

Provincial Report

French (English Program)

Fall 2016

French Language Education Review
2013-2014

MANITOBA EDUCATION
AND TRAINING
BUREAU DE L'ÉDUCATION
FRANÇAISE DIVISION

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Executive Summary – French (English Program)

Building Capacity through Leadership and Professional Learning

This executive summary provides a synopsis of the provincial data from *The French Language Education Review* (The Review), an initiative of the Bureau de l'éducation française Division (BEF) regarding the delivery of French courses (English Program) in Manitoba for the 2013-14 school year. The data was obtained from the school division questionnaire with responses from 34 of the 36 school divisions offering French courses. The goal of the Review was to ascertain the extent to which school divisions have successfully delivered French courses. The analysis of the data provides insight regarding **how well students are doing, what factors influence student success and what should be prioritized going forward.**

How well students are doing?

The data from the school divisions' overall self assessment revealed that 38% of school divisions perceived themselves as being *successful or very successful* while 62% indicated that they were *somewhat successful or unsuccessful* in providing quality French instruction. School divisions also reported that 50% of students or less achieved an appropriate level of linguistic competency, valued the learning of French, integrated it into their lives and demonstrated openness and curiosity towards other cultures. However, it is encouraging that most school divisions reported that students are aware of Francophone cultures. Although some successes were identified, the provincial data is concerning as it clearly states that less than half of school divisions are successfully delivering French courses and achieving success with students.

What factors influence student success?

After analyzing the provincial data, it became apparent that a more concerted focus on building capacity through leadership and professional learning is essential to improve the success rate in the delivery of French courses. The overall analysis of the data revealed various successes and challenges in delivering French courses.

The two main **successes** of note are **professional support for teachers** and **providing enrichment opportunities for students**. In most school divisions, teachers are made aware of professional learning opportunities offered and are encouraged to attend. There is also recognition that student engagement is a key element to student success and retention in French courses. According to the data, teachers are integrating culture and providing opportunities for students to enrich and validate their language learning experience. It is in this area where school divisions report a large success rate as most students are perceived as being aware of Francophone cultures and are developing their knowledge. This enrichment also provides students with a context in which to develop their confidence and ease in speaking French, while developing their intercultural competencies.

Unfortunately, the challenges outweigh the successes. The **challenges** identified, which have an impact on student success are **teacher competency, student retention and limited student access to courses and enrichment activities**. The main challenge in the province with regards to the successful delivery of French courses is that teachers lack the necessary competencies (French language skills and/or methodology) which in turn, impact student achievement in French. Furthermore, administrators do not always consider the candidates' ability to teach French when hiring K-8 teachers. Although school divisions identify providing professional learning as a success, the survey results indicate that less than 50% of the K-8 teachers actually attended these sessions. It is also important to note that the majority of students learning French (approximately 60,000 or 90% of students) are in the Early and Middle Years and are taught by these teachers with limited competencies resulting in students not acquiring an

appropriate level of language skills. Consequently, this translates into a drastic drop in enrolment at the Senior Years because students are unable to communicate in French, are not engaged, and cannot see the value in continuing to learn the language.

Student retention therefore becomes another challenge and is directly influenced by student engagement and motivation. In fact, the data reveals that only a small proportion of students recognize the value of learning French and that a significantly smaller proportion integrates French into their lives. Results also show that many activities supporting and promoting French in school divisions are taking place for parents, students and staff. However, these efforts do not seem to translate into overall student success or retention at the Senior Years. This puts into question whether or not the message of valuing French is being addressed in meaningful ways and whether or not students are being asked to reflect on their learning through metacognitive strategies.

Limited student access to French courses and enrichment opportunities creates another challenge. The availability of French courses is often hindered by certain constraints such as not enough time in the school day (K-8), competition with other subject areas or options (9-12), small schools with low enrolment, lack of staff, and inconsistent awareness of funding from both categorical and revitalisation grants. Although opportunities for enrichment have been identified as a success in some divisions, they also present a challenge for others and especially for rural and remote areas where access to such activities is not always equitable. The data highlights the need to address this inequity throughout the province.

What should be prioritized going forward?

Keeping in mind these factors from the 3 key areas and the goal of improving student success, one must continually reflect on how to improve student results by asking the question: **how do we sufficiently engage students in learning French so that they acquire language skills to communicate, value language learning as a key to global citizenship and wish to continue learning French when it becomes an option?**

The answer lies in building capacity through leadership and professional learning. Without teachers who have the necessary competencies; language skills, cultural knowledge and understanding of the balanced literacy approach, this goal cannot be met. The focus in classrooms needs to be on student engagement and ongoing assessment for learning so that students make personal connections to learning French and are able to communicate in French in real and meaningful ways. To accomplish this, we need strong leadership; leaders at the divisional and school levels, who make this a priority, develop concrete plans, policies and practices that ensure that teachers are supported; leaders who create a divisional culture and philosophy (e.g. hiring practices, roles and responsibilities and funding) which then becomes the foundation for the successful delivery of French courses; leaders who consider the impact that the unsuccessful delivery of K-8 French courses has on overall language acquisition and the retention of high school students.

It is important that the whole school community values language learning and intercultural competencies as useful tools in the lives of all students and that the appropriate strategies are in place in each school division throughout the province in order to make this a reality.

Introduction

This document is the first Provincial Report under the **French Language Education Review — French (English Program)** and was prepared by the Bureau de l'éducation française (BEF), the French Language Education Division of Manitoba Education and Training. The report presents a compilation and an analysis of the data collected from the 2013-2014 School Division Questionnaire with responses from 34 of 36 school divisions offering French courses (English Program) in Manitoba. It provides a comprehensive profile of the delivery of the French courses, highlighting the school divisions' perceived successes and challenges. Furthermore, the BEF's analysis of this data determined what should be prioritized going forward in order to ensure student success.

The context of the French Language Education Review is based upon the understanding that the French courses in the English Program aim to provide all students in Manitoba with quality French instruction which enables them to communicate in the French language and to appreciate Francophone cultures.

Background and objectives

Manitoba Education and Training (MET) provides financial support through base funding and grant allocation to school divisions for French Language Education. This funding, disbursed to school divisions, is intended to support the successful delivery of French courses (English Program) in Manitoba schools¹.

In September 2014, the BEF introduced the French Language Education Review (Review) to ascertain to what extent school divisions have successfully delivered French courses that allow students to develop their ability to communicate in French and to appreciate Francophone cultures

The purpose of this Review is to provide school divisions with:

- clear expectations with respect to their role and responsibilities in delivering French courses (English Program) as well as in their reporting accountability;
- a standardized process to report on French programming ensuring data validity and reliability through the use of a questionnaire
- qualitative and quantitative data in order to enhance the delivery of French courses (English Program) and to track progress over time
- an opportunity to reflect on successes, challenges, and to develop initiatives that build on their successes and address their challenges.

The Review also aims:

- to bring about collaboration and dialogue between schools, school divisions, and the BEF regarding the successful delivery of French courses (English Program) in Manitoba and to respond to its evolving needs
- to collect provincial data that will be used to develop a comprehensive annual provincial report on the state of French second language education in Manitoba under the Canada-Manitoba Agreement in Education.

The **Review has the following components:**

- a questionnaire for school divisions
- a Provincial Report

¹ This funding is also intended to support the full implementation of the French Immersion Program in Manitoba schools. See *French Language Education Review, 2013-2014, provincial Report, French Immersion Program, Fall 2016*.

- a provincial follow-up meeting between school divisions and the BEF to discuss the Provincial Report and initiatives to further enhance the successful delivery of the French courses in the English program.

Survey Method

The 36 school divisions that offered the French courses (English Program) in Manitoba in 2013-2014 were requested to complete an online questionnaire. The questions were grouped into three key areas that support the successful delivery of French courses in Manitoba:

- Policy and Practice
- Supporting the Teaching and Learning of French
- Community Awareness and Promotion

The table entitled *Successful Delivery of French Courses (English Program)* presented on page 5 summarizes the underlying philosophy of the Review by outlining the learning goals for students and the three key areas that support the teaching and learning of French.

A letter and an Administrative Guide were sent to school division administrators. These documents explained the purpose and the process of the Review. The guide included divisional enrolment statistics and grant allocations as well as a copy of the school division questionnaire.

An instructional email was later sent to Superintendents. It included a link to access the online questionnaire on the Fluid Surveys website. School divisions were given approximately three months to complete the questionnaire and submit their responses electronically to the BEF. The BEF personnel were available to assist school divisions during this exercise.

To determine how successfully students achieved the goals of the French courses, school divisions were asked to consider the following while responding to the questionnaire:

- Do the French courses allow students to acquire language skills to communicate in French? Do they have the confidence to speak French?
- Do students recognize the value of learning French in their lives? Do they wish to continue studying French throughout their lives?
- Are students aware of Francophone cultures? Do they integrate aspects of French culture into their lives?
- Are students curious about and open to other cultures? Do they develop intercultural communication skills which are essential to becoming global citizens?

Survey Results

The BEF received responses from 34 school divisions out of the 36 offering French courses (English Program) in Manitoba in 2013-2014. Responses were compiled and grouped under the three identified key areas that support the successful delivery of French courses (English Program). Among the 34 who took part in the survey, certain school divisions did not respond to every single question. Therefore, the number of responses does not always equal the total number of participating school divisions.

The data collected was compiled and presented in the form of graphs, charts or qualitative summaries. When appropriate, data from two questions was combined into one chart. For opened-

ended questions, responses were treated in two different ways; some were coded and presented in chart form, others were summarized in paragraphs.

This Provincial Report includes both provincial statistics and the compilation of school division data. The provincial statistics provide a portrait of enrolment and enrolment trends in French courses for the 2013-14 school year as well as an overview of an 11 year period. The provincial data provides a comprehensive profile of the teaching and learning of French across Manitoba. To help contextualize and interpret the results, the data is presented by first introducing the original question from the questionnaire, followed by the data in a chart or table, as well as some anecdotal comments and analysis.

SUCCESSFUL DELIVERY OF FRENCH COURSES (English Program)

STUDENTS COMMUNICATE IN THE FRENCH LANGUAGE AND APPRECIATE FRANCOPHONE CULTURES

LEARNING GOALS FOR STUDENTS

Acquire language skills to communicate in French	Develop confidence to speak French	Value the learning of French	Discover and explore Francophone cultures	Demonstrate openness and curiosity to other cultures
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Key Area

Key Area

Key Area

POLICY AND PRACTICE			SUPPORTING THE TEACHING AND LEARNING OF FRENCH					COMMUNITY AWARENESS AND PROMOTION		
Hiring	Advocacy	Divisional Planning	Build Teacher Capacity	Build Administrator Capacity	Engage Students	Improve Students' Language Competencies	Develop Appreciation of Francophone Cultures	Divisional Promotion	Raise the Profile of French in Schools and Communities	Enrolments and Retention of Students
<p>The teaching and learning of French (English Program) requires that school divisions and schools value the learning of French and develop policies which provide an organizational framework and practices which allow for discussion and planning in order to create conditions for success.</p> <p>In order to do so, school divisions are asked to consider the following areas which support the successful delivery of French courses:</p> <ul style="list-style-type: none"> • Policy (roles and responsibilities) • Hiring Practices • Instructional Time (number of minutes or blocks of time) • Choice and Access • Funding- Categorical Grant/Revitalization Grant 			<p>The teaching and learning of French (English Program) requires school divisions and schools to support the professional learning of teachers and administrators and to also support student learning by creating rich linguistic and cultural learning experiences.</p> <p>Teaching: 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. This methodology includes:</p> <ul style="list-style-type: none"> • teachers using balanced literacy (oral communication, reading, writing) • students and teachers interacting spontaneously in French building fluency, accuracy and confidence • cultural activities infused regularly to enrich students' learning experiences • students discovering the value and benefits of learning another language • teachers using ongoing formative assessment of students' French language skills <p>School divisions are asked to consider if the appropriate supports are in place for educators to implement this pedagogy.</p> <p>Learning: Students acquire the French language through active participation in various learning situations and contexts inside and outside the classroom. Students should have opportunities that engage them and allow them to improve their language skills, explore Francophone cultures and validate their French language learning experience.</p>					<p>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 promotional initiatives influence retention by encouraging students to study French throughout their schooling, until the end of high school.</p> <p>Promoting the message that school divisions and schools value and support the teaching and learning of French is a key element in maintaining vibrant French courses. School divisions should consider how they inform and collaborate with parents, encourage and engage students and support staff thus demonstrating support of French courses.</p>		

Provincial Statistics

The following provincial statistics provide a portrait of enrolment and enrolment trends in French courses for the 2013-2014 school year as well as an overview of an 11 year period from 2003-2004 to 2013-2014. These statistics are presented in the same format as the individual divisional statistics included in the Administrator’s Guide.

