

# Provincial Report

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Profile of Initiatives  
and Five-year Overview

French (English Program)

Fall 2018

French Language Education Review  
2016-2017

MANITOBA EDUCATION  
AND TRAINING  
BUREAU DE L'ÉDUCATION  
FRANÇAISE

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# Executive Summary – French (English Program)

## Continuing to Build Capacity through Leadership and Professional Learning

French-language education in the English Program is offered throughout the province. Over 57,000 students in 410 (of 630) public schools offering the English Program were enrolled in French in 2016-2017, roughly 38% of English Program students. This includes 26% of students in K-3, 75% in Grades 4-8, and 9% in Grades 9-12. Over 8,500 students in independent schools were enrolled in French (English Program) as well.

While the bulk of the funding for French-language education in Manitoba comes from provincial per-student grants, additional funding comes from the federal government via the Canada-Manitoba Agreement on Minority-Language Education and Second Official-Language Instruction.\* The Agreement contributes over \$7 million per year to the funding of French-language education in Manitoba. Under the terms of the Agreement, Manitoba is obligated to develop an action plan to develop performance indicators and targets with respect to French-language education.

The French Language Education Review (FLER) is designed to meet the reporting requirements of the Agreement. Performance indicators have been grouped into three key areas to reflect the successful delivery of French courses in the English Program:

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

Some performance indicators are calculated from data in the Educational Information System, while others rely on self-reporting from school divisions. This report is a comparison of the data collected in three divisional surveys over the past five years and is the last for the term of the Agreement. Its findings will be used to help shape performance indicators for the next five-year cycle.

The reporting process itself has helped inform school divisions as to the nature of initiatives taking place in their schools with respect to French (English Program). Several specific areas have shown improvement over the reporting period.

- School divisions report an increased number of proposed initiatives actually being implemented (see Figure 6, page 13).
- School divisions report increased success in meeting their goals across the three key areas (see Figure 8, page 15).
- School divisions report increased success, particularly in the area of supporting the teaching and learning of French (see Figure 10, page 16).
- A greater proportion of school divisions report being more successful in the delivery of French courses (see Figure 12, page 17).

This provincial report concludes with reflections on program delivery:

- Divisional leadership was clearly shown in the support of initiatives that helped build teacher capacity and should continue to be a priority.
- Stronger and visible leadership is needed in areas other than building teacher capacity, to show divisional support for French (English Program) and to ensure that the foundational elements are in place for effective classroom teaching.

In anticipation of the upcoming five-year cycle of the Canada-Manitoba Agreement on Minority-Language Education and Second Official-Language Instruction, the Bureau de l'éducation française (BEF) will be consulting with school divisions on how to best measure effectiveness and improve the instruction of French in the English Program.

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\* The Agreement is structured according to the Protocol for Agreements for Minority-Language Education and Second-Language Instruction between the Government of Canada and the Council of Ministers of Education, Canada.

# 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](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.

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 and school divisions can target initiatives where challenges have been identified in order to support students in their French language learning.

The table entitled *Successful Delivery of French Courses (English Program)* found on page 4, 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 third provincial report under the **French Language Education Review – French (English Program)** prepared by the BEF. The report presents the data collected from the 2016-2017 school division questionnaire with responses from 34 of 36 school divisions offering French courses (English Program) in Manitoba.

This report represents the data collection from the second abridged questionnaire and provides a portrait of the state of French courses in the English Program. It includes a summary of initiatives that were pursued in 2016-2017 to build on successes and/or address challenges in French (English Program).

As per the structure of the Review (see summary table on page 4), the initiatives are grouped into the three key areas that support the successful delivery of French courses (English Program) in Manitoba schools:

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

As the five-year cycle of the Review process comes to an end, this third provincial report shares the comparative results of the data collected during the 2013-2014 to 2017-2018 period and makes recommendations for future action.

# 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

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

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.

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 2016-2017 school year as well as an overview of an 11-year period from 2006-2007 to 2016-2017.

### Provincial Portrait of French (English Program)

In 2016-2017, all 36 school divisions\* provided French courses to **57,773 students** in 410 (or 65%) of the 630 public schools offering the English Program. Approximately 38% of English Program students were enrolled in French courses:

- 26% of K-3 students were taking Early Start French
- 75% of Grades 4 to 8 students
- 9% of Grades 9 to 12 students

In addition, there was a total of **8,670 students** enrolled in French courses (English Program) in 44 independent schools. This equals a total enrolment of **66,443 students** in **454 public and independent schools** in the 2016-2017 school year. The data below provides further details regarding enrolment in French courses.

#### **French Course Enrolment in English Program (Public Schools):**

57,773 students or 37% of the 155,278 students in the English Program (public schools)

- ◆ 180 schools in 6 urban school divisions – 30,251 students or 52% of the total French course enrolment
- ◆ 199 schools in 24 rural school divisions – 25,266 students or 44% of the total French course enrolment
- ◆ 31 schools in 6 northern school divisions – 2,256 students or 4% of the total French course enrolment

#### **French Course Enrolment (Public and Independent) by Grade Groupings:**

66,443 students in 454 public and independent schools

- ◆ Early Start French (K-3): 14,152 students or 21% of the total French course enrolment
- ◆ Grades 4 to 8: 46,196 students or 70% of the total French course enrolment
- ◆ Grades 9 to 12: 6,095 students or 9% of the total French course enrolment

French course enrolments in public schools have fallen from 67,565 to 57,773 students from 2006-2007 to 2016-2017, a drop of 9,792 students or 15%. Over the same period, the number of students registered in the English Program decreased from 174,196 to 171,796, a drop of 2,400 students or 1.4%. Although the student population in the English Program has decreased, the number of students registered in French has fallen faster than the student population.

The number of public schools offering French courses has also fallen from 444 to 410 from 2006-2007 to 2016-2017, a drop of 34 schools. Over the same period, the number of public schools offering the English Program increased from 677 to 678. In light of this slight increase, the decrease in the number of schools offering French is even more significant.

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\* One of Manitoba's 37 school divisions only offers the Français Program.

