

# Provincial Report

## 2013-2014

## Section 1

### Creating a French Immersion Setting

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

A French Immersion school is the first and often the only space where students interact in French. The setting created in French Immersion schools becomes 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 increases opportunities to use the French language throughout the school and engages students by exposing them to a rich linguistic environment giving them purpose and motivation to further acquire the French language.

While completing Section 1, schools and school divisions were asked to consider the following factors to determine the state of their current setting:

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

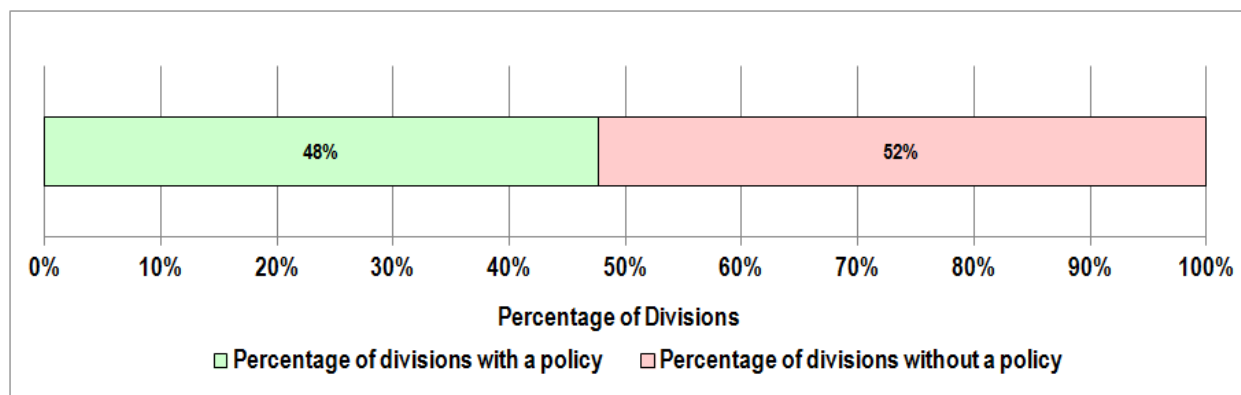
## French Immersion Curriculum Policy

In September 1996, the Department of Education introduced a provincial *Curriculum Policy for the French Immersion Program* which has been revised in February 1999 and July 2008. The goal of the policy is to offer guidelines that establish a strong foundation for planning, implementation, and maintenance of the French Immersion Program.

With regards to the current policy, the first question included in the divisional questionnaire was to ascertain to what extent school divisions had developed their own French Immersion Program policy.

Chart 1 presents school divisions having a policy for the French Immersion Program.

**Chart 1: School divisions** having a French Immersion Program Policy



The data indicates that 48% of school divisions have their own divisional policy for the French Immersion Program. Due to the lack of a divisional policy in 52% of the school divisions, it would be interesting to examine if there exists a relationship or impact between having a divisional policy and the degree to which the French Immersion Program is fully implemented in schools.

## Intensive Exposure to the French Language

The provincial French Immersion Curriculum Policy clearly states the intensity of instruction required in the French language at each grade level from Kindergarten to Grade 12.

The policy recommends the minimum percentage of French instruction time by grade as follows:

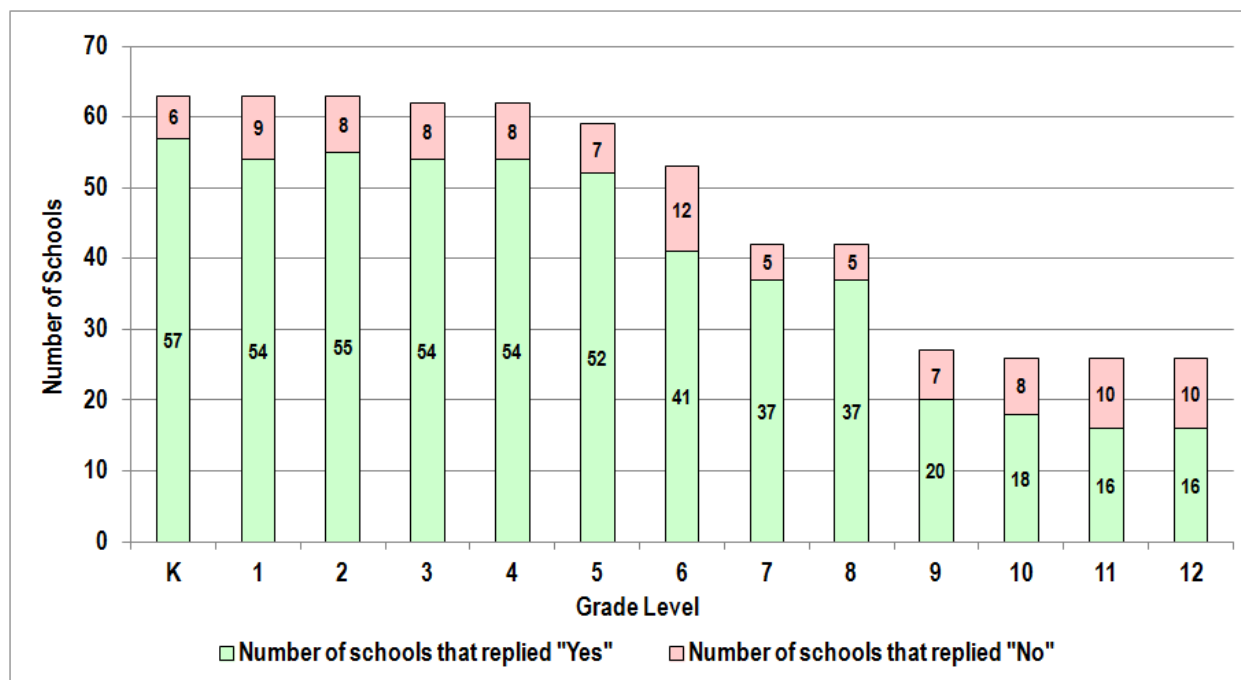
- K (100% of the time)
- Grades 1-6 (75% of the time)
- Grades 7-12 (50% of the time)

Upon receiving the questionnaire, schools were presented with their own detailed data on the actual intensity of French language instruction by grade level. School divisions also received the corresponding information relating to each of their schools.

Since most schools in the province follow the recommended percentages of instruction time by grade level, the subsequent question was included to ascertain if the schools themselves perceived the intensity of French instruction to be sufficient in order to establish an immersion setting at all grade levels.

In reference to the percentage of French instruction time, Charts 2 and 4 indicate the schools' and school divisions' perception regarding the sufficiency of time offered respectively, while Chart 3 presents the main factors influencing the schools' intensity of instructional time.

**Chart 2:** Number of **schools** indicating that the percentage of French instruction time (intensity) offered in their school was sufficient (yes) or insufficient (no) to create an immersion setting by grade level

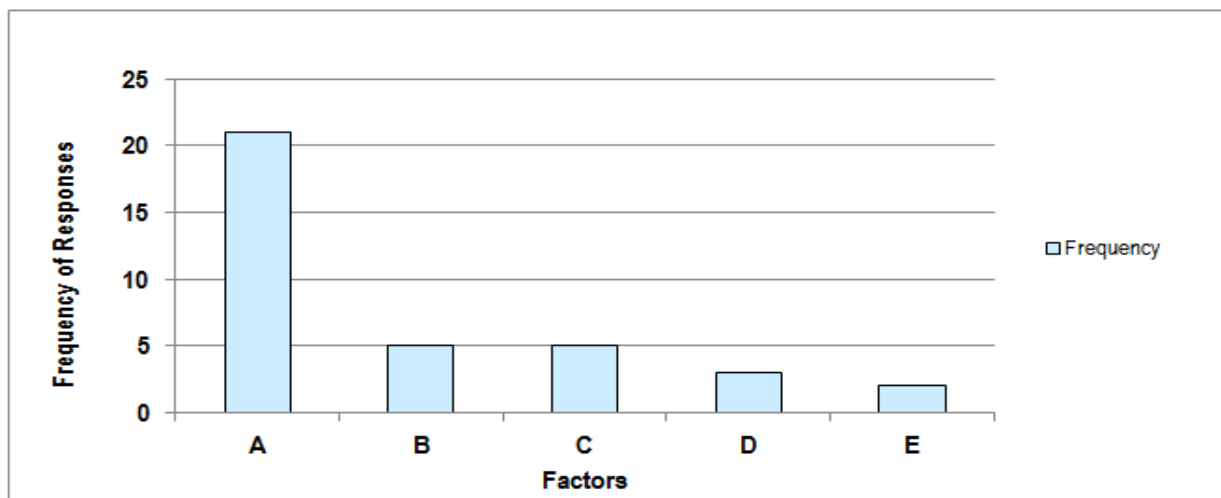


When considering data from Chart 2, the relative height of each bar reflects the number of schools offering French Immersion at a particular level.

