Provincial Report

Profile of Initiatives

French (English Program)

French Language Education Review
2015-2016

Fall 2017

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Preamble

The French Language Education Review

In September 2014, the Bureau de l'éducation française (BEF) introduced the **French Language Education Review** (Review) to support the successful delivery of French courses (English Program) in Manitoba schools. For more details on the background and objectives of the Review, please consult the Review's website at http://www.edu.gov.mb.ca/k12/finance/fr_grant/fr_lang_review.html.

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 teaching and learning of French in the English Program schools.

The context of the French Language Education Review is based on 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. The Review provides a way of measuring the success of the French courses by collecting data and tracking progress over time. Using this data, schools can target initiatives where challenges have been identified in order to support students in the development of their French language learning.

The table entitled *Successful Delivery of French Courses (English Program)* found in the introduction, summarizes the underlying philosophy of the Review, outlines the learning goals for students and presents the three key areas that support the teaching and learning of French.

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

- 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?

Introduction

This document is the second provincial report under the **French Language Education Review – French (English Program)** prepared by the Bureau de l'éducation française (BEF). The report presents the data collected from the 2015-2016 School Division Questionnaire with responses from 27 of 36 school divisions offering French courses (English Program) in Manitoba.

What is included in the report?

Data found in this report represents the second round of data collection from an abridged questionnaire. The report includes a summary of initiatives that were pursued in 2015-2016 to build on successes and/or address challenges in French (English Program).

As per the structure of the Review (see summary table on p. 3), the initiatives are grouped into the three key areas that support the successful delivery of French courses (English Program) in Manitoba schools.

A provincial portrait of student enrolment in French courses has also been provided for Manitoba schools. Charts also illustrate the number of K-12 students enrolled in 2015-2016 compared to those enrolled in 2014-2015.

What to consider going forward?

Keeping in mind student success as the primary goal, it is important that school divisions and schools continue to focus on initiatives that aim to:
-   improve language proficiency for students
-   engage students in learning French so they value language learning as a key to global citizenship
-   motivate students to continue learning French when it becomes an option

As we work towards the successful delivery of French courses, we must continually reflect on 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?**

Overall success in supporting student learning will be determined by how well key initiatives build on successes and address challenges that have been identified.

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

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

POLICY AND PRACTICE

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.

In order to do so, school divisions are asked to consider the following areas which support the successful delivery of French courses:

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

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 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 methodology includes:
- 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

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 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.

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 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 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.

Provincial Statistics

The following provincial statistics provide a portrait of enrolment and enrolment trends in French courses for the 2015-2016 school year as well as an overview of an 11-year period from 2005-2006 to 2015-2016.

Provincial Portrait of French (English Program)

In 2015-2016, all 36 school divisions* provided French courses to **58,012 students** in 410 (or 64.2%) of 639 public schools offering the English Program. In addition, there was a total of **8,570 students** enrolled in French courses (English Program) in 43 independent schools. This equals a total enrolment of **66,582 students** in **453 public and independent schools** in the 2015-2016 school year. The two charts below provide further details regarding enrolment in French courses.

> **French Course Enrolment in English Program (Public Schools):**
> 58,012 students or 38.2% of the 151,849 students in the English Program (public schools)
> - 183 urban schools – 30,494 students or 52.6% of the total French course enrolment
> - 195 rural schools – 25,064 students or 43.2% of the total French course enrolment
> - 32 northern schools – 2,454 students or 4.2% of the total French course enrolment

> **French Course Enrolment (Public and Independent) by Grade Groupings:**
> 66,582 students in 453 public and independent schools
> - Early Start French (K-3): 14,481 students or 21.7% of the total French course enrolment
> - Grades 4 to 8: 46,004 students or 69.1% of the total French course enrolment
> - Grades 9 to 12: 6,097 students or 9.2% of the total French course enrolment

In 2015-2016, the following numbers of teachers were teaching French in the English Program (public and independent schools):
- Early Start French: 640 teachers
- Grades 4 to 8: 1,472 teachers
- Grades 9 to 12: 161 teachers

