THE FRENCH IMMERSION
POLICY IN MANITOBA

Manitoba

This resource is available on the Manitoba Education and Early Childhood Learning website at www.edu.gov.mb.ca/k12/docs/policy/frenchimm/index.html.

Please note that the department may make changes to the online version.

Ce document est disponible en français.

PREAMBLE

PURPOSE OF DOCUMENT

The purpose of this document is three-fold. First, it sets out the historical and legal context of French language public education in Manitoba. Secondly, it provides a series of administrative policies and requirements of the French Immersion Program for Manitoba schools. Finally, it provides a common framework of the foundational principles and effective implementation of the Program.

INTENDED AUDIENCE

This document is intended primarily for system and school leaders, educators and others involved in the implementation and delivery of the French Immersion Program in Manitoba schools. It may also be of interest to parents/caregivers and other partners and stakeholders.

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SECTION I – INTRODUCTION

1.1 – BRIEF HISTORY OF FRENCH IMMERSION

French immersion is a Canadian success story that has been widely studied and emulated. The first French immersion programs were offered in Montréal in the 1960s. In Manitoba, the first French immersion classes began in 1973, with a few hundred students enrolled in schools in the Saint-Boniface and Winnipeg school divisions. After 50 years of French immersion education in Manitoba, more than 28,000 students are now enrolled in the Program, which continues to grow and evolve.

Since 1995, Manitoba Education and Early Childhood Learning has recognized French immersion as one of the four official K–12 school programs, along with English, Français, and Senior Years Technology Education.

1.2 – ROLE OF THE BUREAU DE L'ÉDUCATION FRANÇAISE IN THE FRENCH IMMERSION PROGRAM

The Bureau de l'éducation française (BEF) supports French language education that promotes the development of French immersion learners' language proficiency, academic success, and plurilingual identity.

Since 1974, the BEF has been mandated to provide leadership and direction for educational reform as it applies to French language education in Manitoba.

In consultation with community organizations and education partners, the BEF, through its leadership, establishes policies, sets guiding principles, targets key initiatives to support program outcomes, and develops and provides resources and services, including curricular and pedagogical support, as well as assessment aimed at supporting the French Immersion Program in Manitoba schools.

Furthermore, because French immersion is delivered in a minority-language context, the BEF plays an important role in supporting initiatives and collaborations that provide students access to a variety of rich language and cultural experiences. BEF's partnerships with system and school leaders, teachers, community organizations, and the federal government are crucial to the success of the French Immersion Program, as they create opportunities that allow students to engage with the French language inside and outside the classroom.

1.3 – CURRENT LEGAL FRAMEWORK FOR FRENCH LANGUAGE EDUCATION IN MANITOBA

In 1967, Bill 59 recognized French as a language of instruction in Manitoba's public schools. In 1970, Bill 113 confirmed the equality of French and English, the two official languages, as languages of instruction.

Currently, The Public Schools Act defines the context within which French language education in Manitoba is delivered. The Act states that if there is sufficient demand from parents, a school division is required to offer French immersion programming as per section 79(3). The Act allows English and French to be the languages of instruction in a public school (79[6]) and English must be taught as a subject to a maximum of 25% of the total instructional time from Grades 4 through 12. Furthermore, the administration and operation of a public school can be carried out in the English language or the French language (sections 79[1] and 79[5]).

The Statutes of Manitoba (Chapter P250 of The Public Schools Act) stipulate the following:

- Where in any school division or school district, there are 23 or more pupils who may be grouped in a class for instruction and whose parents desire them to be instructed in a class in which English or French is used as the language of instruction, the school board shall group those pupils, and upon petition of the parents of those pupils requesting the use of English or French, as the case may be, as the language of instruction in respect of those pupils, the school board shall group those pupils in a class for instruction and provide for the use of English or French, as the case may be, as the language of instruction in the class. (section 79[3])

- The administration and operation of a public school shall be carried out in the English language or the French language [. . .]. (section 79[5])

  In a school where French is used as the language of instruction for 75% or more of the school day from Grade 1 through Grade 6, and 60% or more from Grade 7 through Grade 12, the administration and operation of the school shall be carried out in the French language. (see Manitoba Regulation 469/88 R section 9[2])

- [. . .] English may be a subject of instruction in any grade; and shall be a subject of instruction in every class in Grades four to twelve where French is used as the language of instruction. (section 79[6])

  Time allotments for courses of study taught in either English or French shall be the same, except that, where English is a required subject, under subsection 79(6) of the Act, for those classes using French as the language of instruction, the time allotment for English shall not exceed 25% of the total instructional time. (Manitoba Regulation 469/88 R section 3)

These and other provisions of The Public Schools Act and the regulation pertaining thereto provide the foundation for the policy presented in this document.

SECTION II – WHAT IS FRENCH IMMERSION AND HOW IS IT ORGANIZED IN MANITOBA?

2.1 – WHAT IS THE FRENCH IMMERSION PROGRAM?

The **French Immersion Program** is defined as a form of bilingual education in which students whose first language is not French receive the majority of their instruction in French to learn the language.

French immersion integrates language instruction with content-area instruction. Students learn to communicate in French while learning most subjects in French.

French is used as the language of instruction and as a means of communication in the classroom and throughout the school.

2.2 – WHO IS THE FRENCH IMMERSION PROGRAM FOR?

French immersion is an inclusive program intended for **ALL students** with various abilities and needs whose first language is not French and who have little or no knowledge of the French language.

2.3 – WHAT IS THE VISION FOR STUDENTS OF THE FRENCH IMMERSION PROGRAM?

The goal of the French Immersion Program is to develop proud, confident, engaged, plurilingual global citizens. The French Immersion Program enables students to interact spontaneously, autonomously, and confidently in French with pride and ease. They seek opportunities to engage in the Francophone community. Their identity as Canadian citizens, competent in both French and English, creates lifelong opportunities and fosters openness to other languages and cultures.

For more information on the vision for the French Immersion Program in Manitoba, see www.edu.gov.mb.ca/k12/docs/french_imm/vision/index.html.

2.4 – SCHOOL DELIVERY MODELS

What are the school delivery models of the French Immersion Program?

There are two models for organizing a French Immersion Program: the **single-track school** and the **dual-track school**. Both models include the following:

- French immersion curriculum documents developed by the Province of Manitoba (BEF) guide student learning.
- French is the language of communication among French immersion teachers, students, and other staff.
- Communication with parents is mainly in English, including report cards, parent meetings, newsletters, etc.
- Parents play a strong role in promoting the French Immersion Program and supporting their child in achieving their goals.
- Support services are offered in French.
- School leaders are fluent in French and have experience with French immersion philosophy and pedagogy.

The following table describes in more detail the implementation of each model for Manitoba:

Single-Track School	Dual-Track School
The French Immersion Program is the only program in the school. The entire student population is enrolled in the French Immersion Program.	The French Immersion Program and the English Program coexist in the same school. The student population is enrolled either in the French Immersion Program or the English Program.
School leaders are fluent in French and have experience with French immersion philosophy and pedagogy.	At least one school leader is fluent in French and has experience with French immersion philosophy and pedagogy.
The French immersion teaching staff is fluent in French. Generally, all other staff is fluent in French.	The French immersion teaching staff is fluent in French. Other members of the staff might speak French.
French is the language of communication at all times among all teachers and other staff, students, and school leaders.	French is the language of communication between French immersion teachers and students, and may be the language of communication with school leaders and other staff.
Students are immersed in the French language in class. Speaking French is encouraged outside of class.	Students are immersed in the French language in class. Although speaking French is encouraged outside of class, there may be a higher prevalence of English.
All subjects except English Language Arts (ELA) are taught in French in Early and Middle Years, including courses taught by specialists (e.g., Music, Visual Arts, Physical Education/Health Education, and optional courses). In Senior Years, all required and optional courses are offered in French except ELA.	In Early and Middle Years, all subjects except ELA are taught in French. However, courses taught by specialists (e.g., Music, Visual Arts, Physical Education/Health Education, and optional courses) might be taught in English. In Senior Years, at least the minimum number of credits required (15 out of 30) for a French immersion diploma are offered.
Extra-curricular activities take place in French.	Extra-curricular activities typically take place in English.

