of student's linguistic competencies

C - Very supportive and encouraging

D - Attend job fairs early in February/start the hiring process early

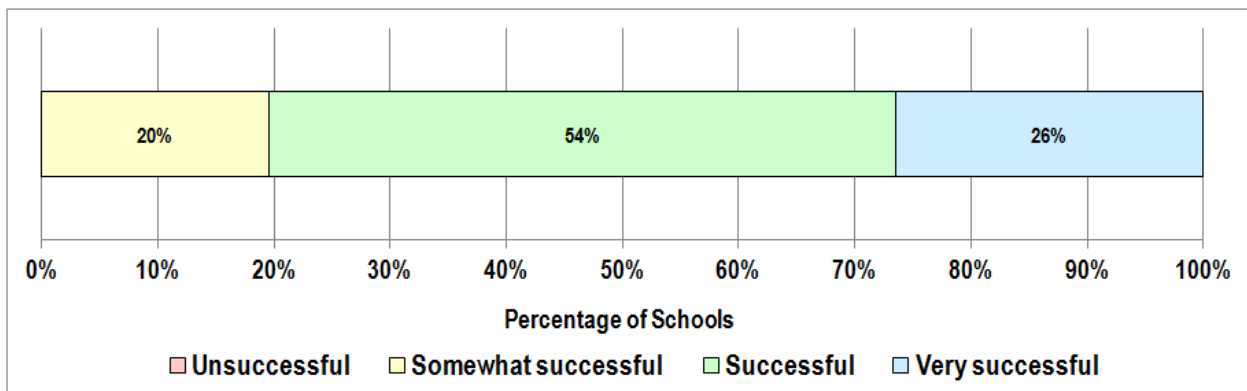
E - Support teachers in the teaching and assessment of literacy and numeracy



- A - Limited pool of qualified candidates
- B - Distance in rural/northern communities (recruiting, time/cost of professional development).
- C - Inconsistent professional development offered to teachers in French
- D - Lack of French linguistic competency of staff
- E - High staff turnover limits stability and continuity
- F - Difficulty finding French speaking educational assistants and substitute teachers
- G - Faculty of education students are unprepared for today's French Immersion Program
- H - Lack of appropriate French teaching resources
- I - Lack of opportunity to meet as a French Immersion team in schools
- J - Staff defer to English when speaking to staff or students
- K - Ensuring the administration in French Immersion schools are knowledgeable and have experience in the French Immersion Program

Schools' Self-Assessment on Section 3

On a scale of 1 (Unsuccessful) to 4 (Very Successful), please indicate the extent to which you think your **school** has successfully empowered the educational staff to deliver a strong French Immersion Program.



Section 4

Student Enrolment Trends

Section 4 provides data regarding student enrolment trends within the French Immersion Program.

In today's global world, increased plurilingualism among students is an important issue. Recruitment and retention of French Immersion students are vital to the success of this Program and are key indicators of its full implementation. A firm commitment to provide the best possible learning conditions for students will contribute to the quality of the French Immersion Program, thus long-term growth.

Schools and school divisions were asked to provide information on how they monitor enrolments and enrolment trends at all levels, as well as addressing related issues to ensure program stability such as supporting struggling learners, promotion, entry points, transition and public visibility.

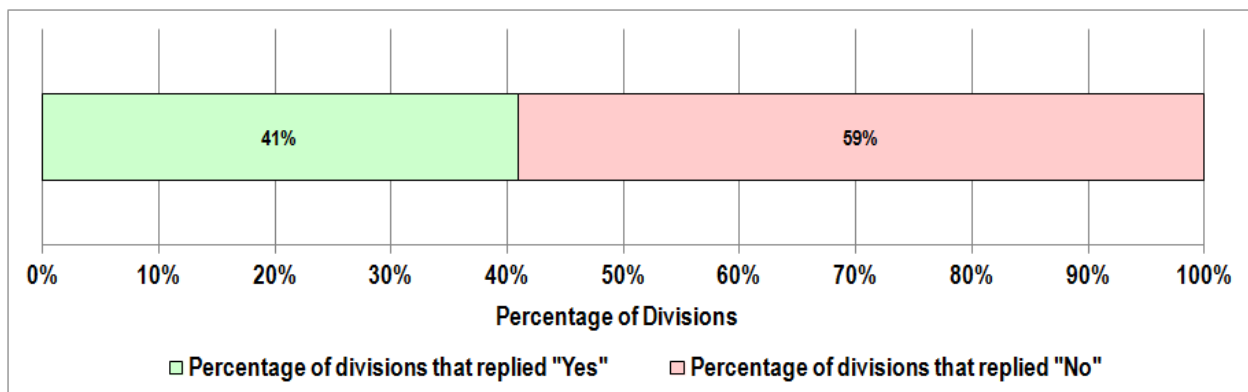
30. Using the data provided in Charts I and J of the Administrator's Guide, how does your **school** contribute to the student enrolment trends in French Immersion within your school division? If possible, please explain why these trends are occurring.

Reponses to question 30 are relevant only to individual schools and therefore not pertinent in the context of the Provincial Profile.

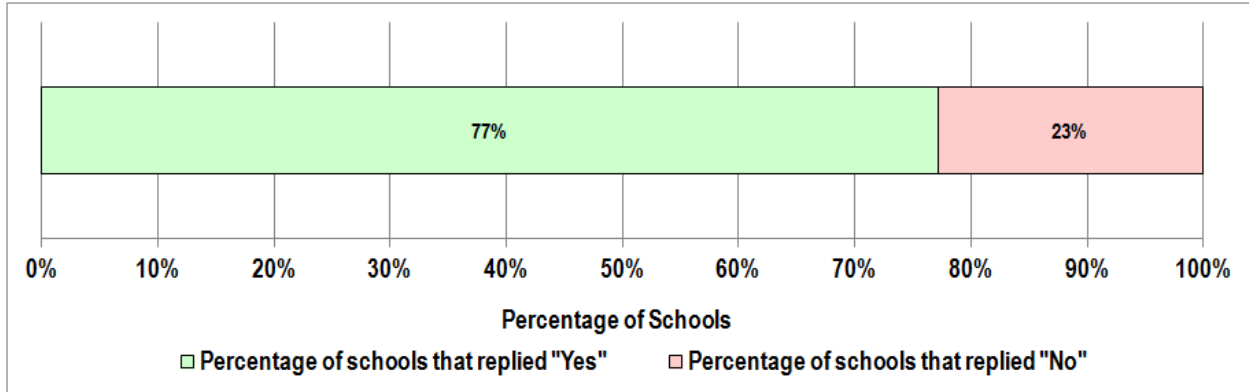
- 30.1 Using enrolment Charts A to F in the Administrator's Guide, please comment on the French Immersion enrolment trends in your **school division**.

