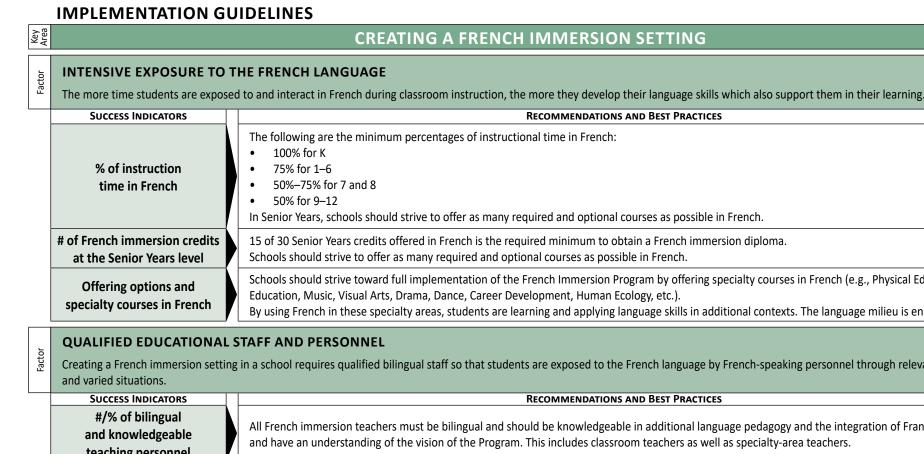
CREATING A FRENCH IMMERSION SETTING

RECOMMENDATIONS AND BEST PRACTICES



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% of instruction 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.
f 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 pecialty 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.
UALIFIED EDUCATIONAL STAFF AND PERSONNEL eating 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, d 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.
LINGUISTICALLY RICH ENVIRONMENT 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 nguage 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 hances their engagement and motivation and helps them develop pride and confidence in their French language competencies. SUCCESS INDICATORS	
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 • office • library • music room • lunch room • school name • entrance and hallways • gym • computer 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 gymnasium library recess and breaks music or band room 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 opening exercises, Land concerts graduation ceremonies other school events and Treaty Acknowledgement and National Anthem social media other school events (BBQ, intramurals, fun fair, etc.)
Extent to which the French Immersion Program is considered nd 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• staff meetings• parent council 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 • text books • games • software • classroom libraries • multi-modal resources • posters • 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).

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. **RECOMMENDATIONS AND BEST PRACTICES** SUCCESS INDICATORS The French immersion classroom is increasingly diverse. An inclusive setting with appropriate support is therefore required. Access and supports 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 for EAL students 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 Access and supports for supports. students with special A fully implemented French Immersion Program requires appropriate staff and supports for all students to ensure their academic success and language learning needs and abilities acquisition. 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 Access and supports for can succeed, take responsibility, find their purpose in life, and achieve The Good Life/Mino-pimatisiwin (Ininew)/Mino Bimaadiziwin (Anishinabemowin)/ **Indigenous students** honso aynai (Dene)/tokatakiya wichoni washte (Dakota)/minopimatitheewin (Anisininimowin)/ Δ° (Michif). (Source: Mamahtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework [www.edu.gov.mb.ca/iid/docs/ mamàhtawisiwin en.pdf])