Note: An immersion centre can be established in the same building as an English Program. Such a centre has its own administration and facilities and is, for all intents and purposes, an autonomous **single-track** school operating in the same facility as another school.

2.4.1 – RECOMMENDATION

The French Immersion Program can be implemented effectively in both models. It is important to note that a linguistically rich environment and intensive exposure to the French language are essential to second language acquisition. To this end, the single-track model offers greater opportunity for a linguistically rich experience for students. Therefore, where viable, it is recommended that the single-track model be considered from Kindergarten to Grade 12 in all school divisions in the province. Viable is understood to mean any school division where the student population is significant enough, there are enough schools to enable such a model, and the single-track model would meet the needs of the community.

2.5 – ENTRY POINTS

When can a student enter the French Immersion Program?

In Manitoba, there are three official entry points into the French Immersion Program. No matter when students enter the Program, the intent is that students continue through to Grade 12. All entry points are intended for students whose first language is not French and who have little or no knowledge of French prior to entering the Program. The three official entry points are as follows:

- Early Immersion – Kindergarten or Grade 1
- Middle Immersion – Grade 4
- Late Immersion – Grade 6 or 7

In middle and late immersion, students will experience a period of intensive language learning when they enter the Program. They can then follow the curricula as outlined for their grade level.

2.5.1 – ACCESS AND FLEXIBILITY TO THESE ENTRY POINTS

It is important to provide students with equitable opportunities to access the French Immersion Program. The most common entry point offered by school divisions to the Program is early immersion; few school divisions offer middle and late immersion entry points. This is not sufficient to meet the needs of students unable to enter at an official entry point. Therefore, in the interests of equity, the department encourages flexibility in regards to entry points when working with students and families by considering the following:

- School divisions offer more than one official entry point to ensure student access to the Program.
- School divisions consider allowing students to enter at any grade level, with appropriate academic and linguistic supports in place.
- School divisions consider allowing re-entry if a student leaves the Program for an extended period of time.

School divisions and schools may consider the following when making decisions around flexible entry or re-entry:

- The motivation and resiliency of the student.
- The partnership and shared decision making between the school and the family.
- The ability of the school to provide appropriate academic and linguistic support to the student.

2.6 – PROPORTION OF INSTRUCTIONAL TIME IN FRENCH

What is the proportion of time taught in French?

The recommended minimum percentage of instruction time in the French language is as follows:

- In Kindergarten, French is the language of instruction for 100% of the time.
- From Grade 1 to Grade 6, French is the language of instruction for 75% to 80% of the time.
- For Grades 7 and 8, French is the language of instruction for the majority of the time, from 50% to 86%.
- For Grades 9 to 12, a minimum of 15/30 credits or 50% of instructional time is required to be taught in French in order to obtain a French immersion diploma.

2.7 – GRADUATION REQUIREMENTS

For a student to receive a French Immersion Program diploma, a minimum of 15 credits out of 30 must be taught in the French language. Although this meets the threshold of 50% intensity of instructional time in the French language, schools are strongly encouraged to offer as many Senior Years credits in the French language as possible and to motivate students to take more than the minimum required credits.

Students starting Grade 9 in the 2023/2024 school year will continue to require a minimum of 14/30 credits in order to obtain a French immersion diploma, as per the previous policy for the French Immersion Program. Beginning in the 2024/2025 school year, students starting Grade 9 will require a minimum of 15/30 credits taught in French. By the 2027/2028 school year, all Senior Years students will be required to obtain a minimum of 15/30 credits.

The following table outlines the minimum required number of credits in every Senior Years grade, as well as compulsory courses in French. These parameters for graduation apply to all points of entry in the French Immersion Program. The full graduation requirements can be found at www.edu.gov.mb.ca/k12/policy/grad_require.html.

Credit Requirements for the French Immersion Diploma

	Required Minimum Number of Credits from Courses Taught in French	Compulsory French Courses	Other Credit Requirements from Courses Taught in French
Grade 9	4 credits	*Français arts langagiers – immersion*	Students must earn 11 or more credits from courses taught in French from the options available to them. Requirements for graduation can be found at www.edu.gov.mb.ca/k12/policy/grad_require.html.
Grade 10	4 credits	*Français arts langagiers – immersion*	
Grade 11	3 or 4 credits	*Français arts langagiers – immersion*	
Grade 12	3 or 4 credits	*Français arts langagiers – immersion*	
	Minimum of 15 credits	4 credits	Minimum of 11 credits

2.8 – STAFF – LANGUAGE AND KNOWLEDGE REQUIREMENTS

School Leaders

The principal and/or vice-principal must be fluent in English and French. All school leaders should be knowledgeable of the vision and the full implementation of the French Immersion Program in Manitoba, and have an understanding of the foundations and methodology of French immersion.

Teachers

All French immersion teachers must be bilingual and should be knowledgeable of the vision of the French Immersion Program in Manitoba, the philosophy of additional language acquisition and French immersion methodology, as well as the integration of Francophone cultures.

Other Staff

Schools should prioritize bilingual staff in all roles wherever possible, including educational assistants (EAs), school office staff, and custodians.

2.9 – FUNDING FOR THE FRENCH IMMERSION PROGRAM

Manitoba Education and Early Childhood Learning provides financial support through base funding and additional grant allocation to school divisions for French language education. This funding, disbursed to school divisions, is intended to support the full implementation of the French Immersion Program (see www.edu.gov.mb.ca/k12/finance/fr_grant/index.html).

SECTION III – FOUNDATIONS OF THE FRENCH IMMERSION PROGRAM

3.1 – INTRODUCTION

The French Immersion Program is, first and foremost, a language program. It prepares students to be proficient in Canada's two official languages—French and English—to achieve academic success and to cultivate their plurilingual identity. The Program is based on the philosophy of learning language through content in authentic and meaningful academic, cultural, and social situations. The unique character of the Program derives from the fact that the French language is both the medium and the object of instruction. The development of students' French language competencies is therefore crucial to their engagement, motivation, and success.

Given that the vision of the Program in Manitoba is to ensure that students **become proud, confident, engaged, plurilingual global citizens,** educators must value and encourage students' French immersion experience by focusing on their pathway to learning and using the French language and living in French.

It is imperative to reflect constantly about the successful implementation and the evolution of the French Immersion Program by asking the following questions:

- Do all students achieve a high level of linguistic competency in both French and English?
- Are students proud of their linguistic competencies? Do they have confidence in their ability to speak French in various settings?
- Do all students achieve academic success? Are they supported appropriately?
- Are students aware of their own cultural identity? Are they open to other languages and cultures? Do they have the confidence and interest to participate in activities in the Francophone community, here and elsewhere?
- Do students value the learning of languages? Do they see the relevance of French in their lives?

To support students effectively in their French immersion experience, the following subsections describe how the Program promotes students' French language acquisition, cognitive growth and personal growth.

3.2 – THE FRENCH IMMERSION PROGRAM PROMOTES STUDENTS' FRENCH LANGUAGE ACQUISITION

French language acquisition is at the heart of the French Immersion Program and must be at the forefront of the minds of educators, students, and parents. French immersion educators therefore focus on French language learning and oral proficiency throughout the day and in all subject areas.

Educators and students must be aware that speaking is a fundamental component of the language learning process, and that the development of oral skills maximizes learning and the effective use of French. French language learning therefore becomes as much a priority as the learning of the subject matter. For all subjects taught in French, students need to have equal opportunities to speak, listen, read, and write in order to develop their language proficiency and confidence.

In addition to learning curricular concepts, students need continuous opportunities to speak French and hear themselves and others using the French language proficiently. To this end:

- Students need to learn and use subject-specific and social vocabulary and expressions orally.
- Students need to interact orally and aurally with various types of texts in order to improve their understanding of phonetics, pronunciation, and the rhythm and intonation of the French language.
- Students need to understand that writing is a silent verbal practice that is connected to listening and speaking. When students write in French, they need to hear themselves think in French, as this silent practice of writing is often enhanced by a verbal one. Speaking aloud about what has been written is a way of clarifying thinking as well as finding the right ways to put thoughts into words. By discussing, reflecting on, and editing what they have written, students consolidate the language skills they are acquiring with more accuracy.

