

SCHOOL QUESTIONNAIRE - FRENCH IMMERSION PROGRAM

General Information

1) Please enter the name of your School Division.

2) Please enter your school name and the contact information of the individual completing the questionnaire.

School name

Contact Person's name

Contact Person's phone number

Contact Person's Email

3) Please enter the following information for your school.

Grades taught

Track

Entry Point(s)

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

Section 1

CREATING A FRENCH IMMERSION SETTING IN YOUR SCHOOL

The French Immersion Program offers an immersed setting that supports students' bilingual experience. This setting offers:

- intensive exposure to the French language
- qualified educational staff and personnel
- a linguistically rich environment
- inclusion and appropriate support for all students

As schools deliver the French Immersion Program, they need to consider all of these elements in order to set the stage for success.

For more information, please refer to Chapters 1 to 6, *French Immersion in Manitoba, A Handbook for school leaders*, Manitoba Education, Citizenship and Youth, 2007; http://www.edu.gov.mb.ca/k12/docs/fr_imm_handbook/index.html.

EXPOSURE TO THE FRENCH LANGUAGE

Please refer to the charts G and H in the Administrator's Guide in order to answer question 4.

4) In your opinion, is the percentage of French instruction time (intensity) offered in your school sufficient to create an immersion setting? (RESPOND ONLY FOR THE GRADE LEVELS OFFERED)

	Yes	No
Kindergarten	<input type="radio"/>	<input type="radio"/>
Grade 1	<input type="radio"/>	<input type="radio"/>
Grade 2	<input type="radio"/>	<input type="radio"/>
Grade 3	<input type="radio"/>	<input type="radio"/>
Grade 4	<input type="radio"/>	<input type="radio"/>
Grade 5	<input type="radio"/>	<input type="radio"/>
Grade 6	<input type="radio"/>	<input type="radio"/>
Grade 7	<input type="radio"/>	<input type="radio"/>
Grade 8	<input type="radio"/>	<input type="radio"/>
Grade 9	<input type="radio"/>	<input type="radio"/>
Grade 10	<input type="radio"/>	<input type="radio"/>
Grade 11	<input type="radio"/>	<input type="radio"/>
Grade 12	<input type="radio"/>	<input type="radio"/>

Comment (optional)

Type here

[Senior Years schools](#) answer question 5.

[Early and Middle Years](#) schools go to question 6.

5) How many students from your school graduated with a Province of Manitoba, High School Diploma (French Immersion Program) last June?

Number of students

Type

QUALIFIED EDUCATIONAL STAFF AND PERSONNEL

6) For the previous school year, indicate the bilingual (English/French) staff in your school by position. (CHECK ALL THAT APPLY)

	Yes	No	N/A
Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vice-Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resource Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance Counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Librarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Education Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational Assistant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secretary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Custodian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A LINGUISTICALLY RICH ENVIRONMENT

7) Do you have French signage in the following areas?

	Yes	No
Outside Billboard	<input type="radio"/>	<input type="radio"/>
Name of School	<input type="radio"/>	<input type="radio"/>
Entrance and Hallways	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>
Gym	<input type="radio"/>	<input type="radio"/>
Music Room	<input type="radio"/>	<input type="radio"/>
Computer Room	<input type="radio"/>	<input type="radio"/>
Lunch Room	<input type="radio"/>	<input type="radio"/>

8) How often do students speak French in the following areas during non instructional time?

	Never	Rarely	Sometimes	Often	Always
Entrance and Hallways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recess/Breaks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gym	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9) How often is the French language present in the following areas?

	Never	Rarely	Sometimes	Often	Always
Assemblies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Announcements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concerts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone/Reception	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10) How often is the French Immersion Program discussed at the following meetings?