Chart 1

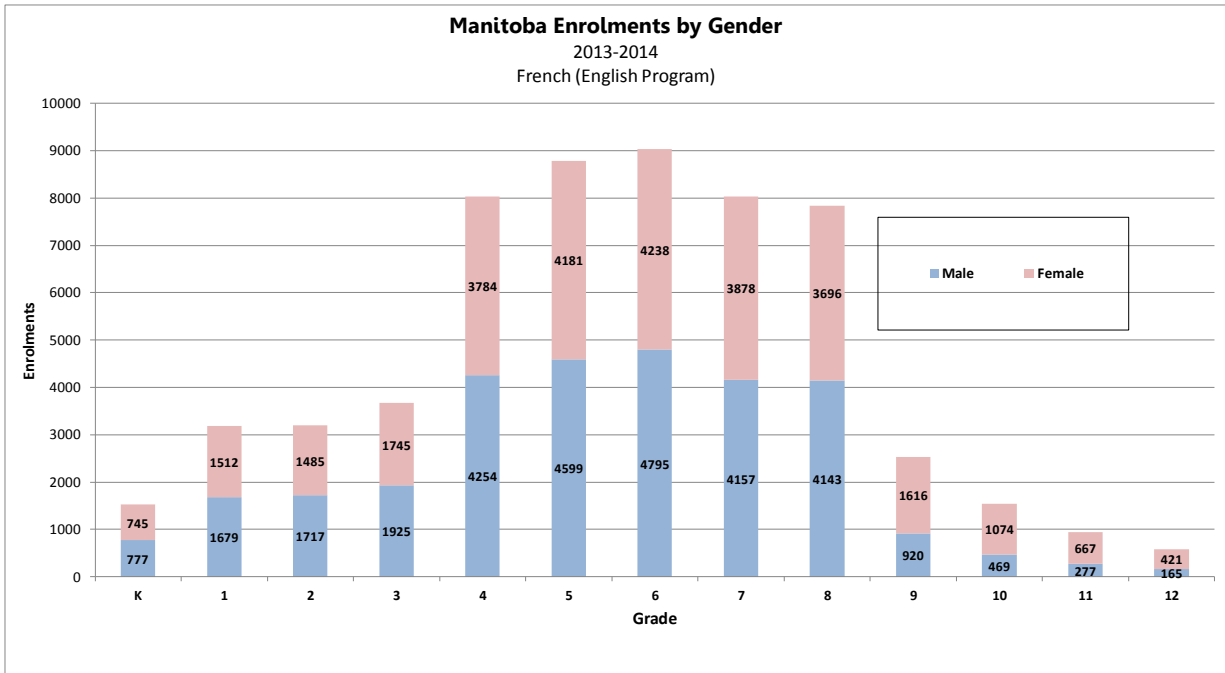


Chart 2

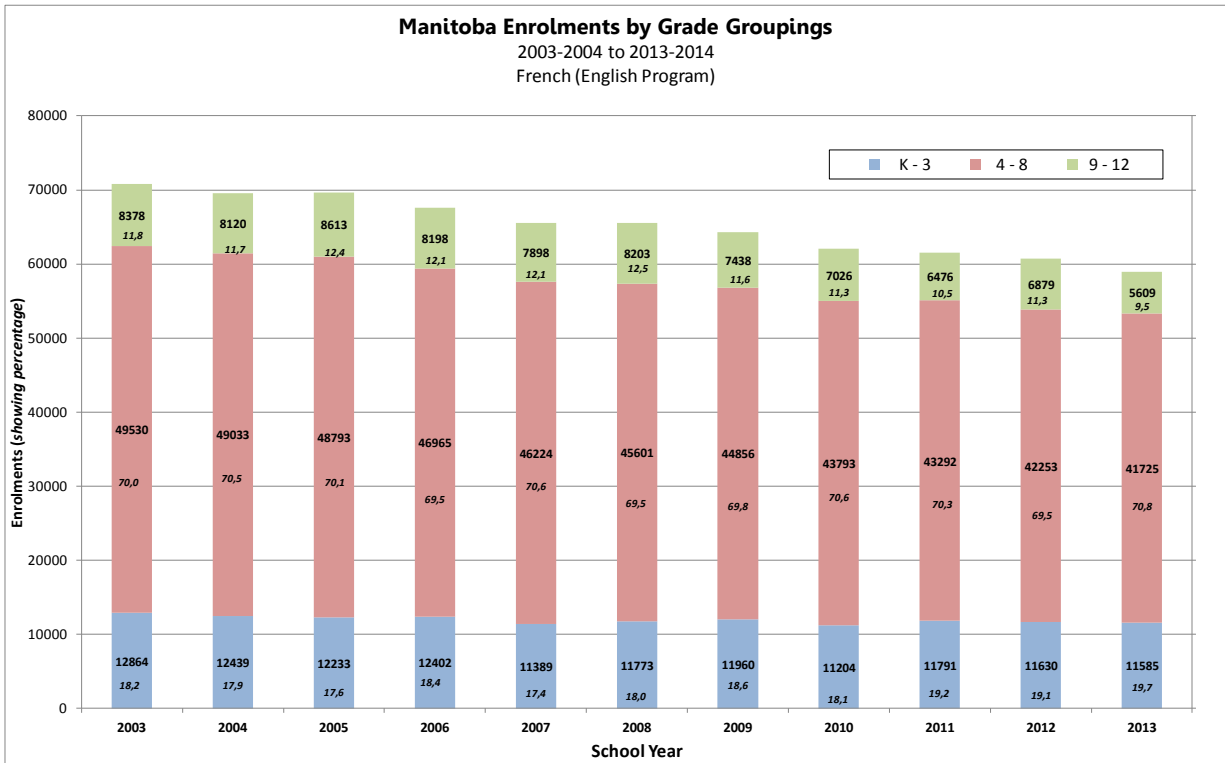


Chart 3

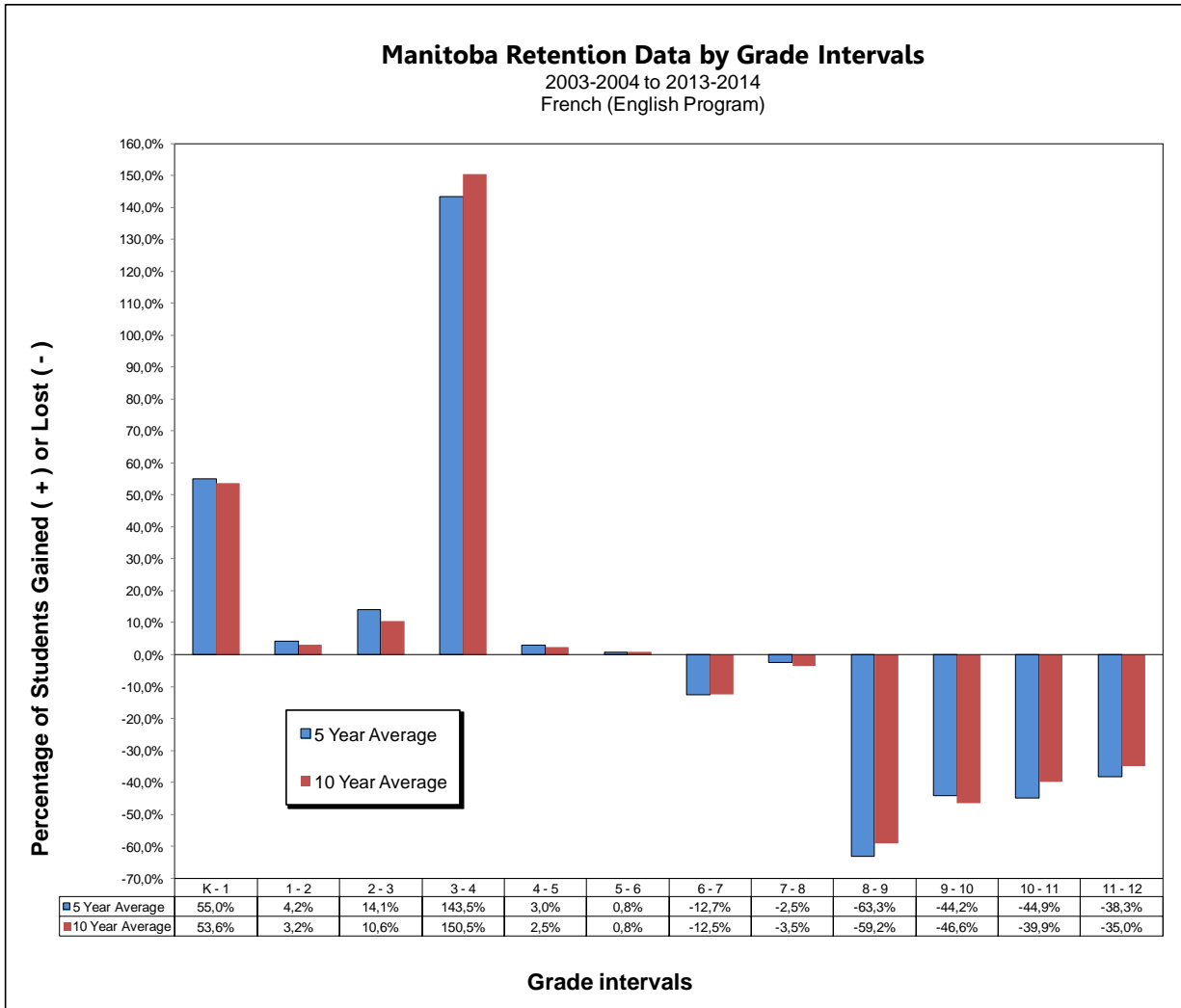


Chart 4

Number of students in French Courses (English Program)

by school year and grade (excluding Special Education)

MANITOBA (public schools only)

School Years 2003-2004 to 2013-2014

School Years	No. of Schools	GRADE												Total	
		K	1	2	3	4	5	6	7	8	9	10	11		12
2003-2004	458	2026	3296	3498	4044	10399	10282	10457	9587	8805	4221	2128	1228	801	70 772
2004-2005	454	2115	3242	3351	3731	10117	10601	10293	9188	8834	3792	2086	1327	915	69 592
2005-2006	451	1973	3221	3409	3630	9790	10243	10728	9201	8831	4342	2017	1356	898	69 639
2006-2007	444	2137	3221	3349	3695	9098	9835	10229	9104	8699	3750	2127	1372	949	67 565
2007-2008	436	2120	2970	3005	3294	9073	9357	9940	9043	8811	3942	1838	1283	835	65 511
2008-2009	440	2086	3110	3171	3406	9171	9364	9499	8734	8833	3899	2148	1286	870	65 577
2009-2010	432	2026	3097	3278	3559	9110	9308	9543	8301	8594	3385	2006	1238	809	64 254
2010-2011	426	1849	2837	3016	3502	8946	9145	9322	8259	8121	3275	1918	1076	757	62 023
2011-2012	423	2042	3069	3081	3599	8773	9143	9213	8160	8003	2947	1785	1069	675	61 559
2012-2013	414	1845	3018	3173	3594	8083	8960	9189	8076	7945	3113	1964	1079	723	60 762
2013-2014	417	1522	3191	3202	3670	8038	8780	9033	8035	7839	2536	1543	944	586	58 919

School Year 2013-2014 detailed analysis comparing French Courses enrolments to total English Program enrolments (excl. Français & French Imm. Pgm. enrolments):

MB - Total enrolment minus : MB - Fran. + Imm. Pgms. equals: MB - English Pgm. enrol.	GRADE												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
13306	13642	13217	12769	12874	12891	12993	13115	13308	14174	14321	14238	17369	178 217
3087	3123	2833	2461	2385	2168	2042	1967	1817	1630	1482	1327	1273	27 595
10219	10519	10384	10308	10489	10723	10951	11148	11491	12544	12839	12911	16096	150 622

OBSERVATIONS:

K-3 French : 11585
(2013-14) Eng.Total : 41430
% : 28,0

4-8 French : 41725
(2013-14) Eng.Total : 54802
% : 76,1

9-12 French : 5609
(2013-14) Eng.Total : 54390
% : 10,3

K-12 French : 58 919
(2013-14) Eng.Total : 150 622
% : 39,1

- French courses enrolments have fallen from 70,772 to 58,919 students from 2003-04 to 2013-14, a drop of 11853 students or 16.7%.
- 28.0% of English Program students take Early Start French; 76.1% of Grades 4 to 8 English Program students and 10.3% of Grades 9 to 12 English Program students are enrolled in French Courses; thus, overall, from Grades K to 12, 39.1% of English program students take French Courses.
- the number of schools offering French Courses have also fallen from 458 to 417 from 2003-04 to 2013-14; a drop of 41 schools or 9%.

Section 1: Policy and Practice

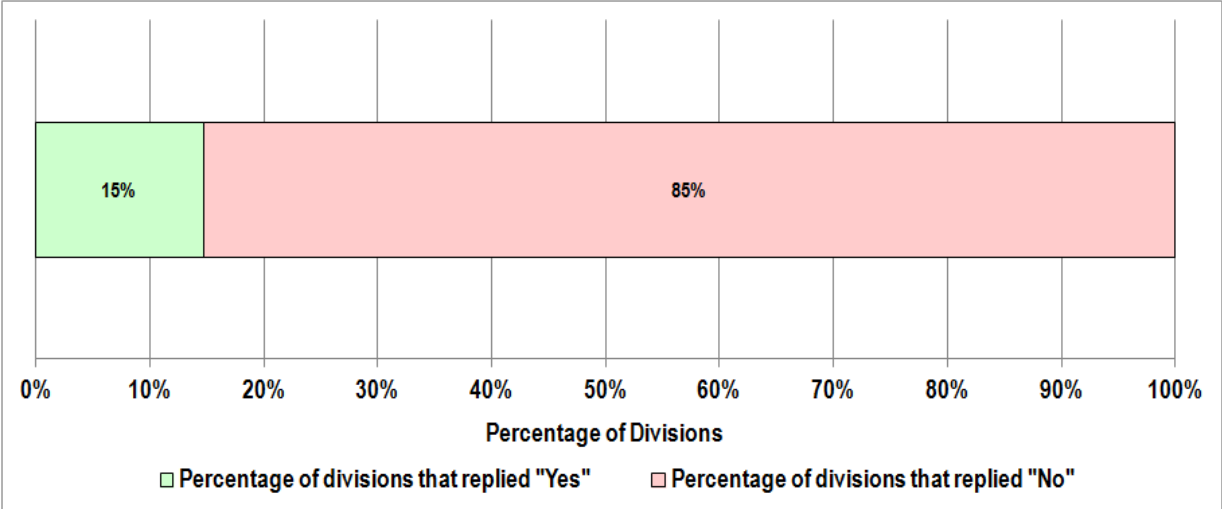
Section 1 provides data regarding the policies and practices that school divisions have in place to support the delivery of French courses (English Program). The teaching and learning of French requires that school divisions and schools value the learning of French and develop **policies** which provide an organizational framework and **practices** which allow for discussion and planning in order to create conditions for success.