Reponses to question 30.1 are relevant only to individual school divisions and therefore not pertinent in the context of the Provincial Profile.

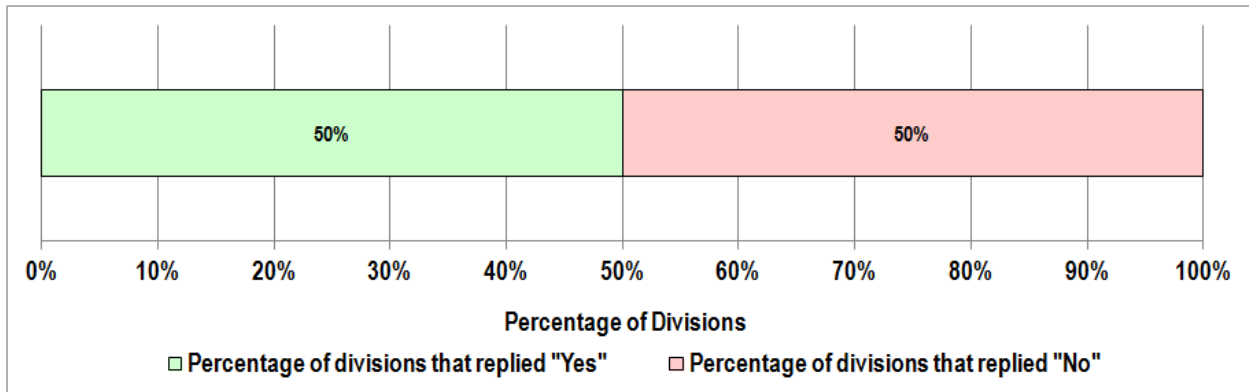
- 30.2 Is your **school division** experiencing overcrowding in its French Immersion schools?



31. Does your **school** organize activities to value, and thus promote, the French Immersion Program?



31.1 Does your **school division** organize activities at the divisional level to value, and thus promote, the French Immersion Program?



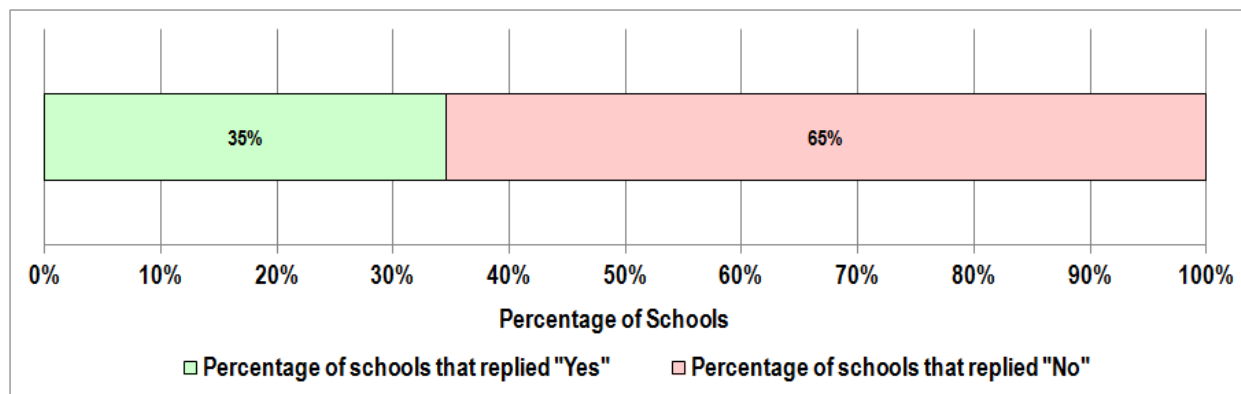
32. What activities (MAXIMUM OF 5) were specifically organized in your **school** to value, and thus promote, the French Immersion Program in the previous school year?

Promotion of the French Immersion Program (schools)															
Activities	Target audience														
	Students			Parents of new students			Parents of existing students			Community			Newcomers to Canada		
	EY	MY	SY	EY	MY	SY	EY	MY	SY	EY	MY	SY	EY	MY	SY
Information sessions/discussion groups (93) Information evenings, open house, welcome day, PAC, café français, etc.	6	15	4	51	20	7	19	13	3	9	6	2	3		
Promotional material (22) Posters, newspaper articles, brochure, Divisional and school newsletters, video, website, local media, CPF etc.	1	3	1	11	2	1	6	3	2	6	1	2	2		
Transition initiatives (47) School visit, presentations, incoming student activities, pathway planning, tour of USB, CPF activities (French for life), etc.		29	6	1	6	1		4		1	4				
Enrichment activities (82) French cultural day, festivals, culturama, olympiques, arts, guest speakers, performers, divisional rally, divisional debate, cultural trips, student exchange, semaine de la francophonie, radio, etc.	34	52	25				17	23	3	9	10	4			
Showcasing student achievement (29) Celebration of learning days, assemblies/announcements-student-led, spectacle, school band, Remembrance day ceremony-student-led, portfolio, art display, etc.	10	11	1	2	1		17	16		6	5		1	1	
Supports for students (12) Kinderstart/3 year old clinic, French Immersion Support Lead Teacher, new courses, better course selection, homework club, summer camp, etc.	4	4	1	2			5	4	1	2	1				
Community building (12) Community BBQ, Soirée familiale, movie night, weekend outing, literacy evenings, Halloween soirée, etc.	8	5	1				10	8		3	2				

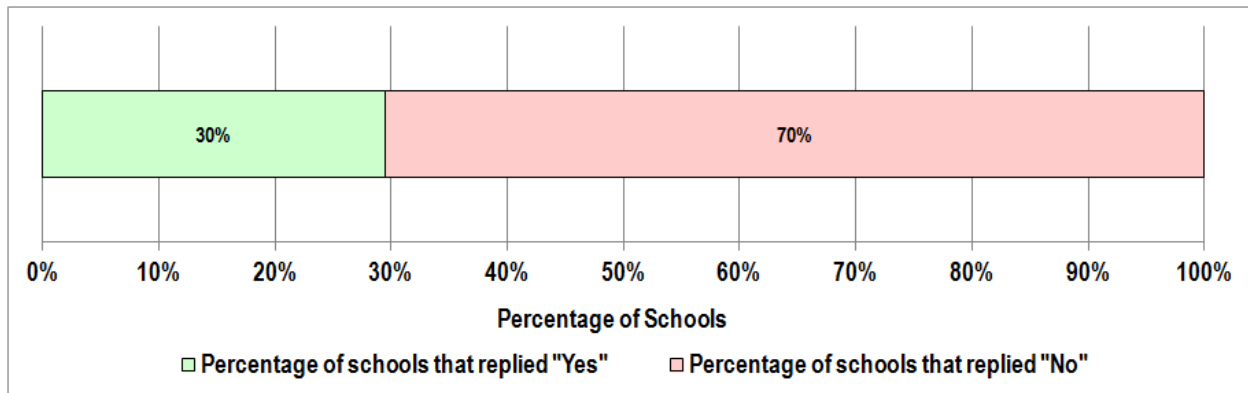
32.1 If "yes", what activities (MAXIMUM OF 5) were specifically organized at the **Divisional level** to value, and thus promote, the French Immersion Program for the previous school year? Please indicate the grade level(s) targeted, target audience (1 CHOICE PER COLUMN) and number of participants.

