## 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: <br> - $100 \%$ for K <br> - $75 \%$ for 1-6 <br> - $50 \%-75 \%$ for 7 and 8 <br> - $50 \%$ for $9-12$ <br> 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.). <br> By using French in these specialty areas, students are learning and applying language skills in additional contexts. The language milieu is enriched. |

## 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 succesffully 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 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: <br> - outside billboard <br> - office <br> - library <br> - music room <br> - lunch room <br> - school name <br> - entrance and hallways <br> - gym <br> - 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. <br> Examples of areas outside of the classroom or activities during non-instructional time include the following: <br> - entrance and hallways <br> - gymnasium <br> - library <br> - recess and breaks <br> - music or band room <br> - 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. <br> Examples of activities include the following: <br> - assemblies <br> - opening exercises, Land <br> - announcements and Treaty Acknowledge <br> - graduation ceremonies <br> - other school events <br> - field trips <br> $\begin{array}{lll}\text { - announcements } & \begin{array}{l}\text { and Treaty Acknowledgement } \\ \text { and National Anthem }\end{array} & \begin{array}{l}\text { - field trips } \\ \\ \end{array} \\ \end{array}$ <br> - telephone reception <br> (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. <br> Examples of meetings include the following: <br> - professional learning sessions <br> - school planning meetings <br> - student services meetings <br> - staff meetings <br> - parent council meetings <br> - school division meetings |
| Availability of appropriate French language resources | Quality French language materials are available in French for $\mathrm{K}-12$ education. Schools must ensure that linguistically, culturally and pedagogically appropriate materials are found within classrooms and libraries. <br> This would include the following: <br> - library books <br> - text books <br> - classroom libraries <br> - multi-modal resources <br> - games <br> - software <br> In Manitoba, the Direction <br> - posters - websites |

## 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 | 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 |
| Access and supports for students with special learning needs and abilities | 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. <br> 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)/ <br>  (Michif). (Source: Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework [www.edu.gov.mb.ca/iid/docs/ mamàhtawisiwin en.pdfl) |