Taking this into account, the data reveals that schools are generally satisfied with this result and think that the intensity of French instruction offered is sufficient to create an immersion setting. For grades K to 8 the level of satisfaction varies from 77.4% in Grade 6 to 90.5% in Kindergarten. While in Senior Years, the level of satisfaction is slightly lower, the percentage ranging from 69.2% in Grades 10 to 12 to 74.1% in Grade 9.

Chart 3 depicts the responses that were provided as optional comments in relation to the schools' intensity of instructional time.

**Chart 3:** Main factors influencing the intensity of instructional time in French showing the frequency of responses

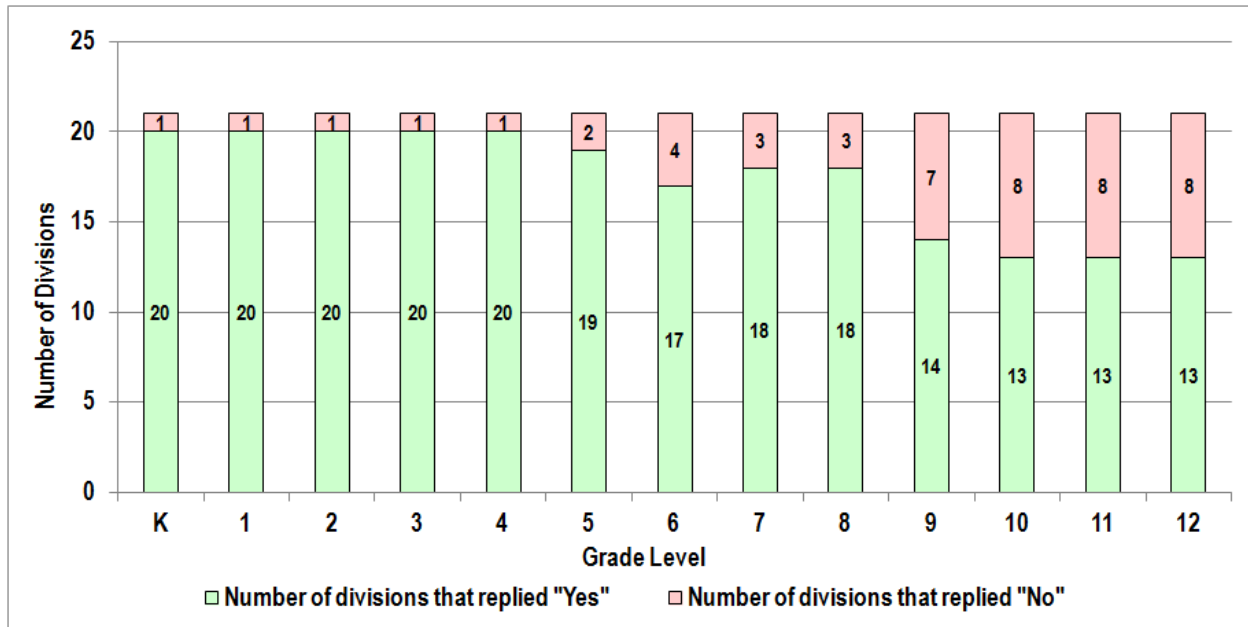


- A - Schools cannot offer all courses in French due to staffing (Physical Education, Music, Arts, Library)
- B - Schools have extended Grade 1 French Instructional time to 100%
- C - Senior Years schools offer a limited number of courses in French
- D - Schools offering junior Kindergarten/preschool/nursery in French
- E - Divisional or school policy requires more than 14 credits for the Provincial French Immersion Diploma at the Senior Years

The data reveals that the most important identified factor, 58% of responses for factor 'A', is the difficulty with teacher recruitment and the hiring of specialists who can teach ancillary subjects in French such as Arts, Music, and Physical Education. The lack of satisfaction in the Senior Years with regards to intensity is due to the limited number of courses offered, 20% of responses for factors 'C' and 'E'. In addition, 22% of responses, factors 'B' and 'D', indicate that some Early Years schools are increasing their intensity of French instruction and some schools also adding preschool education in French.

As most school divisions follow the recommended percentages of instruction time by grade level, the following question was included to ascertain if school divisions perceived the intensity of French instruction time offered in their schools to be sufficient in order to establish an immersion setting at all grade levels.

**Chart 4:** Number of **school divisions** indicating that the percentage of French instruction time (intensity) offered in their division was sufficient (yes) or insufficient (no) to create an immersion setting by grade level



The data revealed that 20 of the 21 responding school divisions, over 95%, indicated that the intensity of French instruction offered in Early Years (Grades K-4) was sufficient to create a proper immersion setting. In Middle Years (Grades 5-8), the number remained relatively high, between 17 and 19 of 21 responding school divisions, (81% and 91%), but with a slight decrease. The number dropped at the Senior Years level (Grades 9-12), between 13 or 14 of the 21 responding school divisions (62% to 67%).

The school division results are therefore similar to the school results in relation to the Middle Years levels where it becomes more difficult to secure specialist teachers who are able to teach subjects such as Arts, Music, Physical Education, Home Economics and Industrial Arts in French. In addition, at the Senior Years level, rural and remote high schools with low immersion enrolments have difficulty offering more than a few courses in French.

## Graduates from the French Immersion Program

Senior Years schools with a high intensity of French instruction impact the number of French Immersion students graduating with a Province of Manitoba French Immersion Diploma. To obtain this diploma, students must have successfully completed a minimum of 14 credits in French from the required total of 30 credits.

Based on enrolment data collected over the years, the Department can infer that, province-wide, approximately 50% of the students who enrolled in Kindergarten 13 years earlier continued on to Grade 12. Presently the Department holds no reliable information with respect to the number of French Immersion students graduating with a French Immersion Diploma.

The School Questionnaire provided a means to collect the number of French Immersion graduates who received a French Immersion Diploma. Twenty-six high schools answered and reported 856 graduates as of June, 2014.

Chart 5 presents the number of French Immersion graduates (with a French Immersion Diploma) as of June 30<sup>th</sup>, 2014 by region and school track in comparison with Grade 12 enrolments as of September 30<sup>th</sup>, 2013.

**Chart 5:** French Immersion Graduates with a Province of Manitoba French Immersion 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	<b>804</b>
	% of Graduates	<b>95.4%</b>	<b>92.6%</b>	93.8%
Rural	Graduates	7	80	87
	Enrolled	14	87	<b>101</b>
	% of Graduates	<b>50.0%</b>	<b>92.0%</b>	86.1%
North*	Graduates	0	15	15
	Enrolled	0	32	<b>32</b>
	% of Graduates	----	<b>46.9%</b>	46.9%
Total	Graduates	320	536	856
	Enrolled	342	595	937
	% of Graduates	<b>93.6%</b>	<b>90.0%</b>	<b>91.4%</b>

\* North includes the following school divisions: Mountain View, Swan Valley, Kelsey, Flin Flon and Mystery Lake.

The data indicates that the overall graduation rate in the French Immersion Program is 91.4%. The majority of graduates come from urban high schools (754), followed by rural areas (87) and northern areas (15). These numbers reflect the same orders of magnitude as actual enrolments.

When comparing the number of French Immersion graduates to French Immersion Grade 12 enrolments in urban high schools, single track French Immersion high schools have a slightly higher graduation rate as compared to dual track high schools, 95.4% compared to 92.6%.