* One of Manitoba's 37 school divisions only offers the French First Language Program.
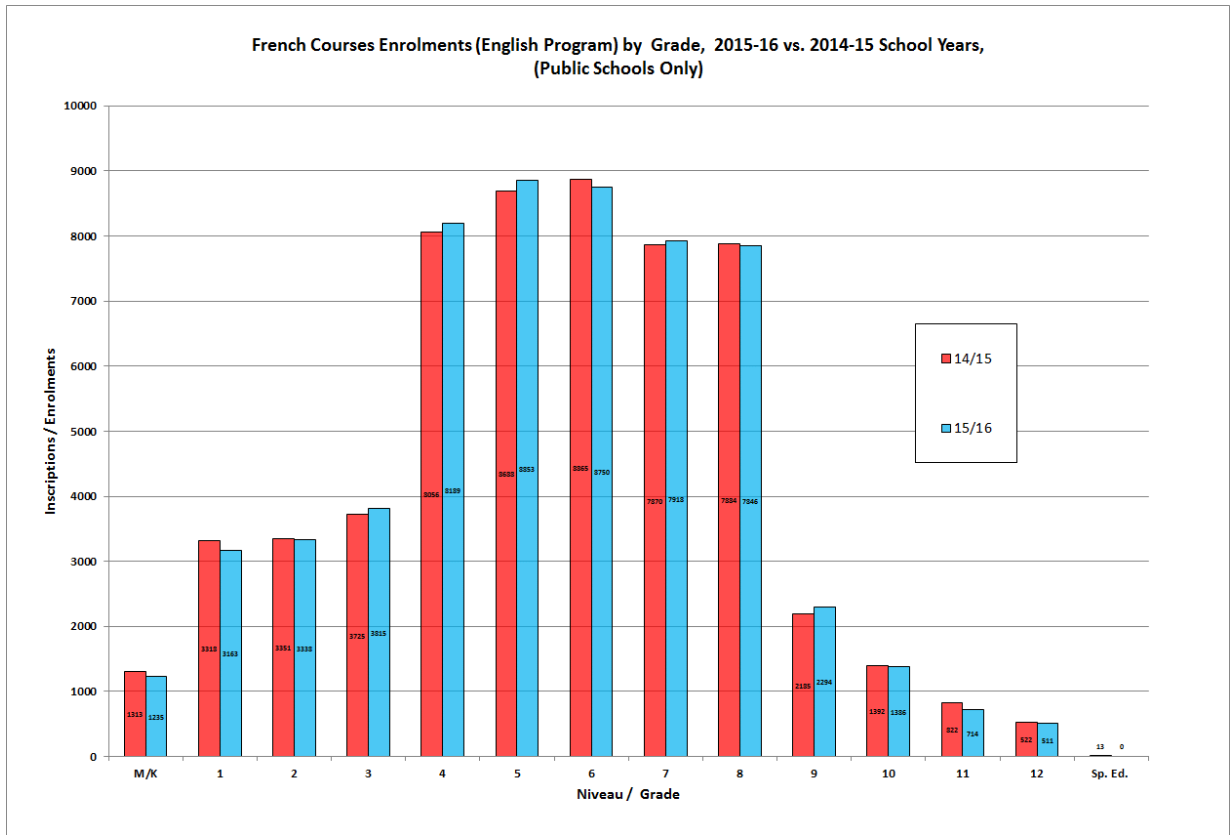
Chart 1

French Courses Enrolments (English Program) by Grade, 2015-16 vs. 2014-15 School Years, (Public Schools Only)

Legend: 14/15 (red), 15/16 (blue)

Y-axis: Inscriptions / Enrolments
X-axis: Niveau / Grade

Grade	14/15	15/16
M/K	1313	1235
1	3312	3163
2	3351	3328
3	3725	3815
4	8056	8189
5	8683	8853
6	8865	8750
7	7870	7918
8	7884	7846
9	2185	2294
10	1392	1386
11	822	714
12	522	511
Sp. Ed.	13	0

Chart 2

MANITOBA - French Courses Enrolments *(showing percentage)* by Grade Groupings, School Years 2005-2006 to 2015-2016 (Public Schools Only)

Legend: K - 3 Enrol. (blue), 4 - 8 Enrol. (red), 9 - 12 Enrol. (green)

Y-axis: Enrolments (showing percentage)
X-axis: School Year

School Year	K-3 Enrol.	%	4-8 Enrol.	%	9-12 Enrol.	%
2005	12233	17,6	48793	70,1	8613	12,4
2006	12402	18,4	46965	69,5	8198	12,1
2007	11389	17,4	46224	70,6	7898	12,1
2008	11773	18,0	45601	69,5	8203	12,5
2009	11960	18,6	44856	69,8	7438	11,6
2010	11204	18,1	43793	70,6	7026	11,3
2011	11791	19,2	43292	70,3	6476	10,5
2012	11630	19,1	42253	69,5	6879	11,3
2013	11585	19,7	41725	70,8	5609	9,5
2014	11707	20,2	41363	71.3	4921	8,5
2015	11551	19,9	41556	71,6	4905	8,5