Figure 1

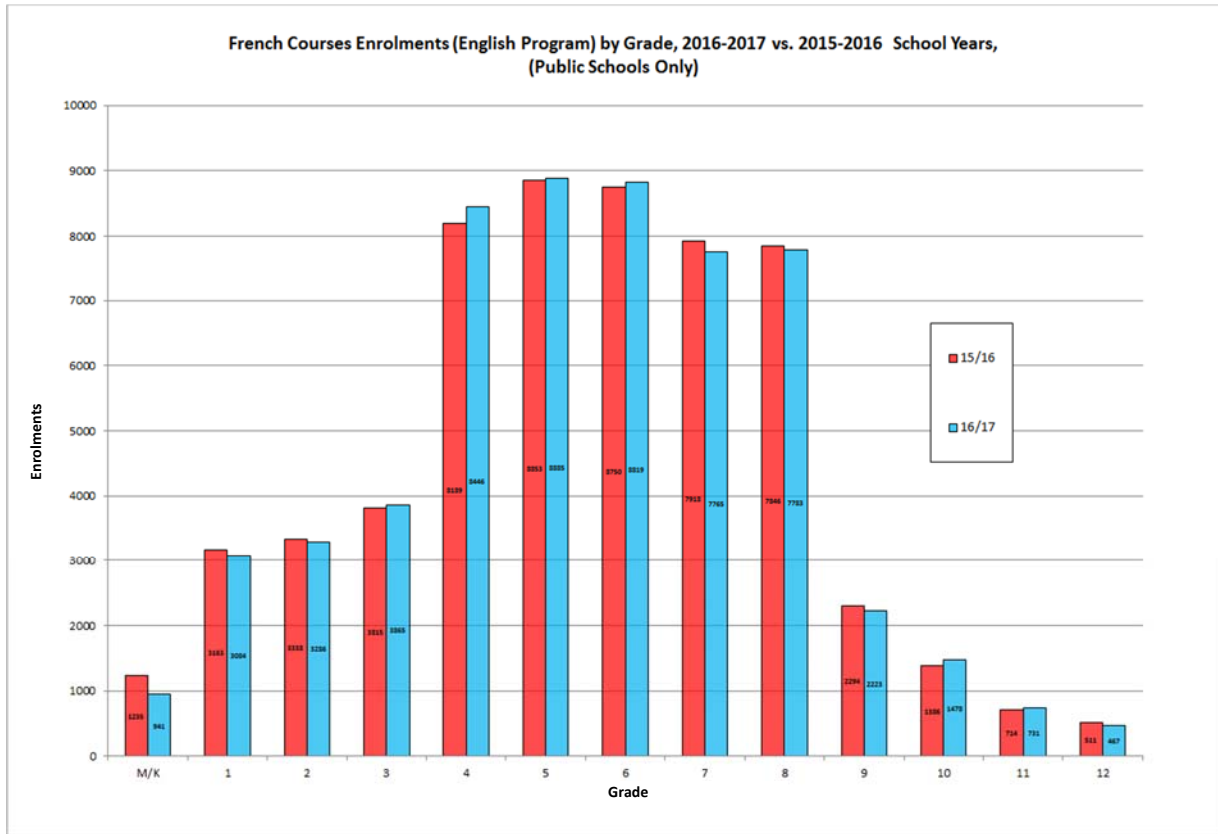


Figure 2

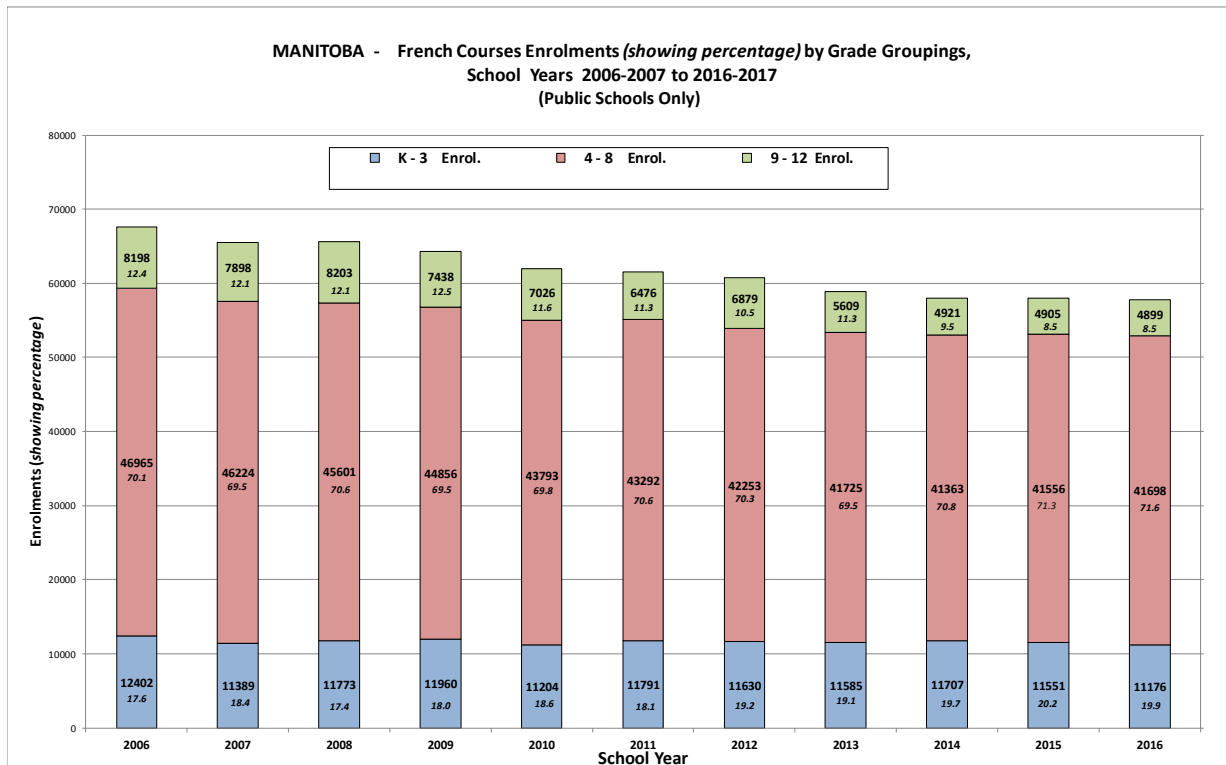
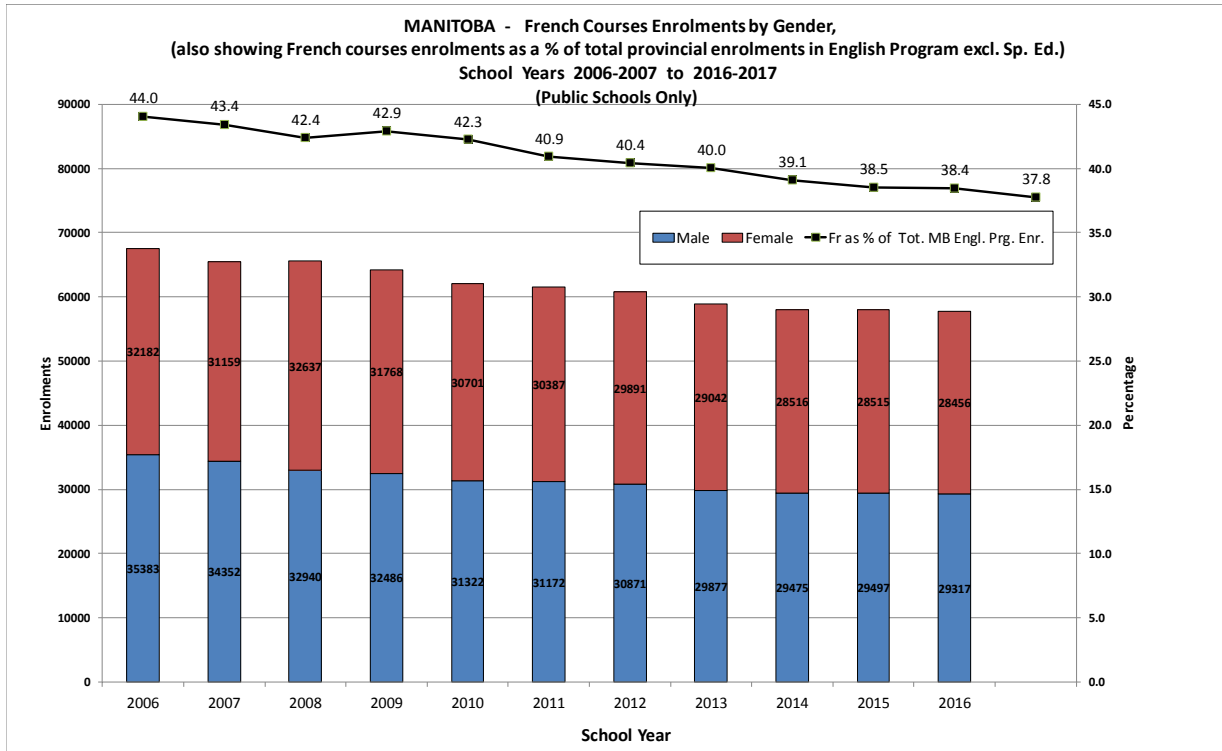