Students' French language acquisition can be further supported by exposing them to other languages, encouraging them to learn additional languages, and validating the languages they already speak. It is important to understand that language learning does not happen in isolation; all language learning is, rather, interdependent and interconnected. Students' knowledge and experiences related to the languages they know influence each other and contribute to the development of a larger language repertoire.

3.2.1 – FRENCH LANGUAGE ACQUISITION IN THE CLASSROOM

French immersion practices integrate language instruction and content-area instruction. Students **learn** the French language, they **learn** about the French language, and they **learn** through the French language.

- **Learning the language** enables students to listen, speak, read, and write in French.
- Students **learn about the language** when they study French as content unto itself.
- Students **learn through language** when they use French in every subject area to solve problems, understand concepts and create and share knowledge.

These three notions are developed simultaneously and interactively. As such, French immersion students are given opportunities to use the French language in meaningful and authentic learning situations for a variety of purposes. The more students develop their language competencies in the classroom setting, the more they develop greater understanding of the content. Consequently, every teacher in the French Immersion Program is a teacher of language with the dual task of:

- teaching subjects in the target language
- ensuring ongoing learning and sustained use of French in the classroom

3.2.2 – FRENCH LANGUAGE ACQUISITION IN THE SCHOOL COMMUNITY

Since most French immersion students in Manitoba have little or no contact with the French language outside of the school environment, experiences that require communication in French are of the utmost importance and should be maximized throughout the school setting.

Therefore, students need to participate in multiple types of interactions in French, inside and outside the classroom, which promote significant, relevant, and engaging use of the language. These opportunities are vital in creating a space where students are invited to play, socialize, think, and create in French. These ongoing interactions with the target language enable students to develop fluency and accuracy, foster their linguistic confidence and independence, and increase their pleasure in learning French.

3.3 – THE FRENCH IMMERSION PROGRAM PROMOTES STUDENTS' COGNITIVE GROWTH

Research has shown that learning another language not only exercises the brain to perform more effectively, but it provides a mental consciousness and flexibility that builds intellectual character (Forget; Light Shields). Knowing more than one language changes the way people use their first language and even the way they think. They do not merely attach another language to their repertoire; they are unique plurilingual individuals who build a communicative competence to which all knowledge and experience of language contribute, and in which languages interrelate and interact (Cook; Council of Europe).

3.3.1 – FRENCH LANGUAGE AND LINGUISTIC FLEXIBILITY

Users of two or more languages think flexibly, are more aware of language in general, and have a more open attitude towards other cultures (Cook; Council of Europe). People learning another language tend to compare it to their first language and other learned languages. Competency in a first language has a positive effect on the acquisition of a second language, while competency in a second language has a positive effect on the acquisition of a first language. The two languages interact and this phenomenon accounts for the fact that first language development is not disadvantaged and, in fact, enhances mastery of both languages. Plurilingualism allows a language to be learned in relation to another, where one language draws on the other(s). As a result, plurilingual students and teachers explore and share the differences and similarities in which various languages express ideas. Focusing on the connections between language and culture is therefore intrinsic and fundamental to the study of languages.

3.4 – THE FRENCH IMMERSION PROGRAM PROMOTES STUDENTS' PERSONAL GROWTH

According to John Ralston Saul, students who speak two languages have two ways of thinking, two ways of perceiving the world, and two ways of expressing ideas. Thus, they see things differently. Because they have another perspective on life, they can easily imagine that other languages exist and that there are other ways to view and interact with the world. This allows them to become aware of their own cultural identity and to open themselves up to other languages and cultures.

Students' sense of identity and self-esteem are enhanced as they become **proud, engaged, global citizens.** This added value is complex, but life-changing. Students therefore need to become conscious of their choice to speak and to live in two or more languages. Their personal growth as plurilingual learners and users needs to be recognized and celebrated in order for them to feel validated for having chosen this path (Girouard and Drzystek).

It is therefore incumbent on educators to have students reflect and talk about their language learning experiences by having them share their emotions, their concerns, and their successes. Students need to be commended and encouraged to go further by taking responsibility for their language learning and for living in both (or all) languages they have learned.

3.4.1 – FRENCH LANGUAGE, CULTURE, AND IDENTITY

For French immersion students, school is not just a place where they spend time and learn but also a place where they become part of a unique French immersion cultural and linguistic community. It is an environment where they feel valued in their culture of origin, as well as in their emerging linguistic and cultural identity. This plurilingual identity is influenced by a shared culture within their school community. Students, in a linguistically rich environment, co-construct their identity through dynamic and varied social, cultural, and academic interactions.

In order for students to build their identity, they must have multiple opportunities to interact with Francophone communities so that they become familiar with Francophone cultural references: local, national, and international. The more students understand these references, the more they develop a connection with the language and culture and a greater sense of belonging to the Francophone community. This also allows students to broaden their cultural perspectives, both as a form of personal enrichment and as a means of better understanding themselves and others. Language learning and building a plurilingual identity go hand in hand when cultural references are valued and integrated in the school community.

Thus, the role of educators as models within the school community becomes central as they share their own engagement with French language and Francophone cultures and share their identity as plurilingual learners or speakers. As educators share their personal pathway of living and using French in various contexts, they also guide students to find their own pathway of living and using French in their own lives.

SECTION IV – ENSURING SUCCESS: THE FULL IMPLEMENTATION OF THE FRENCH IMMERSION PROGRAM IN MANITOBA

Ensuring success of the French Immersion Program requires an active and purposeful focus on its vision and is determined by:

- how well the four key areas for successful implementation are addressed in each school
- how well students succeed in the development of their language proficiency, achieve academic success and cultivate their plurilingual identity

4.1 – MANITOBA'S VISION FOR THE FRENCH IMMERSION PROGRAM

The vision for the French Immersion Program in Manitoba lays the foundation for a program where students benefit from a rich French immersion experience and where they develop their French language proficiency, achieve academic success, and cultivate their plurilingual identity.

Vision:

> *The goal of the French Immersion Program is to develop proud, confident, engaged, plurilingual global citizens.*
>
> *The French Immersion Program enables students to interact spontaneously, autonomously, and confidently in French with pride and ease. They seek opportunities to engage in the Francophone community. Their identity as Canadian citizens, competent in both French and English, creates lifelong opportunities and fosters openness to other languages and cultures.*

This vision should orient thinking and decision making, inform instruction and assessment, and guide conversations with parents and students, ensuring the full implementation of the French Immersion Program.

With student success in mind, it is important to reflect continuously on the following: **How do we sufficiently engage students in learning and using French so that they acquire the necessary language competency to communicate effectively, become confident in their linguistic abilities, and see the relevance of French in their lives as they live as plurilingual members of society?**

4.2 – THE FOUR KEY AREAS FOR IMPLEMENTATION

To successfully implement the French Immersion Program in Manitoba, the following four key areas must be considered and addressed:

- Creating a French Immersion Setting
- Validation of Students' Linguistic and Educational Experience
- Educational Staff and Professional Learning
- Student Enrolment

FULL IMPLEMENTATION OF THE FRENCH IMMERSION PROGRAM IN MANITOBA

A LINGUISTICALLY RICH EXPERIENCE
Students as Proud, Confident, Engaged, Plurilingual Global Citizens

PROGRAM EXPECTED OUTCOMES - STUDENT PATHWAY

Develop language proficiency	Develop confidence in French language skills	Engage in learning and using French	Participate in the Francophone community	Develop identity as a plurilingual learner and speaker	Discover and experience different aspects of *la Francophonie*	Develop intercultural competencies

KEY AREAS

CREATING A FRENCH IMMERSION SETTING	VALIDATION OF STUDENTS' LINGUISTIC AND EDUCATIONAL EXPERIENCE	EDUCATIONAL STAFF AND PROFESSIONAL LEARNING	STUDENT ENROLMENT