School divisions were asked to consider the following areas to determine to what extent their policies and practices support the successful delivery of French courses:

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

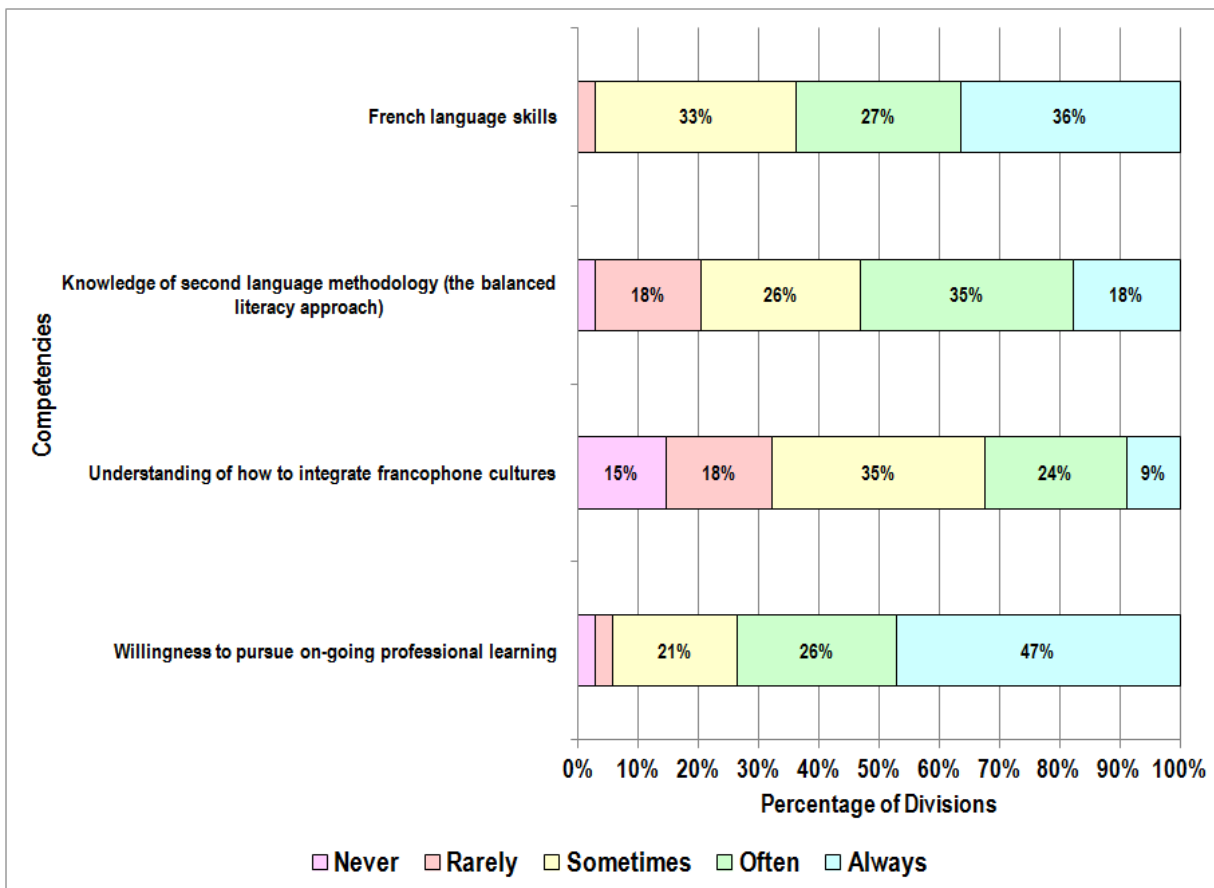
Policy

1. Is there a policy for the teaching and learning of French (English Program) in your division?



Hiring Practices

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



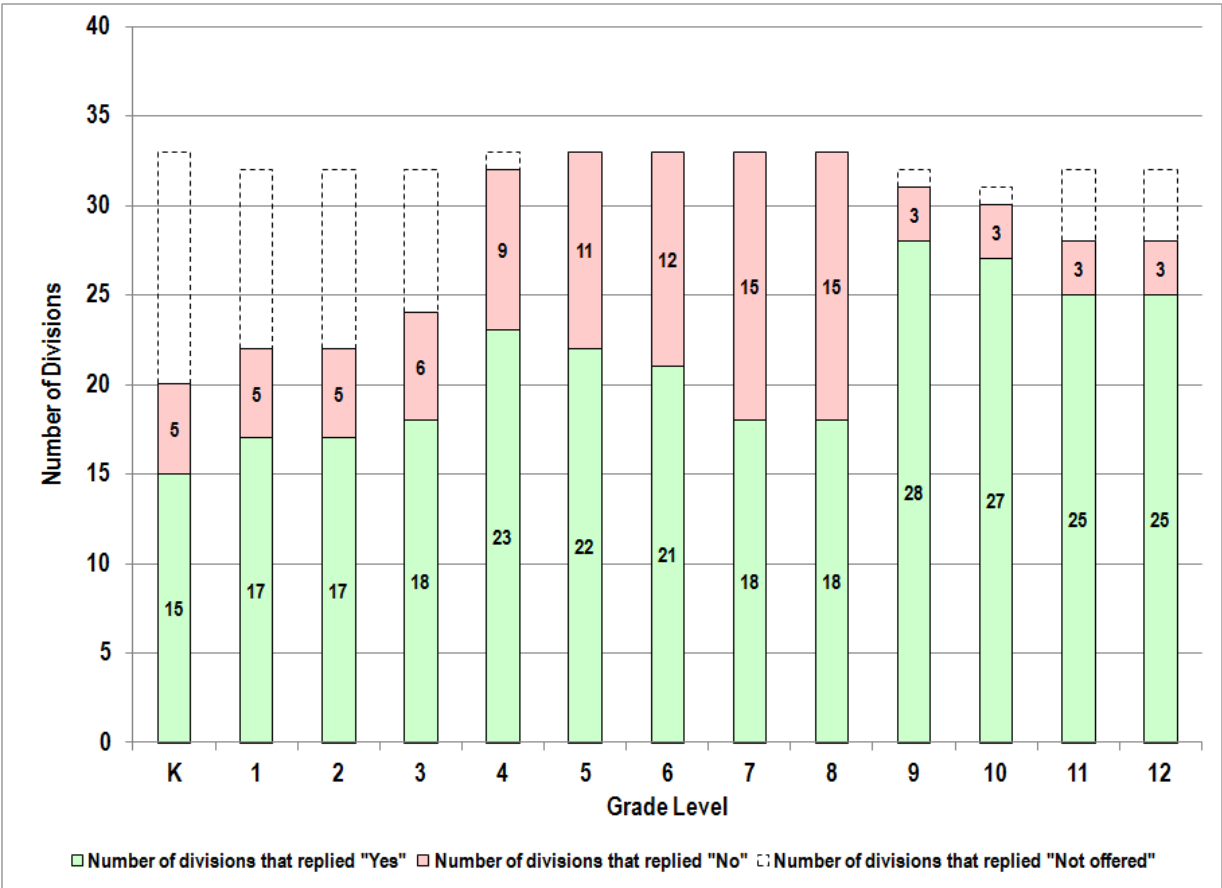
The following is a summary of the responses provided as **optional comments** related to Question 2.

It is often difficult to find applicants with sufficient language proficiency or background in teaching French. The process of hiring varies from division to division and from school to school. Some divisions have a divisional coordinator/consultant to assist during the interview process.

In most cases, administrators interview and hire teachers. When French specialists are being hired, French skills are verified frequently. However, when general classroom teachers are hired, the primary concern is that the teacher will be the best candidate for the position and their French ability may or may not contribute to the hiring decision. In addition, many teachers are simply appointed to teach French internally and in these cases, French language skills and knowledge of methodology are not necessarily part of the consideration. It has been noted that hiring practices of teachers with appropriate French skills are not necessarily a top priority; however, some divisions have indicated that verifying competencies to teach French may be considered in future interviews.

Instructional Time

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

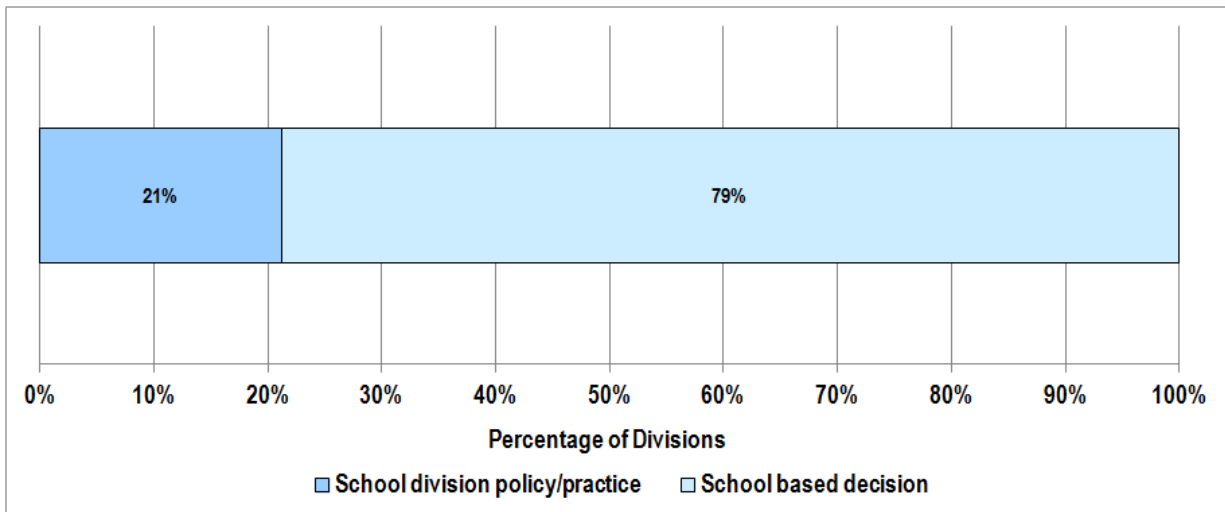


The following is a summary of the responses provided as **optional comments** related to Question 3.

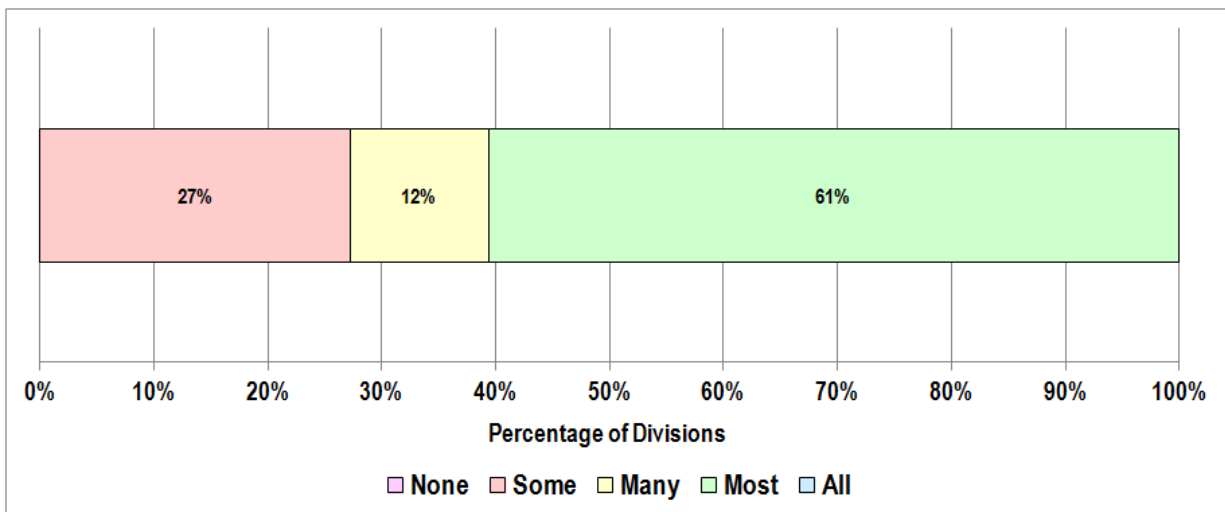
In Early and Middle Years, there is an inconsistency in time allotment due to many competing curricular demands, time tabling challenges and teacher competencies. In Senior Years, low enrolments may influence viability of French courses. Timetabling becomes more challenging, competing with other electives. To address this challenge, combined grade level classes are sometimes created to meet the needs of the students.

Inclusion

4.1 How are decisions made in the school division to address the inclusion of students with special needs in French courses?



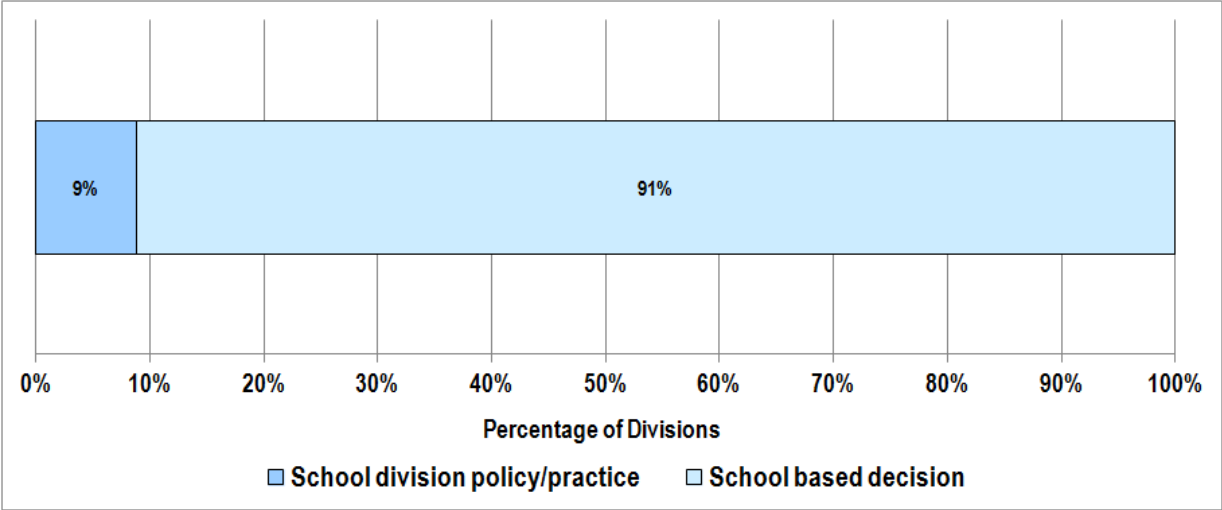
4.2 How many students with special needs are included in French class?