Promotion of the French Immersion Program (school divisions)															
Activities	Target audience														
	Students			Parents of new students			Parents of existing students			Community			Newcomers to Canada		
	EY	MY	SY	EY	MY	SY	EY	MY	SY	EY	MY	SY	EY	MY	SY
Information sessions (13) French Immersion information night, keynote presentations at these sessions (DELF, exchange Programs etc.), consortium event.	1			9	1		2	3	1				1	1	
Promotional material (9) Brochures, welcome to kindergarten package, kindergarten information sheet, local paper advertising, website, etc.				4							3	3	3		
Transition initiatives (2) School visits by grade 12 students to grade 8, other school visits.		2													
Enrichment activities (7) French Immersion Cultural day, Ralliements, Semaine par excellence, Hockey Academy, 3&4 years old fairs, débats divisionnaires, etc.	2	3	5	1		1	1	1	1	1	1				

33. Do you allow students to enter the French Immersion Program at any time other than at the three official entry points (i.e. K-1, Grade 4 and Grade 7)?



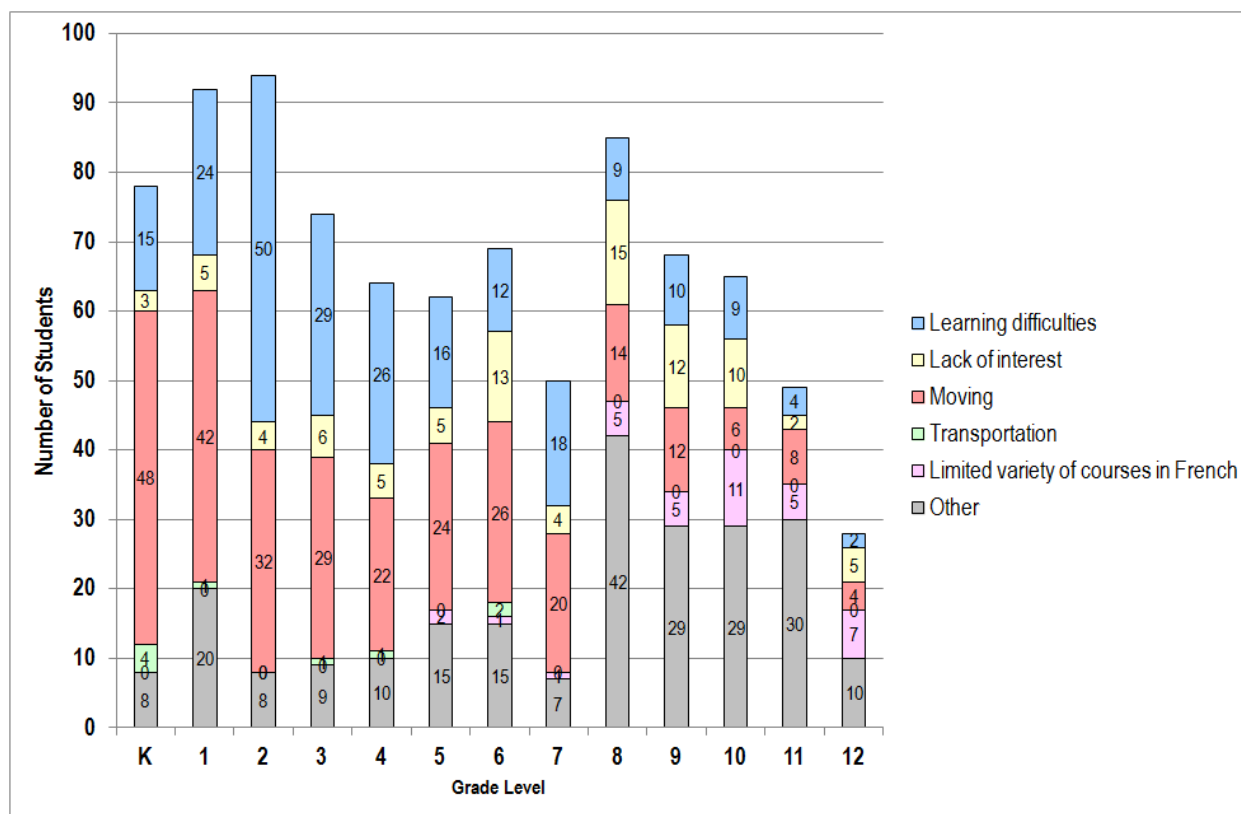
34. Do the current entry points (i.e. K-1, Grade 4 and Grade 7) into the French Immersion Program create a challenge for your school?



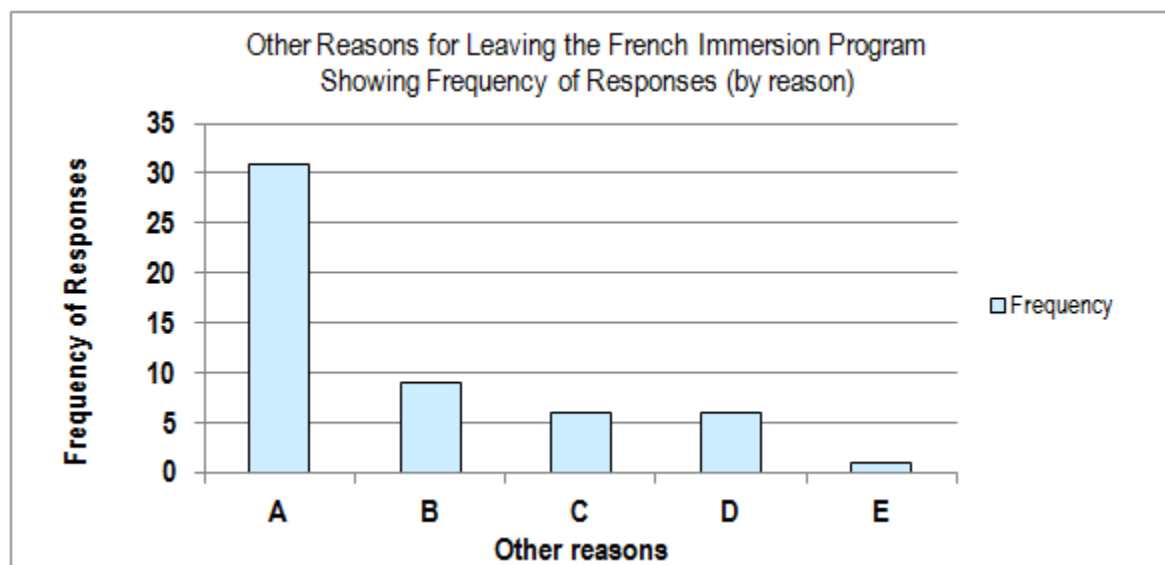
The following information depicts a summary of the responses provided as optional comments in relation to entry points.

