

SCHOOL DIVISION QUESTIONNAIRE

FRENCH COURSES (ENGLISH PROGRAM)

Please enter the name of your school division, and the contact information for the individual completing the questionnaire.

School Division Name

Contact Person's Name

Contact Person's Phone Number

Contact Person's Email

All questions answered within the questionnaire must reflect the previous school year (2013-2014).

SECTION 1: POLICY AND PRACTICE

The teaching and learning of French (English Program) requires school divisions and schools to value the learning of French and to develop policies and practices which create the conditions for success.

What do you have in place at the divisional/school level to support the delivery of the French courses?

- Policy (roles and responsibilities)
- Hiring Practices
- Instructional Time (number of minutes or blocks of time)
- Choice and Access
- Categorical Grant/Revitalization Grant

1. Is there a policy for the teaching and learning of French (English Program) in your division? If yes, please send a copy to bef@gov.mb.ca

☐ Yes ☐ No

2. When interviewing and hiring, do you ask/verify that teachers have the following:

	Never	Rarely	Sometimes	Often	Always
French language skills	☐	☐	☐	☐	☐
Knowledge of second language methodology (the balanced literacy approach)	☐	☐	☐	☐	☐
Understanding of how to integrate francophone cultures	☐	☐	☐	☐	☐
Willingness to pursue on-going professional learning	☐	☐	☐	☐	☐

Comment (optional)

Type here

INSTRUCTIONAL TIME

Please note that the recommended instructional time for French courses is as follows:

EY (K-3) - 90 minutes/6 day cycle

MY (4-6) - 180 minutes/6 day cycle (approximately 30 minutes per day)

MY (7-8) - 210 minutes/6 day cycle (approximately 35 minutes per day)

SY (9-12) - 110 hours/credit

It is also recommended for schools offering French to re-allocate a portion of English Language Arts time for this purpose. This recognizes that some language concepts are transferable and should assist schools to accommodate the recommended instruction time requirements. (For more information, please consult the following link:

http://www.edu.gov.mb.ca/k12/cur/english_pr.html)

To answer question 3, please refer to the statistical data provided on pages 5 and 6 of the Administrator's Guide.

3. Is your school division satisfied with the number of minutes of French instructional time offered for the delivery of French courses?

	Yes	No	Not offered
Kindergarten	☐	☐	☐
Grade 1	☐	☐	☐
Grade 2	☐	☐	☐
Grade 3	☐	☐	☐
Grade 4	☐	☐	☐
Grade 5	☐	☐	☐
Grade 6	☐	☐	☐
Grade 7	☐	☐	☐
Grade 8	☐	☐	☐
Grade 9	☐	☐	☐
Grade 10	☐	☐	☐
Grade 11	☐	☐	☐
Grade 12	☐	☐	☐

Comment (optional)

Type here

4.1 How does the school division address the inclusion of students with special needs in French courses?

- ☐ School division policy/practice
- ☐ School based decision

4.2 How many students with special needs are included in French class?

- ☐ None ☐ Some ☐ Many ☐ Most ☐ All

Comment (optional)

Type here

5.1 How does the school division address the inclusion of allophone students in French class?

(Allophone is used to refer to newcomers who are English Language Learners whose first language is neither French or English)

- ☐ School division policy/practice
- ☐ School based decision

5.2 How many allophone students are included in French class?

- ☐ None ☐ Some ☐ Many ☐ Most ☐ All

Comment (optional)

Type here

6. How is the French categorical grant distributed in your school division? Please explain briefly.

For your information, French categorical grant allocations per school are found on pages 5 and 6 of the Administrator's Guide.

Type here

SECTION 2: SUPPORTING THE TEACHING AND LEARNING OF FRENCH

The teaching and learning of French (English Program) requires school divisions and schools to support the professional learning of teachers. It is important to ensure that French is used as the language of instruction and that it is taught using the balanced literacy approach with the integration of francophone cultures. Students acquire the French language through their active participation in various learning situations and contexts.

What is happening in and outside the French classroom that impacts student learning?

- Teachers are using the balanced literacy approach
- Students and teachers are interacting spontaneously in French
- Cultural activities are infused regularly to enrich students' learning experiences
- Students are discovering the value and benefits of learning another language
- Teachers use ongoing formative assessment of students' French language skills

7. Are teachers provided with opportunities to participate in professional learning in the following areas:

	Yes	No
Balanced literacy approach (methodology)	☐	☐
Integration of culture	☐	☐
French language courses	☐	☐
Assessment of oral communication	☐	☐
Current resources (DREF and services)	☐	☐

Comment (optional)

Type here

8. Are professional learning sessions for teachers of French courses offered at the divisional level?

	Yes	No
Kindergarten to Grade 3	☐	☐
Grades 4 to 8	☐	☐
Grades 9 to 12	☐	☐

If yes, please provide details

Type here

9.1 How many **Early Years** (K-3) French teachers have participated in professional learning related to the delivery of French courses?

Total number of K-3 teachers teaching French courses

Type here

Number of K-3 French teachers who have participated in at least one professional learning opportunity in French

Type here

9.2 How many **Middle Years** (4-8) French teachers have participated in professional learning related to the delivery of French courses?

Total number of 4-8 teachers teaching French courses

Type here

Number of 4-8 French teachers who have participated in at least one professional learning opportunity in French

Type here

9.3 How many **Senior Years** (9-12) French teachers have participated in professional learning related to the delivery of French courses?