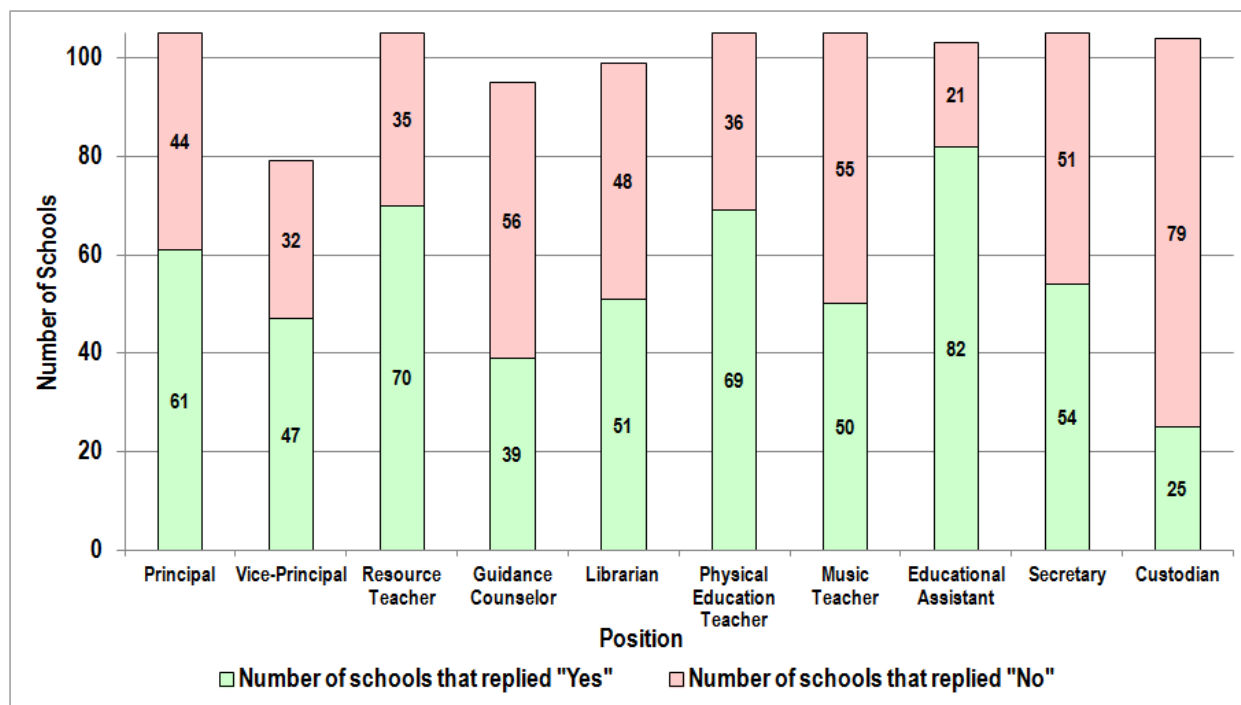
In northern areas, there are no single track French Immersion high schools and slightly less than half (47%) of those enrolled in Grade 12 French Immersion graduate with a French Immersion Diploma. Even though the number of graduates with a French Immersion Diploma (15) may seem low, it should be noted that these students are the first French Immersion graduates from the North. This recent success is due in great part to the *Collabaunord* project between northern school divisions and the BEF who worked together to increase the number of courses offered in French in these high schools.

## Qualified Educational Staff and Personnel

Since teachers have a considerable influence on the overall success of French Immersion, staffing remains one of the most important responsibilities of administrators. The creation of a French Immersion setting in a school requires students to be exposed to the French language by French-speaking personnel through relevant, authentic and varied situations.

Therefore, the following question was asked in order to ascertain the number of French-speaking personnel by staff position in schools which is represented in Chart 6.

**Chart 6:** Bilingual (English/French) staff in your school by position, school year 2013-2014\*



\* Please note that Chart 6 assumes one staff person per position for all positions except Educational Assistant where a school may have more than one. Also, it is important to note that not all schools have a Vice-Principal.

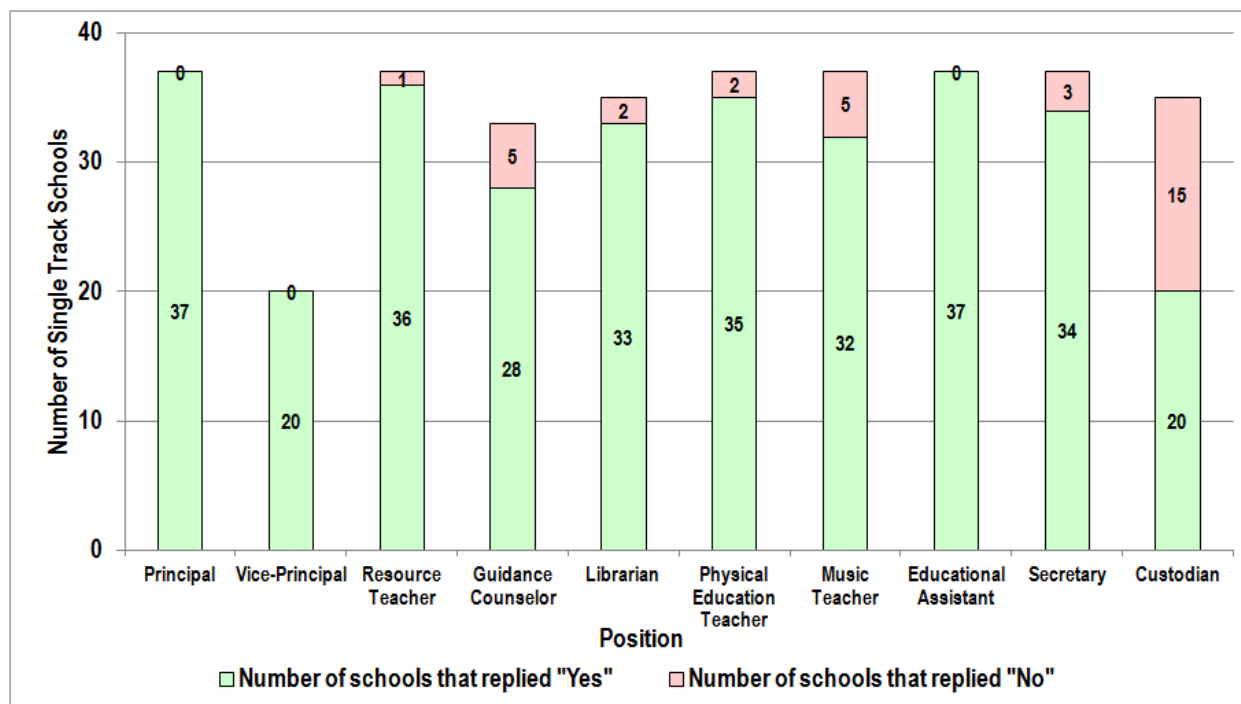
The data reveals that across all schools offering the French Immersion Program, the following positions have over 50% bilingual (English/French) staff: Educational Assistant (80%), Resource Teacher (67%), Physical Education Teacher (67%), Vice-Principal (59%) [based solely on schools having a Vice-principal], Principal (58%), Secretary (52%), Librarian (51%). However, the following positions have less than half of their respective school staff as bilingual: Music Teacher (48%), Guidance Counsellor (41%), Custodian (24%).

A first analysis of Chart 6 seems to indicate that the number of positions with a satisfactory proportion (over 50%) of bilingual staff is high. However, when comparing the proportion of bilingual staff by position between single track schools and dual track schools, as analysed in Charts 6-A and 6-B, a different portrait is revealed.



Actual numbers for the 2013-2014 school year indicate that there was a total of 105 schools offering the French Immersion Program of which 37 were single track and 68 dual track. Responses in Charts 6-A and 6-B have been separated into single and dual track schools respectively.

**Chart 6-A: Bilingual (English/French) staff in single track schools by position, school year 2013-2014**



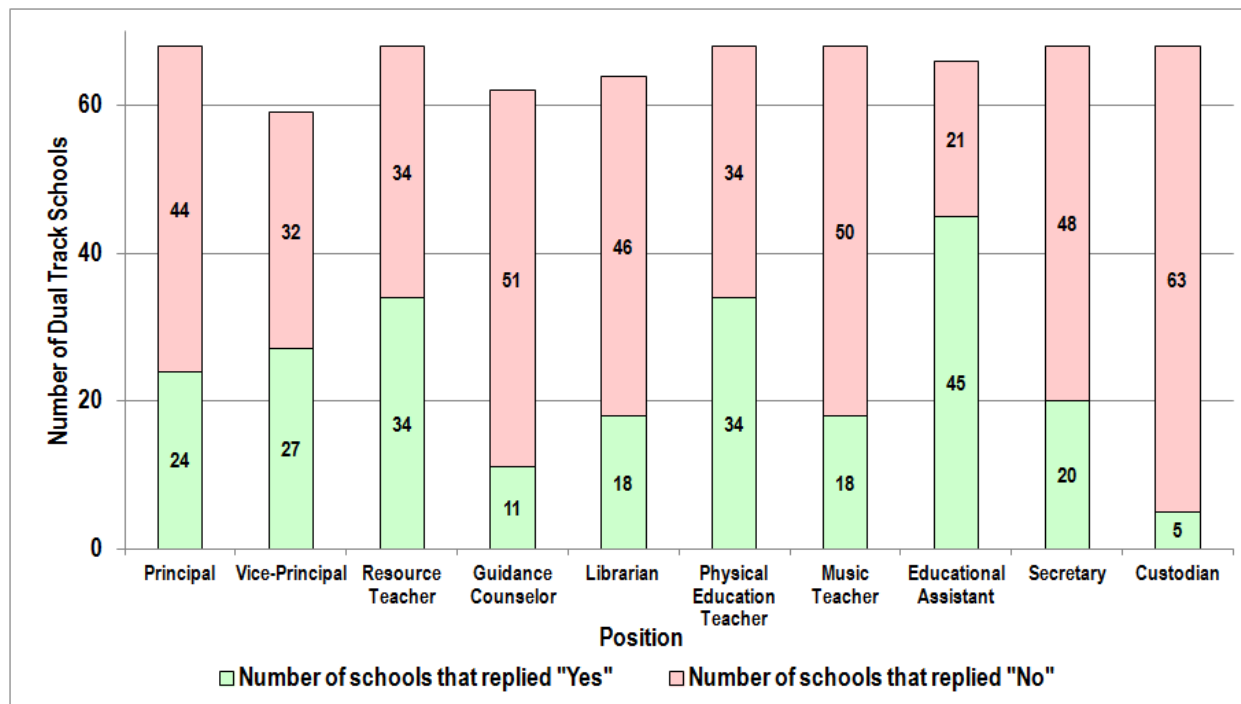
\* Please note that Chart 6-A assumes one staff person per position for all positions except Educational Assistant where a school may have more than one. Also, it is important to note that not all schools have a Vice-Principal.