The current entry points create a challenge; when parents want their child to start at a different point than the current provincial entry points; and when adapted supports needed for students are unavailable.

35. Please indicate the number of students per grade level that left the French Immersion Program in the 2013-2014 school year, as well as the main reason for leaving.



The following chart depicts the other reasons students left the French Immersion Program in 2013-2014.



A - Chose another school system or program (independent school, DSFM, vocational, homeschooling)

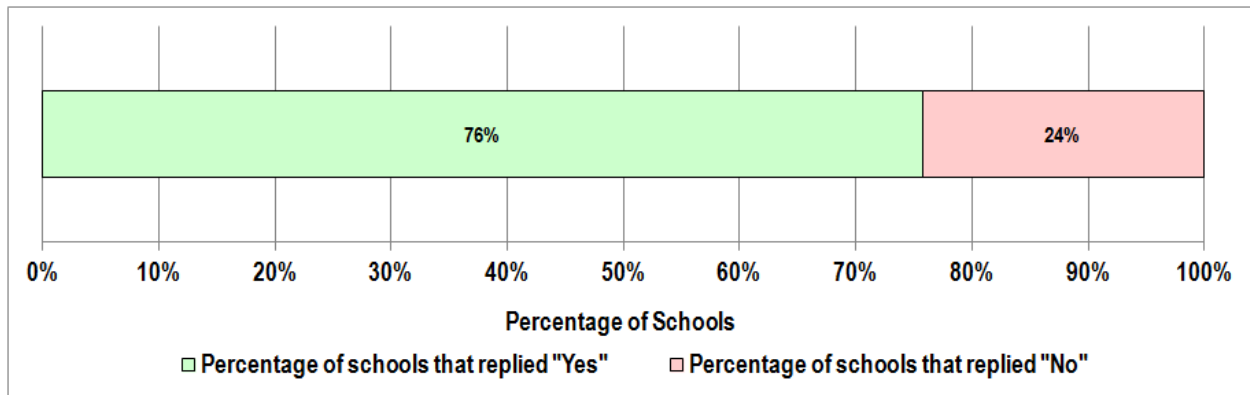
B - Relationships (follow peers, difficult relationships)

C - Parent perceptions of language education (worried about English skills and grades, French competencies were sufficient)

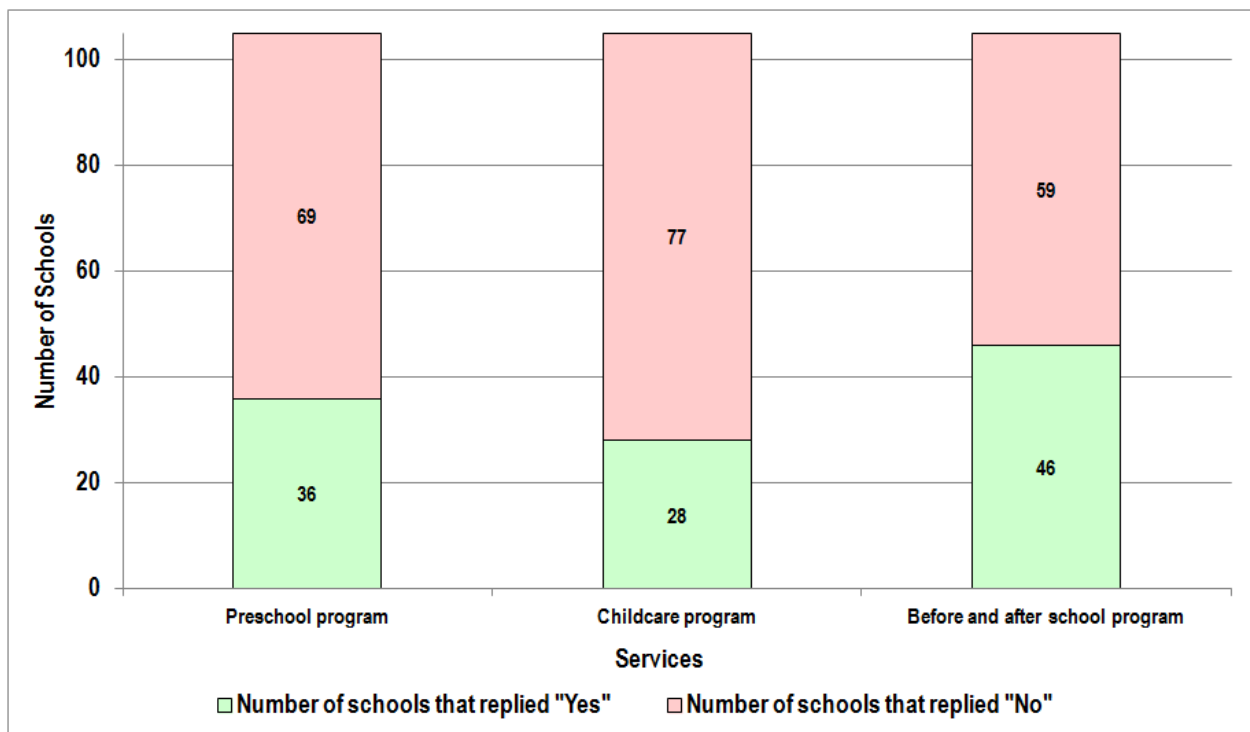
D - Distance from French Immersion School