Figure 3



## Summary of School Division Initiatives – 2016-2017

The table below summarizes the key initiatives implemented by school divisions in the 2016-2017 school year to ensure the successful delivery of French courses. The initiatives are categorized according to the three key areas of the Summary Table (p. 4). The table below includes the number of initiatives per key area in parentheses and then further highlights the number of initiatives undertaken in each subsection. This list was originally created in 2013-2014 by coding school division initiatives and evolves each year according to the data submitted.

The provincial priorities based on the analysis of the 2013-2014 data are identified in green and with an asterisk (\*).

<b>Section 1 – Policy and Practice (11)</b>
<p><b>Divisional Planning* (7)</b></p> <ul style="list-style-type: none"> <li>• 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 <b>(2)</b></li> <li>• Develop a divisional action plan/steering committee <b>(2)</b></li> <li>• Provide support through a divisional language coordinator <b>(3)</b></li> <li>• Foster grade level transitions via teachers meetings <b>(no initiative of this type in 2016-2017)</b></li> </ul>
<p><b>Hiring (4)</b></p> <ul style="list-style-type: none"> <li>• Ensure the hiring of qualified teachers who speak French and are knowledgeable in current methodology <b>(4)</b></li> </ul>
<p><b>Advocacy (no initiatives of this type in 2016-2017)</b></p> <ul style="list-style-type: none"> <li>• Inform and educate trustees about issues relating to delivery of French courses</li> <li>• Present recommendations to senior administrators</li> </ul>
<b>Section 2 - Supporting the Teaching and Learning of French (66)</b>
<p><b>Building Teacher Capacity* (27)</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for teachers to attend PD sessions (teachers self evaluate to determine their needs): methodology, integration of culture, BEF assessment tool, DREF (resources) <b>(15)</b></li> <li>• Encourage ongoing development of language skills: Offer language classes <b>(3)</b></li> <li>• Encourage collaboration for ongoing professional learning: PLC, mentorship, classroom observations, integrating of other subject areas, resources and materials <b>(4)</b></li> <li>• Offer support for new teachers of French <b>(no initiative of this type in 2016-2017)</b></li> <li>• (5 initiatives in this subsection were not classified due to insufficient information)</li> </ul>
<p><b>Develop an Openness and Appreciation of Francophone Culture (8)</b></p> <ul style="list-style-type: none"> <li>• Integrate culture routinely in classroom activities; students make observations and personal connections to the aspects explored <b>(6)</b></li> <li>• Create a greater presence of French resources in school libraries/classroom: books, films, music, magazines, technology <b>(1)</b></li> <li>• (1 initiative in this subsection was not classified due to insufficient information)</li> </ul>

\* Provincial priority based on the analysis of the 2013-2014 data

### 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 (3)
- Provide appropriate, relevant current resources; multimedia, print, etc. (2)
- (2 initiatives in this subsection were not classified due to insufficient information)
- Implement the BEF's oral communication assessment tool; provide corrective feedback - anecdotal comments, co created criteria (no initiative of this type in 2016-2017)

### Building Administrator Capacity, Awareness, Value\* (5)

- 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 (1)
- Develop a framework for classroom observations and walkthrough focused on appropriate pedagogical practice (1)
- Develop guidelines for interviewing and hiring teachers (no initiative of this type in 2016-2017)

### Engaging Students\* (7)

- Provide a variety of cultural experiences to complement their language learning and extend their intercultural knowledge (6)
- 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 (1)
- Build strong language foundations so students develop competence and confidence in French (no initiative of this type in 2016-2017)

## Section 3 – Community Awareness and Promotion (10)

### Enrolments and Retention of Students\* (5)

- Offer video conference classes for Senior Years (2)
- Reintroduce French language classes to schools who have previously lost them (1)
- Invite Middle Years students to experience a high-school French class and to learn through the French Gallery how graduates use French in their lives (1)
- (1 initiative in this subsection was not classified due to insufficient information)

#### No initiative of these types in 2016-2017:

- Offer Early Start French
- Increase enrolment in Senior Years: Track the number of students, timetabling
- Provide opportunities for Grade 5 and 8 exit interviews
- Offer student information sessions in Grade 8
- Foster an interest in students to continue their French language education after high school

