

Section 1: Policy and Practice

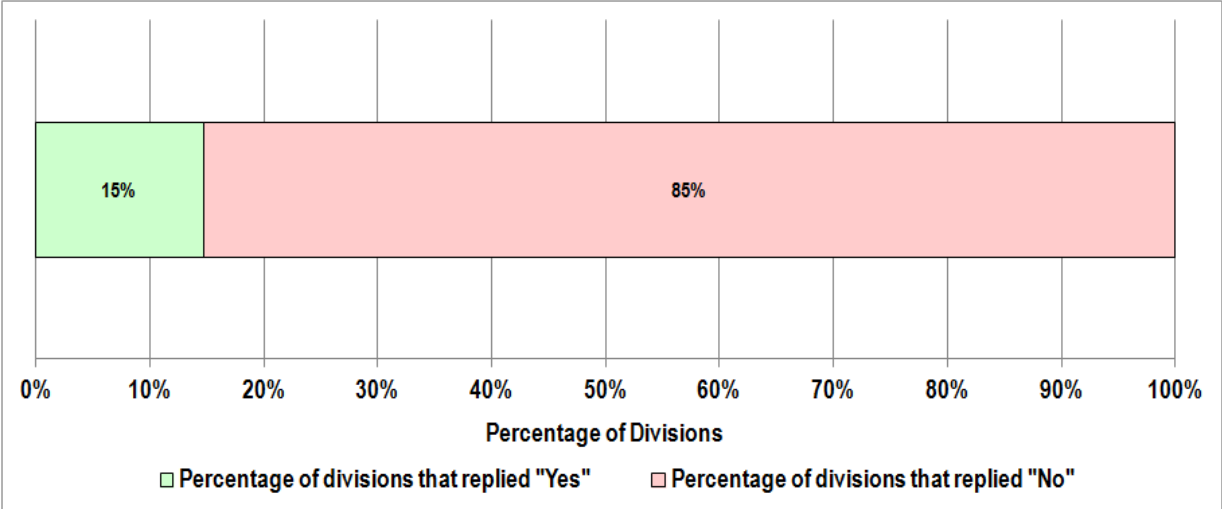
Section 1 provides data regarding the policies and practices that school divisions have in place to support the delivery of French courses (English Program). The teaching and learning of French requires that school divisions and schools value the learning of French and develop **policies** which provide 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