Chart 3

MANITOBA - French Courses Enrolments by Gender,
(also showing French courses enrolments as a % of total provincial enrolments in English Program excl. Sp. Ed.)
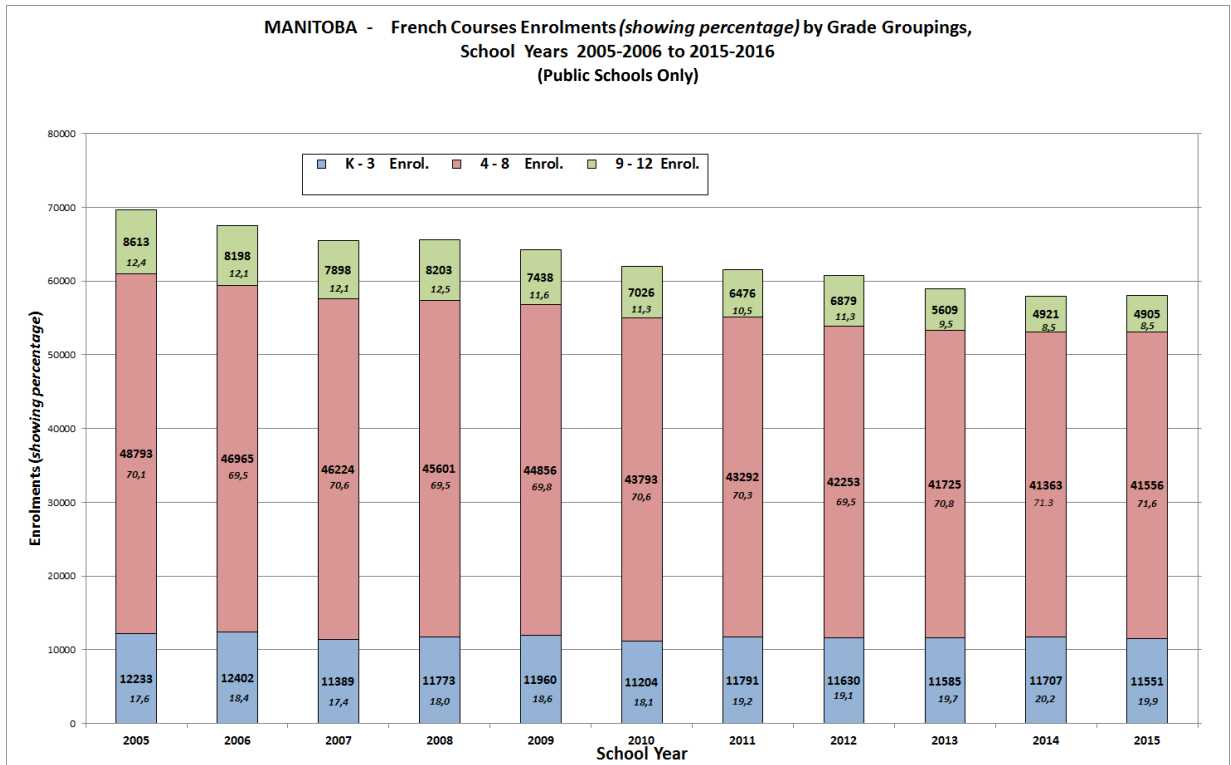School Years 2005-2006 to 2015-2016
(Public Schools Only)
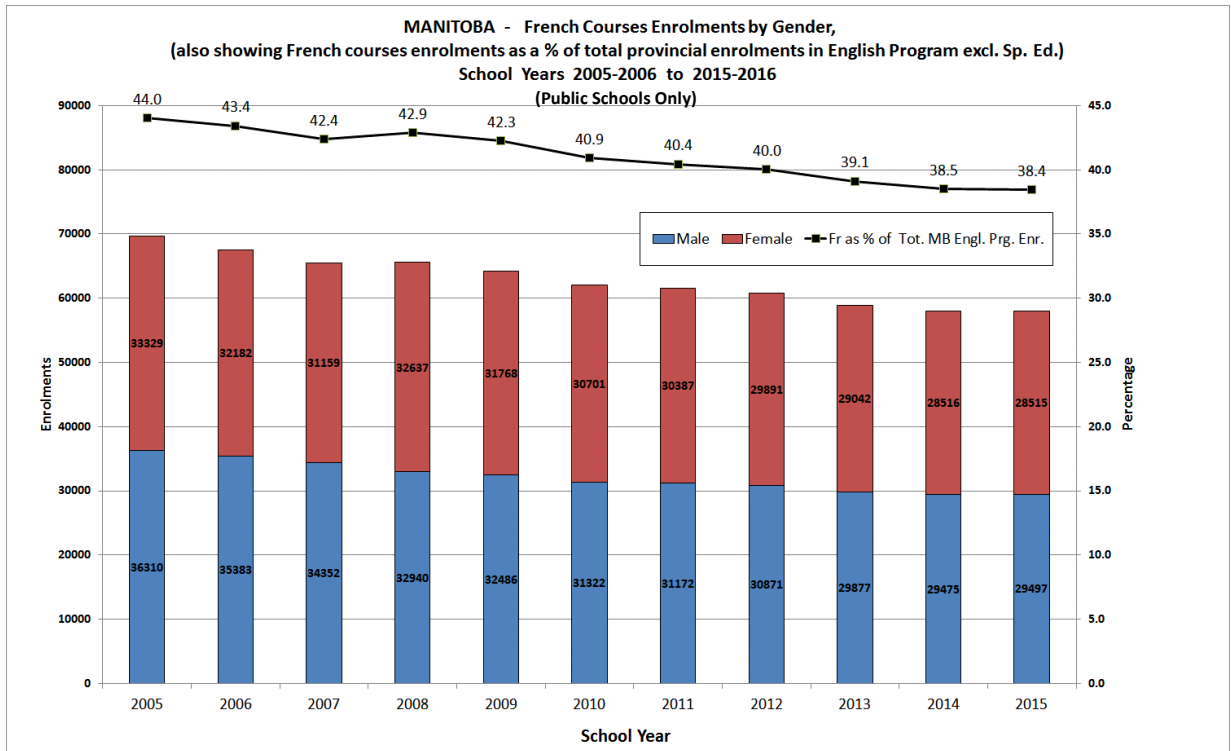
Summary of School Division Initiatives – 2015-2016