E - Moving out of town, transient

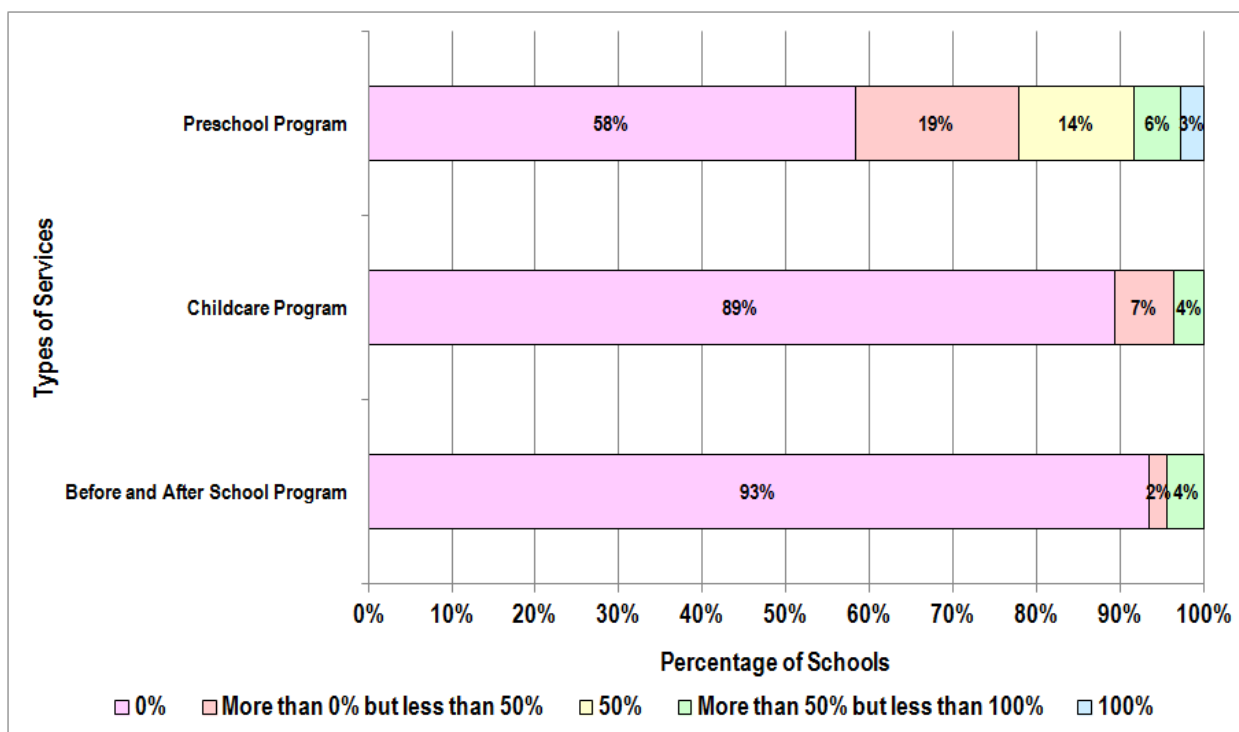
36. Does your school have a procedure in place when students want to leave the French Immersion Program?



37. In your school, do you provide parents with the following services?



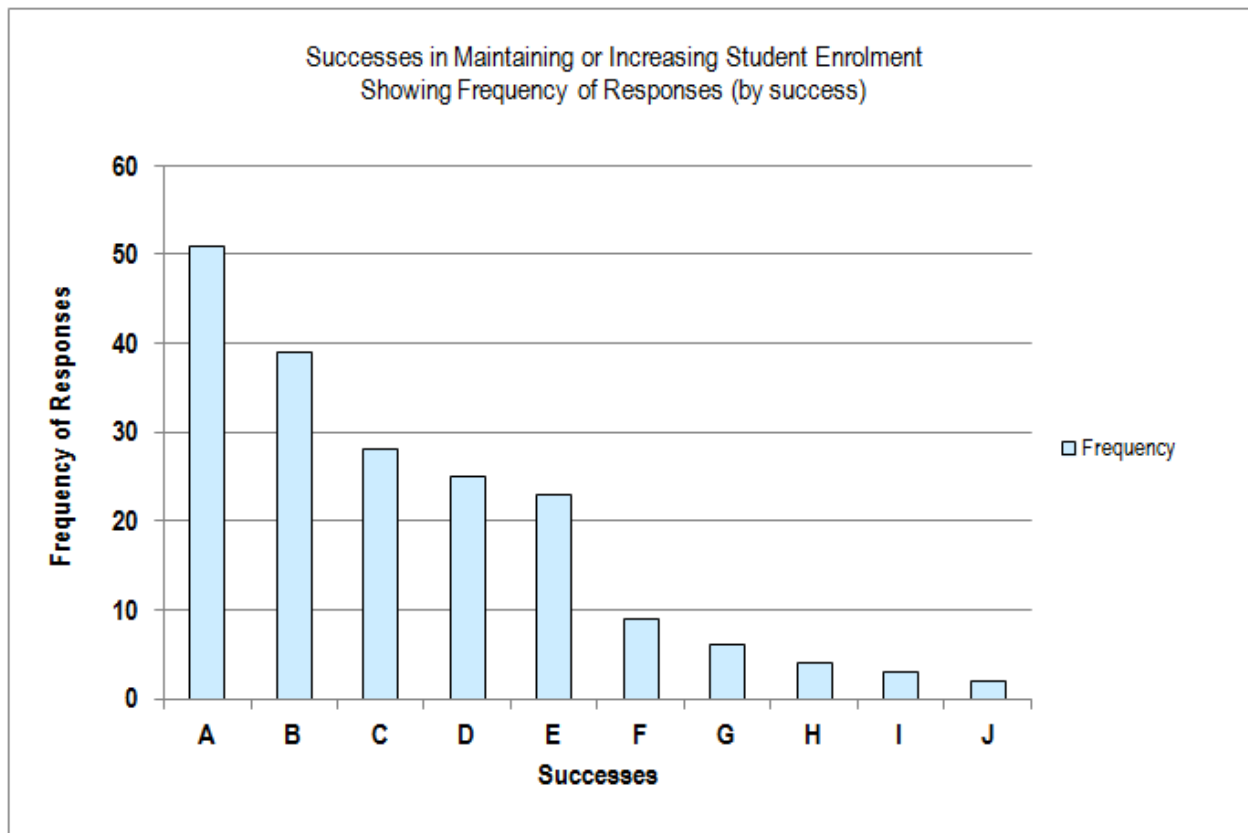
38. If you selected 'Yes' in the above question, please indicate the percentage of time the selected program(s) is/are offered in French.