	Never	Rarely	Sometimes	Often	Always
Staff Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Planning Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent Council Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INCLUSION AND APPROPRIATE SUPPORT FOR ALL STUDENTS

11) Do you have EAL (English as an Additional Language) students in the French Immersion Program? (RESPOND ONLY FOR THE GRADE LEVELS OFFERED)

	Yes	No
Kindergarten	<input type="radio"/>	<input type="radio"/>
Grade 1	<input type="radio"/>	<input type="radio"/>
Grade 2	<input type="radio"/>	<input type="radio"/>
Grade 3	<input type="radio"/>	<input type="radio"/>
Grade 4	<input type="radio"/>	<input type="radio"/>
Grade 5	<input type="radio"/>	<input type="radio"/>
Grade 6	<input type="radio"/>	<input type="radio"/>
Grade 7	<input type="radio"/>	<input type="radio"/>
Grade 8	<input type="radio"/>	<input type="radio"/>
Grade 9	<input type="radio"/>	<input type="radio"/>
Grade 10	<input type="radio"/>	<input type="radio"/>
Grade 11	<input type="radio"/>	<input type="radio"/>
Grade 12	<input type="radio"/>	<input type="radio"/>

12) If you selected 'Yes' within question 11, indicate the number of EAL students according to the grade levels. (REPLY ONLY WITH NUMBER SYMBOLS)

Kindergarten	<input type="text" value="Type here"/>
Grade 1	<input type="text" value="Type here"/>
Grade 2	<input type="text" value="Type here"/>
Grade 3	<input type="text" value="Type here"/>
Grade 4	<input type="text" value="Type here"/>
Grade 5	<input type="text" value="Type here"/>
Grade 6	<input type="text" value="Type here"/>
Grade 7	<input type="text" value="Type here"/>
Grade 8	<input type="text" value="Type here"/>
Grade 9	<input type="text" value="Type here"/>
Grade 10	<input type="text" value="Type here"/>
Grade 11	<input type="text" value="Type here"/>
Grade 12	<input type="text" value="Type here"/>

Comment (optional)

Type here

13) Do you have students with Special Needs (funded or non-funded but diagnosed) in the French Immersion Program? (RESPOND ONLY FOR THE GRADE LEVELS OFFERED)

	Yes	No
Kindergarten	<input type="radio"/>	<input type="radio"/>
Grade 1	<input type="radio"/>	<input type="radio"/>
Grade 2	<input type="radio"/>	<input type="radio"/>
Grade 3	<input type="radio"/>	<input type="radio"/>
Grade 4	<input type="radio"/>	<input type="radio"/>
Grade 5	<input type="radio"/>	<input type="radio"/>
Grade 6	<input type="radio"/>	<input type="radio"/>
Grade 7	<input type="radio"/>	<input type="radio"/>
Grade 8	<input type="radio"/>	<input type="radio"/>
Grade 9	<input type="radio"/>	<input type="radio"/>
Grade 10	<input type="radio"/>	<input type="radio"/>
Grade 11	<input type="radio"/>	<input type="radio"/>
Grade 12	<input type="radio"/>	<input type="radio"/>

14) If you selected 'Yes' within question 13, indicate the number of Special Needs students according to the grade levels. (REPLY ONLY WITH NUMBER SYMBOLS)

Kindergarten	<div>Type here</div>
Grade 1	<div>Type here</div>
Grade 2	<div>Type here</div>
Grade 3	<div>Type here</div>
Grade 4	<div>Type here</div>
Grade 5	<div>Type here</div>
Grade 6	<div>Type here</div>
Grade 7	<div>Type here</div>
Grade 8	<div>Type here</div>
Grade 9	<div>Type here</div>
Grade 10	<div>Type here</div>
Grade 11	<div>Type here</div>
Grade 12	<div>Type here</div>

Comment (optional)

Type here

REFLECTION ON CREATING A FRENCH IMMERSION SETTING IN YOUR SCHOOL

Please review your answers to the questions in Section 1 and indicate the extent to which you think you have successfully created a French Immersion setting that:

- supports students in the development of their linguistic competencies
- validates students' French Immersion experience
- encourages students to become bilingual members of society

15) What are your successes in creating a French Immersion setting?

Type here

16) What are your challenges in creating a French Immersion setting?

Type here

17) On a scale of 1 (Unsuccessful) to 4 (Very Successful), please indicate the extent to which you think you have successfully created a French Immersion setting in your school.

Unsuccessful	Somewhat Successful	Successful	Very Successful
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 2

VALIDATION OF STUDENTS' BILINGUAL AND EDUCATIONAL EXPERIENCE

The immersion setting must value and encourage students' experience by focusing on their pathway to becoming bilingual. To build confidence, students need to strengthen their language proficiency in French through social, academic and cultural contexts, thus validating their bilingual experience. Students need multiple opportunities to use and reuse their language skills in a variety of different contexts in order to:

- develop their language competency
- develop confidence
- become engaged learners
- validate their experience of second language learning

The French Immersion Program therefore provides opportunities inside and outside the classroom, enriching the French environment for students.