The data from Chart 6-A demonstrates that across all 37 French Immersion **single track schools** the positions of Principal, Vice-Principal and Educational Assistant were identified as being completely bilingual. The positions of Resource Teacher, Librarian, Physical Education Teacher and Secretary were identified by 1 to 3 single track French Immersion schools as not having bilingual personnel.

Furthermore, Guidance Counselor and Music teacher positions were identified by 5 single track French Immersion schools as not having bilingual staff thus possibly indicating some challenges in hiring in these positions. The role of Custodian was the only position that had a low percentage of bilingual personnel even in single track French Immersion schools; possibly reflecting hiring challenges or a lesser interest in having a Custodian as a bilingual staff member.

In summary, there is a very high number of French Immersion single-track schools reporting that their staff is bilingual in all positions except for custodial staff.

**Chart 6-B: Bilingual (English/French) staff in dual track schools by position, school year 2013-2014\***



\* Please note that Chart 6-B assumes one staff person per position for all positions except Educational Assistant where a school may have more than one. Also, it is important to note that not all schools have a Vice-Principal.

Chart 6-B immediately reveals that a smaller percentage of staff in the 68 **dual track schools** is bilingual. The data demonstrates that only three positions had more than 50% of their staff as bilingual: Resource Teacher (51%), Physical Education Teacher (51%), and Educational Assistant (69%). The remaining seven positions have less than half of their respective schools' staff as bilingual; Vice-Principal (46%) [based solely on schools with a Vice-Principal], Principal (36%), Secretary (30%), Librarian (29%), Music Teacher (28%), Guidance Counselor (19%), Custodian (7%).

Considering that the percentage of bilingual personnel by staff position in dual track schools is less than 50% in 7 of the 10 position groupings, increasing the number and percentage of bilingual personnel by staff position in dual-track schools would increase student exposure to the French language and contribute to the creation of a richer French Immersion setting.

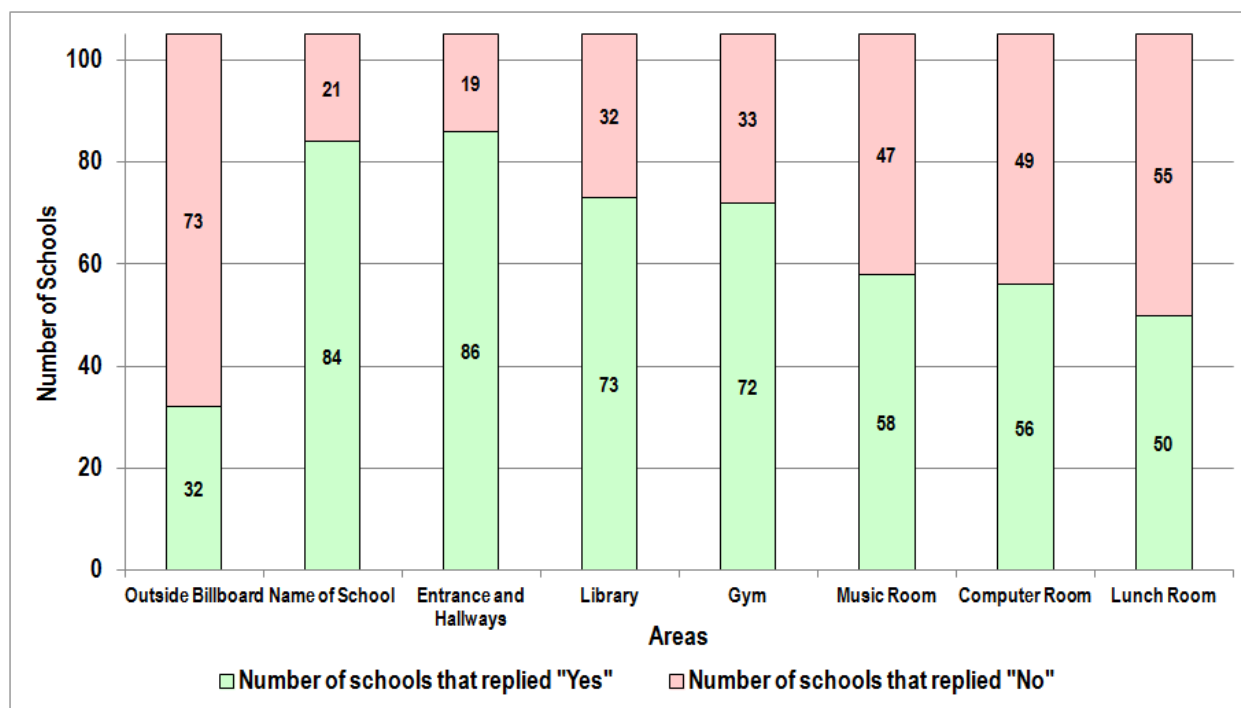
## A Linguistically Rich School Environment

A rich linguistic environment is vital to language acquisition and requires a certain public visibility of the French language both inside and outside of the school. Students learn the French language by being immersed in that language, and; this can be accomplished in part through the creation of a strong French Immersion setting.

The subsequent three questions were asked to determine the overall visibility and use of the French language inside and outside schools. These questions were included as a means of confirming the areas that require additional attention in order to create a basis for which schools can continue to improve their French environment.

Chart 7 reveals the schools' perception regarding the presence of French signage in various areas of the school.

**Chart 7:** Number of schools reporting to have French signage by School Area

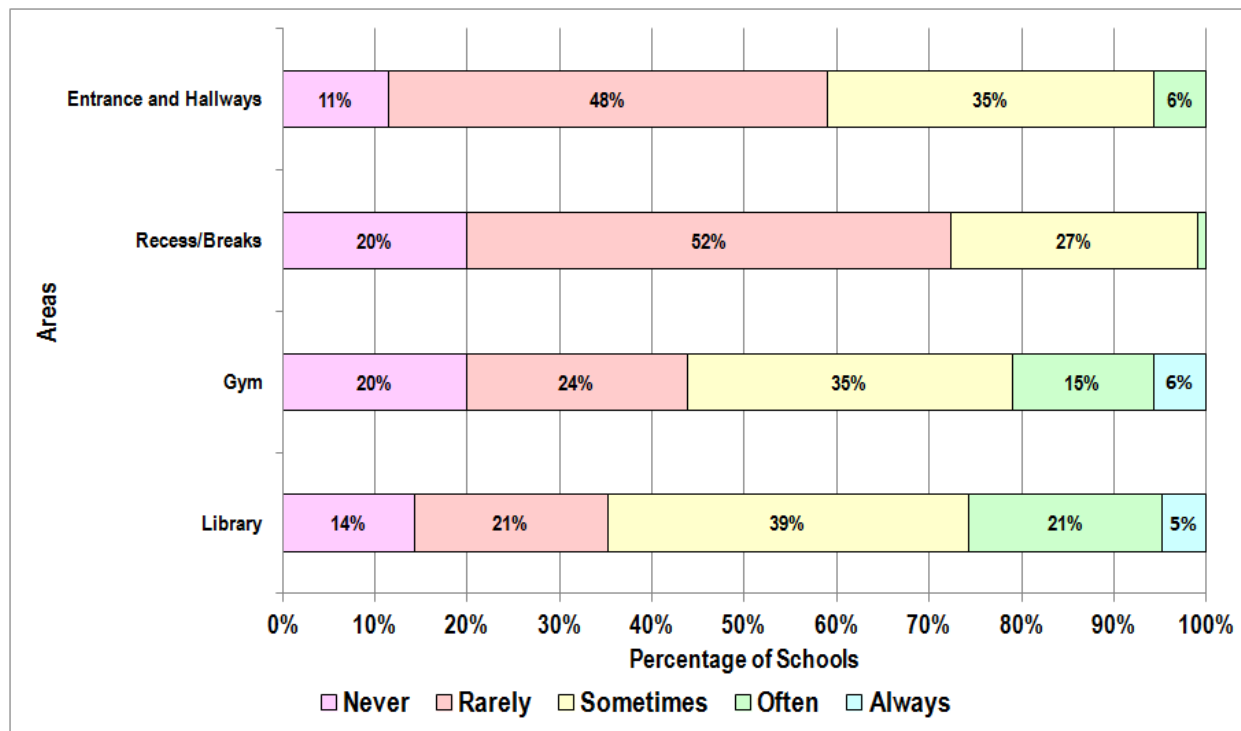


Across all schools offering the French Immersion Program, the data reveals that a fairly low percentage of schools have French signage in the following areas: *Outside Billboard* (31%), *Lunch Room* (48%), *Computer Room* (53%), and *Music Room* (55%), while a fairly high percentage of schools have French signage in these areas: *Name of school* (80%), *Entrance and Hallways* (82%), *Library* (70%) and *Gym* (69%).