FACTORS

Intensive Exposure to the French Language	Qualified Educational Staff and Personnel	A Linguistically Rich Environment	Inclusion and Appropriate Support for All Students	Focus on French Language Acquisition	Enriched School Environment	Impact on Student Learning	Valuing and Encouraging the Learning of Languages	Recruitment and Retention of Staff	Professional Learning	Visibility and Communication	Entry Points and Transition	Retention
% of instruction time in French	#/% of bilingual and knowledgeable teaching personnel	Prominence of French signage in the school and school community	Access and supports for EAL students	Integrate language and content instruction in all K–12 subject areas	Provide activities to enrich academic learning in all subject areas	Incorporate program expected outcomes in all subject areas	Develop student engagement and responsibility for French language learning	Sufficient number of qualified candidates	All staff have an understanding of French immersion vision, philosophy, and methodology	Public visibility	Flexible entry points	Monitor enrolment and attrition rates; Procedures in place if students wish to leave the Program
# of French immersion credits at the Senior Years level	#/% of bilingual and knowledgeable school leaders	Extent to which French is spoken by students and staff during non-instructional time	Access and supports for students with special learning needs and abilities	Ensure students' ongoing development of French language and perception of bilingualism	Provide opportunities for authentic French use through cultural, social, citizenship, and transition activities	Incorporate program expected outcomes in school and extra-curricular activities	Develop students' plurilingual identity as lifelong learners and speakers	Hiring practices verify appropriate qualifications of teachers	Professional learning opportunities are provided in French for all subject areas	Public access to French Immersion Program information	School visits and information sessions for students and parents at entry and transition points	Appropriate supports are in place when students struggle
Offering options and specialty courses in French	#/% of bilingual support staff	Extent to which the French language is present in various activities throughout the school	Access and supports for Indigenous students	Provide opportunities for students to reflect on their language proficiency and growth			Guide parents to support and validate their child's bilingual experience	Hiring practices verify appropriate qualifications of school leaders	Professional learning opportunities on topics pertinent to the French Immersion Program are offered to French immersion personnel	Communication of pertinent information to K–12 parents	Student reflection and conversations about their French immersion experience	Address parental concerns about their child's success in French immersion
		Extent to which the French Immersion Program is considered and discussed at meetings					Celebrate student achievement in French	Support for new and experienced teachers		Discussion of the French Immersion Program at various meetings	Interactions with French immersion students from feeder schools	Senior Years timetable accommodates accessibility to a variety of courses in French
		Availability of appropriate French language resources						Support for new and experienced school leaders		Pre-school connections	Equitable access to space and resources to meet student and enrolment needs	Address student engagement and motivation to learn French
												Monitor the number of French immersion diploma graduates

Manitoba

The four sections on the following pages describe each key area with specific success indicators, as represented in the table above.

A printable version of this table is found on the website at
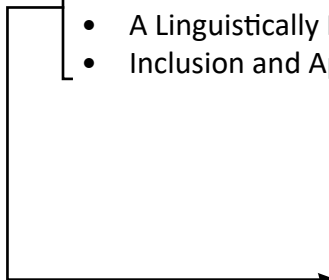www.edu.gov.mb.ca/k12/docs/policy/frenchimm/index.html.

4.2.1 – CREATING A FRENCH IMMERSION SETTING

A French immersion school is the first and often the only space where students interact in French. The setting created in French immersion schools is the foundation necessary to ensure success for all students. The visibility of French and opportunities to use the French language throughout the school enhance students' engagement and motivation and help them develop pride and confidence in their French language competencies.

The entire school community should support and validate students' language acquisition by establishing high visibility and use of the French language throughout the school by all staff and students. The French Immersion Program offers an environment that fosters the development of students' French language competency.

The following factors must be considered in order to create 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

The following table provides success indicators for each of the factors involved in the key area of Creating a French Immersion Setting. The tables on the following pages provide supporting details for each success indicator, as well as Recommendations and Best Practices.

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**
% of instruction time in French	#/% of bilingual and knowledgeable teaching personnel	Prominence of French signage in the school and school community	Access and supports for EAL students
# of French immersion credits at the Senior Years level	#/% of bilingual and knowledgeable school leaders	Extent to which French is spoken by students and staff during non-instructional time	Access and supports for students with special learning needs and abilities
Offering options and specialty courses in French	#/% of bilingual support staff	Extent to which the French language is present in various activities throughout the school	Access and supports for Indigenous students
		Extent to which the French Immersion Program is considered and discussed at meetings	
		Availability of appropriate French language resources	

A large format printable version of this key area is found on the website at www.edu.gov.mb.ca/k12/docs/policy/frenchimm/index.html.

A.1 –

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
% of instruction time in French	#/% of bilingual and knowledgeable teaching personnel	Prominence of French signage in the school and school community	Access and supports for EAL students
# of French immersion credits at the Senior Years level	#/% of bilingual and knowledgeable school leaders	Extent to which French is spoken by students and staff during non-instructional time	Access and supports for students with special learning needs and abilities
Offering options and specialty courses in French	#/% of bilingual support staff	Extent to which the French language is present in various activities throughout the school	Access and supports for Indigenous students
		Extent to which the French Immersion Program is considered and discussed at meetings	
		Availability of appropriate French language resources	

CREATING A FRENCH IMMERSION SETTING

INTENSIVE EXPOSURE TO THE FRENCH LANGUAGE

The more time students are exposed to and interact in French during classroom instruction, the more they develop their language skills which also support them in their learning.

SUCCESS INDICATORS	RECOMMENDATIONS AND BEST PRACTICES
% of instruction time in French	The following are the minimum percentages of instructional time in French: • 100% for K • 75% for 1–6 • 50%–75% for 7 and 8 • 50% for 9–12 In Senior Years, schools should strive to offer as many required and optional courses as possible in French.
# of French immersion credits at the Senior Years level	15 of 30 Senior Years credits offered in French is the required minimum to obtain a French immersion diploma. Schools should strive to offer as many required and optional courses as possible in French.
Offering options and specialty courses in French	Schools should strive toward full implementation of the French Immersion Program by offering specialty courses in French (e.g., Physical Education/Health Education, Music, Visual Arts, Drama, Dance, Career Development, Human Ecology, etc.). By using French in these specialty areas, students are learning and applying language skills in additional contexts. The language milieu is enriched.

A.2 –

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
% of instruction time in French	#/% of bilingual and knowledgeable teaching personnel	Prominence of French signage in the school and school community	Access and supports for EAL students
# of French immersion credits at the Senior Years level	#/% of bilingual and knowledgeable school leaders	Extent to which French is spoken by students and staff during non-instructional time	Access and supports for students with special learning needs and abilities
Offering options and specialty courses in French	#/% of bilingual support staff	Extent to which the French language is present in various activities throughout the school	Access and supports for Indigenous students
		Extent to which the French Immersion Program is considered and discussed at meetings	
		Availability of appropriate French language resources	

CREATING A FRENCH IMMERSION SETTING

QUALIFIED EDUCATIONAL STAFF AND PERSONNEL

Creating a French immersion setting in a school requires qualified bilingual staff so that students are exposed to the French language by French-speaking personnel through relevant, authentic, and varied situations.

SUCCESS INDICATORS	RECOMMENDATIONS AND BEST PRACTICES
#/% of bilingual and knowledgeable teaching personnel	All French immersion teachers must be bilingual and should be knowledgeable in additional language pedagogy and the integration of Francophone culture and have an understanding of the vision of the Program. This includes classroom teachers as well as specialty-area teachers.
#/% of bilingual and knowledgeable school leaders	The principal and/or vice-principal must be fluent in English and French. As pedagogical leaders, they should have an understanding and knowledge of the vision, program, expected outcomes, and methodology required for the full implementation of the French Immersion Program.
#/% of bilingual support staff	For schools to successfully create a French immersion setting, higher proportions of bilingual staff are essential in student services (resource, guidance) and support roles (EAs, school office staff, custodians), in order to normalize the use of French in all areas of the school.