Total number of 9-12 teachers teaching French courses

Type here

Number of 9-12 French teachers who have participated in at least one professional learning opportunity in French

Type here

ENRICHING THE FRENCH LANGUAGE EXPERIENCE

Teachers have a responsibility to bring contemporary French cultural references into their daily instruction and to provide opportunities inside and outside the classroom, therefore enriching and validating French language learning. This allows students to authentically use and develop their French language skills while building confidence.

10. Using the scale below, indicate approximately how many teachers create a rich linguistic and cultural environment in their classrooms making French come to life for their students.

	None	Some	Many	Most	All
Kindergarten to Grade 3	☐	☐	☐	☐	☐
Grades 4 to 8	☐	☐	☐	☐	☐
Grades 9 to 12	☐	☐	☐	☐	☐

Comment (optional)

Type here

11. Approximately how many teachers in your school division are using the BEF's assessment tool for oral communication to assess students' oral skills? (This includes online videos, rubrics and support documents. For more information, consult the French (English Program) website and the link for [oral communication](#)).

	None	Some	Many	Most	All
Grades 4 to 8	☐	☐	☐	☐	☐
Grades 9 to 12	☐	☐	☐	☐	☐

Comment (optional)

Type here

12. Indicate the opportunities provided to engage students, and to enrich and validate their French language learning experience? (CHECK ALL THAT APPLY.)

- ☐ Explore and discover various aspects of the francophone world
- ☐ Participate in a variety of activities in French and/or in the francophone community
- ☐ Meet and interact with other French speakers
- ☐ Discover the advantages and benefits of learning French and other languages
- ☐ Learn about ways to use French beyond the classroom (volunteer, exchange, camps, post-secondary)
- ☐ Participate in Le passeport culturel initiative offered by the DREF
- ☐ Reflect about learning French and its impact on their lives

This is the link for [Le passeport culturel](#).

Please provide examples that demonstrate the opportunities provided to students as per above.

Early Years

Type here

Middle Years

Type here

Senior Years

Type here

SECTION 3: COMMUNITY AWARENESS AND PROMOTION

It is important to promote the benefits and advantages of learning French to students, parents and the community and to provide opportunities for students to learn French in various contexts. These initiatives influence retention by encouraging students to study French throughout their schooling, until the end of high school.

13. How is the learning of French promoted in your school division? (CHECK ALL THAT APPLY.)

- ☐ Inform parents about the value of learning languages
- ☐ Encourage students to continue their French studies
- ☐ Encourage collaboration with all staff (music, physical education, guidance, resource, library) to support the teaching and learning of French
- ☐ Provide various opportunities to students to learn and use French
- ☐ Celebrate students' learning of French

Please provide examples that demonstrate how the learning of French is promoted as per above.

Early Years

Type here

Middle Years

Type here

Senior Years

Type here

CONCLUSION: FINAL REFLECTION AND NEXT STEPS

STUDENT SUCCESS

Using your professional judgement, please indicate the extent to which your school division has been successful in achieving the vision of the French courses, which is to enable students to communicate in the French language, to value the learning of French, to appreciate francophone cultures, and to develop intercultural skills.

14. How many students acquire language skills, appropriate for their level, to communicate in French?

☐ None ☐ Some ☐ Many ☐ Most ☐ All

15. How many students recognize the value of learning French in their lives?

☐ None ☐ Some ☐ Many ☐ Most ☐ All

16. How many students are aware of francophone cultures?

☐ None ☐ Some ☐ Many ☐ most ☐ All

17. How many students integrate aspects of French language and culture into their lives?

☐ None ☐ Some ☐ Many ☐ most ☐ All

18. How many students are curious about and open to other cultures making links to their personal life? In other words, how many students are developing intercultural communication skills as they become global citizens?

☐ None ☐ Some ☐ Many ☐ Most ☐ All

SUCCESSSES AND CHALLENGES

19. What are your school division's successes in delivering the French courses?

Type here

20. What are your school division's challenges in delivering the French courses?

Type here

21. On a scale of 1 (unsuccessful) and 4 (very successful), please indicate the extent to which your school division ensures the successful delivery of French courses, which allows students to develop French communication skills.

☐ Unsuccessful ☐ Somewhat successful ☐ Successful ☐ Very successful

NEXT STEPS - HOW WILL YOU ADDRESS THESE CHALLENGES?

Having reflected on you school division's successes and challenges in delivering the French courses, develop a plan, and outline initiatives to build on successes and/or to address challenges.

Goals (Expected Outcomes)

- * What are you trying to accomplish?
- * What is the expected impact on students?

Actions (Strategies)

- * What actions will you take to achieve your goal?

Tracking Progress (Indicators and Data Sources)

- * How will you know that you are making progress?
- * How will you track your success?

22. Provided below are up to 5 spaces for the development of goals. Please use the spaces as needed.

	Goal	Actions	Tracking Progress
Goal 1	Type here	Type here	Type here
Goal 2	Type here	Type here	Type here
Goal 3	Type here	Type here	Type here

Goal 4	Type here	Type here	Type here
Goal 5	Type here	Type here	Type here

23. Under which key areas do your goals and actions fall? (CHECK ALL THAT APPLY.)

	Policy and Practice	Supporting the Teaching and Learning of French	Community Awareness and Promotion
Goal 1	☐	☐	☐
Goal 2	☐	☐	☐
Goal 3	☐	☐	☐
Goal 4	☐	☐	☐
Goal 5	☐	☐	☐

**Thank you for completing
the French Courses
School Division Questionnaire.**