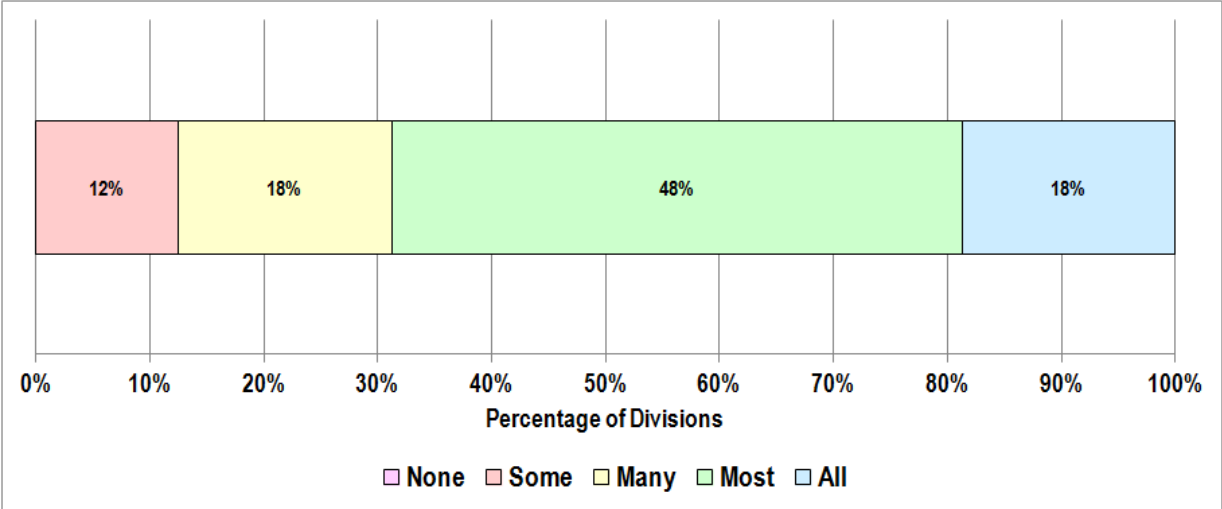
The following is a summary of the responses provided as **optional comments** related to Questions 4.1 and 4.2.

The inclusion of students with special needs varies from school to school. Most divisions expect that students will be included in French class as much as possible with appropriate supports in place. In some cases, students with Individual Education Plans (IEPs) have other learning goals which are prioritized during French time. Even though the school division may have a policy regarding inclusion, the final decision regarding the participation of students with special needs is usually determined at the school level in collaboration with the family. In High School, students with special needs typically do not choose French as a course option.

5.1 How are decisions made in the school division to address the inclusion of allophone students in French courses? (Allophone is used to refer to newcomers who are English Language Learners whose first language is neither French or English)



5.2 How many allophone students are included in French class?



The following is a summary of the responses provided as **optional comments** related to Questions 5.1 and 5.2.

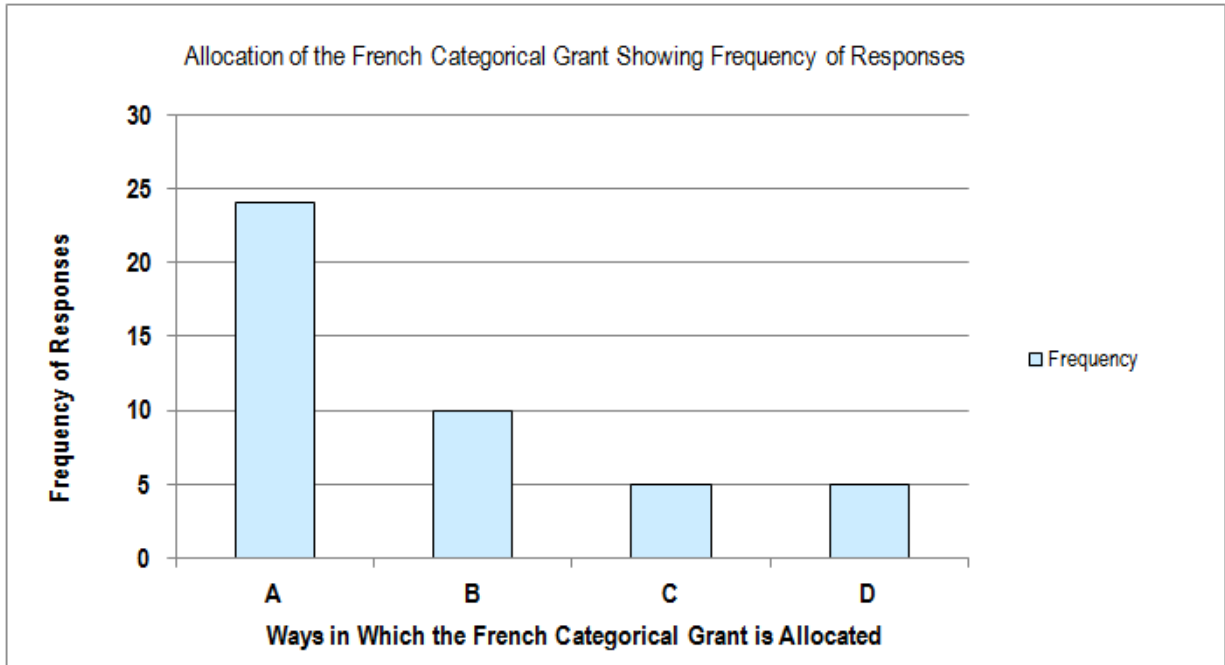
Many allophone parents have expressed a desire to have their children learn French. These students are quite often the strongest French students. There is a recognition in most school divisions that the inclusion of allophones is beneficial linguistically and socially, and most EAL* students are included with rare exceptions. These exceptions are based on students' Individual Education Plans (IEPs) and Appropriate Educational Programming (AEP).

*English as an Additional Language

Funding

6. How is the French Categorical Grant distributed in your school division?

The following chart depicts the coded school divisions' responses.*



A - Distributed to schools based on student enrolment

B - Some money is held back for use at the divisional level (cultural events, professional learning, etc.)

C - Instructional costs (staff and materials)

D - Schools are required to apply for funds by submitting an annual plan and reporting on initiatives and expenses related to French

*Please note that a school division may have various ways to allocate categorical grants

Section 2: Supporting the Teaching and Learning of French

Section 2 provides data regarding the support for the teaching and learning of French (English Program) offered by school divisions. The teaching and learning of French requires school divisions and schools to support the professional learning of teachers and administrators and to also support student learning by creating rich linguistic and cultural learning experiences.

Teaching: 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. This pedagogy includes:

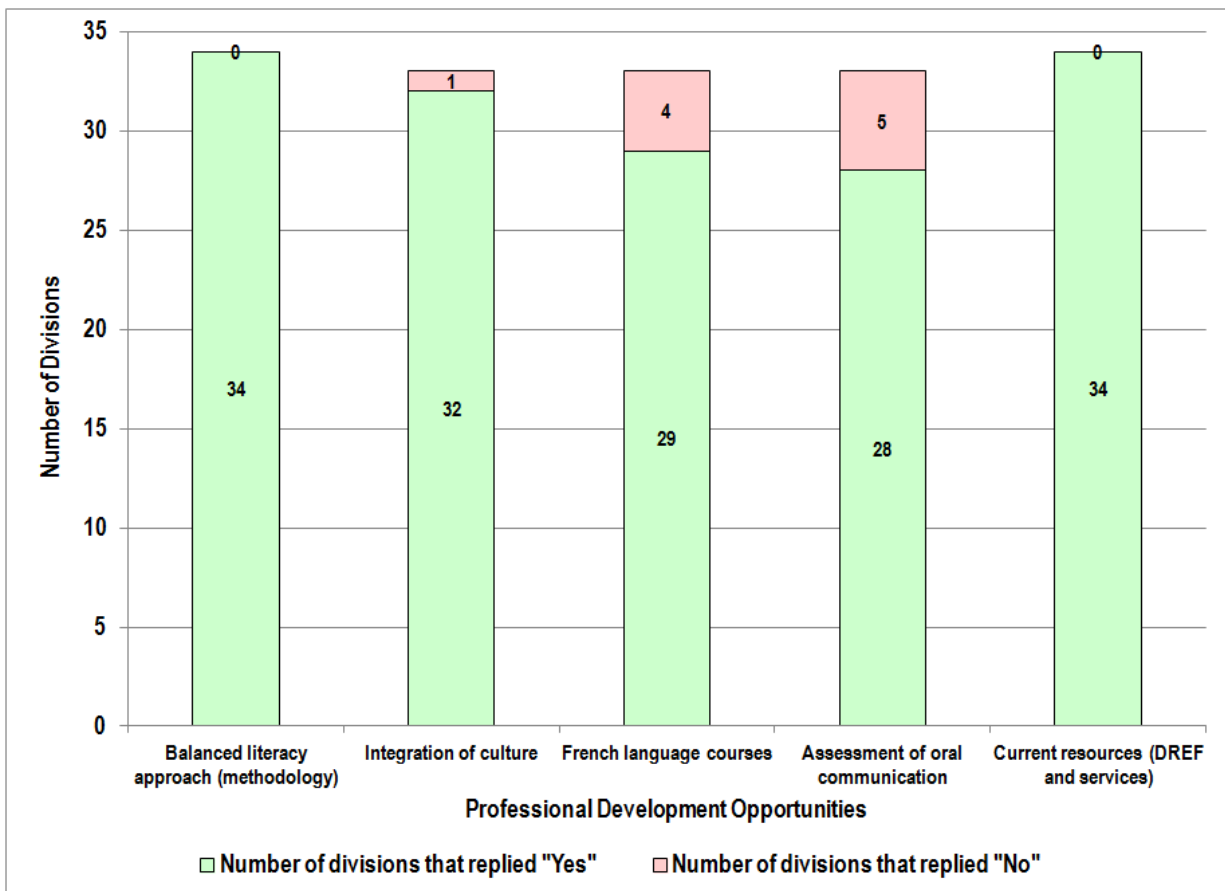
- teachers using balanced literacy (oral communication, reading, writing)
- students and teachers interacting spontaneously in French building fluency, accuracy and confidence
- teachers infusing cultural activities regularly to enrich students' learning experiences
- students discovering the value and benefits of learning another language
- teachers using ongoing formative assessment of students' French language skills

School divisions are asked to consider if the appropriate supports are in place for educators to implement this pedagogy.

Learning: Students acquire the French language through their active participation in various learning situations and contexts inside and outside the classroom. Students should have opportunities that engage them and allow them to improve their language skills, explore Francophone cultures and validate their French language learning experience.

Supporting Professional Learning

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

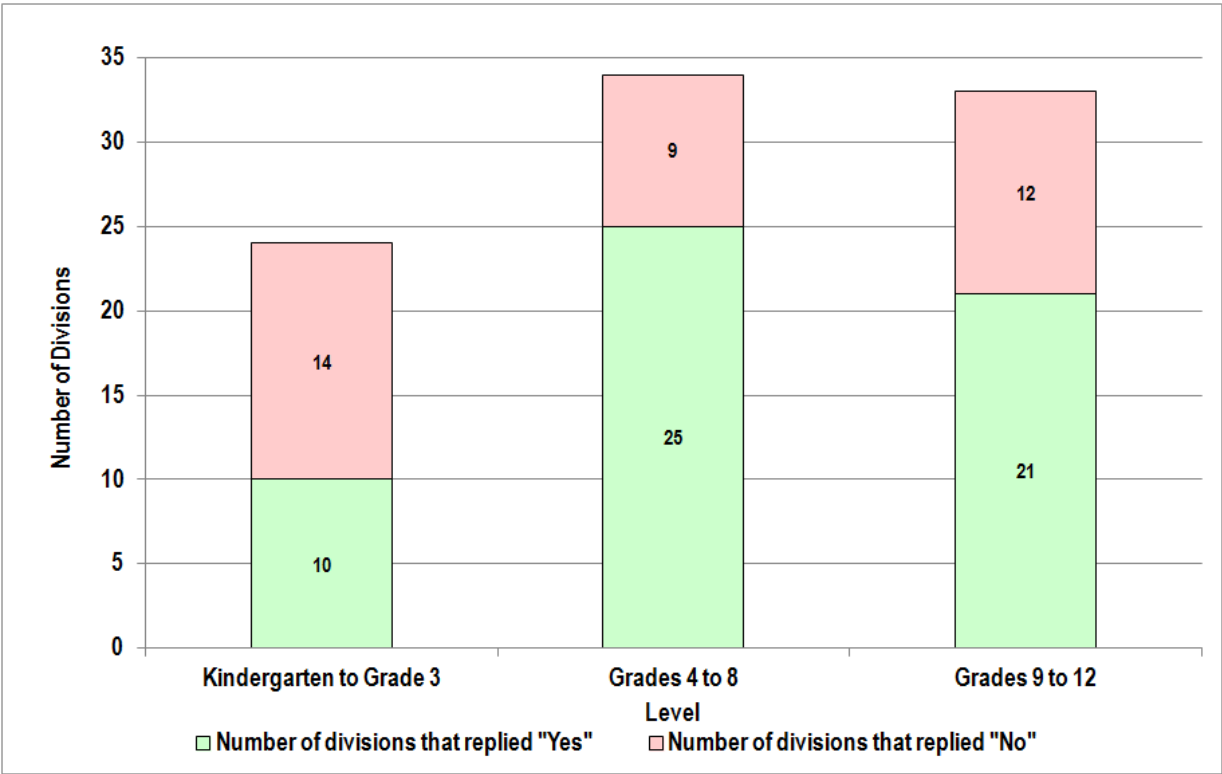


The following is a summary of the responses provided as **optional comments** related to Question 7.