\* Provincial priority based on the analysis of the 2013-2014 data

**School Initiatives to Raise the Profile of French (3)**

- Increase information available to parents (EAL Parents): website, articles in newsletters, divisional brochures, French educational opportunities for students **(2)**
- Create visibility for French in schools: announcements, signage, assemblies, integration of the arts, physical education, music **(1)**

**No initiative of these types in 2016-2017:**

- Organize public events: celebrations of learning, open house, presentations at parent council meetings, cultural events for families
- 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

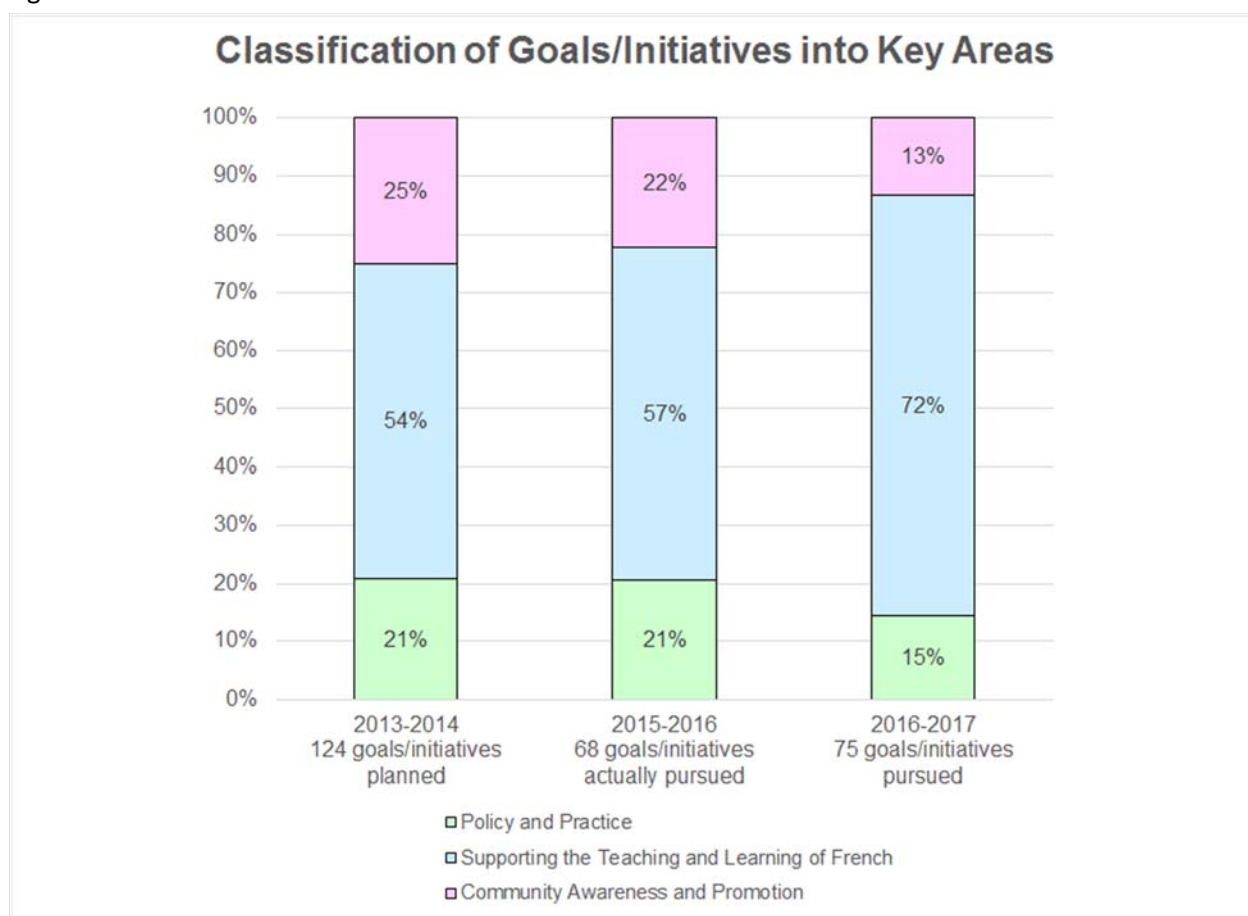
**Divisional Promotion (2)**

- Develop promotional materials: divisional brochure, website, Kindergarten info kits, etc. **(1)**
- Celebrate the teaching and learning of French through a public forum **(1)**
- Develop a communication strategy to effectively use the promotional materials; transition points, parent and student presentations **(no initiative of this type in 2016-2017)**

## Reporting Initiative Trends

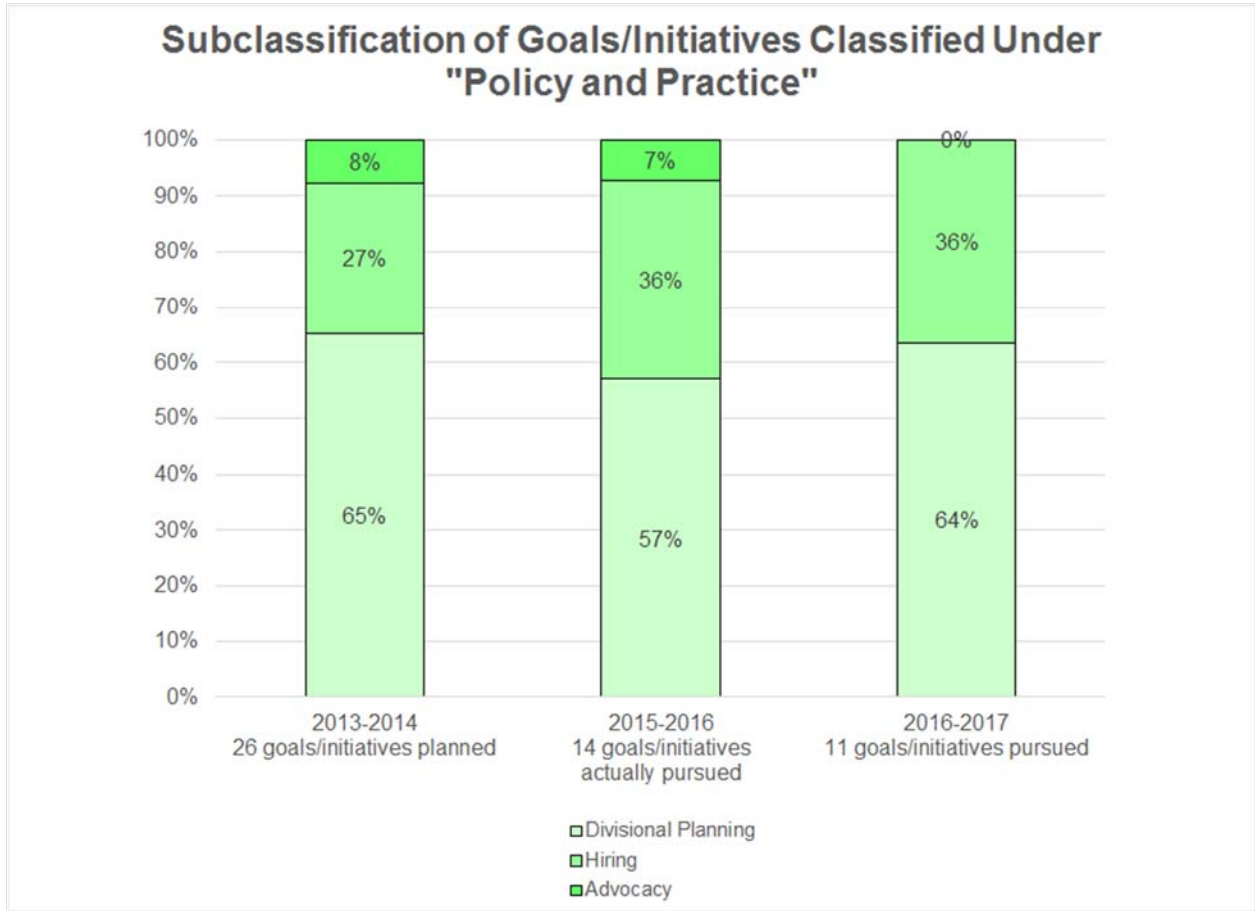
The survey responses from the French Language Education Review are summarized graphically below, showing the trends over the period of the Canada-Manitoba Agreement 2013-2014 to 2017-2018. Figure 4 shows the broad classification of goals and initiatives into the three key areas: Policy and Practice, Supporting the Teaching and Learning of French, and Community Awareness and Promotion. Figures 5 - 7 subclassify these initiatives. Figures 8 - 11 show school division assessment of success in implementing initiatives. Figure 12 presents school divisions' overall assessment of the successful delivery of French courses.