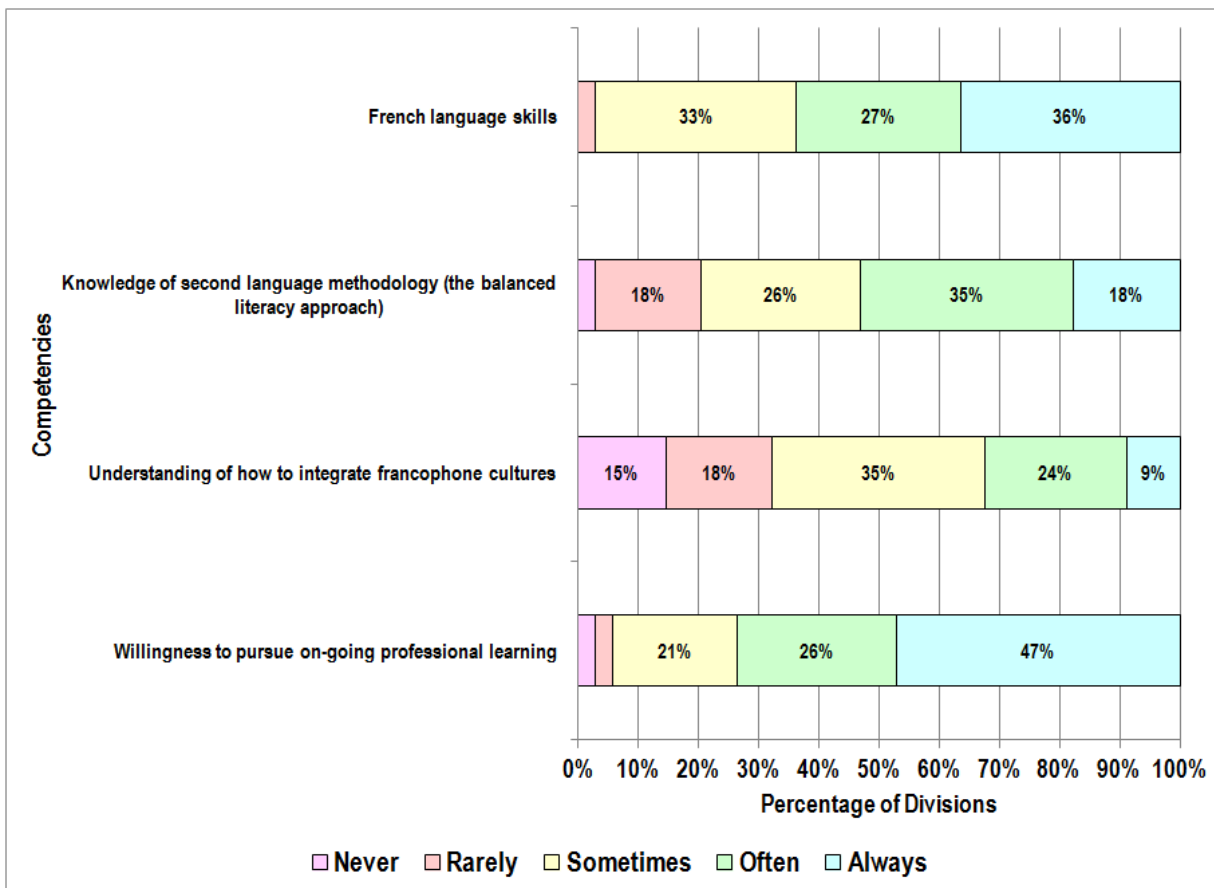
Policy

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:



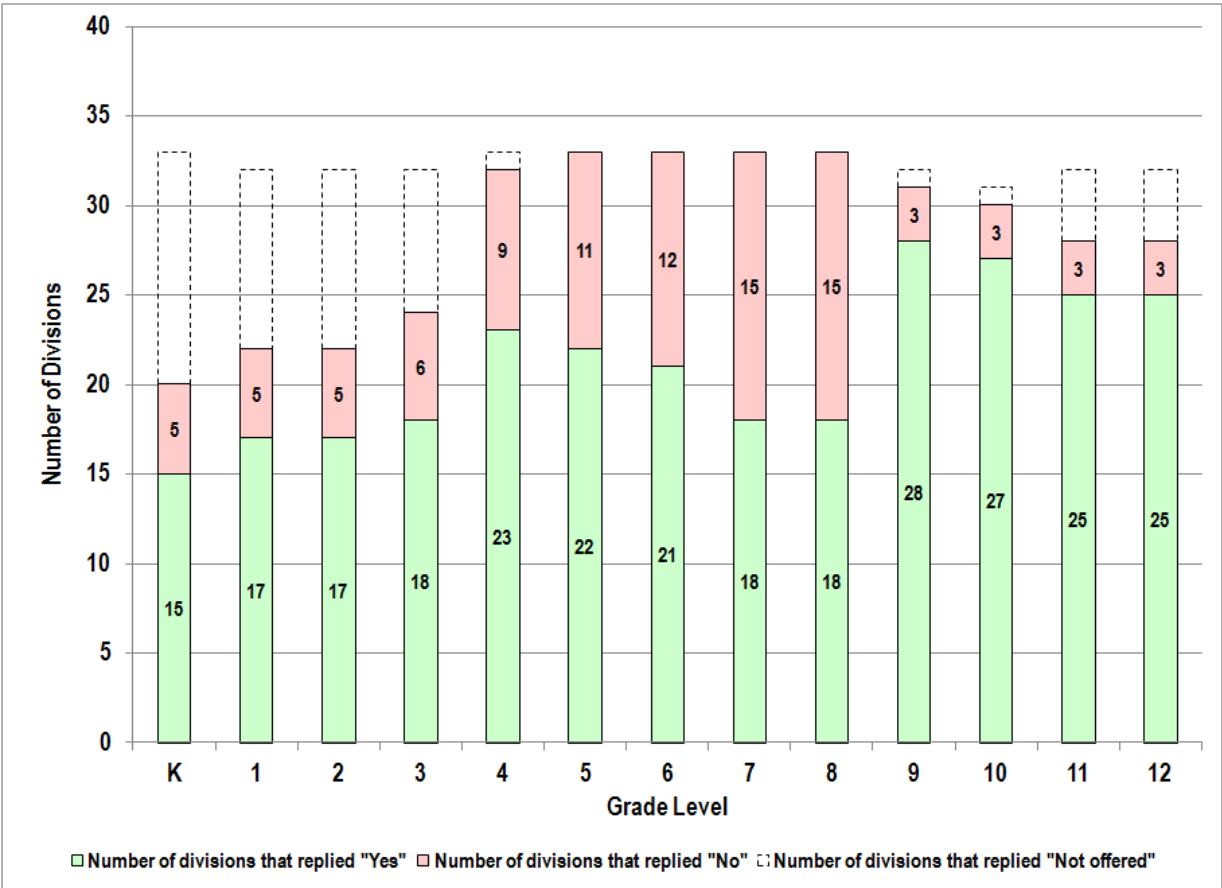
The following is a summary of the responses provided as **optional comments** related to Question 2.