Given these results, it is evident that a number of school areas require more French-language visibility to firmly establish a rich French environment.

Chart 8 presents the schools' perception in respect to the amount of French usage by students during non-instructional time. The scale used for this estimation included the following choices: *Never*, *Rarely*, *Sometimes*, *Often*, and *Always*, indicating the percentage of schools in each category of French usage, by school area. For the purpose of this analysis, the indicator of success has been identified as the sum of *Often* and *Always*.

**Chart 8:** The amount of French usage by students during non-instructional time showing the percentage of schools in each category of French usage, by school area.

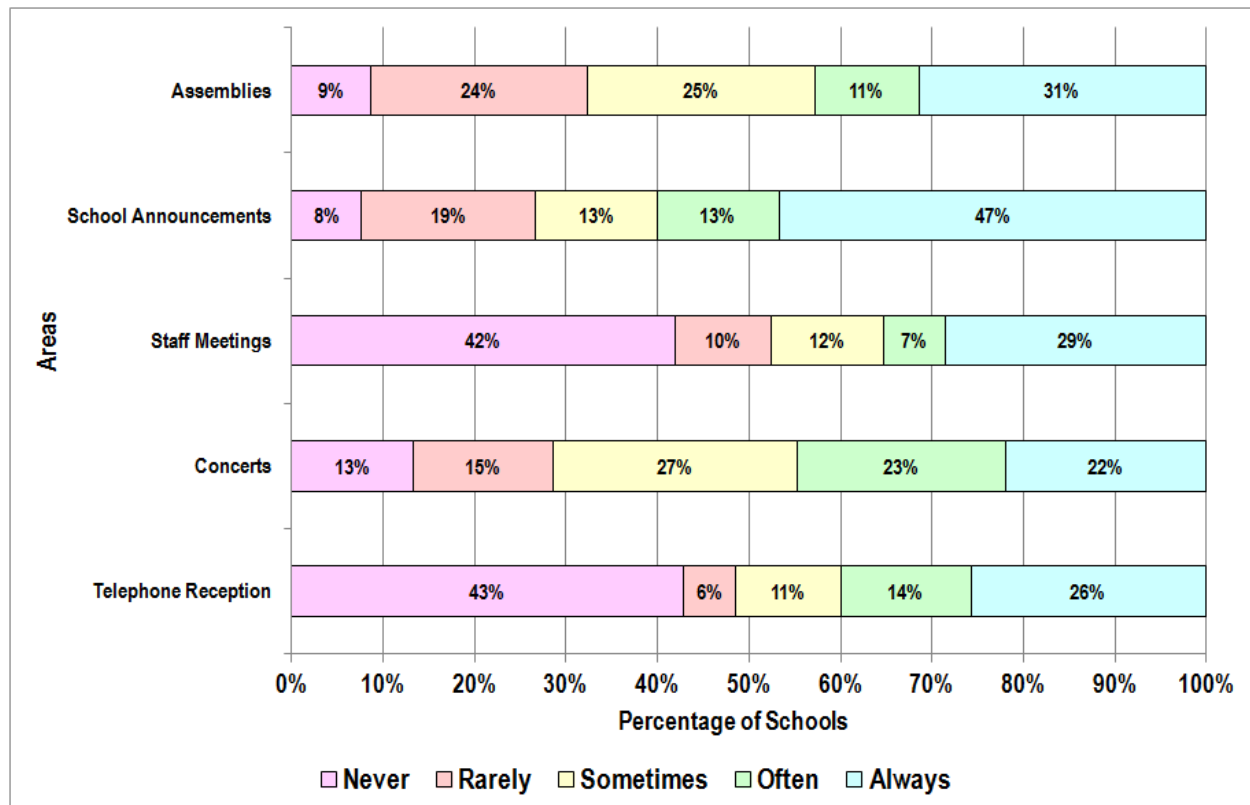


The data reveals that very few schools report students speaking French during non-instructional time in all areas: *Library* (26%), *Gym* (21%), *Entrance and Hallways* (6%) and *Recess/Breaks* (1%). Taking this into account, all four identified school areas require additional attention in order to increase the level of usage of French among students, which is conducive to creating a more intensive French setting.

Chart 9 reveals the schools' perception regarding the frequency of French presence/usage in certain school areas or school situations. The scale used for this estimation included the following choices: *Never*, *Rarely*, *Sometimes*, *Often*, and *Always*, indicating the percentage of schools in each category of French usage, by school activity or school area. For the purpose of this analysis, the indicator of success has been identified as the sum of *Often* and *Always*.

Please note that in appendix 5 of the Administrator's Guide a specific example relating to goal setting was provided on how to address this particular issue.

**Chart 9:** The presence of French in certain school areas or situations, showing the percentage of schools in each category related to the degree of French presence, by school area / situation



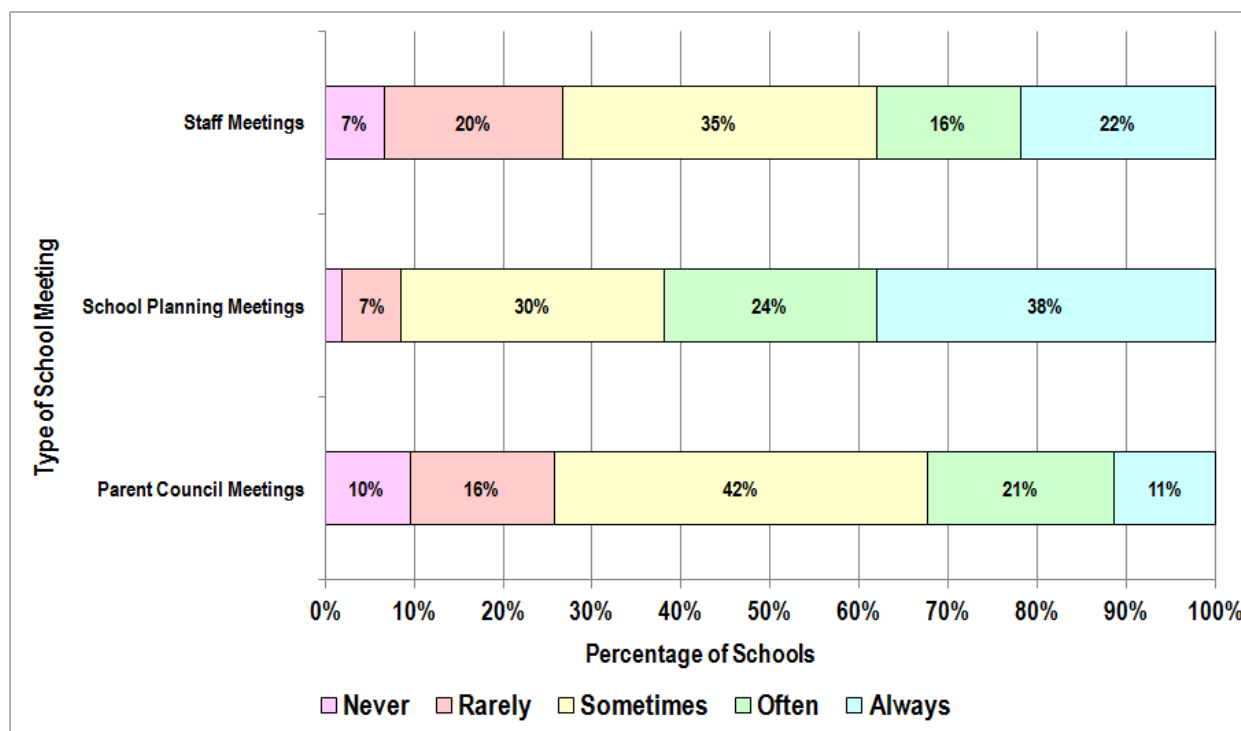
The data reveals that the presence of French is less than 50% in all identified areas or situations except one: *School Announcements* (60%), *Concerts* (45%), *Assemblies* (42%), *Telephone Reception* (40%), and *Staff Meetings* (36%). Taking this into account, all five identified school areas or situations require additional attention in order to increase the level of usage or presence of French, which is conducive to creating a more intensive French setting.

As previously stated, a French Immersion setting requires a certain public visibility of French inside and outside the school and includes educators, parents, and all other stakeholders. Therefore, at various school and school division meetings, the French Immersion Program should become part of the agenda.

Charts 10 and 11 were included to ascertain the degree to which the French Immersion Program is discussed and to what extent it is valued and fully included in various meetings at the school and divisional levels.

Chart 10 reveals the schools' perception regarding the frequency that the French Immersion Program is mentioned as a discussion point during certain school meetings. The scale used for this estimation included the following choices *Never*, *Rarely*, *Sometimes*, *Often*, and *Always* indicating the percentage of schools in each category, by type of school meeting. For the purpose of this analysis, the indicator of success has been identified as the sum of *Often* and *Always*.