In most school divisions teachers are made aware of professional learning opportunities offered and are encouraged to attend. Most divisions do not offer sessions locally and seek opportunities provincially through the Bureau de l'éducation française (BEF), Université de Saint-Boniface (USB), University of Brandon and Manitoba Teachers Society (MTS) professional learning. The majority of teachers from K-8 are generalists and must make a choice as to their professional learning priorities for the year. This may or may not include French. Funding from the French Second Language Revitalization Program has supported increased professional learning opportunities in some school divisions and divisional coordinators have organized local Professional Learning Communities (PLCs), team meetings and French language courses.

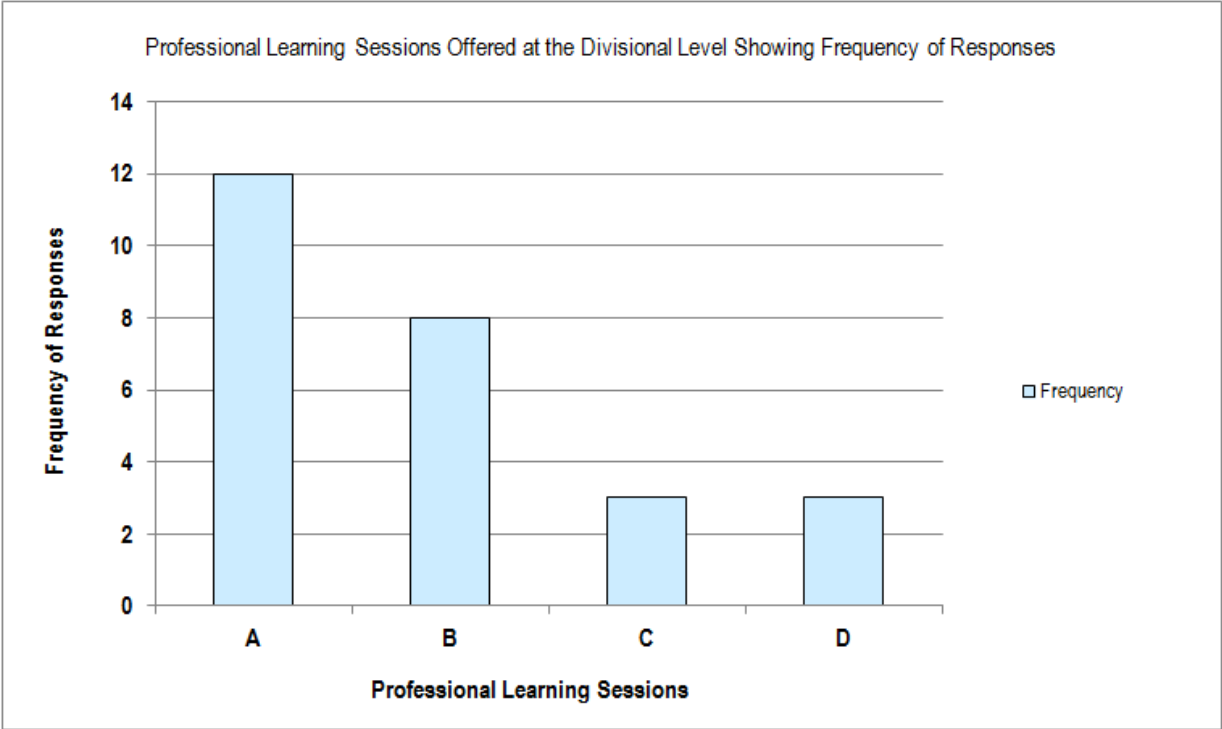
Note: DREF stands for *Direction des ressources éducatives françaises*, the Department's French Language instructional resources branch.

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



Please note that there are fewer schools province wide that offer French from K-3

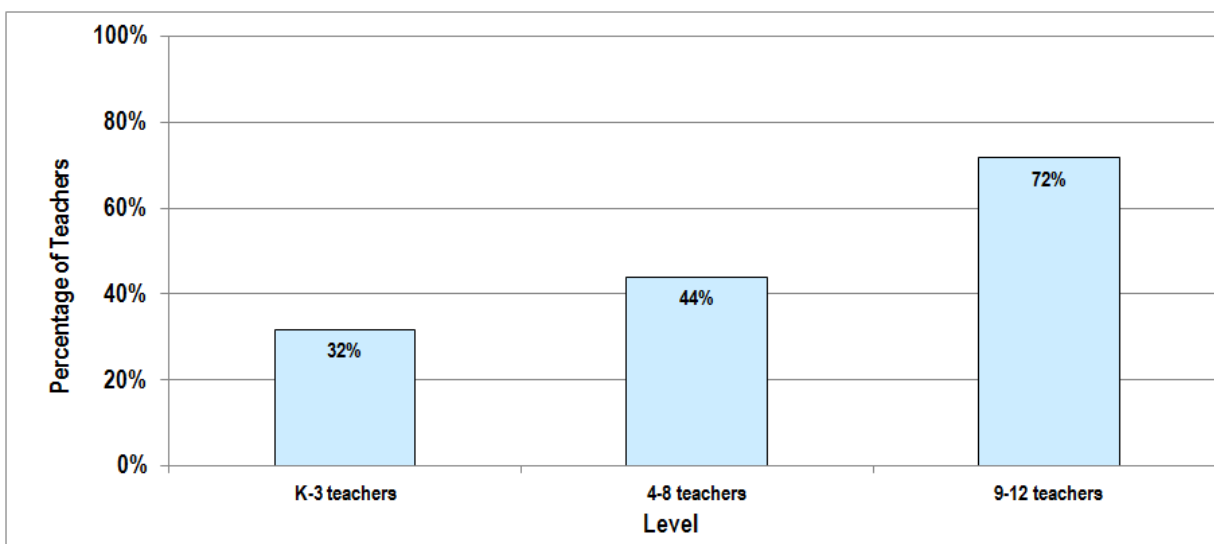
The following chart and summary depict details and examples provided by school divisions who replied “yes”, that they offer professional learning sessions at the divisional level, as per Question 8.



- A - Locally organized professional learning sessions (invited facilitators, BEF, DREF, collaborations between school divisions)
- B - Collaboration with other French teachers (PLC, French team meeting, common prep time, co-teaching, observations, book study, sharing)
- C - French courses for teachers
- D - Individual support from language coordinator upon request

Most school divisions in Manitoba indicated that teacher requests for professional learning for French are supported by the language coordinator or lead teacher. School divisions provide professional learning by offering professional learning sessions, inviting facilitators, coordinating PLCs, organizing co-teaching and classroom observations, offering French classes for teachers, and collaborating with other school divisions. School level initiatives also occur and include common preparation time for planning, team meetings or grade group meetings.

9. During the 2013-2014 school year, how many French teachers have participated in professional learning related to the delivery of French courses?



School divisions were asked to estimate how many French teachers participated in at least one professional learning activity by grade grouping (K-3; 4-8; and 9-12) for the 2013-2014 school year. The intent of this question was to ascertain the degree to which French teachers availed themselves of professional learning opportunities in order to improve teaching practices focussing on student learning. The data indicates that 72% of Grade 9-12 teachers, 44% of Grade 4-8 teachers and 32% of K-3 teachers participated in professional learning.

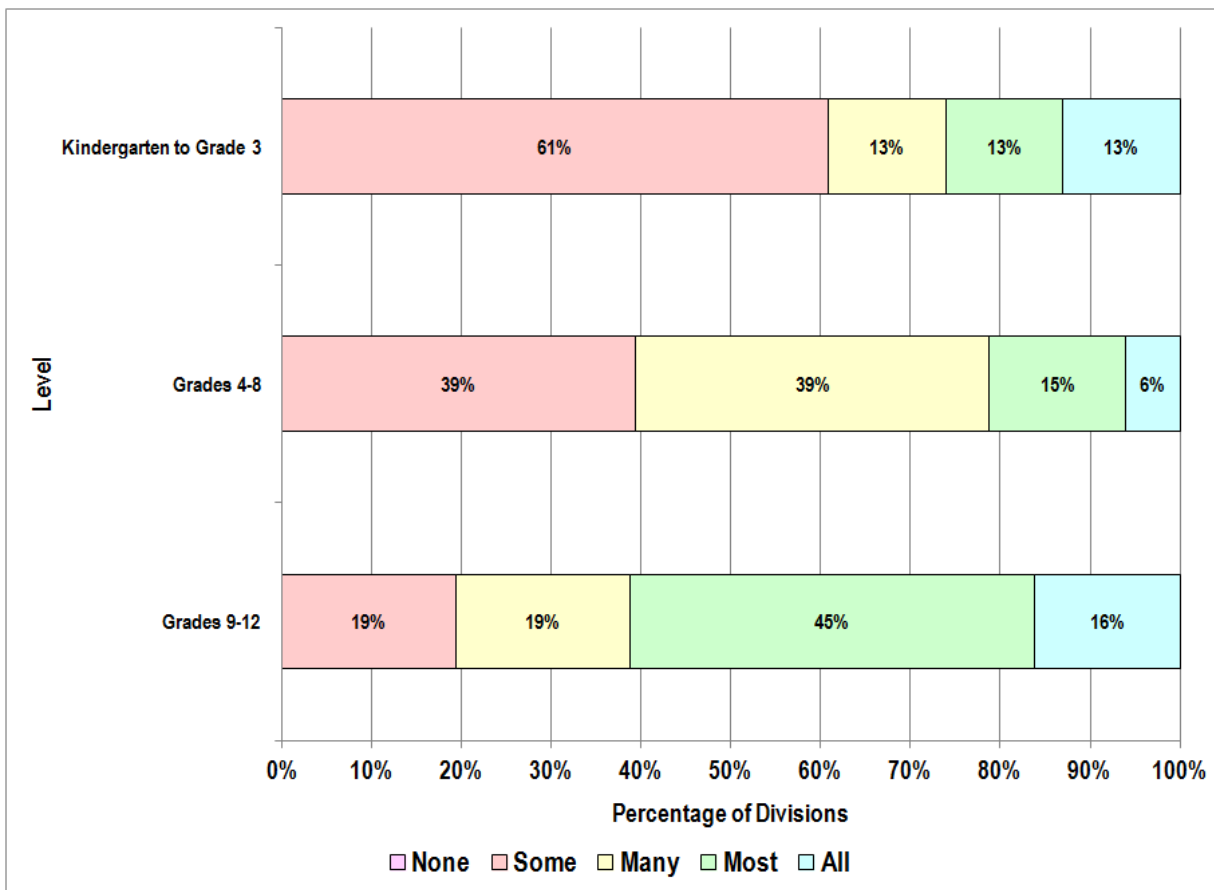
It is important to note that based on a total enrolment of close to 59,000 students in 2013-2014, approximately 20% of these students are in Grades K-3, 71% in Grades 4-8 and 10% in Grades 9-12. Assuming that the distribution of French teachers by grade level is similar to that of enrolments and that the French teacher count is about 1700, this represents approximately the following number of teachers; 331 in K-3, 1192 in 4-8 and 160 in 9-12.

At first glance, this data is concerning as less than 50% of K-8 teachers attended professional learning. To provide a more complete picture though, it is important to consider the proportion of teachers at each level as mentioned above and their teaching responsibilities. A larger percentage of Senior Years teachers attended professional learning (72% representing approx. 115 teachers) and this may be due to the fact that they are specialists and the majority of their teaching assignment and focus is teaching French. In K-3, it is reasonable that this grade grouping shows the lowest participation rate (32% representing approx 106 teachers) in professional learning as French is a course offered by fewer schools and has the lowest intensity of French language instruction time. In Grades 4-8, teachers are generalists and teach most, if not all subject areas and their priorities are divided among all curricular areas. Even though the percentage of teachers at these grades attending PD is relatively low at 44%, it represents a fairly large number of teachers, approximately 524.

An increase in participation of professional learning among Grades K-8 teachers is important to ensure the successful delivery of French courses. This is also important as it has an impact on student achievement and retention of students in the Senior Years.

Enriching the French Language Experience

10. How many teachers create a rich linguistic and cultural environment in their classrooms making French come to life for their students?