A.3 —

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
% of instruction time in French	#/% of bilingual and knowledgeable teaching personnel	Prominence of French signage in the school and school community	Access and supports for EAL students
# of French immersion credits at the Senior Years level	#/% of bilingual and knowledgeable school leaders	Extent to which French is spoken by students and staff during non-instructional time	Access and supports for students with special learning needs and abilities
Offering options and specialty courses in French	#/% of bilingual support staff	Extent to which the French language is present in various activities throughout the school	Access and supports for Indigenous students
		Extent to which the French Immersion Program is considered and discussed at meetings	
		Availability of appropriate French language resources	

CREATING A FRENCH IMMERSION SETTING

A LINGUISTICALLY RICH ENVIRONMENT

A key aspect in the creation of a French immersion setting is the richness of the linguistic environment in which students and staff spend their days. 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. Nurturing students' language acquisition in all areas of the school enhances their engagement and motivation and helps them develop pride and confidence in their French language competencies.

SUCCESS INDICATORS	RECOMMENDATIONS AND BEST PRACTICES
Prominence of French signage in the school and school community	Visibility of the French language throughout the school and school community is essential in establishing and validating the French environment. Signage in French should be prominent in the following areas: • outside billboard • school name • office • entrance and hallways • library • gym • music room • computer room • lunch room • other
Extent to which French is spoken by students and staff during non-instructional time	French should be used by all staff and students during non-instructional time; this makes it clear to students that French is not restricted to the classroom. It creates a more intensive French setting and provides opportunities to apply the French language in different contexts, thereby giving meaning to their linguistic experience. Examples of areas outside of the classroom or activities during non-instructional time include the following: • entrance and hallways • recess and breaks • gymnasium • music or band room • library • office

Extent to which the French language is present in various activities throughout the school	Schools should ensure that the French language is present in various activities throughout the school to create a more intensive French setting and to validate the Program and the students' learning and confidence. Examples of activities include the following: • assemblies • announcements • opening exercises, Land and Treaty Acknowledgement and National Anthem • concerts • telephone reception • graduation ceremonies • social media • field trips • other school events (BBQ, intramurals, fun fair, etc.)
Extent to which the French Immersion Program is considered and discussed at meetings	The French Immersion Program should be discussed at various meetings in order to increase its visibility and address the needs of the Program, and its students. This establishes coherence, reinforces the vision of the French Immersion Program and clarifies roles and responsibilities. Examples of meetings include the following: • professional learning sessions • staff meetings • school planning meetings • parent council meetings • student services meetings • school division meetings
Availability of appropriate French language resources	Quality French language materials are available in French for K–12 education. Schools must ensure that linguistically, culturally and pedagogically appropriate materials are found within classrooms and libraries. This would include the following: • library books • classroom libraries • text books • multi-modal resources • games • posters • software • websites In Manitoba, the Direction des ressources éducatives françaises (DREF) ensures that appropriate, high-quality resources are available for K–12 education (see www.dref.mb.ca).

A.4 –

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
% of instruction time in French	#/% of bilingual and knowledgeable teaching personnel	Prominence of French signage in the school and school community	Access and supports for EAL students
# of French immersion credits at the Senior Years level	#/% of bilingual and knowledgeable school leaders	Extent to which French is spoken by students and staff during non-instructional time	Access and supports for students with special learning needs and abilities
Offering options and specialty courses in French	#/% of bilingual support staff	Extent to which the French language is present in various activities throughout the school	Access and supports for Indigenous students
		Extent to which the French Immersion Program is considered and discussed at meetings	
		Availability of appropriate French language resources	

CREATING A FRENCH IMMERSION SETTING

INCLUSION AND APPROPRIATE SUPPORT FOR ALL STUDENTS

The success of the French Immersion Program requires that schools and school divisions provide access and adequate support services to all students.

SUCCESS INDICATORS	RECOMMENDATIONS AND BEST PRACTICES
Access and supports for EAL students **Access and supports for students with special learning needs and abilities**	The French immersion classroom is increasingly diverse. An inclusive setting with appropriate support is therefore required. Students with special needs as well as those who are designated English as an Additional Language (EAL) learners have the same entitlement to be in the French Immersion Program as any other program in any public 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. A fully implemented French Immersion Program requires appropriate staff and supports for all students to ensure their academic success and language acquisition.
Access and supports for Indigenous students	The French immersion classroom is increasingly diverse. It is important to strengthen a pedagogical approach that integrates Indigenous perspectives. A path to an Indigenous-inclusive education system is grounded in Indigenous histories, cultures, languages, traditional values and knowledge, and contemporary lifestyles. An equitable, inclusive, and diverse education system fosters a sense of belonging in all learners so that they feel they can succeed, take responsibility, find their purpose in life, and achieve The Good Life/*Mino-pimatisiwin* (Ininew)/*Mino Bimaadiziwin* (Anishinabemowin)/*honso aynai* (Dene)/*tokatakiya wichoni washte* (Dakota)/*minopimatitheewin* (Anisininimowin)/△ᵃ ᐁᐅᑦ ᖃᑦ ◁ᑦᓄᖄ (Inuktitut)/*Miyo-pimatishiwin* (Michif). (Source: Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework [www.edu.gov.mb.ca/iid/docs/mamàhtawisiwin_en.pdf])

4.2.2 – VALIDATION OF STUDENTS' LINGUISTIC AND EDUCATIONAL EXPERIENCE

A French immersion setting must value and encourage students' experience by focusing on their pathway to becoming plurilingual. To build confidence, students strengthen their language proficiency in French through social, academic, and cultural contexts, thereby validating their linguistic experience. The French Immersion Program requires that schools provide opportunities inside and outside the classroom to enrich the French language environment for students.

In an immersion setting, the French language is both the object of and the vehicle for learning in all disciplines. Because of the transdisciplinary nature of the French Immersion Program, all staff working in the Program at all levels and in all disciplines share the responsibility for ensuring quality teaching not only with respect to the content of the discipline, but also with respect to the French language itself.

It is important that schools validate students for having chosen this path and engage them in becoming conscious of their choice when speaking and living in two or more languages and in seeing these languages as relevant to their lives.

The following factors must be considered in order to validate students' linguistic and educational experience:

- Focus on French Language Acquisition
- Enriched School Environment
- Impact on Student Learning
- Valuing and Encouraging the Learning of Languages

The following table provides success indicators for each of the factors involved in the key area of Validation of Students' Linguistic and Educational Experience. The tables on the following pages provide supporting details for each success indicator, as well as Recommendations and Best Practices.

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**
Integrate language and content instruction in all K–12 subject areas	Provide activities to enrich academic learning in all subject areas	Incorporate program expected outcomes in all subject areas	Develop student engagement and responsibility for French language learning
Ensure students' ongoing development of French language and perception of bilingualism	Provide opportunities for authentic French use through cultural, social, citizenship, and transition activities	Incorporate program expected outcomes in school and extra-curricular activities	Develop students' plurilingual identity as lifelong learners and speakers
Provide opportunities for students to reflect on their language proficiency and growth			Guide parents to support and validate their child's bilingual experience
			Celebrate student achievement in French

A large format printable version of this key area is found on the website at www.edu.gov.mb.ca/k12/docs/policy/frenchimm/index.html.

B.1 –

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**
Integrate language and content instruction in all K–12 subject areas	Provide activities to enrich academic learning in all subject areas	Incorporate program expected outcomes in all subject areas	Develop student engagement and responsibility for French language learning
Ensure students' ongoing development of French language and perception of bilingualism	Provide opportunities for authentic French use through cultural, social, citizenship, and transition activities	Incorporate program expected outcomes in school and extra-curricular activities	Develop students' plurilingual identity as lifelong learners and speakers
Provide opportunities for students to reflect on their language proficiency and growth			Guide parents to support and validate their child's bilingual experience
			Celebrate student achievement in French

VALIDATION OF STUDENTS' LINGUISTIC AND EDUCATIONAL EXPERIENCE

FOCUS ON FRENCH LANGUAGE ACQUISITION

The French Immersion Program is, first and foremost, a language program where students actively develop their linguistic competencies in French through all subject areas, extra-curricular activities, and social interactions.