Figure 4



School divisions' goals/initiatives for building on the successes and/or addressing the challenges in the delivery of French courses (English Program) were categorized in three key areas. During the entire reporting period, the distribution of these goals/initiatives has shifted such that almost three-quarters of these goals/initiatives pursued in 2016-2017 sought to support the teaching and learning of French.

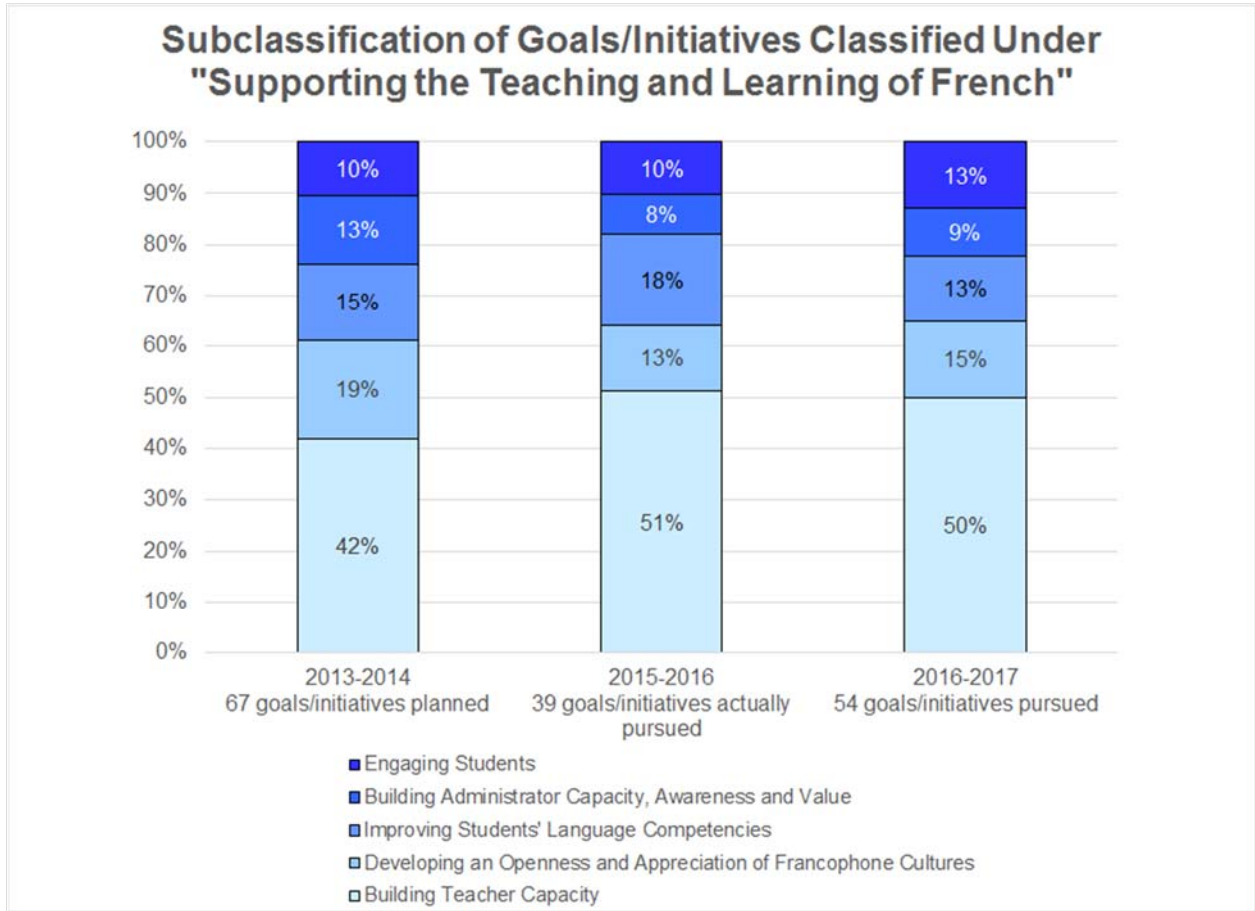
Figure 5



In the 2013-2014 questionnaire, school divisions identified 26 “Policy and Practice” initiatives to be implemented or pursued by 2015-2016. In the 2015-2016 school year, school divisions implemented or pursued proportionately fewer “Divisional Planning” initiatives and more “Hiring” initiatives than planned. The following year shows a shift from “Advocacy” initiatives towards “Divisional Planning.”