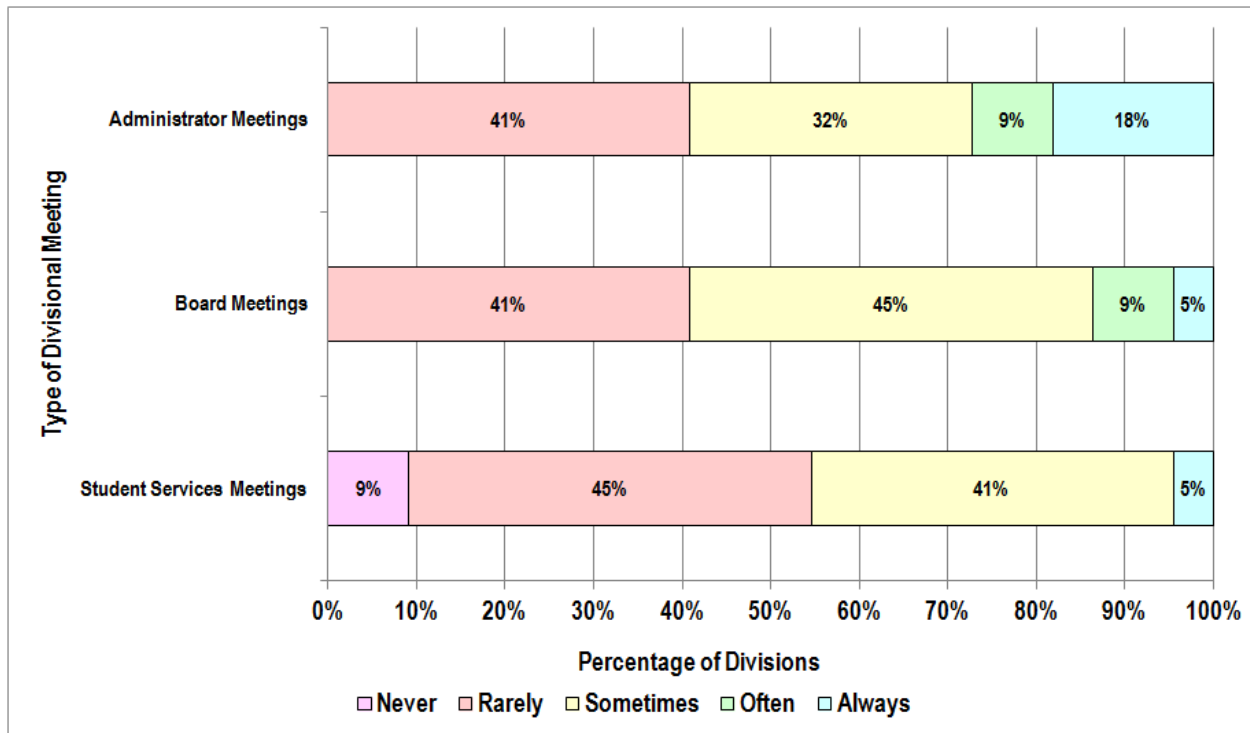
**Chart 10:** Frequency the French Immersion Program was a discussion point in school meetings, showing the percentage of **schools** in each category related to the degree of the mention of the French Immersion Program, by type of **school meeting**



The data reveals that 62% of schools discussed the French Immersion Program in *School Planning Meetings*, as compared to 38% in *Staff Meetings* and 32% in *Parent Council Meetings*. As a result, all three identified types of school meetings require additional attention in order to increase the level of visibility of the French Immersion Program, which is conducive in creating a more intensive French setting.

Similarly, at the school division level, Chart 11 reveals the school divisions' perception regarding the frequency that the French Immersion Program is discussed during various divisional meetings. The scale used for this estimation included the following choices *Never*, *Rarely*, *Sometimes*, *Often*, and *Always*, indicating the percentage of school divisions in each category, by type of divisional meeting. For the purpose of this analysis, the indicator of success has been identified as the sum of *Often* and *Always*.

**Chart 11:** Frequency the French Immersion Program was a discussion point in meetings, showing the percentage of **school divisions** in each category related to the degree of the mention of the French Immersion Program, by type of **divisional meeting**



The data reveals that at the school division level, the discussion of the French Immersion Program is fairly low in all three types of meetings: *Administrator Meetings* (27%), *Board Meetings* (14%) and *Student Services Meetings* (5%). Taking this into account, all three identified types of school division meetings require additional attention in order to increase the level of visibility and address the needs of the French Immersion Program.

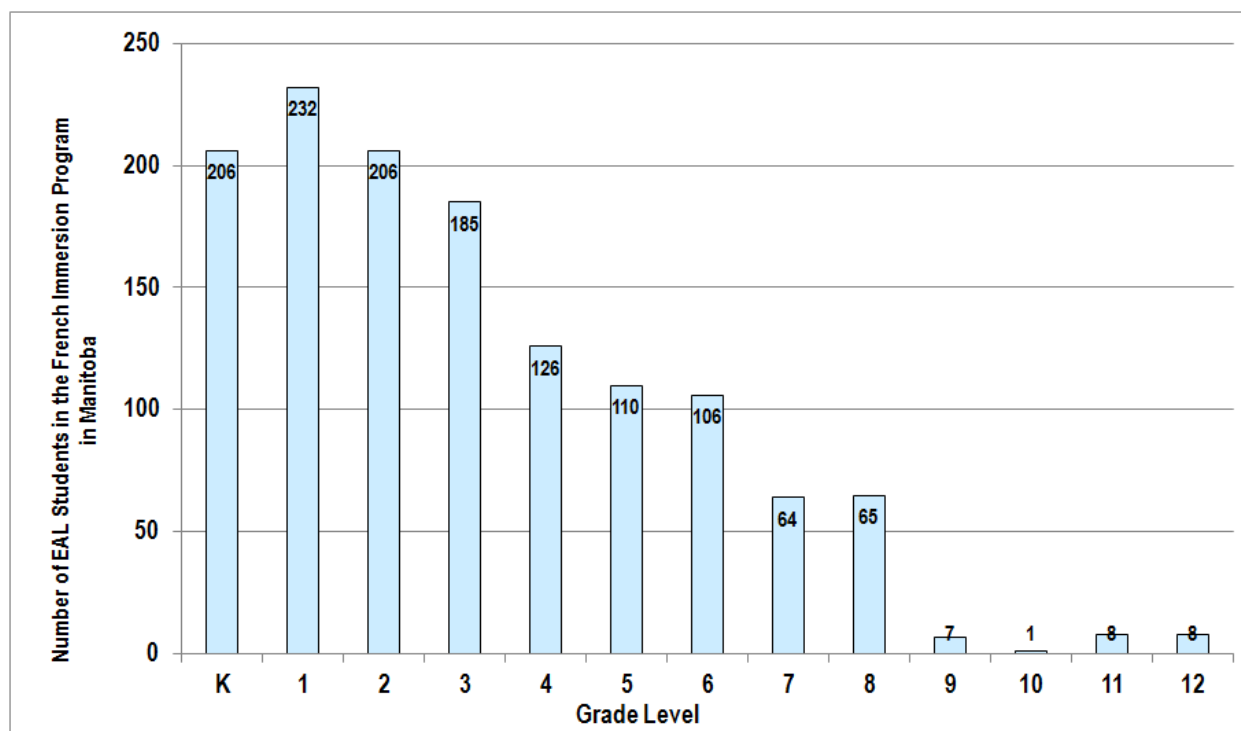
## Inclusion and Appropriate Support for All Students

The success of the French Immersion Program requires that schools and school divisions provide adequate support services to all students. Students with special needs as well as those who are designated English as an Additional Language (EAL) have the same entitlement to be in the French Immersion Program as in any other Program in any public or funded independent school in Manitoba. Generally, such students will do as well in the French Immersion Program as they would do in any other Program provided they receive the appropriate supports. An inclusive community consciously evolves to meet the changing needs of its members and the changing demographics of Canadian society. It is important to acknowledge that over the last 10 years, Manitoba has welcomed a large number of immigrants. Many of these newcomers have chosen to enrol their children in the French Immersion Program, thus increasing the need for additional support in classrooms.

Presently, the Department has no hard data as to the number of special needs and EAL students in the French Immersion Program. The subsequent two questions were included to ascertain the total student population requiring additional supports by grade level and to determine where across the province these students are found.

Chart 12 reveals the schools' responses regarding the number of EAL students enrolled in the French Immersion Program by grade level, while Chart 13 indicates the number of special needs students.

