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| **Manitoba Education and Training Bureau de l’éducation française French Language Education Review – French Immersion Program** | **Worksheet for Data Analysis and Reflection of the French Immersion Program** | | | | |
| **What factors influence student success?** | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | **Creating a French Immersion Setting** | | | | |  | |  | | | **Intensive Exposure to the French Language** | **Qualified Educational Staff and Personnel** | **A Linguistically Rich Environment** | **Inclusion and Appropriate Support for All Students** | | Sufficient %  of instruction time in French K-12 | Bilingual teaching personnel | Signage & visibility of the FI Program | EAL students | | Sufficient number of FI credits at the SY level | Bilingual administration | French spoken by students & staff during non instructional time | Special needs students | | Phys. Ed., music, arts, library services offered in French | Bilingual support staff | Presence of French language in various activities and throughout the school | First nations, Métis and Inuit (FNMI) students | |  |  | Discussion of the FI Program at meetings |  | |  |  | Appropriate French resources for classrooms, libraries, etc. |  | | Based on your divisional profile, note the elements that need to be addressed in your school division on the adjoining table.   1. How does your divisional data compare to the provincial data? 2. What questions or concerns do you have that require further discussion or exploration in order to be more successful in creating a French Immersion setting? 3. What would need to happen for improvements to take place in this key area? (school, divisional, provincial levels) |  | |  |  |  |  | | --- | --- | --- | --- | | **Validation of Students' Linguistic and**  **Educational Experience** | | | | |  | |  | | | **Focus on French Language Acquisition** | **Enriched School Environment** | **Impact on Student Learning** | **Valuing and Encouraging the Learning of Languages** | | Encourage the use of the Integrated Approach (Integrating language & content instruction) | Classroom based activities to enrich learning in content areas | Incorporate Immersion program outcomes in all subject area | Develop student engagement & responsibility for language learning | | Encourage ongoing development of French language & intercultural competencies | Classroom, school & community based opportunities for authentic French use through cultural, social, citizenship and transition experiences | Incorporate Immersion program outcomes in school & extracurricular activities | Develop students’ bilingual identity as lifelong learners and speakers | | Provide opportunities for students to reflect on their language proficiency (metacognition) |  | Guide parents to support and validate their child’s bilingual experience | |  |  |  | Highlight student achievement and abilities in French | | Based on your divisional profile, note the elements that need to be addressed in your school division on the adjoining table.   1. How does your divisional data compare to the provincial data? 2. What questions or concerns do you have that require further discussion or exploration in order to be more successful in this key area? 3. What would need to happen for improvements to take place in this key area? (school, divisional, provincial levels) |
| |  |  | | --- | --- | | **Educational Staff and Professional Learning** | | |  |  | | **Recruitment and Retention**  **of Staff** | **Professional Learning** | | Sufficient number of qualified candidates | All staff have an understanding of French Immersion philosophy and methodology | | Hiring practices verify appropriate qualifications of teachers | Professional learning opportunities are provided in French for all subject areas | | Support for new and experienced teachers | Professional learning opportunities on topics pertinent to the FI Program are offered to FI personnel | | Hiring practices verify appropriate qualifications of administrators |  | | Support for new and experienced administrators in the FI Program |  | | Based on your divisional profile, note the elements that need to be addressed in your school division on the adjoining table.   1. How does your divisional data compare to the provincial data? 2. What questions or concerns do you have that require further discussion or exploration in order to be more successful in this key area? 3. What would need to happen for improvements to take place in this key area? (school, divisional, provincial levels) | |  |  |  |  | | --- | --- | --- | --- | | **Student Enrolment Trends** | | | | |  | |  | | | **Visibility**  **&**  **Communication** | **Entry Points**  **&**  **Transition** | | **Retention** | | Public visibility of School Board support of the FI Program | Policy for entry points | | Monitor enrolment and attrition rates | | Procedure in place when students wish to leave the program | | 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 | | Communicate pertinent information about FI Program to  K-12 parents | Student reflection & conversations about their FI experience | | Address parental concerns about their child’s success in French Immersion | | 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 in French | | Pre-school connections | Schools have sufficient space and resources to meet enrolment demands | | Address student engagement and motivation to learn French | |  |  | | Monitor the number of FI diploma graduates | | Based on your divisional profile, note the elements that need to be addressed in your school division on the adjoining table.   1. How does your divisional data compare to the provincial data? 2. What questions or concerns do you have that require further discussion or exploration in order to be more successful in this key area? 3. What would need to happen for improvements to take place in this key area? (school, divisional, provincial levels) |

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|  | **How are students doing?** | | |
| **French Language Education Review – French Immersion Program** | **Reflection on students’ French Immersion experience** | **Thoughts** | **Table discussion** |
| 1. Does our Immersion program allow students, including students with special needs, to achieve an appropriate level of linguistic competency in both French and English? |  | * What stands out for you? * Does this coincide with your perceptions of how students are doing? * Is this where we want our students to be? * What should we be focussing on? |
| 1. Are students proud of their linguistic competencies and do they have confidence in their ability to speak French in various public settings? |  |
| 1. Are students aware of their own cultural identity and are they open to other languages and cultures? |  |
| 1. Do students have the confidence and the interest to participate in activities in the Francophone community, here and elsewhere? |  |
| 1. Do students value the learning of languages as a key to global citizenship? Do they see themselves as lifelong language learners? |  |

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|  | **What should be prioritized going forward to improve student success?** | | | |
| **Manitoba Education and Training Bureau de l’éducation française** | **Priorities** | | **Now what?** | |
| In your table groups, discuss your thoughts on the BEF’s aspirations and Provincial priority areas. | | What actions do you need to take to address these identified divisional priorities? | What other types of collaborations / support could help in addressing the identified divisional priorities? |
| Reflect on how these priority areas link to your school division? | Based on your divisional data, identify your divisional priority areas? |