This systematic focus on language is necessary so that students continually develop language accuracy and proficiency, thus building and strengthening their confidence and engagement.

SUCCESS INDICATORS	RECOMMENDATIONS AND BEST PRACTICES
Integrate language and content instruction in all K–12 subject areas	Teachers in all subject areas should be aware of the dual task of actively teaching aspects of language while teaching content and using various pedagogical approaches that support second language acquisition, such as the integrated approach. Therefore, all K–12 French immersion teachers are responsible for the development of the French linguistic competencies of students while also delivering the curricula in each subject area.
Ensure students' ongoing development of French language and perception of bilingualism **Provide opportunities for students to reflect on their language proficiency and growth**	Educators need to support students in understanding that the path of language acquisition is an ongoing process. Such an awareness allows learners to build their confidence in taking risks and to develop a positive and realistic attitude toward their language learning. In order for learners to perceive themselves as bilingual/plurilingual, teachers must support students in understanding that being proficient in French does not necessarily mean mastering the language to the same degree as a native speaker. Students should be called upon to reflect on their learning in all subject areas in order to improve their language skills; teachers should engage students in discussions and reflections to progressively increase their language proficiency and build their linguistic perseverance. As students become conscious of their progress, they develop their sense of identity as plurilingual learners.

B.2 –

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**
Integrate language and content instruction in all K–12 subject areas	Provide activities to enrich academic learning in all subject areas	Incorporate program expected outcomes in all subject areas	Develop student engagement and responsibility for French language learning
Ensure students' ongoing development of French language and perception of bilingualism	Provide opportunities for authentic French use through cultural, social, citizenship, and transition activities	Incorporate program expected outcomes in school and extra-curricular activities	Develop students' plurilingual identity as lifelong learners and speakers
Provide opportunities for students to reflect on their language proficiency and growth			Guide parents to support and validate their child's bilingual experience
			Celebrate student achievement in French

VALIDATION OF STUDENTS' LINGUISTIC AND EDUCATIONAL EXPERIENCE

ENRICHED SCHOOL ENVIRONMENT

Enriching a school environment means creating authentic and meaningful academic, cultural and social activities for students that can take place in the classroom, school, and the larger community.

This enrichment is vital to support academic learning and to validate students' language acquisition and their identity as participants in the Francophone community and as plurilingual learners.

SUCCESS INDICATORS	RECOMMENDATIONS AND BEST PRACTICES
Provide activities to enrich academic learning in all subject areas	Teachers should provide meaningful, ongoing, and relevant enrichment activities in all subject areas in order to foster students' French language acquisition and deepen their learning within curricular areas. These activities can occur in the classroom, school, and community.
Provide opportunities for authentic French use through cultural, social, citizenship, and transition activities	Enriched educational learning experiences go beyond academic learning and include cultural, social, citizenship, and transition activities that are continuously integrated in all grade levels and occur in the classroom, school, and community. Educators need to understand how these types of activities contribute to the development of the French language and of students' plurilingual identities, and to share this understanding with their students. Schools must ensure that these activities are purposefully integrated on a continuous basis throughout school life: **Cultural and social activities** establish an authentic context in which students practise and purposefully use their linguistic competencies to communicate. **Citizenship activities** enable students to connect with the surrounding community and offer them an opportunity to develop their identity as plurilingual members of society. **Transition activities** invite students to reflect upon continuing their education in French between schools and between grade levels, thereby encouraging them to embrace the next steps on their pathway of language acquisition and global citizenship.

B.3 –

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**
Integrate language and content instruction in all K–12 subject areas	Provide activities to enrich academic learning in all subject areas	Incorporate program expected outcomes in all subject areas	Develop student engagement and responsibility for French language learning
Ensure students' ongoing development of French language and perception of bilingualism	Provide opportunities for authentic French use through cultural, social, citizenship, and transition activities	Incorporate program expected outcomes in school and extra-curricular activities	Develop students' plurilingual identity as lifelong learners and speakers
Provide opportunities for students to reflect on their language proficiency and growth			Guide parents to support and validate their child's bilingual experience
			Celebrate student achievement in French

VALIDATION OF STUDENTS' LINGUISTIC AND EDUCATIONAL EXPERIENCE

IMPACT ON STUDENT LEARNING

The success of the French Immersion Program requires that all program expected outcomes be addressed consistently and become part of daily practice in all subject areas and extra-curricular activities.

A conscious focus on these outcomes will support students towards achieving academic success, improving engagement and motivation, and nurturing their identities as plurilingual learners and speakers.

SUCCESS INDICATORS	RECOMMENDATIONS AND BEST PRACTICES
Incorporate program expected outcomes in all subject areas	The following seven program expected outcomes must be targeted in all subject areas and all other school and extra-curricular activities: • develop language proficiency • develop confidence in French language skills • engage in learning and using French • motivate participation in the Francophone community • develop identity as a plurilingual learner and speaker • discover and experience different aspects of *la Francophonie* • develop intercultural competencies Schools should work towards a better understanding of each expected outcome, and reflect on the validity, frequency, and types of activities offered inside and outside the classroom that directly target the outcomes in order to support student achievement and growth.
Incorporate program expected outcomes in school and extra-curricular activities	To assess student achievement and growth, educators should assess the impact of these activities with students by • having conversations and discussions • sharing feedback • participating in surveys • using portfolios, self-evaluations, and reflections

B.4 –

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**
Integrate language and content instruction in all K–12 subject areas	Provide activities to enrich academic learning in all subject areas	Incorporate program expected outcomes in all subject areas	Develop student engagement and responsibility for French language learning
Ensure students' ongoing development of French language and perception of bilingualism	Provide opportunities for authentic French use through cultural, social, citizenship, and transition activities	Incorporate program expected outcomes in school and extra-curricular activities	Develop students' plurilingual identity as lifelong learners and speakers
Provide opportunities for students to reflect on their language proficiency and growth			Guide parents to support and validate their child's bilingual experience
			Celebrate student achievement in French

VALIDATION OF STUDENTS' LINGUISTIC AND EDUCATIONAL EXPERIENCE

VALUING AND ENCOURAGING THE LEARNING OF LANGUAGES

In a successful French Immersion Program, language learning is valued and encouraged. 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.

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 being relevant to their lives.

SUCCESS INDICATORS	RECOMMENDATIONS AND BEST PRACTICES
Develop student engagement and responsibility for French language learning **Develop students' plurilingual identity as lifelong learners and speakers**	Schools must provide opportunities for students to become conscious of their choices when speaking and living in two or more languages. Schools must guide students to understand that learning French is a lifelong endeavour that contributes to transforming their thinking and how they interact with the world, thereby influencing the development of their identity as plurilingual learners. To do this, schools must provide regular opportunities for students to reflect on their language learning, set personal language learning goals, and reflect on their progress. It is also necessary to give students frequent opportunities to reflect on their French immersion experience as a whole and its impact on who they are as individuals and how it contributes to their evolving identities. When schools engage in these metacognitive processes with students, it allows them to take responsibility for their learning and progress.
Guide parents to support and validate their child's bilingual experience	Students' language learning experience needs to be validated and nurtured by family, peers, and the school community. Parents play a crucial role in this validation. Schools should guide and support parents at all grade levels—for example, providing them with information and guiding them to become active participants in their child's learning.

Celebrate student achievement in French	In order for students to feel validated for having chosen this path, students' personal growth as language learners needs to be recognized and celebrated by everyone in their immediate environment including peers, family, and the school community. To do this, schools should seek opportunities for students to demonstrate and showcase their achievement and abilities in French so that they are visible within the school and the community. These opportunities allow students to reinvest their language learning, gain confidence, and see the relevance of French in their lives in a context other than the classroom.

4.2.3 – EDUCATIONAL STAFF AND PROFESSIONAL LEARNING

French Immersion Program staff must be supported when hired and throughout their career. It is important to understand that the French Immersion Program has specific needs that differ from the English Program.