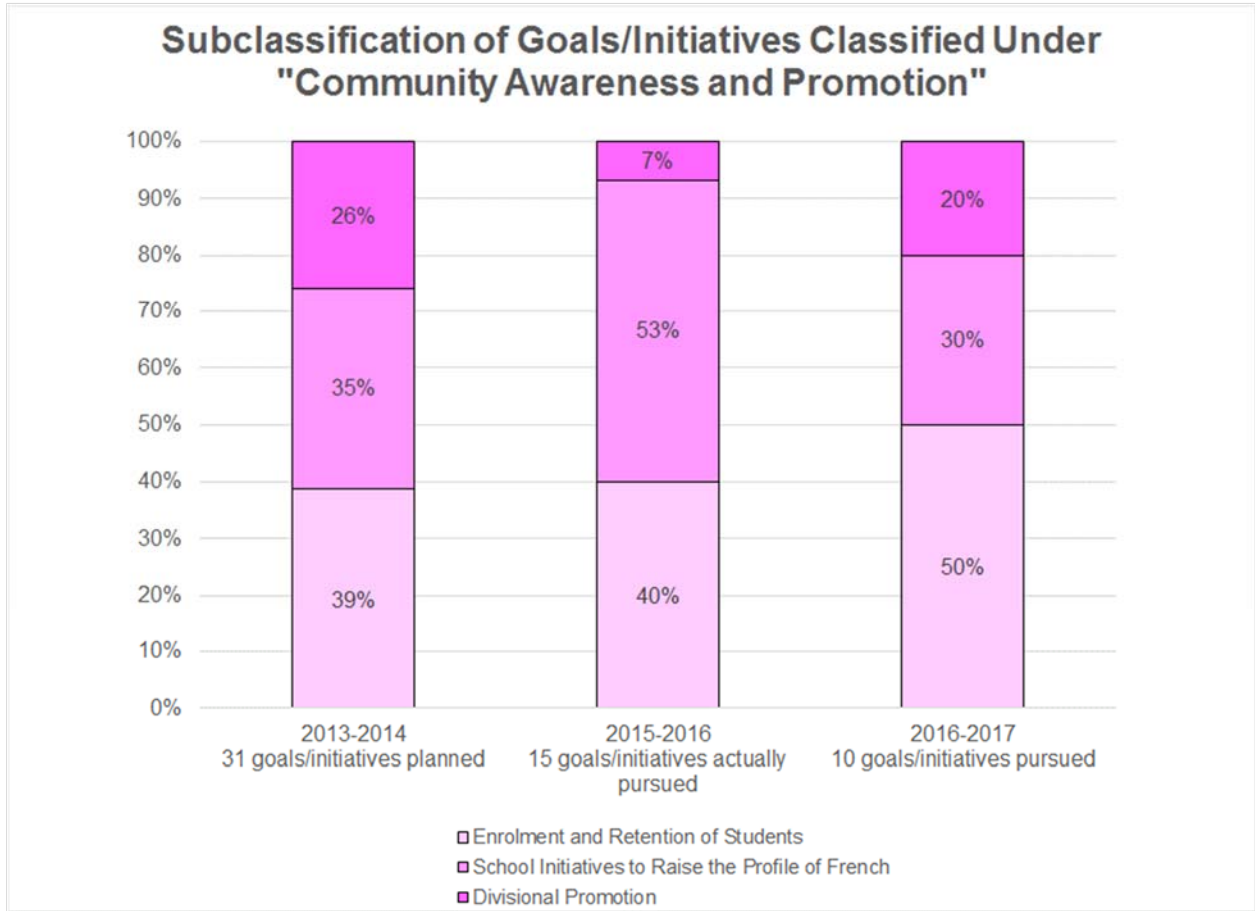


Figure 6



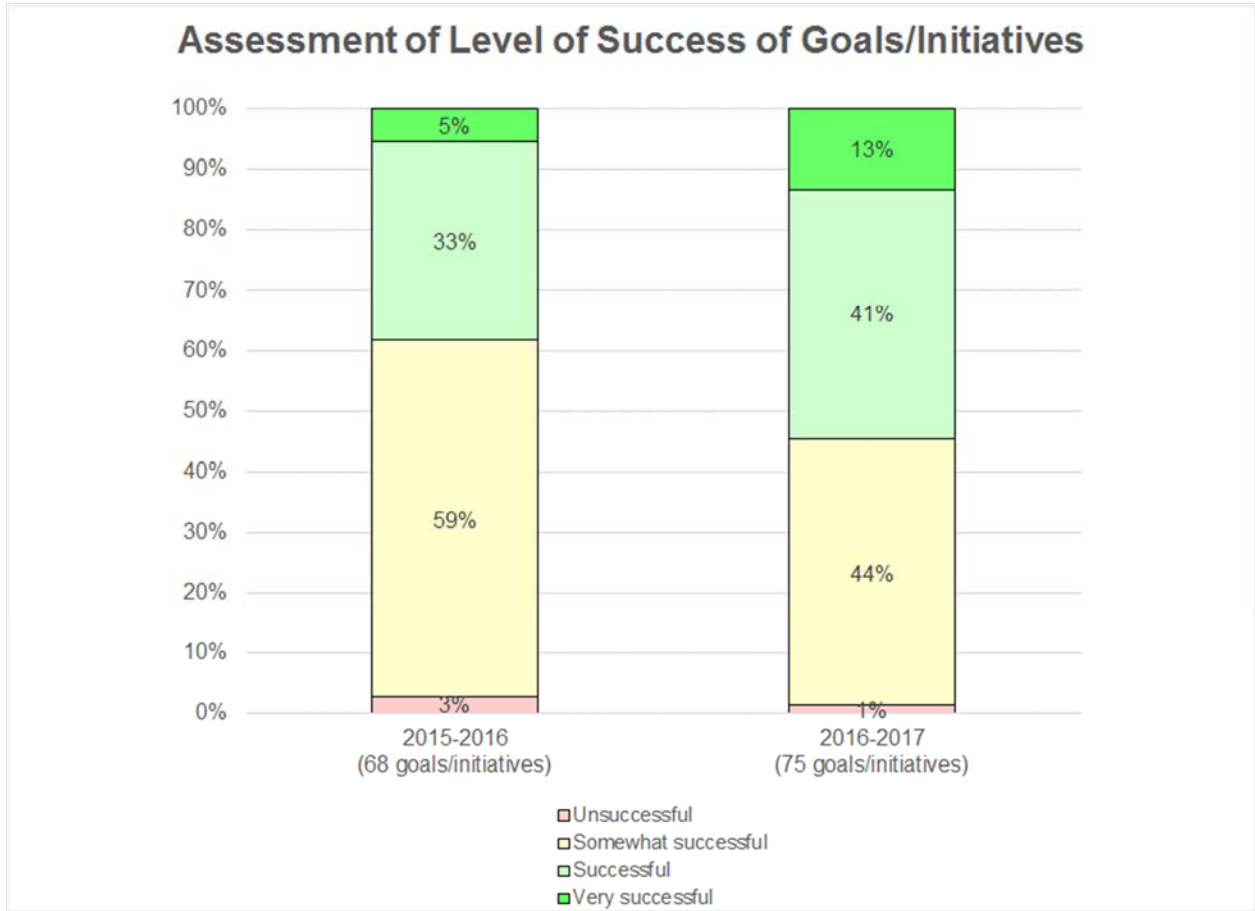
Since 2013-2014, “Building Teacher Capacity” has been the school divisions’ most common focus in the key area of “Supporting the Teaching and Learning of French”.