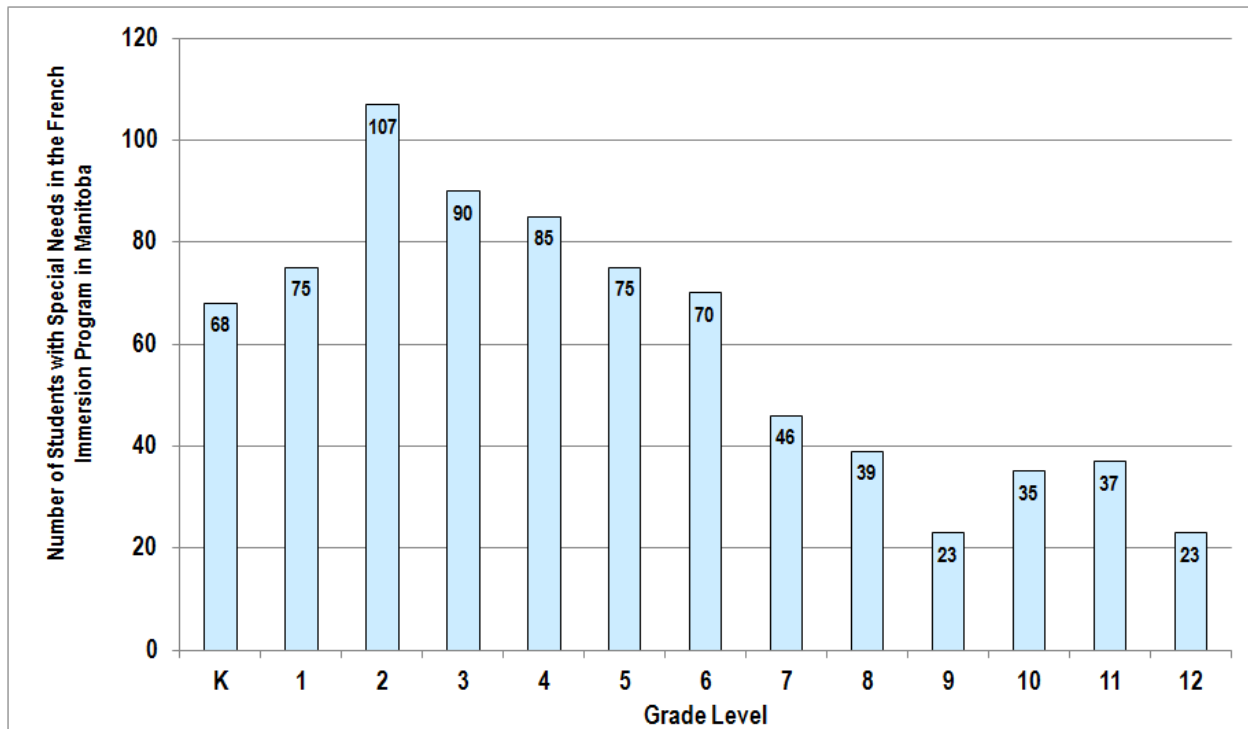
**Chart 12:** Number of English as an Additional Language (EAL) students in the French Immersion Program, by Grade Level



The data reveals that the largest numbers of EAL students are in Grades K-3 (829 students), followed by Grades 4-8 (471 students), while Grades 9-12 has smaller numbers (24 students). In total, this represents 1,324 students or 6% of Manitoba's total French Immersion enrolment. This data further emphasizes that a fully implemented French Immersion Program requires appropriate staff and supports for these newcomers so as to retain them in the French Immersion Program. Due to the decreasing numbers of EAL students from K to 12, it would be interesting to explore the various reasons for the reduction in the numbers of EAL students in later grades.



**Chart 13:** Number of Special Needs Students (funded or non-funded, but diagnosed) in the French Immersion Program, by Grade Level



The data reveals that the largest numbers of special needs students in the French Immersion Program are in Grades K-6 with 570 students and an additional 203 in Grades 7-12. In total, this represents 773 students or 3.5% of the total French Immersion population. This data further emphasizes that a fully implemented French Immersion Program requires appropriate staff and supports for special needs students so as to retain them in the French Immersion Program. Due to the decreasing numbers of special needs students from K-12, it would be interesting to explore the various reasons behind the reduction in the numbers of special needs students in later grades.

## **Reflection on Creating a French Immersion Setting in Schools**

Upon completion of Section 1 of the questionnaire, schools were asked to reflect on the extent to which they successfully created a French Immersion setting that:

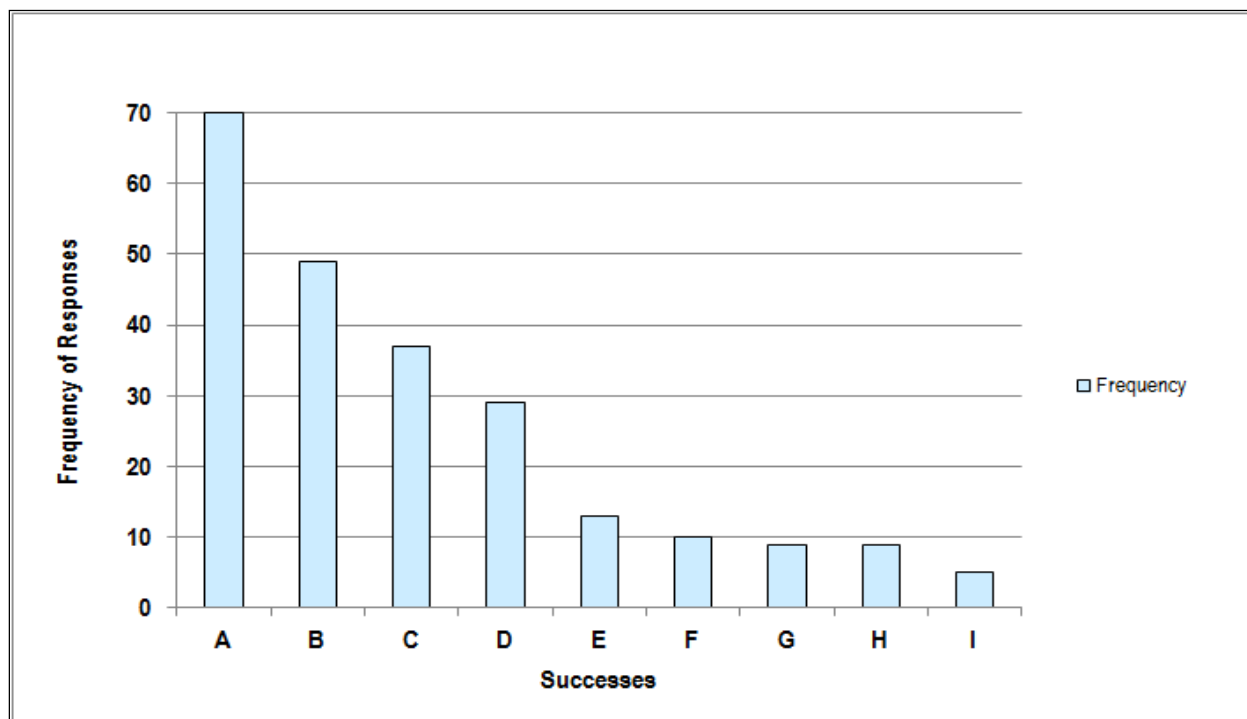
- supports students in the development of their linguistic competencies
- validates students' French Immersion experience
- encourages students to become plurilingual members of society

This reflection included identifying successes achieved and challenges encountered in the creation of the French Immersion setting in their schools and are presented in Charts 14 and 15.

Schools were then asked to make an overall self-assessment with respect to creating a French Immersion setting. Hence, Chart 16 represents the schools' perspective regarding their degree of success in the creation of such a setting in their school.

Chart 14 presents the main factors identified as successes in creating a French Immersion setting, and shows the number of responses by factor.

**Chart 14:** Successes in the Creation of a French Immersion Setting Showing Frequency of Responses, by Success



- A - Presence of the French language in various school activities (cultural, partnerships, school based and extracurricular activities).
- B - Visibility of French language in the school. (French posters, student work, announcements, assemblies, signage, website, instructional materials, Library resources, French computer keyboards)
- C - Committed teachers that strive to speak French at all times, encouraging students to do the same.
- D - Support staff speaks French
- E - Staff collaboration
- F - Students developing pride and confidence in their French language competencies
- G - Incentive programs to speak French (inside and outside the classroom)
- H - Supportive division (policies and guidelines regarding the French Immersion Program)
- I - Seniors Years are able to offer enough credits for Province of Manitoba French Immersion Program Diploma

The data indicates that schools perceive their two main successes to be in the area of the *Presence of French in various school activities* (A – 70 responses) as well as the *Visibility of French in the school* (B – 49 responses). These successes address the creation of a supportive environment as well as a rich and varied French context for the development of students’ linguistic competencies.