The sustainability and growth of the French Immersion Program rely on the recruitment and retention of educators with the necessary competencies: language skills, cultural knowledge and second language methodology. Any activities that support recruitment and ongoing professional learning for teachers ensure a strong French Immersion Program.

In addition, leaders 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. They are then better equipped to provide leadership in the school community.

The following factors must be considered in order to hire and support educational staff:

- Recruitment and Retention of Staff
- Professional Learning

The following table provides success indicators for each of the factors involved in the key area of Educational Staff and Professional Learning. The tables on the following pages provide supporting details for each success indicator, as well as Recommendations and Best Practices.

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 vision, philosophy, and methodology
Hiring practices verify appropriate qualifications of teachers	Professional learning opportunities are provided in French for all subject areas
Hiring practices verify appropriate qualifications of school leaders	Professional learning opportunities on topics pertinent to the French Immersion Program are offered to French immersion personnel
Support for new and experienced teachers	
Support for new and experienced school leaders	

A large format printable version of this key area is found on the website at www.edu.gov.mb.ca/k12/docs/policy/frenchimm/index.html.

C.1 –

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 vision, philosophy, and methodology
Hiring practices verify appropriate qualifications of teachers	Professional learning opportunities are provided in French for all subject areas
Hiring practices verify appropriate qualifications of school leaders	Professional learning opportunities on topics pertinent to the French Immersion Program are offered to French immersion personnel
Support for new and experienced teachers	
Support for new and experienced school leaders	

EDUCATIONAL STAFF AND PROFESSIONAL LEARNING

RECRUITMENT AND RETENTION OF STAFF

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.

SUCCESS INDICATORS	RECOMMENDATIONS AND BEST PRACTICES
Sufficient number of qualified candidates	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. 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.
Hiring practices verify appropriate qualifications of teachers **Hiring practices verify appropriate qualifications of school leaders**	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: • 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 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.

Support for new and experienced teachers	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. 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. Also see **Professional Learning** on the following page.
Support for new and experienced school leaders	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. Furthermore, encouraging French immersion teachers to consider leadership roles in the future and supporting them in acquiring the appropriate skills would ensure succession.

C.2 –

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 vision, philosophy, and methodology
Hiring practices verify appropriate qualifications of teachers	Professional learning opportunities are provided in French for all subject areas
Hiring practices verify appropriate qualifications of school leaders	Professional learning opportunities on topics pertinent to the French Immersion Program are offered to French immersion personnel
Support for new and experienced teachers	
Support for new and experienced school leaders	

EDUCATIONAL STAFF AND PROFESSIONAL LEARNING

PROFESSIONAL LEARNING

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.

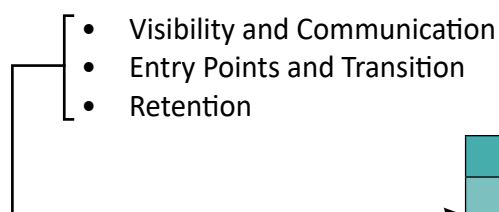| SUCCESS INDICATORS	RECOMMENDATIONS AND BEST PRACTICES
All staff have an understanding of French immersion vision, philosophy, and methodology	All educators, teachers, and school leaders need to be aware of research, issues, and innovations related to their respective roles and responsibilities towards the French Immersion Program. 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.
Professional learning opportunities are provided in French for all subject areas	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: • 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
Professional learning opportunities on topics pertinent to the French Immersion Program are offered to French immersion personnel	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.

4.2.4 – STUDENT ENROLMENT

Recruitment and retention of French immersion students are vital to the success of this Program and are key indicators of its full implementation. This entails welcoming students into the Program and supporting them to ensure a positive French immersion experience and continued participation through to Grade 12.

Since attrition poses a challenge to program stability, a concerted effort is required to retain more students in the French Immersion Program. Monitoring enrolments and enrolment trends at all grade levels will help school divisions determine actions to be taken to improve student retention from K to 12.

A firm commitment to provide the best possible learning conditions for students contributes to the quality of the French Immersion Program and its long-term growth. Important factors that will help ensure program stability include offering multiple entry points into the Program, which ensures its visibility within schools, and implementing strategies to reduce attrition when students struggle or during transition points.

The following factors must be considered in order to monitor student enrolment:

- Visibility and Communication
- Entry Points and Transition
- Retention

The following table provides success indicators for each of the factors involved in the key area of Student Enrolment. The tables on the following pages provide supporting details for each success indicator, as well as Recommendations and Best Practices.

STUDENT ENROLMENT		
Visibility and Communication	**Entry Points and Transition**	**Retention**
Public visibility	Flexible entry points	Monitor enrolment and attrition rates
		Procedures in place if students wish to leave the Program
Public access to French Immersion Program information	School visits and information sessions for students and parents at entry and transition points	Appropriate supports are in place when students struggle
Communication of pertinent information to K–12 parents	Student reflection and conversations about their French immersion experience	Address parental concerns about their child's success in French immersion
Discussion of the French Immersion Program at various meetings	Interactions with French immersion students from feeder schools	Senior Years timetable accommodates accessibility to a variety of courses in French
Pre-school connections	Equitable access to space and resources to meet student and enrolment needs	Address student engagement and motivation to learn French
		Monitor the number of French immersion diploma graduates

A large format printable version of this key area is found on the website at www.edu.gov.mb.ca/k12/docs/policy/frenchimm/index.html.

D.1 –

STUDENT ENROLMENT		
Visibility and Communication	**Entry Points and Transition**	**Retention**
Public visibility	Flexible entry points	Monitor enrolment and attrition rates
		Procedures in place if students wish to leave the Program
Public access to French Immersion Program information	School visits and information sessions for students and parents at entry and transition points	Appropriate supports are in place when students struggle
Communication of pertinent information to K–12 parents	Student reflection and conversations about their French immersion experience	Address parental concerns about their child's success in French immersion
Discussion of the French Immersion Program at various meetings	Interactions with French immersion students from feeder schools	Senior Years timetable accommodates accessibility to a variety of courses in French
Pre-school connections	Equitable access to space and resources to meet student and enrolment needs	Address student engagement and motivation to learn French
		Monitor the number of French immersion diploma graduates

STUDENT ENROLMENT

VISIBILITY AND COMMUNICATION

Visibility and communication are important factors in ensuring stable student enrolment and retention in the French Immersion Program from K–12.

Regularly communicating messages about the Program throughout the school and community increases awareness and understanding of the French Immersion Program and its value.

SUCCESS INDICATORS	RECOMMENDATIONS AND BEST PRACTICES
Public visibility **Public access to French Immersion Program information** **Communication of pertinent information to K–12 parents** **Discussion of the French Immersion Program at various meetings** **Pre-school connections**	To ensure public visibility for parents and the community, various strategies need to be considered at the divisional and school levels, such as the following: • The French Immersion Program is discussed at divisional and school meetings and decisions include taking into consideration French immersion needs. • Develop promotional materials such as brochure, website (including articles and research), Kindergarten information kits, etc. • Organize public events: celebrations of learning, open house, information sessions, presentations at parent council meetings, and cultural events for families. • Enhance visibility of French immersion in schools for parents and the community: greeting people in French, announcements, signage, assemblies, posters, newsletters, website, etc. • Ensure all staff share the same understanding of the vision, the benefits of learning languages, and the importance of creating visibility of French language and culture throughout the school. • Connections are made with early childhood centres so parents are aware of French immersion as an option for their children.

D.2 –

STUDENT ENROLMENT		
Visibility and Communication	**Entry Points and Transition**	**Retention**
Public visibility	Flexible entry points	Monitor enrolment and attrition rates
		Procedures in place if students wish to leave the Program
Public access to French Immersion Program information	School visits and information sessions for students and parents at entry and transition points	Appropriate supports are in place when students struggle
Communication of pertinent information to K–12 parents	Student reflection and conversations about their French immersion experience	Address parental concerns about their child's success in French immersion
Discussion of the French Immersion Program at various meetings	Interactions with French immersion students from feeder schools	Senior Years timetable accommodates accessibility to a variety of courses in French
Pre-school connections	Equitable access to space and resources to meet student and enrolment needs	Address student engagement and motivation to learn French
		Monitor the number of French immersion diploma graduates

STUDENT ENROLMENT

ENTRY POINTS AND TRANSITION

Welcoming students into the Program and supporting them at whichever point they enter ensures a successful integration and a positive experience throughout K–12.