The table below summarizes the key initiatives implemented by school divisions in the 2015-2016 school year to ensure the successful delivery of French courses. The initiatives are categorized according to the three key areas of the questionnaire.

Section 1 – Policy and Practice (14)
Divisional Planning (8)
• 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 (4)
• Develop a divisional action plan/steering committee (2)
• Foster grade level transitions via teachers meetings
• Support by divisional coordinator (2)
Hiring (5)
• Ensure the hiring of qualified teachers who speak French and are knowledgeable in current methodology (5)
Advocacy (1)
• Inform and educate trustees about issues relating to delivery of French courses
• Present recommendations to senior administrators (1)

Section 2 - Supporting the Teaching and Learning of French (39)
Building Teacher Capacity (20)
• Provide opportunities for teachers to attend PD sessions (teachers self evaluate to determine their needs): methodology, integration of culture, BEF assessment tool, DREF (resources) (17)
• Offer support for new teachers of French (1)
• Encourage ongoing development of language skills: Offer language classes (1)
• Encourage collaboration for ongoing professional learning: PLC, mentorship, classroom observations, integrating of other subject areas, resources and materials (1)
Develop an Openness and Appreciation of Francophone Culture (5)
• Integrate culture routinely in classroom activities; students make observations and personal connections to the aspects explored (3)
• Create a greater presence of French resources in school libraries/classroom: books, films, music, magazines, technology (2)
Improve Students' Language Competencies (7)
• 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 (4)
• Provide appropriate, relevant current resources; multimedia, print etc. (2)
• Implement the BEF's oral communication assessment tool; provide corrective feedback - anecdotal comments, co created criteria (1)
Building Administrator Capacity, Awareness, Value (3)
• Educate administrators on what the delivery of a quality literacy-based French course looks like: classroom visits, consultant guided conversations, testimonials (3)
• 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 (4)
- Provide a variety of cultural experiences to complement their language learning and extend their intercultural knowledge (3)
- Build strong language foundations so students develop competence and confidence in French (1)
- 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 (15)

Enrolments and Retention of Students (6)
- Offer Early Start French
- Increase enrolment in SY: Track the # of students, timetabling (3)
- Offer video conference classes for SY (1)
- Provide opportunities for Grade 5 and 8 exit interviews (1)
- Offer student information sessions in Grade 8 (1)
- 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 (8)
- Increase information available to parents (EAL Parents): website, articles in newsletters, divisional brochures, French educational opportunities for students (4)
- Organize public events: celebrations of learning, open house, presentations at parent council meetings, cultural events for families (1)
- Create visibility for French in schools: announcements, signage, assemblies, integration of the arts, physical education, music (2)
- 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
- Offer to parents and community members a free account to a French language software program (1)

Divisional Promotion (1)
- 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 (1)