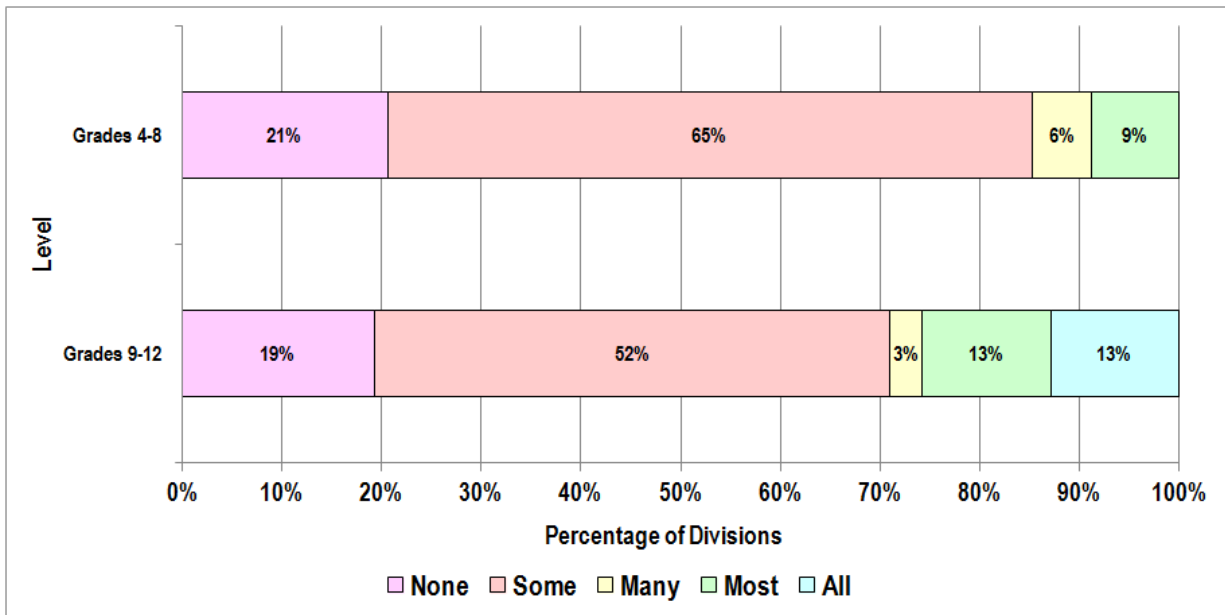


The following is a summary of the responses provided as **optional comments** related to Question 10.

The ability to create a rich linguistic and cultural environment in the classroom, making French come alive for students depends on the teacher's comfort with the French language and culture. In schools where there are specialists and/or teachers who have had appropriate professional learning, students are more likely to experience rich linguistic and cultural learning. At the Senior Years level, the majority of teachers are French language specialists and have the appropriate language skills and training to provide a rich linguistic and cultural environment.

Some school divisions have indicated that more professional learning is needed, with a focus on oral language learning and the integration of culture. Others have indicated that the French Second Language Revitalization Program provides further support to enrich the linguistic and cultural experiences inside and outside the classroom.

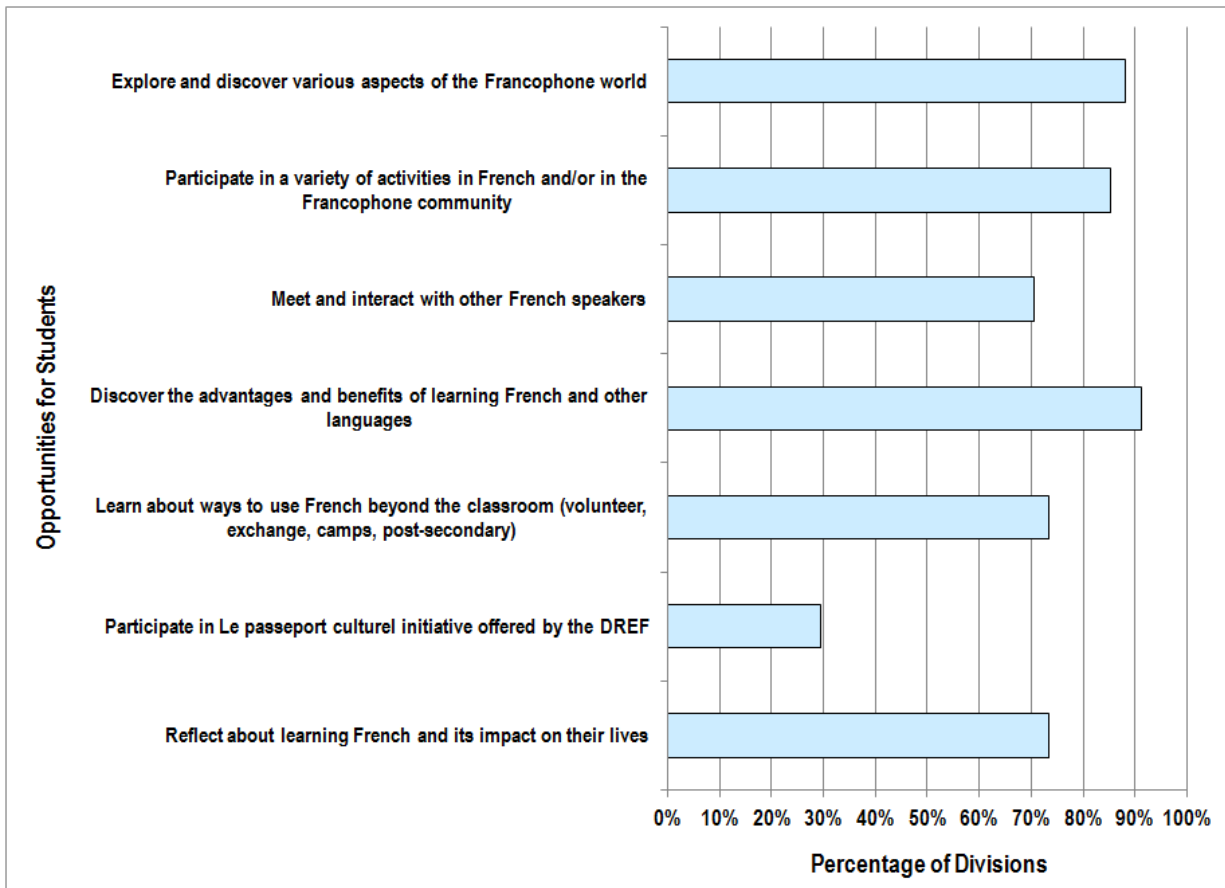
11. How many teachers in your school division are using the BEF's assessment tool for oral communication to assess students' oral skills?



The following is a summary of the responses provided as **optional comments** related to Question 11.

School divisions noted that there is a lot of work to be done in this area. The assessment tool is still relatively new and as the new curriculum framework is implemented, awareness and use of this tool should increase. However, it will take some time before teachers become comfortable using it.

12. Indicate the opportunities provided to engage students, and to enrich and validate their French language learning experience.



The following are examples that demonstrate the opportunities provided to students by school divisions in order to engage them and allow them to improve their language competencies, to explore Francophone cultures and to validate their French language learning experience.

- Field trips – Festival du Voyageur, Radio-Canada, Cercle Molière, Cinémental
- Interactions/discussions/presentations with other French students or speakers (letters, Skype)
- Province wide activities – Concours d’art oratoire, La semaine par excellence, Festival théâtre jeunesse, Festival du conte
- Exchanges/travel – SEVEC
- School based activities: artists to offer presentations and facilitate workshops, school based French film festival, improvisation, activity days, camps
- Classroom activities/projects

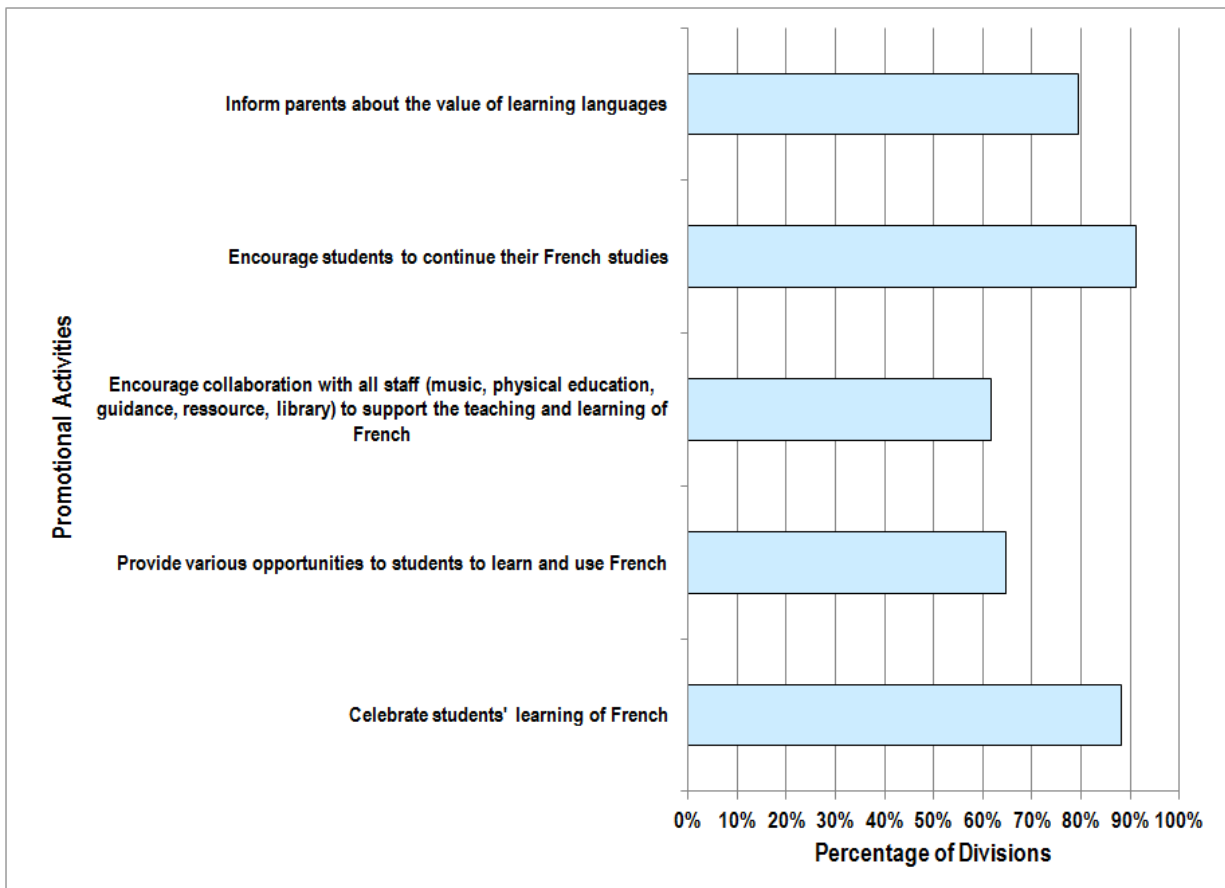
Section 3: Community Awareness and Promotion

Section 3 provides data regarding community awareness and promotion of French courses (English Program) throughout school divisions in Manitoba.

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 promotional initiatives influence retention by encouraging students to study French throughout their schooling, until the end of high school.

Promoting the message that school divisions value and support the teaching and learning of French is a key element in maintaining vibrant French courses. School divisions were first asked how they promote French language learning throughout the division. Then they were asked to provide examples of how they inform and collaborate with parents, encourage and engage students and support staff thus demonstrating support of French courses.

13. How is the learning of French promoted in your school division?



The following are examples that demonstrate how the learning of French is promoted in school divisions, as per Question 13. The data has been grouped according to target audience: parents, students and staff.

For Parents

Communication - newsletters, divisional language brochure, community reports, information on divisional websites including videos, informational letters. These include information regarding French programming, the value of learning French, class activities (blog), opportunities for students (career, exchange)

Celebrations of learning - assemblies and concerts highlighting French learning, bulletin boards of students' work, student led conferences include examples of French learning, video conversations of students

Presentations - Kindergarten orientation session, parent information evenings at transitional points

For Students

Provide various opportunities to use French - field trips, Festival du Voyageur, French cultural days, I Love to Read month, extracurricular activities in French, travel and exchange experience (SEVEC), debating

Celebrations of learning - assemblies and concerts highlighting French learning, talent show, bulletin boards of students' work, world languages certificate and *Diplôme d'études en langue française* (DELF) certificates presented at graduation. Exposure to French throughout the school creating a positive environment for learning French; staff speaking French, music, O Canada, French books in classrooms and libraries, technology

Presentations and guest speakers - Canadian Parents for French (CPF), artists

Enriched French programming - integration of French across curricula, Intensive French, Accelerative Integrated Method (AIM), DELF certification, participation in EXCELS Program at Brandon University

Transition activities - course information and presentations for students at various transition points; student testimonials, school visits, guidance counselling promoting programs beyond the school; exchanges, university, volunteer

With Staff

Professional learning - staff PLCs, planning of integration of French across curricula, language courses for teachers, support from language coordinator and school division

Collaboration - amongst staff to enrich French language learning and exposure, physical education, music, library, resource; transition meetings between schools