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?

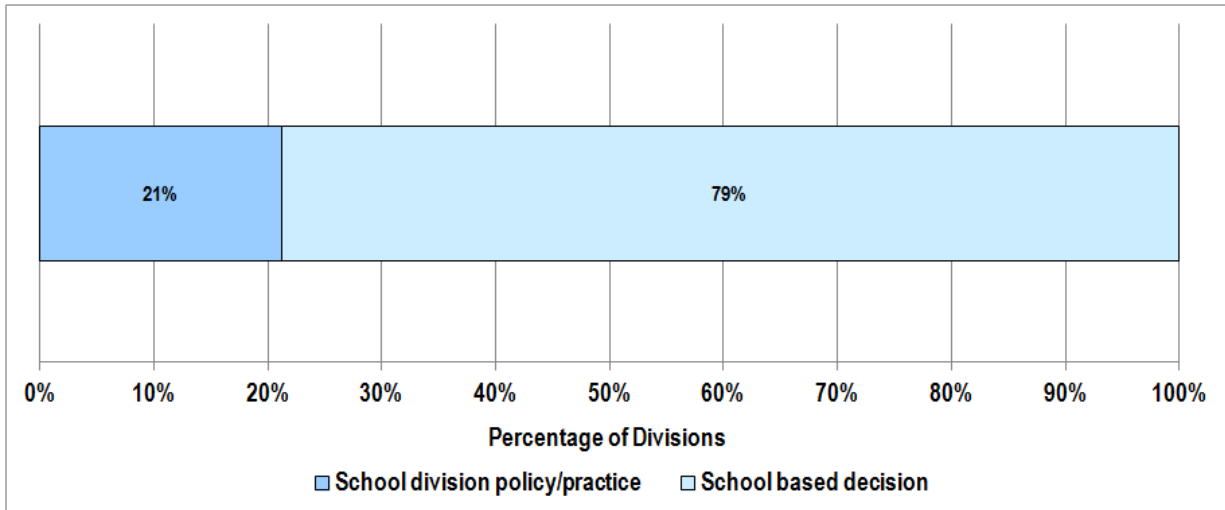


The following is a summary of the responses provided as **optional comments** related to Question 3.