Figure 7



Half of the goals/initiatives pursued in 2016-2017 are related to “Enrolments and Retention of Students” This proportion has increased throughout the data collection process. However, there have been fluctuations in the two other subcategories indicating perhaps a shift of attention that school divisions have paid to these.

Figure 8



In both the 2015-2016 and 2016-2017 questionnaires, school divisions were asked to assess the level of success of each goal/initiative pursued that given year.

In both years, they deemed almost all of the goals to be at least “Somewhat Successful.” In 2016-2017, there was a shift towards more successful initiatives.

Figure 9

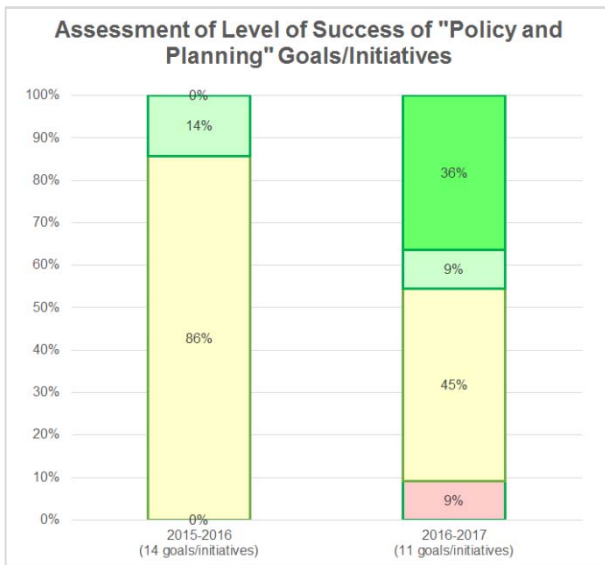


Figure 10

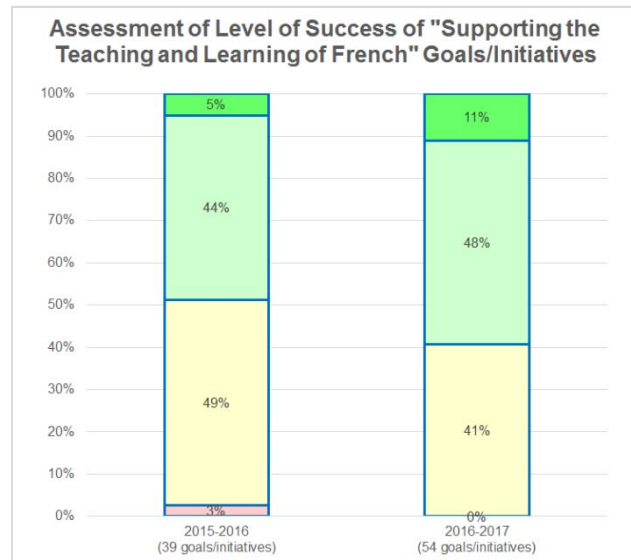
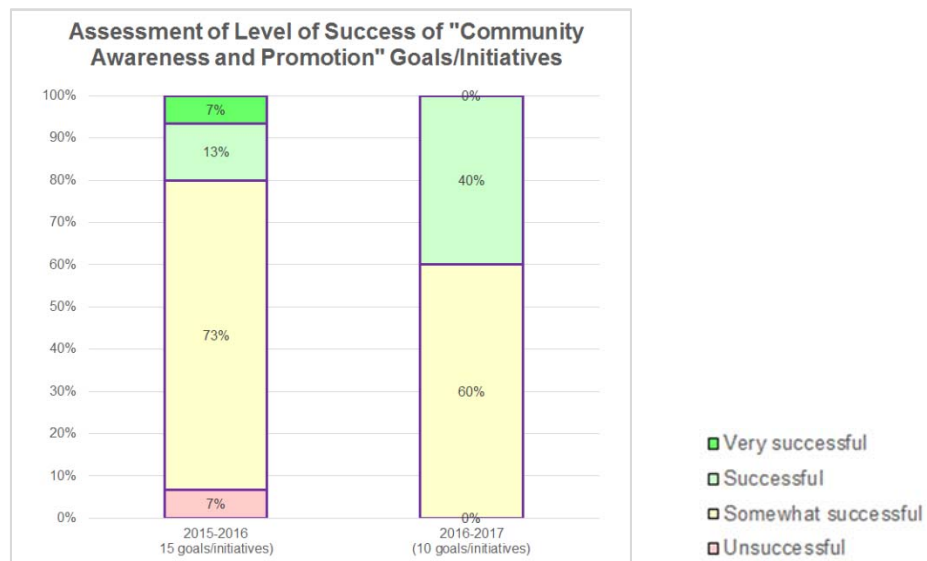