The *Presence of French in various school activities* has been identified as the main success. However, the data in Charts 8 and 9 reveal that very few students speak French during non-instructional time and that the presence of French is limited in various areas in the school. This discrepancy may be explained by several notions. Perhaps the examples provided in the successes primarily address structured activities and not activities that take place during non-instructional time. Also impacting this reality could be the differences at various grade levels and regional contexts. Additionally, the presence of French may be understood in varying degrees by the educational staff throughout schools. The presence of French in

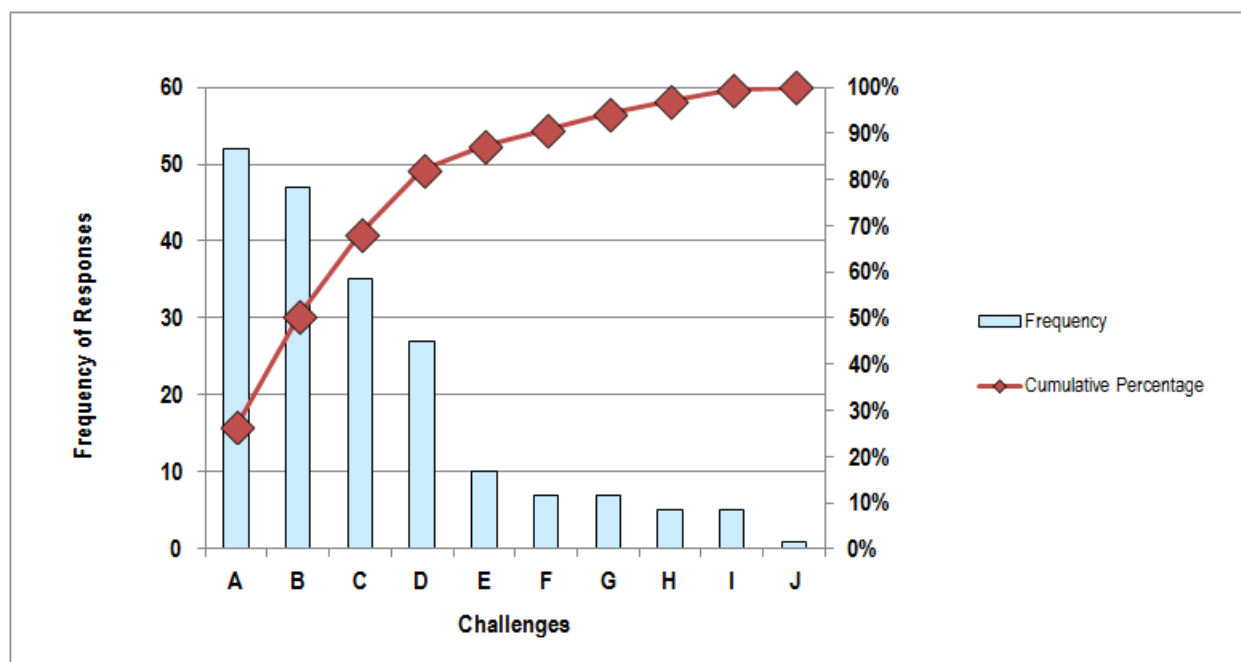
various school activities needs to include students' usage of French in non-instructional time, which is an integral part of creating a setting.

The second success indicated is *Visibility of French in the school* (B – 49 responses). This success also addresses the creation of a supportive environment as well as a rich and varied French context for the development of students' linguistic competencies.

Other successes identified by fewer schools are that *Teachers* (C– 37 responses) and *Support staff* (D – 29 responses) *strive to speak French at all times*, thus modeling and encouraging students to do the same. The remaining successes in the chart should be taken into consideration and reflected upon as they are applicable to each school and divisional context.

Chart 15 presents the main factors identified by schools as challenges in creating a French Immersion setting, and shows the number of responses by factor.

**Chart 15:** Challenges in Creating a French Immersion Setting showing Frequency of Responses and the Cumulative Percentages



- 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 and more costly
- E - Most enrichment / extracurricular activities are offered in English
- F - Distance limits participation in French activities outside of school
- G - Lack of understanding and/or support of the French Immersion Program by parents/community
- H - Limited number of courses in French
- I - Scheduling of the Seniors Years French and English courses in order to avoid timetabling conflicts
- J - Lack of a common understanding of the French Immersion Program among staff

The challenges identified by the schools are presented in the Pareto chart above. The Pareto Principle states that by addressing the factors that cause 80% of the challenges, strategies developed may become more focussed and resources may be allocated more effectively. As a result, most if not all of

the remaining 20% of the challenges may also improve. The analysis of this data, focuses on the challenges that need the most attention, those that represent a cumulative value of 80%.

One can infer from the data that schools perceive their main challenges to be the *Lack of qualified bilingual staff* (A – 52 responses) and *Providing a linguistically rich French environment in a dual track setting* (B – 47 responses).

Since schools and school divisions have little to do with the initial training of staff, their responsibility is to provide appropriate professional learning opportunities both linguistic and pedagogical in nature. Due to the fact that not all responding schools were dual track, the second challenge, *Providing a linguistically rich French environment in a dual track setting*, becomes more concerning when the data is broken down further. Such an analysis reveals that 47 of the 68 (almost 70%) dual track schools identified this factor as an issue. In reference to *Provision of a linguistically French environment in a dual track setting*, an effort should be made towards a common understanding among all school personnel of the goals of the French Immersion Program in order to create a favorable linguistic environment conducive to the success of both French Immersion and Français (English Program) students.

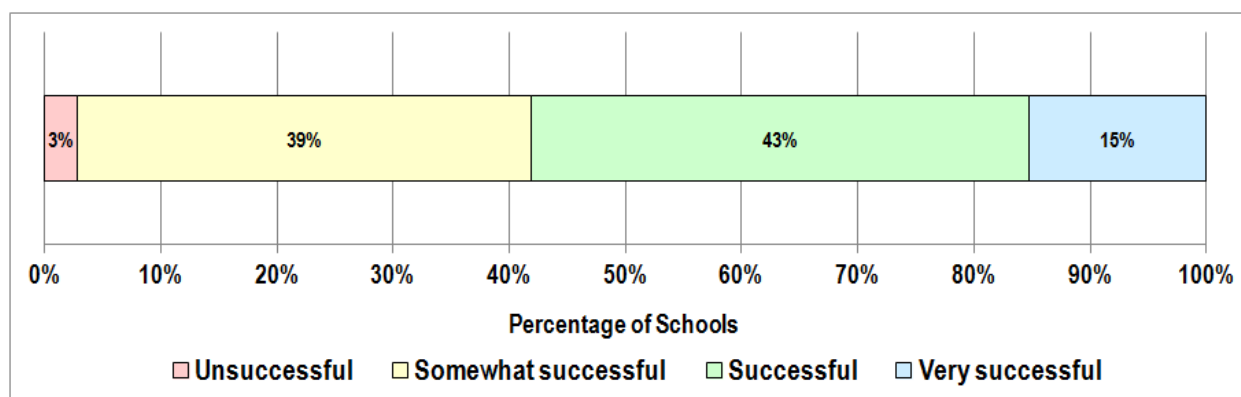
*Maintaining students' interest and motivation to speak French* (C – 35 responses) is another common challenge identified by schools; reiterating the importance of creating a favorable French Immersion setting and the concerted effort it takes by all staff to make this happen.

With respect to the availability of appropriate French resources (D – 27 responses), schools are encouraged to take full advantage of the resources available through the *Direction des ressources éducatives françaises* (DREF), the Department's French-language instructional materials branch. Schools and school divisions should develop different means of promoting the DREF's collection to teachers, in particular those who were not trained at the Faculty of Education of *l'Université de Saint-Boniface*.

The remaining 20% of challenges (E – J) in the chart should be taken into consideration and reflected upon by each school and school division according to their context.

The following chart indicates the extent to which schools perceived their level of success in creating a French Immersion setting in their school.

**Chart 16:** Percentage of schools indicating their level of success with respect to creating a French Immersion setting in their school



The data reveals that of the 105 schools, 58% perceived themselves as being either *Very successful* or *Successful* in creating a French Immersion setting, while 42% indicated they were either *Somewhat successful* or *Unsuccessful*. Although many schools feel they are providing a French Immersion setting for their students, it is nevertheless concerning that 3% of schools view themselves as being *Unsuccessful* and 39% as being *Somewhat successful*.

Given that the setting is the primary condition to ensure success for all students, a more concerted effort needs to be made to improve the French Immersion setting in most schools in Manitoba. Schools and schools divisions are encouraged to examine and evaluate the setting created in their schools and ask themselves whether or not all the necessary elements are in place to set the stage for student success.

A successful French Immersion setting would include all the necessary supports that encourage students to speak French throughout the school and that encourage continuous language development. These supports include having coherent policies and guidelines at both the school division and school levels as well as committed leaders that implement these policies and guidelines that provide a sense of direction and establish the importance of the setting as a prominent element of a French Immersion school. These supports further include a fully bilingual teaching and support staff that communicate in French, nurture students' language acquisition, thus encouraging student engagement and motivation, helping them develop pride and confidence in their French language competencies. The principal indicator of a successful French Immersion setting would then be that students are mainly speaking French in all areas of the school and that all necessary supports to encourage this are in place.