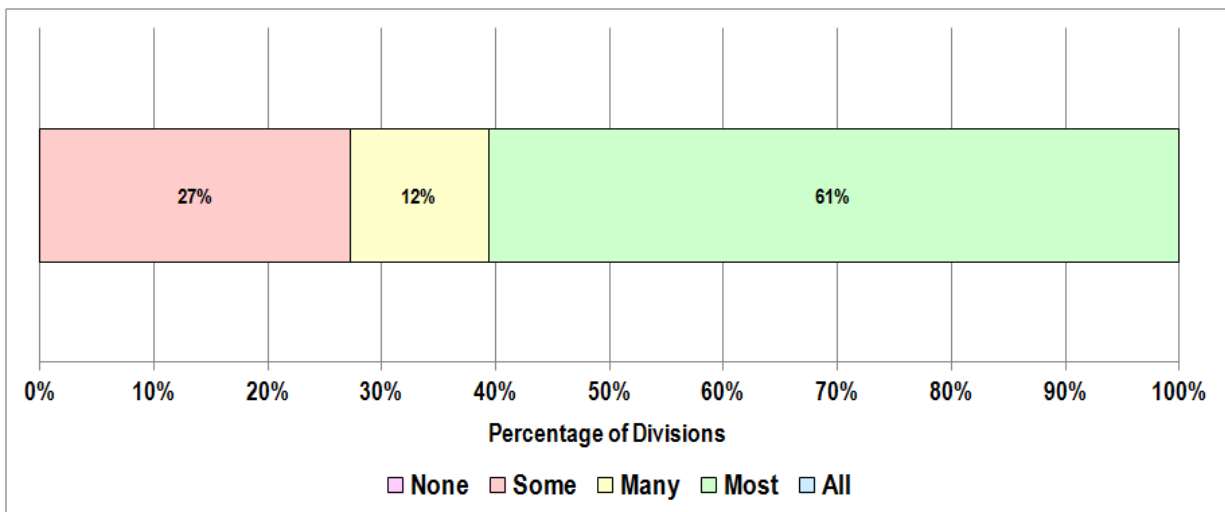
In Early and Middle Years, there is an inconsistency in time allotment due to many competing curricular demands, time tabling challenges and teacher competencies. In Senior Years, low enrolments may influence viability of French courses. Timetabling becomes more challenging, competing with other electives. 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?



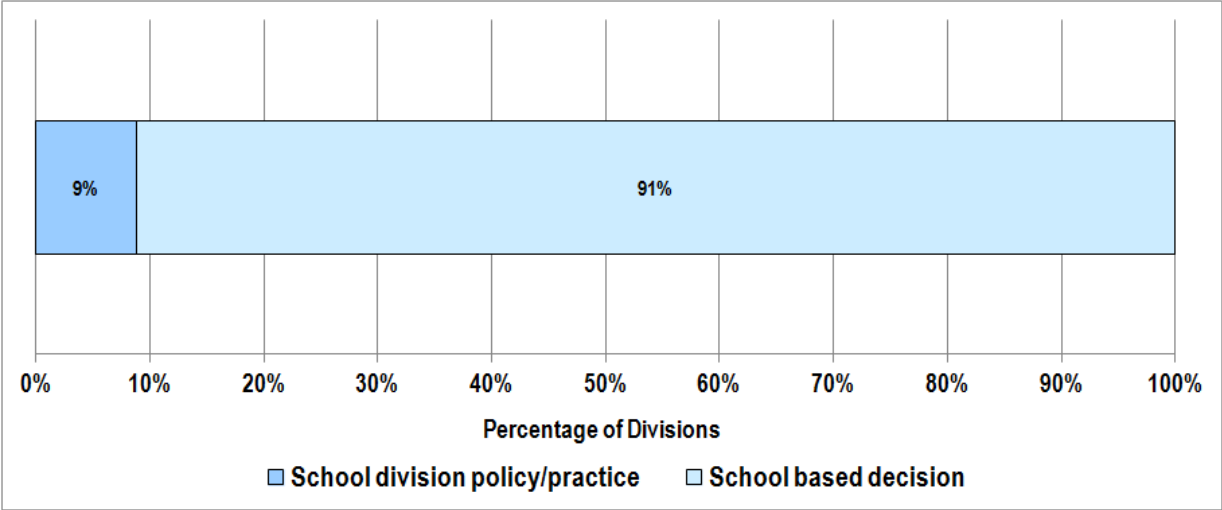
4.2 How many students with special needs are included in French class?



