

IMPLEMENTATION GUIDELINES

EDUCATIONAL STAFF AND PROFESSIONAL LEARNING

Key Area

RECRUITMENT AND RETENTION OF STAFF	
<p>The sustainability, growth, and success of the French Immersion Program rely on the recruitment, retention, and succession planning of educators. All French immersion educators must be bilingual, and they should be trained in second language pedagogy and the integration of culture and have an understanding of the vision of the French Immersion Program. Student success depends on creating a school environment that is authentic, meaningful, and inclusive, which can only be supported by qualified staff.</p>	
SUCCESS INDICATORS	RECOMMENDATIONS AND BEST PRACTICES
Sufficient number of qualified candidates	<p>In order to strengthen stability in the French Immersion Program, a recruitment plan remains a crucial piece in ensuring a sufficient number of qualified candidates.</p> <p>To increase the supply of qualified bilingual teachers, specialists (resource, guidance, etc.), and school leaders, stakeholders must address this issue in a concerted way through productive dialogue and collaboration and consider initiatives to retain current French immersion teachers.</p>
Hiring practices verify appropriate qualifications of teachers	<p>When considering the hiring of teachers and school leaders, one must take into account that they serve as models for students and should demonstrate the following knowledge and abilities, which they should be willing to develop over time:</p> <ul style="list-style-type: none"> communicate fluently in oral and written French demonstrate competency in English in order to communicate and engage with parents and report student progress demonstrate understanding and apply the philosophy of second language acquisition and methodology demonstrate understanding and apply how to integrate Francophone cultures and how to validate the bilingual experience of students value additional language learning as an integral part of a student's education support and maintain a high-quality French Immersion Program advocate for and promote the French Immersion Program demonstrate knowledge of inclusive practices and differentiation to ensure all students succeed in the Program <p>When teachers and school leaders possess the knowledge and abilities listed above, they are better equipped to provide leadership in the school community and support colleagues regarding methodology and current teaching practices, while encouraging the development of students' linguistic competencies and their identity as plurilingual members of society. These competencies are crucial to support an effective French Immersion Program, enhance the French setting in the school, build a sense of community, and therefore have an impact on student success and retention.</p>
Hiring practices verify appropriate qualifications of school leaders	
Support for new and experienced teachers	<p>Since French immersion teachers are in limited supply, many new teachers are hired without necessarily having acquired all the competencies mentioned previously. Given this situation, professional learning opportunities become paramount in ensuring that teachers gain the skills required and evolve as professionals throughout their career.</p> <p>Supporting new and experienced teachers of the French Immersion Program enables them to be successful in the classroom, fosters a sense of belonging in the school, and contributes to their retention. Superintendents and school leaders are thus responsible for ensuring that a variety of professional learning opportunities are in place in French and with a focus on French immersion methodology and resources.</p> <p>Also see Professional Learning below.</p>
Support for new and experienced school leaders	<p>In order to effectively support the French Immersion Program and experience confidence and success in their new role, new French immersion school leaders need specific and ongoing learning related to the Program. In addition, all school leaders, throughout their careers, need opportunities to keep up to date with current research and issues in French immersion and to dialogue with other French immersion leaders to address the specific needs of the Program. This support is essential, allowing them to provide leadership in the school community.</p> <p>Furthermore, encouraging French immersion teachers to consider leadership roles in the future and supporting them in acquiring the appropriate skills would ensure succession.</p>

PROFESSIONAL LEARNING	
<p>The French Immersion Program has specific professional learning needs that differ from the English Program. Teachers are responsible to stay informed of research in the area of second language acquisition, methodology, integration of Francophone culture, resources, and curricular expectations, and integrate these as appropriate. Leaders must ensure that, once hired and throughout their career, teachers continue to acquire the required skills and knowledge by participating in various types of professional learning relevant to French immersion and in French.</p>	
SUCCESS INDICATORS	RECOMMENDATIONS AND BEST PRACTICES
All staff have an understanding of French immersion vision, philosophy, and methodology	<p>All educators, teachers, and school leaders need to be aware of research, issues, and innovations related to their respective roles and responsibilities towards the French Immersion Program.</p> <p>This would include non-French-speaking personnel who should have a basic understanding of the philosophy and methodology of the French Immersion Program in order to effectively support the Program as a member of the school community.</p>
Professional learning opportunities are provided in French for all subject areas	<p>When planning professional learning, one must consider the needs of the French Immersion Program in general and also needs in specific contexts such as the following:</p> <ul style="list-style-type: none"> the vision and philosophy of the French Immersion Program validation of students' bilingual experience methodology that supports the development of language through content development and assessment of students' oral proficiency literacy and numeracy discipline areas integration of Indigenous perspectives assessment and report card EAL support for French immersion students inclusion <p>Although it is recognized that professional learning may sometimes need to take place in English for all staff, French immersion staff require specific professional learning related to French immersion pedagogy and to the French language. When planning common professional learning, first consideration should be given to professional learning in French for French immersion staff; when that is not possible, where professional learning is offered in English, additional opportunities should be offered to French immersion staff in French in order to support both pedagogy and language.</p>
Professional learning opportunities on topics pertinent to the French Immersion Program are offered to French immersion personnel	