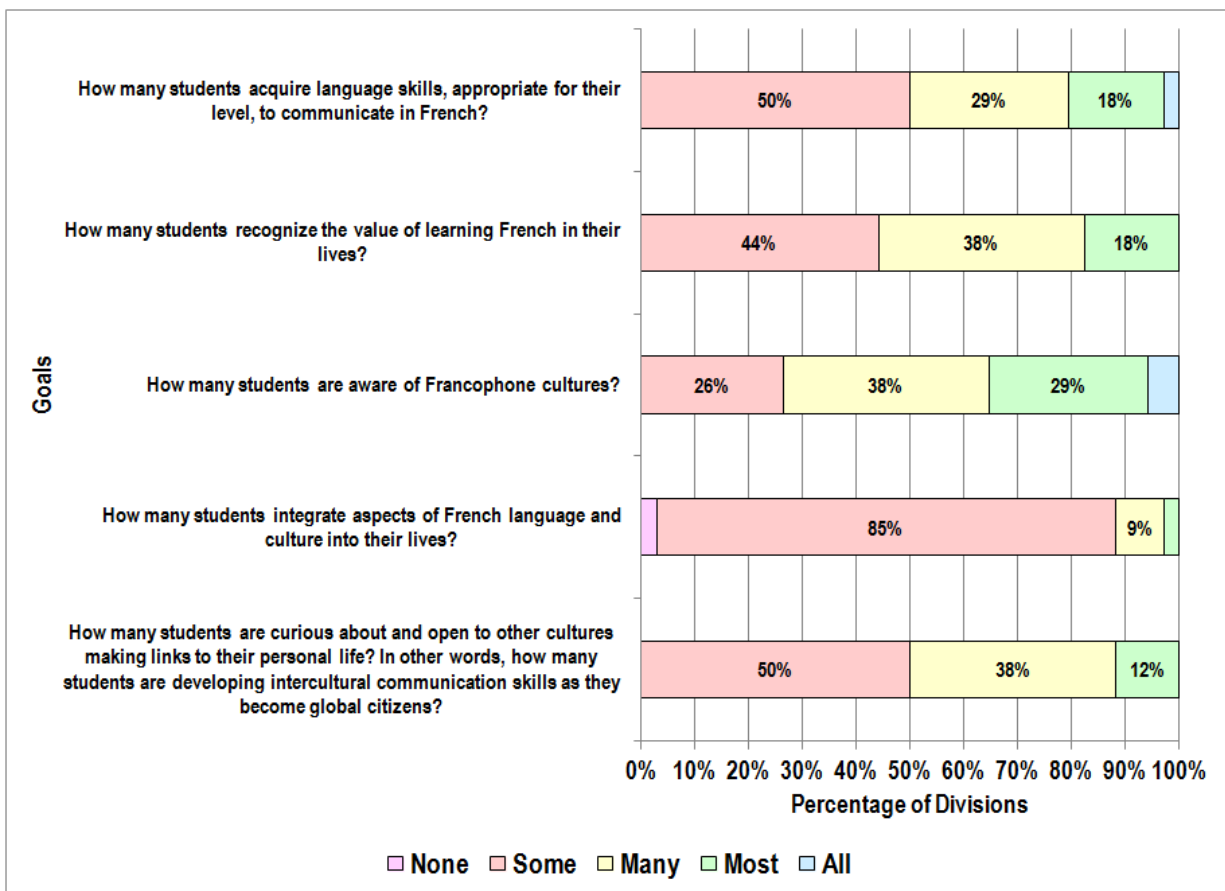
Conclusion: Final Reflection and Next Steps

At the end of the questionnaire, school divisions were asked to determine the extent to which their school division had been successful in the delivery of French courses and to determine next steps to improve student learning. They were asked to reflect and respond to a series of questions and then develop a divisional plan. The next four subsections highlight the data collected from this reflection.

Student Success

Question 14 is intended to determine if the vision and goals of the courses are being realized through student achievement. To evaluate students' overall experience and success in French courses, school divisions were asked to estimate how many students communicate in the French language, appropriate for their level and appreciate Francophone cultures based on the five following questions. The scale used for this estimation included the following choices: *None, Some, Many, Most or All*.

14. Indicate the extent to which your school division has been successful in achieving the vision of the French courses.



The data provided by school divisions is based on their professional judgement. For the purpose of this analysis, the indicator of success has been identified as the sum of **all**, **most** and **many**.

The first question school divisions had to address was the number of students they perceived as acquiring an appropriate level of linguistic competency for their grade level. The data indicates that 50% of students achieved an appropriate level of linguistic competency. It is concerning because this also means that the other 50% of students are not achieving success in this area. In order to improve these results, the teaching and learning of French needs to become more of a priority for teachers and administrators, with a focus on language acquisition for students.

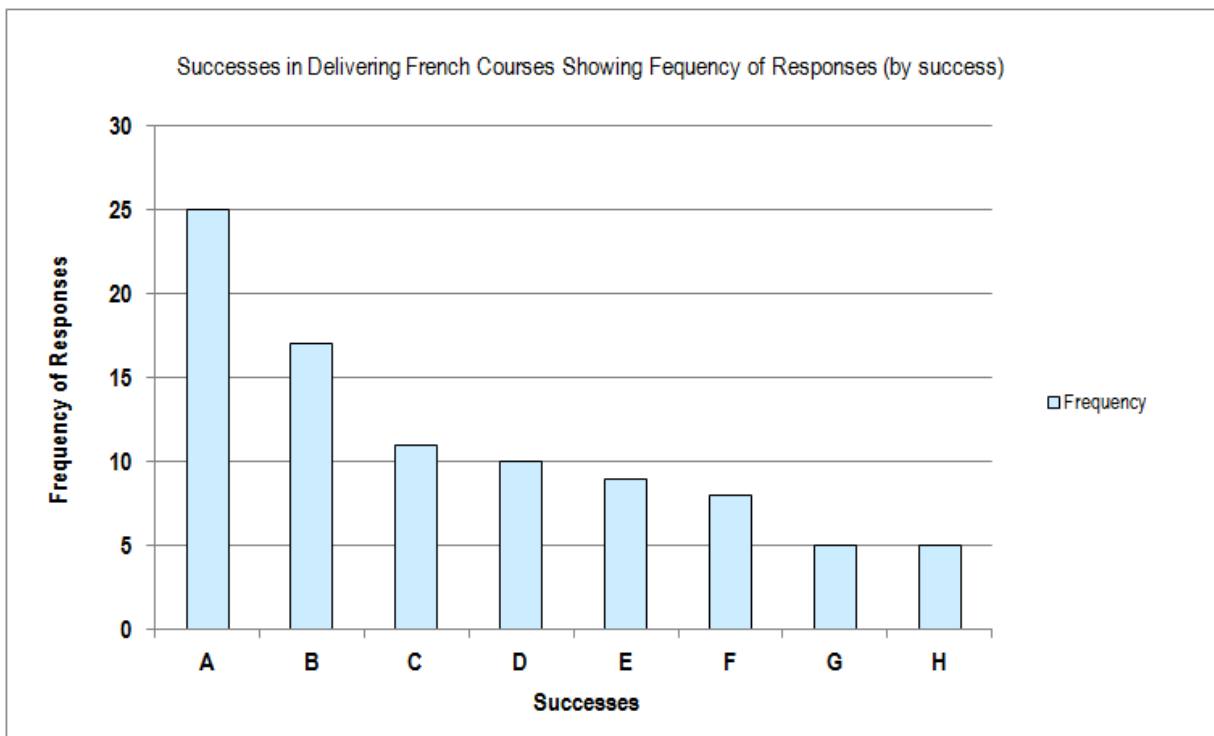
The second question was to discern the number of students who recognize the value of learning French. According to school divisions, 56% of students valued learning French in their lives. This percentage is also low and further inquiry could clarify if the message of valuing French is being addressed in meaningful ways to guide and engage students.

The next three questions are interrelated in term of their pedagogical implementation and are in essence an extension of one another. Question three was to estimate the number of students who are aware of Francophone cultures. The data indicates that 74% of students are exposed to Francophone cultures as they learn French. However, the assessment made in the fourth question regarding whether or not students integrate aspects of language and culture in their lives, indicated that only 12% of students are believed to be achieving this goal. This is a relatively new concept and it needs to be approached with the common understanding that it is simply an extension of students' knowledge of language and culture, and that it can be integrated into classrooms with relative ease. Developing this common understanding could be the starting point for future conversations about how to guide students to use French in relevant and meaningful ways in their lives.

Lastly, school divisions were asked to determine how many students demonstrate an openness and curiosity to other cultures as they become global citizens. The data indicated that 50 % of students are developing intercultural awareness. Once again, this goal is accomplished by further extending the understanding that language and culture are inextricably linked and that cultural awareness and intercultural understanding are integral parts of learning in the French classroom. To do this, students need opportunities to think about their own cultural beliefs and attitudes, to participate in cultural activities, and intercultural experiences and to reflect on their learning. This metacognitive reflection needs to have a more prominent place in the classroom in order to accomplish this goal.

Successes and Challenges

15. The following two charts depict the successes and challenges identified by school divisions in delivering French courses.



A - Appropriate professional support for teachers (professional learning, cohorts, coordinators)

B - Recognition of the value of learning French language and culture by students (increased motivation, enrolment, retention)

C - Many cultural experiences to support students in the development of their French language competencies and cultural awareness

D - Teacher motivation and commitment to improve their language skills and pedagogy

E - Implementation of the balanced literacy approach

F - Appropriate instructional resources including technology

G - Support of administrators for the teaching and learning of French (budget, professional learning, resources, timetabling, common prep time, etc.)

H - Recognition of the value of learning French language and culture by the community and parents

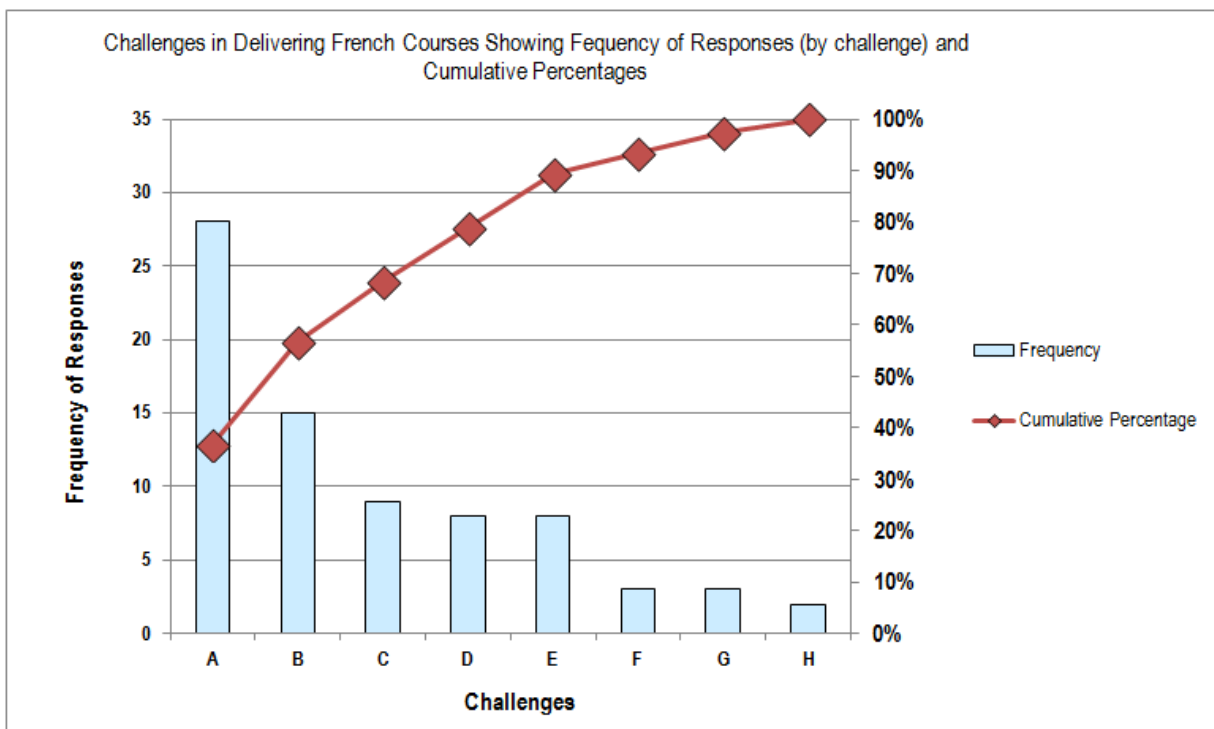
Additional information

Respondents indicated that the funding under the French Second Language Revitalization Program is essential to school divisions. It enhances the teaching and learning of French by supporting professional learning and enrichment for students.

School divisions perceive their two main successes to be professional support for teachers through professional learning, cohorts and divisional language coordinators (A – 25 responses) and the recognition of the value of learning French language and culture by students which increases motivation, enrolment and retention (B – 17 responses). It is encouraging to see that these two successes have been identified. It indicates that school divisions are supporting professional learning for teachers. They also recognize that student engagement is a key element to student success and retention in French courses and should be continuously nurtured.

Another identified success is providing students with many cultural experiences (C – 11 responses). This curricular goal is important as it validates and enriches students' language learning experiences. It also provides students with a context in which to develop their confidence and ease in speaking French both inside and outside of school and to develop their intercultural competencies.

The next five successes (D –H) related to teacher motivation, pedagogy, resources, school leadership and community support are also key components but have fewer responses. It is interesting to note that although these are successes for some, they are also perceived as challenges by other school divisions as seen in the next chart identifying challenges.



A - Limited teacher competencies (French language skills and methodology)

B - Offering French courses in certain contexts (lack of time K-8, competing with other options 9-12, small schools with low enrolment, lack of staff, maintaining sufficient student enrolment)

C - Rural isolation and lack of cultural learning opportunities

D - Conflicting professional learning opportunities for teachers

E - Lack of parental and community support

F - Lack of student engagement and motivation

G - High staff turnover

H - Lack of resources

The challenges identified by the school divisions are presented in the Pareto chart above. The Pareto Principle states that by addressing the factors that cause 80% of the challenges, strategies developed may become more focussed and resources may be allocated more effectively. As a result, most if not all of the remaining 20% of the challenges may also improve. The analysis of this data focuses on the challenges that need the most attention; those that represent a cumulative value of 80%.

The four challenges identified by school divisions which represent 80% of responses are: limited teacher competencies, offering French courses in certain contexts, rural isolation and conflicting professional learning opportunities.

The first challenge identified is that teachers do not have the necessary competencies, French language skills and/or methodology to teach the balanced literacy approach (A – 28 responses). This represents approximately 40% of all responses and is therefore the main challenge in the province with regards to teaching French in the English Program. Going forward, priority needs to be given to ongoing professional learning for teachers in Grades 4-12 to ensure that they have the skills and knowledge to successfully deliver French courses. This could be addressed by conducting a portion of the hiring interview in French; by encouraging teachers to enrol in French classes; by asking teachers

who speak French to teach more than one class in the building (an exchange between teachers, K-8) and by requiring teachers to attend professional learning sessions.