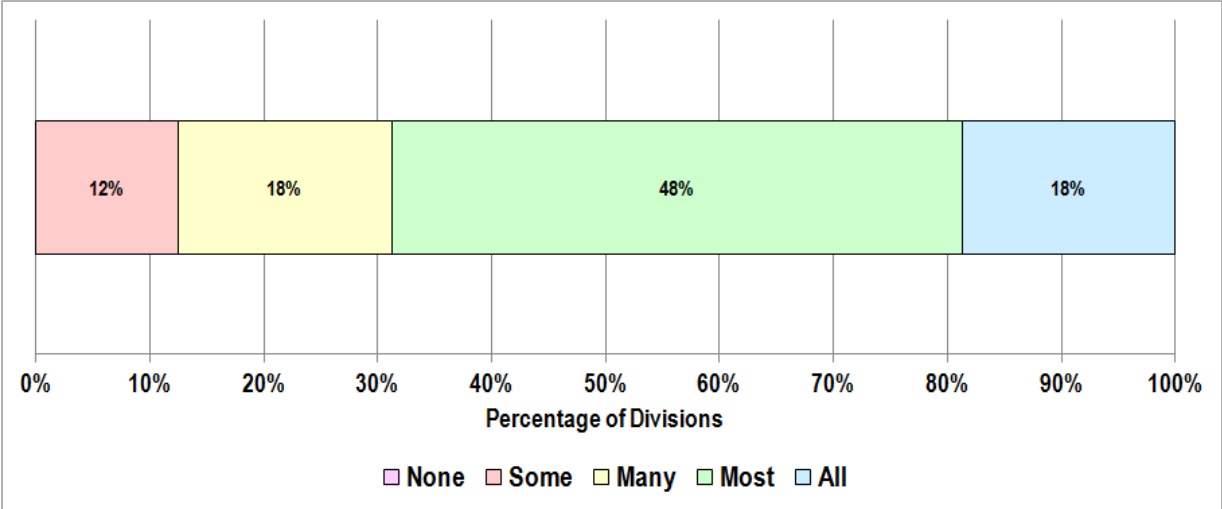
The following is a summary of the responses provided as **optional comments** related to Questions 4.1 and 4.2.

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.

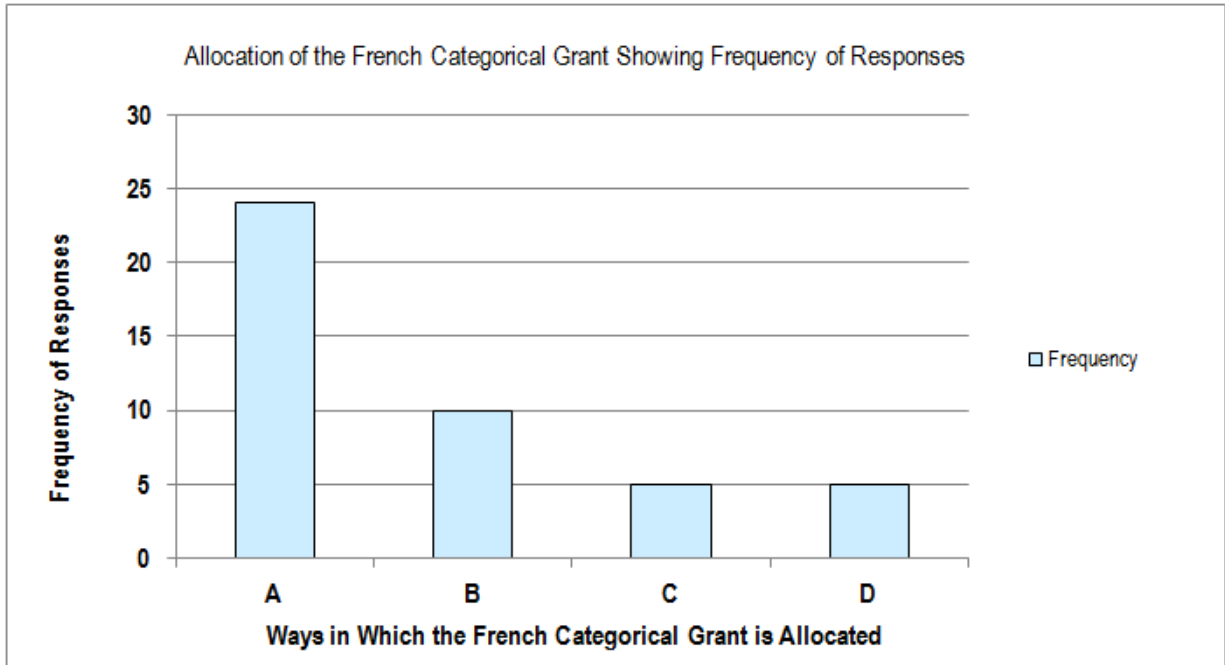
Many allophone parents have expressed a desire to have their children learn French. These students are quite often the strongest French students. There is a recognition in most school divisions that the inclusion of allophones is beneficial linguistically and socially, and most EAL* students are included 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