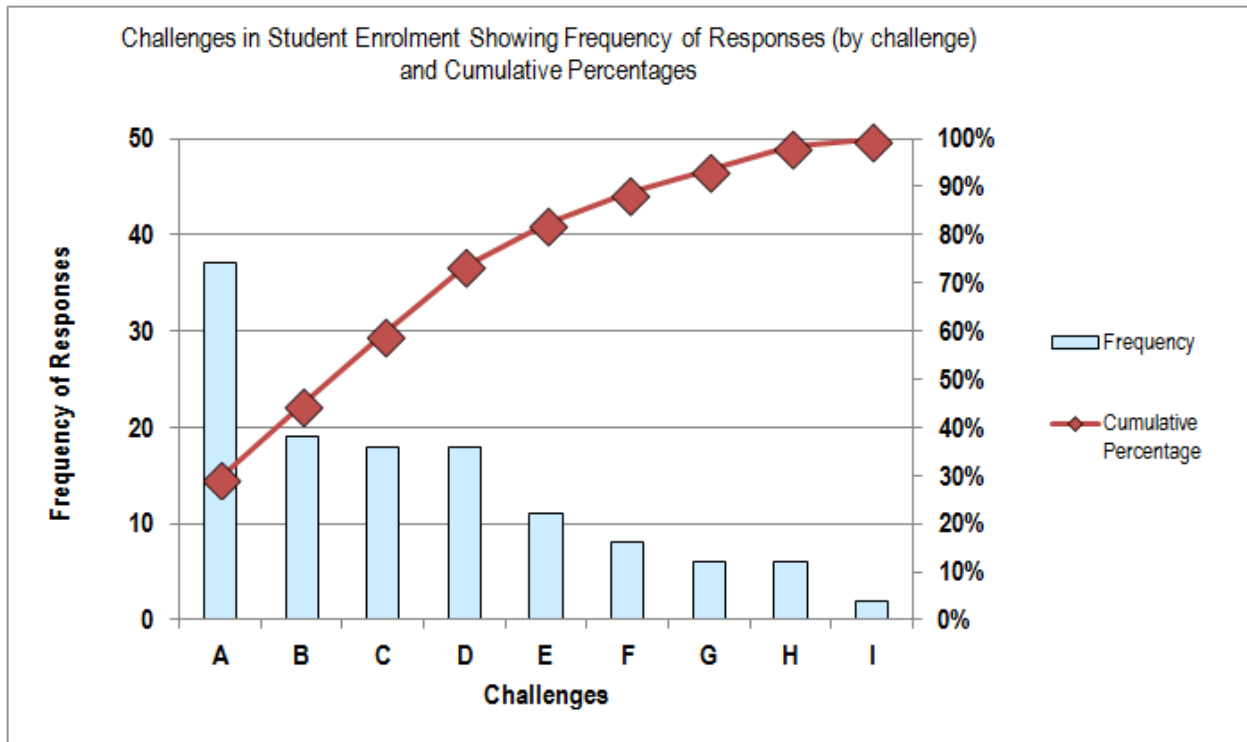
Reflection on Student Enrolment Trends

39. The following two charts depict the successes and challenges in insuring program stability through student enrolment in the French Immersion Program by having students and their parents understand:

- the value of developing one’s linguistic and intercultural competencies, which foster cognitive and personal growth
- that being plurilingual is a viable option in today’s society
- that guidance and support from the school community is present throughout one’s French Immersion experience



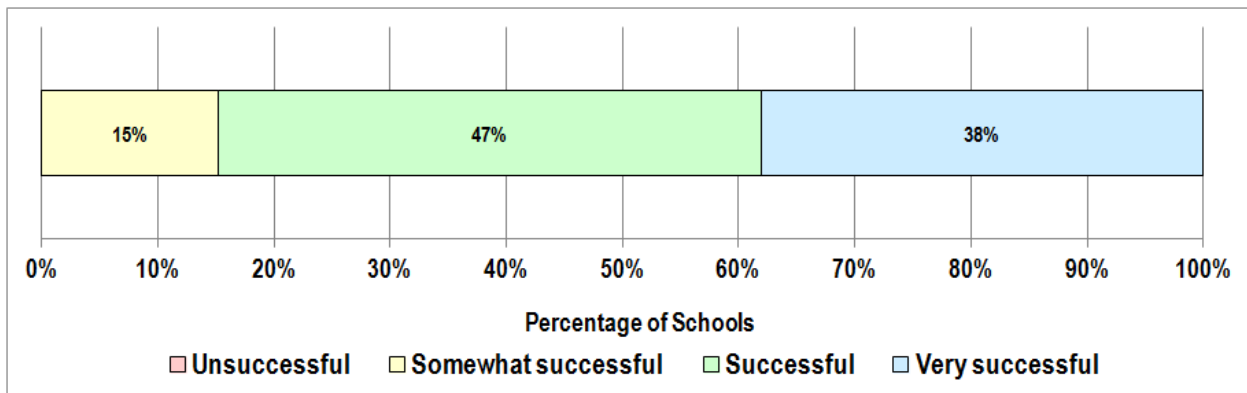
- A - Student enrolment is stable or increasing
- B - Community involvement/relationship with parents
- C - Provide a rich French Learning Environment
- D - Offer appropriate support to students due to quality of staff
- E - Promotion
- F - Able to offer a sufficient number of French Immersion credits
- G - Possibility of students out of catchment to register
- H - Daycare, after school program
- I - Former students are now parents
- J - Student success in French communication skills brings them to see how French Language is relevant in their life



- A - Different perceptions about the language education
- B - Switching to specialized program (Senior Years)
- C - Limited resources to support students who struggle
- D - School not able to offer more courses in French
- E - School division's transportation not always available for French Immersion
- F - Limited space and resources
- G - No before and after school program, no preschool program
- H - Transient student population
- I - Entry points – Accepting students at any grade level outside provincial entry points

Schools' Self-Assessment on Section 4

On a scale of 1 (Unsuccessful) to 4 (Very Successful), please indicate the extent to which you think your school has successfully ensured program stability through student enrolment in the French Immersion Program.