Having strategies to support students and parents at transition points, where there is often attrition, is essential for student success and program stability.

When students are well supported throughout their K–12 French immersion experience and they, along with their parents, understand the value of the Program, they are more likely to choose to continue in the Program.

SUCCESS INDICATORS	**RECOMMENDATIONS AND BEST PRACTICES**
Flexible entry points	Divisions and schools follow the current provincial policy, which includes early, middle, and late entry points, while at the same time allowing space for flexible entry on a case-by-case basis with the appropriate supports in place.
School visits and information sessions for students and parents at entry and transition points	Schools need to put forth initiatives that provide information to students and parents so they can make informed decisions: • information sessions • school visits • presentations • incoming student activities • pathway planning for graduation • celebrations of learning • parent-teacher meetings Transition activities at various entry points as well as between school levels—from nursery school to Early Years, Early to Middle Years, Middle to Senior Years, and Senior Years to post-secondary—are crucial as they reduce student anxiety, provide continuity in students' linguistic and educational experience, involve parents in their child's education, and have an impact on student retention. These types of activities solidify students' identities as French language learners, providing stability and helping them make connections to the Program.

Student reflection and conversations about their French immersion experience	From K–12, school staff should lead students through conversations and self-reflections on their experiences as French immersion students. This helps students understand their development within the language continuum and who they are as plurilingual learners, and develops their identity. These conversations support students in choosing the Program for themselves and understanding its value for them in their lives today and in the future. It further provides students a sense of belonging and fosters community building within the classroom. This could include the following: • guided class/group conversations • portfolios • presentations (e.g., Who am I as a French immersion learner?) • sharing reflections with parents and peers • student surveys • exit interviews • panel discussions
Interactions with French immersion students from feeder schools	In addition, school staff should ensure connections are made with students in feeder schools in order to enhance students' sense of belonging, purpose, and participation in the larger French immersion community, as well as to validate them as plurilingual speakers. Activities could include the following: • learning/reading buddies • mentorship programs • leadership programs • invitations to school and school events • inter-school field trips and activities
Equitable access to space and resources to meet student and enrolment needs	The French Immersion Program has unique needs and requirements with regard to staffing and budgets, which have an impact on student enrolment trends. Addressing the needs and potential gaps in the Program to support students meaningfully is critical to avoiding attrition. This means that making decisions and allocating resources are essential to allowing for equity of service and access in the French Immersion Program. In practical terms, this could include the following: • offering a variety of courses despite low enrolment • shifting space allocations to support French immersion enrolment needs • ensuring staff supports are allocated based on equity of access • ensuring budgets are allocated based on unique needs (e.g., higher costs of resources, importance of connecting with the Francophone community outside the school)

D.3 –

STUDENT ENROLMENT		
Visibility and Communication	Entry Points and Transition	Retention
Public visibility	Flexible entry points	Monitor enrolment and attrition rates
		Procedures in place if students wish to leave the Program
Public access to French Immersion Program information	School visits and information sessions for students and parents at entry and transition points	Appropriate supports are in place when students struggle
Communication of pertinent information to K–12 parents	Student reflection and conversations about their French immersion experience	Address parental concerns about their child's success in French immersion
Discussion of the French Immersion Program at various meetings	Interactions with French immersion students from feeder schools	Senior Years timetable accommodates accessibility to a variety of courses in French
Pre-school connections	Equitable access to space and resources to meet student and enrolment needs	Address student engagement and motivation to learn French
		Monitor the number of French immersion diploma graduates

STUDENT ENROLMENT

RETENTION

School divisions are experiencing increased French immersion enrolment across the province. This increased enrolment often masks the challenges of student retention, as approximately half of the French immersion students leave the Program as they move through the school system.

Since attrition poses a challenge to program stability, a concerted effort is needed to improve K–12 student retention and increase French immersion diploma graduation rates.

SUCCESS INDICATORS	RECOMMENDATIONS AND BEST PRACTICES
Monitor enrolment and attrition rates	It may be the case that schools focus more on recruitment than retention. It is important to follow data and trends related to attrition from K–12, both within schools and at transition points from Early Years to Middle Years and Middle Years to Senior Years.
	Knowing the factors that influence attrition and how to address them is essential to maintaining enrolment. It is important to track reasons that students leave the French Immersion Program so that mitigation strategies can be put in place where required (e.g., supporting struggling students or offering various programming options at the Senior Years level, such as specialized courses, trades, International Baccalaureate, etc.).
Procedures in place if students wish to leave the Program	Procedures need to be in place in all schools whereby communication—especially through dialogue—occurs with students and parents to establish ongoing appropriate supports to meet the child's academic, socio-emotional needs, etc., and to ensure continued participation in the Program. Conversations with parents could also address the myth that "transferring a struggling student to the English Program will remediate the problem."

Appropriate supports are in place when students struggle	Attrition caused by learning difficulties requires schools to reflect on current practices and research so that students are supported appropriately.

When students struggle, the automatic response should not be to leave the Program; rather, as required by inclusive education policies in Manitoba, appropriate supports should be put in place (see www.gov.mb.ca/fs/imd/edu_progr.html#a2).

Schools need to ensure that staff are well informed on the research with respect to students with learning difficulties and second language acquisition. A common understanding among educators must also be in place regarding appropriate supports and pedagogies for these students to achieve success throughout their K–12 immersion experience.

It is vital that discussions regarding learning difficulties and second language acquisition occur with parents before they consider removing their child from the Program, and that appropriate supports are established to meet the child's needs. |
| **Address parental concerns about their child's success in French immersion** | |
| **Senior Years timetable accommodates accessibility to a variety of courses in French** | In the Senior Years, the attraction of other programs may pose a challenge to retention, especially in dual-track schools. Creative solutions to scheduling should be considered in order for students to simultaneously take part in the French Immersion Program and other offerings in high school. This could include developing partnerships with other stakeholders outside of school, apprenticeship programs, and online courses.

Schools should be offering required and optional courses in French and ensure that parents and students fully understand the advantages offered in our global society by an immersion education and encourage students to take as many French immersion credits as possible. |

Address student engagement and motivation to learn French	Developing student confidence, engagement, and plurilingual identity are factors that need to be fully integrated into the classroom and the school community, as they have an impact on student retention from K to 12.

It is by supporting students in the co-construction of their identity as French learners and speakers that they will develop a better understanding of themselves, make ongoing progress in language proficiency, make connections to Francophone culture, and see the relevance of French in their lives—thereby enhancing their engagement and motivation.

Students need to have opportunities to discuss the challenges or discomfort they may feel when they are communicating in various situations and to discuss what strategies they can use to improve their level of comfort and confidence.

Guiding students to go from the language learned in school to living the language by creating these types of interactions not only supports further language development but is key to building their confidence, engagement, and plurilingual identity. As their identity evolves through varied social, cultural, and academic interactions, as well as through significant and relevant use of the language, they will want to make learning French a lifelong endeavour.

Supporting students in this way throughout their French immersion experience is vital in retaining them in the French Immersion Program and prepares them for sustaining their bilingualism.

With a leadership that fully values language learning and guides the whole school community to support the development of students' plurilingual identity, students will be able to become proud, confident, engaged, and plurilingual global citizens. |
| **Monitor the number of French immersion diploma graduates** | The French immersion graduation data is an indicator of how successfully schools and school divisions have fully implemented the Program from K to 12. It is important to monitor the number of French immersion graduates by following cohorts, monitoring attrition, and tracking progress and trends over time with the goal of increasing the percentage and number of French immersion diploma graduates. This data can be used to create strategies for increasing the success of the French Immersion Program. |

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