The second challenge (B – 15 responses) revolves around students' access to French courses. The offering of French courses is often subjected to many roadblocks such as the idea that there is not enough time in the school day (K-8), that there is competition with other subject areas/options (9-12), and that small schools lack staff and/or have insufficient enrolment. Some of this challenge could be addressed with creative timetabling as mentioned above (exchange with another teacher) or by providing teachers with an example of how to better plan their classroom timetabling which may include integrating other subject (content) areas into French and using French in daily routines throughout the day. Another solution for improving students' access to French courses is to combine grade levels in order to have larger enrolment. Furthermore, it is important that the teaching and learning of French is valued among all staff and students, and that French is visible in the school.

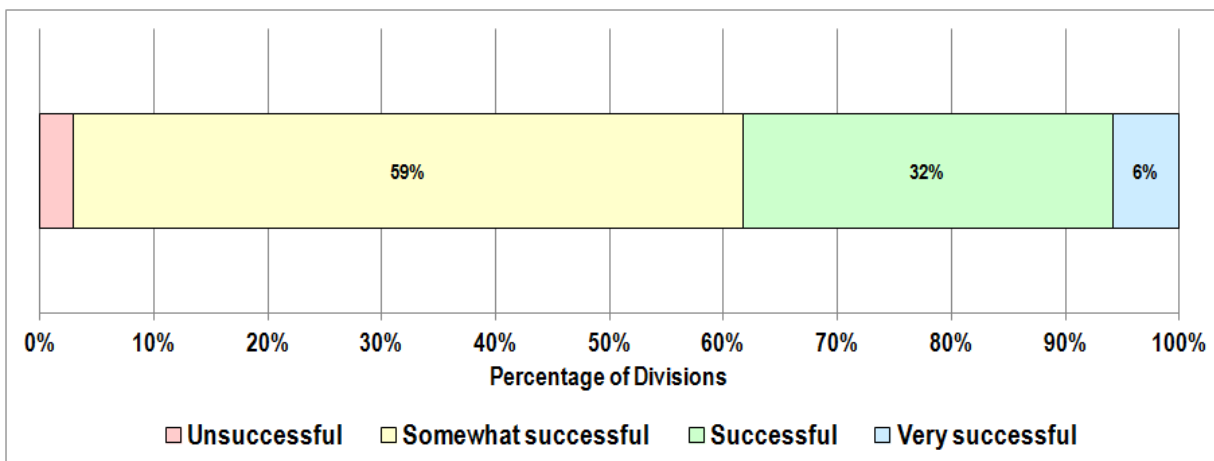
The third challenge, rural isolation and lack of cultural opportunities (C – 9 responses) and the fourth challenge, conflicting professional learning opportunities (D – 8 responses) have fewer responses but still fall under the 80% portion of the chart. The rural areas can look for neighbouring Francophone communities and team with them to find cultural activities for the students. Another option would be to submit a request for funding to the *French Language Revitalization Program* to bring culture to their communities. Furthermore, the integration of culture should not be seen as a separate unit; teachers should integrate cultural references on a regular basis by giving students the opportunity to observe Francophone cultures and make personal connections to their own cultures.

In regards to the fourth challenge, conflicts in professional learning opportunities, this is understandable in Grades 4-8 where teachers teach many curricular areas but nevertheless, it needs to be addressed. It is the professional responsibility of educators (superintendents, administrators and teachers) to ensure that educators have the appropriate skills, knowledge and attitudes to successfully deliver French courses. The question to consider is *Is it possible for school divisions to begin to make this a priority?*

The other identified challenges within the chart that have fewer responses (E – H) should not be ignored but taken into consideration and reflected upon in each school division based on individual contexts. If the Pareto Principle is applied, these challenges may resolve themselves as the other main challenges are addressed.

Divisions' Self-Assessment on the Successful Delivery of French Courses

On a scale of 1 (unsuccessful) to 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.



School divisions were asked to indicate how successful they were in ensuring the delivery of French courses. The bar chart reveals that 38% of school divisions perceived themselves as being *successful* or *very successful* and 62% indicated that they were *somewhat successful* or *unsuccessful*. Although some successes were identified, this data is very concerning as it is clear that less than half of school divisions are successfully delivering French courses and achieving success with students. With a more concerted focus on building capacity through leadership and professional learning, school divisions can begin to improve their success rate in the delivery of French courses.

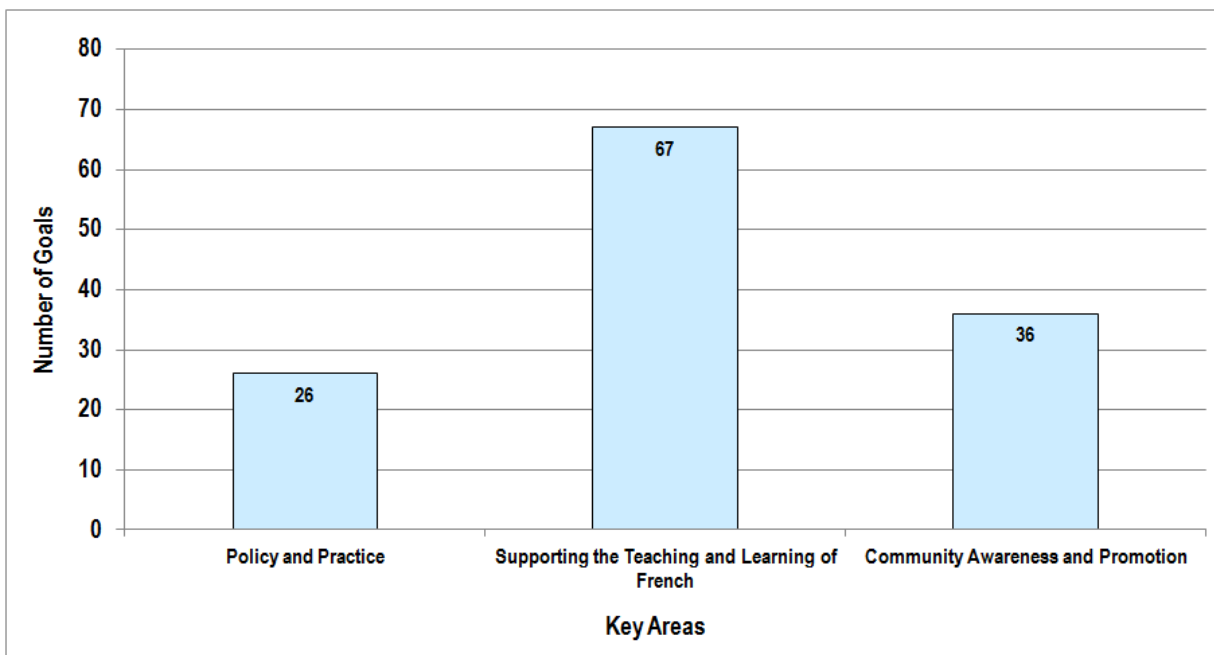
What are the possible ways to build capacity through leadership? School divisions can develop policies and practices for the teaching and learning of French in order to create a divisional culture and philosophy (e.g. hiring practices, roles and responsibilities and funding) which becomes the foundation for the successful delivery of French courses. They can ensure that information regarding the allocation of categorical grants is clearly communicated to principals and teachers throughout the division. The majority of school divisions are applying for *French Second Language Revitalization Grants* to enrich student learning; however, more attention should be drawn to ensuring that the provincial funding through *French Categorical Grant* reaches the classroom and is used for French. School divisions may also address the issue of student enrolment in Senior Years. Retention of students at high school merits more reflection as the enrolment drops significantly when French becomes an option. It is important to consider how the delivery of French from K-8 impacts this reality.

Keeping in mind student success as the primary goal, one must continually ask the question, how do we improve student results? How do we sufficiently engage students in learning French so that they acquire language competencies to communicate in French and wish to continue learning French when it becomes an option? The answer lies in ongoing professional learning for teachers. Without teachers who have the necessary competencies, language skills, cultural knowledge and understanding of the balanced literacy approach, this goal cannot be met. The focus in classrooms needs to be on student engagement and ongoing assessment for learning so that students make personal connections to learning French and are able to communicate in French in real and meaningful ways. To accomplish this, we need strong leadership. Leaders at the divisional and school levels who are willing to make this a priority, develop concrete plans, and ensure that teachers are supported. It is important that the whole school community values language learning and intercultural competencies as useful tools in the lives of all students.

Next Steps

After having completed the three sections of the questionnaire, reflecting on successes and challenges and making an overall assessment, school divisions were asked to identify which initiatives they would undertake to enhance the linguistic and educational experience for students to ensure the successful delivery of French courses. School divisions then set goals and outlined an action plan to build on successes and/or to address challenges. These initiatives were grouped into the three key areas: Policy and Practice, Supporting the Teaching and Learning of French, and Community Awareness and Promotion.

17. Under which key areas do your goals and actions fall?*



*Please note that school divisions could select more than one key area per initiative.

This chart shows that the largest number of initiatives (67) is found within the key area of *Supporting the Teaching and Learning of French*. This validates the recurring themes throughout this report which demonstrate the need to build teacher and administrator capacity, engage students and improve their language competencies, and develop an openness and appreciation of Francophone cultures. The above data clearly illustrates that this is the priority favoured by school divisions across the province to improve student success.

Policy and Practice (26), and *Community Awareness and Promotion* (36) play an important role and many initiatives have also been identified in these key areas. They also support the teaching and learning as they provide the foundation for divisional planning and hiring, and the message that French is valued for all students.

The table below summarizes the key initiatives proposed by school divisions. The initiatives are organized according to the 3 key areas of the questionnaire. The raw data found in the chart above was further analyzed and categorized into the key area that most accurately reflected the initiative. This explains the differences in the number of initiatives in each key area between the chart above and the table below. The common thread linking these initiatives is the commitment to ensure the successful delivery of French courses that allow students to acquire language competencies to communicate in French and to appreciate Francophone cultures.

Section 1 – Policy and Practice (26)
Divisional Planning (17) <ul style="list-style-type: none"> • Develop policy/guidelines for the teaching and learning of French for all students. Actions include mandating French Grades 4-8, defining roles and responsibilities, inclusion, funding • Develop a divisional action plan/steering committee • Foster grade level transitions via teachers meetings • Support by divisional coordinator
Hiring (7) <ul style="list-style-type: none"> • Ensure the hiring of qualified teachers who speak French and are knowledgeable in current methodology
Advocacy (2) <ul style="list-style-type: none"> • Inform and educate trustees about issues relating to delivery of French courses • Present recommendations to senior administrators

Section 2 - Supporting the Teaching and Learning of French (67)

Building Teacher Capacity (28)

- Provide opportunities for teachers to attend PD sessions (teachers self evaluate to determine their needs): methodology, integration of culture, BEF assessment tool, DREF (resources)
- Offer support for new teachers of French
- Encourage ongoing development of language skills: Offer language classes
- Encourage collaboration for ongoing professional learning: PLC, mentorship, classroom observations, integrating of other subject areas, resources and materials

Develop an Openness and Appreciation of Francophone Culture (13)

- Integrate culture routinely in classroom activities; students make observations and personal connections to the aspects explored
- Create a greater presence of French resources in school libraries/classroom: books, films, music, magazines, technology

Improve Students' Language Competencies (10)

- Ensure that all students have regular opportunities to participate in conversations and thus develop the ability to communicate with confidence; track progress with continuum, language portfolio, BEF's assessment tool for oral communication
- Provide appropriate, relevant current resources; multimedia, print etc.
- Implement the BEF's oral communication assessment tool; provide corrective feedback - anecdotal comments, co created criteria

Building Administrator Capacity, Awareness, Value (9)

- Educate administrators on what the delivery of a quality literacy-based French course looks like: classroom visits, consultant guided conversations, testimonials
- Create admin cohort/discussion groups re: reintroducing French Language classes, timetabling assistance, best practices
- Develop guidelines for interviewing and hiring teachers
- Develop a framework for classroom observations and walkthrough, focused on appropriate pedagogical practice

Engaging Students (7)

- Provide a variety of cultural experiences to complement their language learning and extend their intercultural knowledge
- Build strong language foundations so students develop competence and confidence in French:
- Encourage students to reflect and talk about their progress and engagement: survey students about their ability to communicate orally, read, and write in French, their experiences with French and the benefits and advantages of learning French. Exit interviews with middle years students

Section 3 – Community Awareness and Promotion (31)

Enrolments and Retention of Students (12)

- Offer Early Start French
- Increase enrolment in SY: Track the # of students, timetabling
- Offer video conference classes for SY
- Provide opportunities for Grade 5 and 8 exit interviews
- Offer student information sessions in Grade 8
- Reintroduce French language classes to schools who have previously lost them
- Foster an interest in students to continue their French language education after high school

School Initiatives to Raise the Profile of French (11)

- Increase information available to parents (EAL Parents): website, articles in newsletters, divisional brochures, French educational opportunities for students
- Organize public events: celebrations of learning, open house, presentations at parent council meetings, cultural events for families
- Create visibility for French in schools: announcements, signage, assemblies, integration of the arts, physical education, music
- Ensure that all staff are aware of the benefits of learning languages, benefits for EAL students, conversations at Parent/Teacher conferences re: attitudes and competencies

Divisional Promotion (8)

- Develop promotional materials: divisional brochure, website, Kindergarten info kits, etc.
- Develop a communication strategy to effectively use the promotional materials; transition points, parent and student presentations

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of second language methodology (the balanced literacy approach)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of how to integrate francophone cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willingness to pursue on-going professional learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment (optional)

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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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)

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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)	<input type="radio"/>	<input type="radio"/>
Integration of culture	<input type="radio"/>	<input type="radio"/>
French language courses	<input type="radio"/>	<input type="radio"/>
Assessment of oral communication	<input type="radio"/>	<input type="radio"/>
Current resources (DREF and services)	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>
Grades 4 to 8	<input type="radio"/>	<input type="radio"/>
Grades 9 to 12	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grades 4 to 8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grades 9 to 12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grades 9 to 12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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