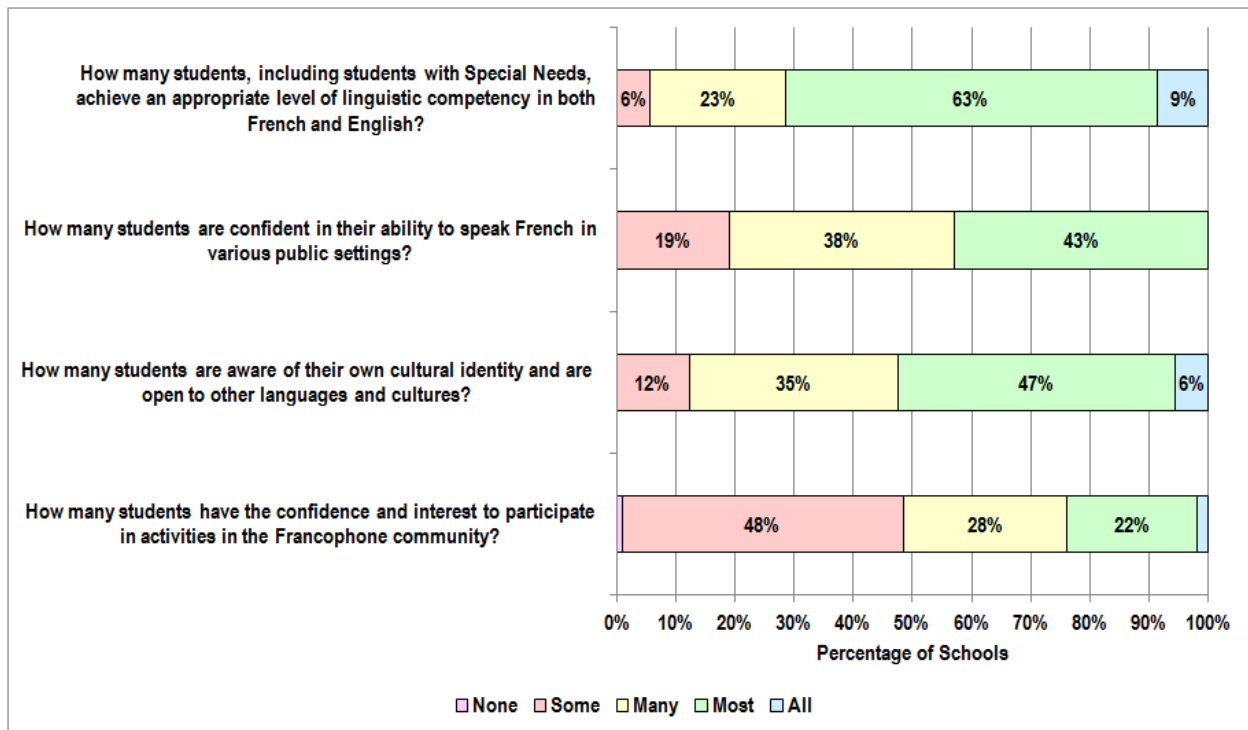


Final Reflection on Students' French Immersion Experience

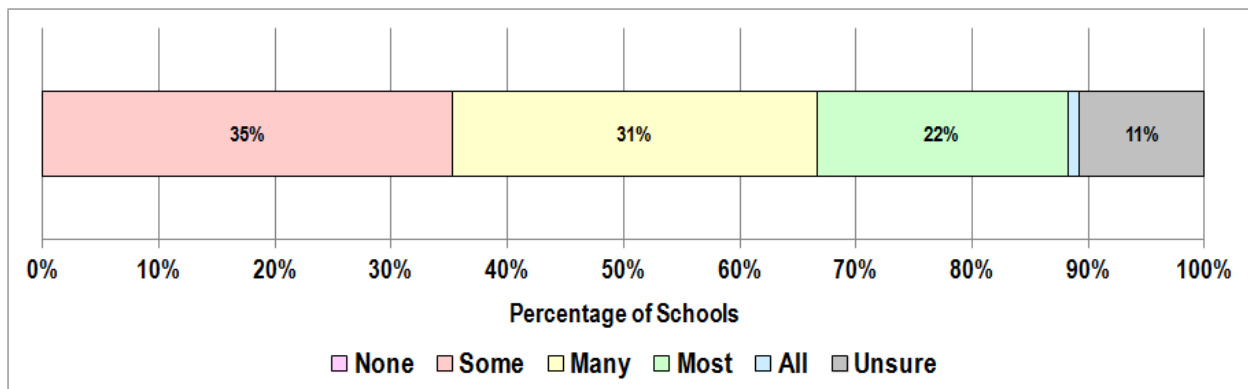
40. Please review your reflections at the end of each section. Using your professional judgment, please respond to the following questions in order to indicate the extent to which you think your school has been successful in establishing a French Immersion Program that values and encourages students' experience in becoming proud, engaged, confident, plurilingual global citizens.

Students' French Immersion Experience

How many students value the learning of languages as a key to global citizenship? Do they see themselves as lifelong language learners?



- 40 b. How many students value the learning of languages as a key to global citizenship? Do they see themselves as lifelong language learners?

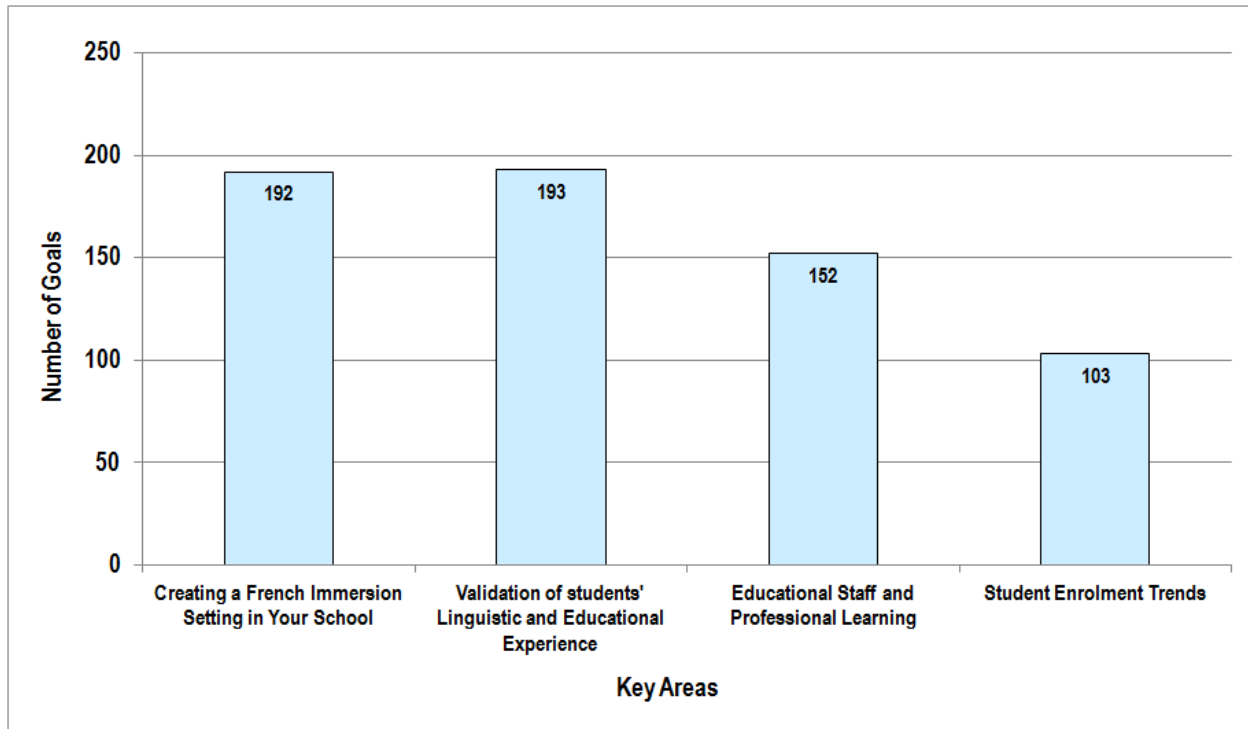


Next Steps

To enhance the linguistic and educational experience for students and to ensure the full implementation of the French Immersion Program, what initiative(s) will you take? Having reflected on the four key areas of the questionnaire, you have identified the successes and challenges in your school. Using this information to guide your thinking, set outcomes and outline an action plan to build on successes and/or to address challenges in the French Immersion Program.

