

Key Area

CREATING A FRENCH IMMERSION SETTING

Assessment Scale: Degree of Success of Implementation (NY-S-M-F)
NY – not yet implemented S – somewhat implemented
M – mostly implemented F – fully implemented

Factor	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.				
Degree of success in implementing each success indicator NY – S – M – F			Explain your assessment of each success indicator .		Degree of success in implementing this factor NY – S – M – F
Success Indicators	% of instruction time in French				
	# of French immersion credits at the Senior Years level				
	Offering options and specialty courses in French				

Factor	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.				
Degree of success in implementing each success indicator NY – S – M – F			Explain your assessment of each success indicator .		Degree of success in implementing this factor NY – S – M – F
Success Indicators	#/% of bilingual and knowledgeable teaching personnel				
	#/% of bilingual and knowledgeable school leaders				
	#/% of bilingual support staff				

Factor	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.				
Degree of success in implementing each success indicator NY – S – M – F			Explain your assessment of each success indicator .		Degree of success in implementing this factor NY – S – M – F
Success Indicators	Prominence of French signage in the school and school community				
	Extent to which French is spoken by students and staff during non-instructional time				
	Extent to which the French language is present in various activities throughout the school				
	Extent to which the French Immersion Program is considered and discussed at meetings				
	Availability of appropriate French language resources				

Factor	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.				
Degree of success in implementing each success indicator NY – S – M – F			Explain your assessment of each success indicator .		Degree of success in implementing this factor NY – S – M – F
Success Indicators	Access and supports for EAL students				
	Access and supports for students with special learning needs and abilities				
	Access and supports for Indigenous students				

Self-Assessment Summary	Strengths in this key area :		Challenges in this key area :		
	Degree of success in implementing this key area NY – S – M – F	Possible next steps:			

Key Area

VALIDATION OF STUDENTS’ LINGUISTIC AND EDUCATIONAL EXPERIENCE

Assessment Scale: Degree of Success of Implementation (NY-S-M-F)

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Factor	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.				
Degree of success in implementing each success indicator NY – S – M – F			Explain your assessment of each success indicator .		Degree of success in implementing this factor NY – S – M – F
Success Indicators	Integrate language and content instruction in all K–12 subject areas				
	Ensure students’ ongoing development of French language and perception of bilingualism				
	Provide opportunities for students to reflect on their language proficiency and growth				

Factor	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.				
Degree of success in implementing each success indicator NY – S – M – F			Explain your assessment of each success indicator .		Degree of success in implementing this factor NY – S – M – F
Success Indicators	Provide activities to enrich academic learning in all subject areas				
	Provide opportunities for authentic French use through cultural, social, citizenship, and transition activities				

Factor	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.				
Degree of success in implementing each success indicator NY – S – M – F			Explain your assessment of each success indicator .		Degree of success in implementing this factor NY – S – M – F
Success Indicators	Incorporate program expected outcomes in all subject areas				
	Incorporate program expected outcomes in school and extra-curricular activities				

Factor	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.				
Degree of success in implementing each success indicator NY – S – M – F			Explain your assessment of each success indicator .		Degree of success in implementing this factor NY – S – M – F
Success Indicators	Develop student engagement and responsibility for French language learning				
	Develop students’ plurilingual identity as lifelong learners and speakers				
	Guide parents to support and validate their child’s bilingual experience				
	Celebrate student achievement in French				

Self-Assessment Summary	Strengths in this key area :		Challenges in this key area :	
	Degree of success in implementing this key area NY – S – M – F	Possible next steps:		

Key Area	EDUCATIONAL STAFF AND PROFESSIONAL LEARNING	Assessment Scale: Degree of Success of Implementation (NY-S-M-F) NY – not yet implemented S – somewhat implemented M – mostly implemented F – fully implemented
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Factor	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.			
Degree of success in implementing each success indicator NY – S – M – F		Explain your assessment of each success indicator .		Degree of success in implementing this factor NY – S – M – F
Success Indicators	Sufficient number of qualified candidates			
	Hiring practices verify appropriate qualifications of teachers			
	Hiring practices verify appropriate qualifications of school leaders			
	Support for new and experienced teachers			
	Support for new and experienced school leaders			

Factor	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.			
Degree of success in implementing each success indicator NY – S – M – F		Explain your assessment of each success indicator .		Degree of success in implementing this factor NY – S – M – F
Success Indicators	All staff have an understanding of French immersion vision, philosophy, and methodology			
	Professional learning opportunities are provided in French for all subject areas			
	Professional learning opportunities on topics pertinent to the French Immersion Program are offered to French immersion personnel			

Self-Assessment Summary	Strengths in this key area :		Challenges in this key area :	
	Degree of success in implementing this key area NY – S – M – F	Possible next steps:		

Key Area	STUDENT ENROLMENT	Assessment Scale: Degree of Success of Implementation (NY-S-M-F) NY – not yet implemented S – somewhat implemented M – mostly implemented F – fully implemented
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Factor	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.		
Degree of success in implementing each success indicator NY – S – M – F		Explain your assessment of each success indicator .	Degree of success in implementing this factor NY – S – M – F
Success Indicators	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		

Factor	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.		
Degree of success in implementing each success indicator NY – S – M – F		Explain your assessment of each success indicator .	Degree of success in implementing this factor NY – S – M – F
Success Indicators	Flexible entry points		
	School visits and information sessions for students and parents at entry and transition points		
	Student reflection and conversations about their French immersion experience		
	Interactions with French immersion students from feeder schools		
	Equitable access to space and resources to meet student and enrolment needs		

Factor	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.		
Degree of success in implementing each success indicator NY – S – M – F		Explain your assessment of each success indicator .	Degree of success in implementing this factor NY – S – M – F
Success Indicators	Monitor enrolment and attrition rates		
	Procedures in place if students wish to leave the Program		
	Appropriate supports are in place when students struggle		
	Address parental concerns about their child’s success in French immersion		
	Senior Years timetable accommodates accessibility to a variety of courses in French		
	Address student engagement and motivation to learn French		
	Monitor the number of French immersion diploma graduates		

Self-Assessment Summary	Strengths in this key area :		Challenges in this key area :	
	Degree of success in implementing this key area NY – S – M – F	Possible next steps:		