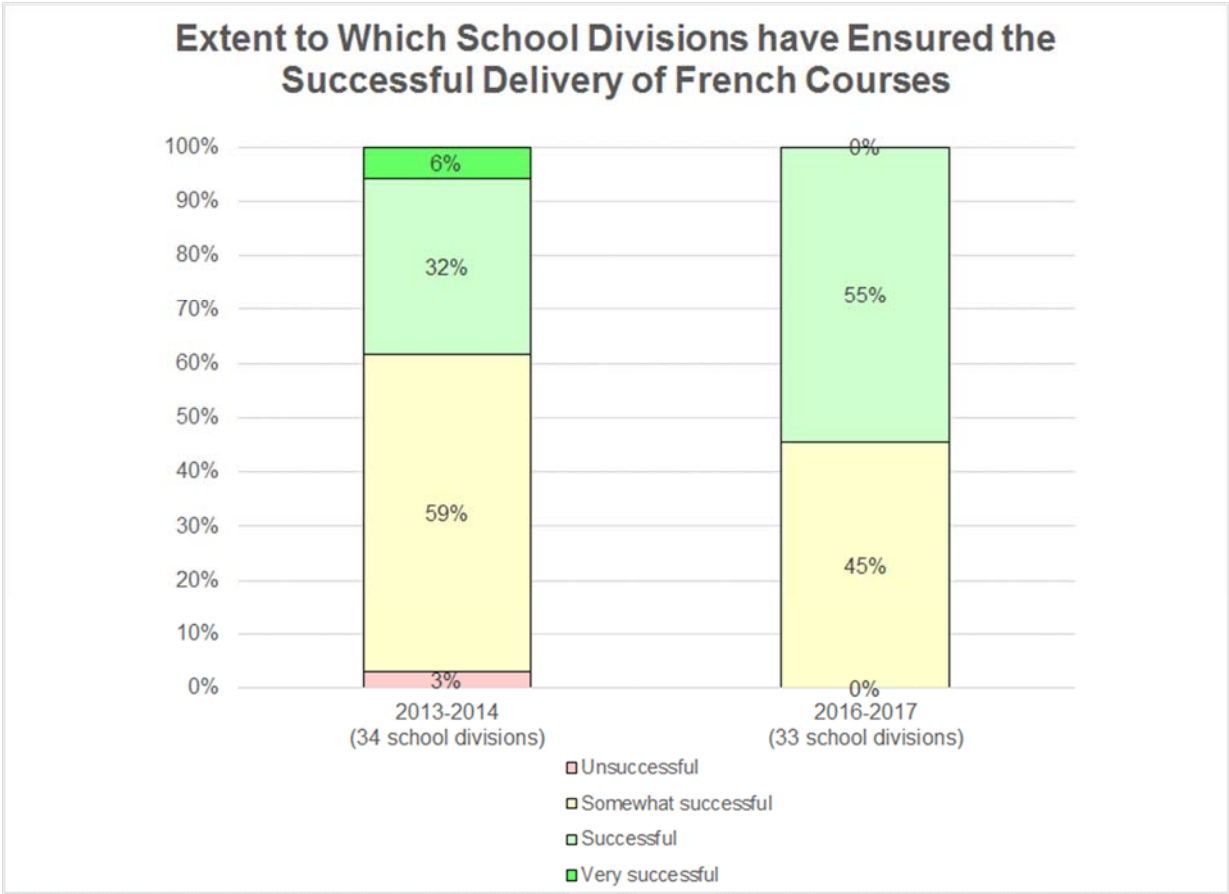
Figure 11



There are some variations in the assessment of success when the data is separated into the three key areas:

- School divisions see themselves as most successful in “Supporting the Teaching and Learning of French.”
- Those school divisions that implemented “Policy and Planning” goals are seeing notable success in this key area.
- Despite some gains, school divisions are not as convinced of their success in “Community Awareness and Promotion.”

Figure 12



Over the entire reporting period, there has been an increase from 38% to 55% of school divisions that perceive themselves as being successful (i.e. “Successful” or “Very Successful”) in delivering French courses. None of the school divisions indicated in 2016-2017 that they were “Unsuccessful.”

## Conclusion

Since the 2013-2014 school year, the French Language Education Review has provided a means of measuring the success of French courses in the English Program by collecting data and tracking progress over time. Using this data, school divisions have identified initiatives that built on successes and addressed challenges in the teaching and learning of French. 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.

This data was collected pursuant to the Canada-Manitoba Agreement 2013-2014 to 2017-2018 in which the federal government underscores the importance of learning French as a second language and reiterates its commitment to assist the Province in offering everyone the opportunity to learn French. Under this Agreement, Manitoba must provide an overview of its French-language education programming and reference data with regards to performance targets and indicators. As the five-year cycle of the Agreement comes to an end, this third provincial report shares the comparative results of the data collected during this period, summarizes what was learned, and presents the areas on which to focus going forward.

The school divisions' self-assessment indicated an improvement to the overall delivery of French courses that allow students to develop French communication skills. In 2013-2014, 38% of school divisions felt that they were "Very Successful" or "Successful." In 2016-2017, a marked improvement was reported as 55% of school divisions felt that they were "Very Successful" or "Successful." This is encouraging: it suggests that students are experiencing higher quality French language instruction.

School divisions tended to concentrate their efforts on the key area of "Supporting the Teaching and Learning of French." Since 2013-2014, there has been an increase from half to almost three-quarters of the initiatives pursued in 2016-2017 in this key area. The most common focus in this area was teacher capacity building through professional learning sessions regarding methodology, integration of culture, assessment and resources. The 2013-2014 report recommended that school divisions build capacity through leadership and professional learning to improve French language outcomes. The school divisions' initiatives seem to reflect the report's recommendations regarding teacher capacity, which stated that "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" (p. 31). Although teacher practice was addressed significantly in 2016-2017, few initiatives specifically targeted teachers' language skills.

The 2013-2014 report also emphasized that strong leadership is a key element for the successful delivery of French courses. It stated that it is important to have "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" (p. 2).

In the 2016-2017 data collection, leadership was predominantly demonstrated through initiatives that built teacher capacity in schools. However, the role of leadership needs to be broader. The 2016-2017 data indicated that there were few initiatives regarding leadership in other areas, such as building administrator capacity, awareness and value; divisional and school planning; enrolment and retention of students, and raising the profile of French. Leadership is fundamental, as it anchors effective

teaching practices that ensure the successful delivery of French courses. Without the foundational elements that strong leadership provides, the ability of the teacher to be effective is diminished. The message needs to be clear from the leaders, superintendents and principals, that French courses are valued and supported by the whole school community and that it is an expectation that everyone works collaboratively to ensure that students are successful.

To ensure student success, the Bureau de l'éducation française (BEF) of Manitoba Education and Training recommends that school divisions and schools focus on initiatives that:

- continue to support professional learning for teachers including language skills, methodology and cultural knowledge
- emphasize the role of leaders in the successful delivery of French courses

Overall success in supporting student learning will be determined by how well key initiatives build on successes and address challenges as school divisions and schools continue 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 in high school and beyond

The BEF plans to consult with school divisions regarding the future of the French Language Education Review – French (English Program) to:

- assess the effectiveness of the Review process and its impact
- include school administrators and teachers in the data collection process
- define the criteria for the self-assessment of the successful delivery of French courses
- include student success data as an indicator of the effective delivery of French courses
- establish a common understanding of how the learning of French can be an integral part of literacy development and how it can be linked to divisional and school literacy plans