School Initiatives to Further Develop the French Immersion Program

Under which key areas do your goals and actions fall?*



*Please note that schools could select more than one key area per initiative.

Next Steps (Immersion Schools)

The table below summarizes the key initiatives proposed by schools. The initiatives are organized according to the 4 key areas of the questionnaire. The raw data found in the chart above was further analyzed and categorized into the key area that most accurately reflected the initiative. This explains the differences in the number of initiatives in each key area between the chart above and the table below. The common thread linking these initiatives is the commitment to ensure a more cohesive and unified approach to the delivery of the French Immersion Program. The focus being to create environments and conditions that allow students to acquire the language competencies to communicate in French with confidence, as well as the attitudes and behaviours to appreciate plurilingualism as a 21st century reality.

Section 1 – Creating a French Immersion Setting (48)
Exposure to the French Language (10) <ul style="list-style-type: none"> • Increase the % of French Language instruction time • Increase the number of French Immersion credits offered at SY levels • Survey students’ interest to determine optional courses to be offered
Educational Staff (1) <ul style="list-style-type: none"> • Increase bilingual staff in all positions
Linguistically Rich Environment (36) <ul style="list-style-type: none"> • Increase visibility of French language in schools (assemblies in French, school newspaper having articles in French, make all announcements bilingual, display student work, bilingual bulletin boards etc.) • Increase French signage around schools • Encourage staff members to speak French at all times • Encourage students to speak French during non instructional time • Create a French Immersion area within a dual track school
Inclusion and Appropriate Support for all (1) <ul style="list-style-type: none"> • Create inclusive classrooms for all learners

Section 2 - Validation of Students Linguistic and Educational Experience (149)
Enriched School Environment (37) <ul style="list-style-type: none"> • Build a French community within the school (cross-grade activities, etc.) • Provide a variety of cultural experiences to complement students’ language learning and extent their intercultural knowledge (classes networking with French students in other communities through Skype, <i>expression de la semaine</i>, Immersion language camp, French language cinema, SEVEC exchange, etc.) • Expose FI students to French language opportunities available (Explore Program, Post-secondary education, etc.) • Develop and improve citizenship awareness in students
Impact on Student Learning (105) <ul style="list-style-type: none"> • Improve students’ numeracy skills (5) <ul style="list-style-type: none"> ○ Use a variety of tools to assess students’ mathematical skills ○ Encourage the use of different strategies and tools to engage students ○ Encourage students to communicate their mathematical thinking ○ Use data to drive teaching and set goals in developing number sense skills for students • Improve students’ reading and writing skills en français (42) <ul style="list-style-type: none"> ○ Use a wide variety of tools to assess student reading levels and analyze data ○ Use a variety of strategies to support students in their reading abilities (Reading Apprenticeship,

Daily 5, Individualized literacy programs, Phonological awareness, *Club de lecture*, Stop, Drop and Read in French, Guided reading, Cross-grade buddy reading)

- Use a variety of strategies to support students in their writing abilities (Journal writing, Writing corrector,)
- Increase French vocabulary base of K-3 students before commencing formal reading in French
- Ensure accessibility to a wide variety of French texts at each level
- Implement a cross-curricular reading and writing continuum
- Offer Parent literacy sessions to provide strategies and supports for families to support their learners
- Increase teacher and EA participation in PLC and professional development sessions (*La lecture - un processus en construction*, balanced literacy instruction, assessment etc.)

- **Improve students' French oral language (58)**

- Increase usage of French during instructional and non-instructional time (cross-grade activities, Touchstones etc.)
- Expose students to a variety of French language models and accents (French monitor, Experience Canada – Student Exchange Program,
- Increase student vocabulary (oral proficiency) and confidence to speak French in academic and social contexts
- Engage students in discussion around French language acquisition
- Develop students' intrinsic motivation to speak French (have students set personal goals for language use)
- Use a wide variety of tools to assess student oral competencies and analyze data
- Identify clear learning benchmarks so students can be tracked for French language proficiency
- Use of French speaking incentive system

Valuing and Encouraging the Learning of Languages (7)

- Encourage student leadership by supporting a sense of belonging (involvement in the planning of school activities)
- Provide opportunities for students to identify themselves as bilingual citizens (invite community members, former students, grand-parents to share their experiences; expose students to a variety of French language models and accents)
- Encourage students to volunteer in the francophone community
- Encourage students to reflect and talk about their progress and engagement (student survey, student self-assessment, goal setting, reflective portfolio)

Section 3 – Educational Staff and Professional Learning (49)

Hiring (9)

- Recruit and retain qualified teachers (speak fluently and knowledgeable in current methodology)
- Attend provincial and out of province recruitment fairs
- Recruit bilingual personnel through Universities
- Focus on early advertisement and recruitment

Building Teacher Capacity (40)

- Meet regularly to discuss topics specific to French Immersion (vision, *French Immersion in Manitoba: A Handbook for School Leaders*, pd opportunities, availability of cultural experiences, etc.)
- Establish networking opportunities through: French divisional coordinator, PLC, mentorship
- Provide opportunities for teachers to attend PD sessions pertaining to French Immersion (literacy, numeracy, methodology, assessment practices, language acquisition)
- Encourage and support ongoing development of language skills

Section 4 – Student Enrolment Trends (17)

Entry Points and transition (11)

- Monitor students' attrition and retention in FI Program
- Increase promotion of FI Program at feeder schools
- Review timetabling at the high school to provide more flexibility for FI students
- Establish a procedure for students considering leaving the program

Visibility & Communication (5)

- Promote the FI Program through: open house, parent information sessions, divisional and school websites, newsletters etc.
- Discuss with students and parents the value of developing one's linguistic and intercultural competencies and that being plurilingual is a viable option in today's society
- Invite parents to participate in organized French cultural school events
- Increase family participation in the Francophone community
- Maintain or establish relationship with CPF

Expanding French Immersion Program (1)

- Discuss with Senior administration
- Survey parents to ascertain interest in expanding French immersion Program
- Hold parent information sessions