This most often occurs through activities organized by teachers in all subject areas. As a result, all Immersion teachers have the dual task of teaching the subject area content while ensuring ongoing learning and the development of students' French linguistic competencies.

Furthermore, educators, parents and members of the community all play an important role by valuing the learning of languages and by commending and encouraging students as they develop their proficiency in two languages from Kindergarten to Grade 12 and beyond.

For more information, please refer to chapter 10 pages, 10-1 and 10-2; *French Immersion in Manitoba, A Handbook for school leaders*, Manitoba Education, Citizenship and Youth, 2007; http://www.edu.gov.mb.ca/k12/docs/fr_imm_handbook/chap_10.pdf.

FOCUS ON LANGUAGE ACQUISITION

An Immersion language program is first and foremost a language program where a school program is delivered through a particular language of instruction.

After 40 years of French Immersion in Manitoba, students enrolled in the Program perform as well as their peers in other school programs. However, it is evident that students need to develop their linguistics competencies more actively through all subject areas.

Therefore, **all** French Immersion teachers are responsible for the development of the French linguistic competencies of students while also delivering the content that needs to be taught in each subject area.

18) Indicate how often French Immersion teachers in your school specifically teach aspects of language while teaching content.

Never



Rarely



Sometimes



Often



Always



19) Indicate how often French Immersion teachers in your school, through the development of students' linguistic competencies, explicitly focus on strategies that strive to attain the following goals to validate students' French Immersion experience.

	Never	Rarely	Sometimes	Often	Always
Improve language proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop confidence in French language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in learning and using French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivate participation in the francophone community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify themselves as bilingual learners and speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discover and experience different aspects of la Francophonie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop intercultural awareness (theirs and others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ENRICHED SCHOOL ENVIRONMENT

It is important that the activities offered provide students with the continuous opportunity to authentically use their French language skills. The impact of such activities enriches their bilingual experience and is fundamental in developing students' bilingual identity.

The following menu serves as a reference to explain the five categories for an enriched environment. You may also wish to use the worksheet provided in Appendix 3 of the Administrator's Guide to track information for questions 20 to 22.

Academic	Cultural	Social	Citizenship	Transition
Special guests, eg: authors, scientists, etc.	Improvisation	Extra-curricular activities	Volunteerism	Academic and career counselling
Touchstones discussions	Drama/Theatre	Clubs, eg: drama, book, etc.	Parlement jeunesse	Partnerships with other schools
Language monitors	Music	Interaction with French language speakers	Language appreciation days	Summer immersion program
Peer tutoring	Festival du Voyageur	French games	School trips	French summer camps
Mentoring	Cercle Molière	Other	Exchanges	Information sessions
Concours d'art oratoire	Film Festival		Social justice, eg: bullying, etc.	Other
Other	Exposure to media		Other	
	Cinéma			
	Festival Théâtre Jeunesse			
	Other			

20) Last year, how many school and/or classroom activities in each category were offered that enriched the students' French Immersion experience? It is not necessary to have activities in all categories.

	0 activities	1-3 activities	4-6 activities	more than 6 activities
Academic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IMPACT ON STUDENT LEARNING

21) One must consider the **IMPACT** that **ACADEMIC** activities offered to students have on validating their bilingual experience. Every activity offered must focus on a primary goal.

For each goal listed below, indicate the activity that contributed the most to achieving that goal. It is not necessary to have an activity for all goals.

	Activity	Subject area	Grade level(s)
Improve language proficiency	Type here		Type here
Develop confidence in French language skills	Type here		Type here
Engage in learning and using French	Type here		Type here
Motivate participation in the francophone community	Type here		Type here
Identify themselves as bilingual learners and speakers	Type here		Type here
Discover and experience different aspects of la Francophonie	Type here		Type here
Develop intercultural awareness (theirs/others)	Type here		Type here

22) One must consider the **IMPACT** that **CULTURAL, SOCIAL, CITIZENSHIP, and TRANSITION** activities offered to students have on validating their bilingual experience. Every activity offered must focus on a primary goal.

For each goal listed below, indicate one activity that contributed the most to achieving that goal. It is not necessary to have an activity for all goals.

	Activity
Improve language proficiency	Type here
Develop confidence in French language skills	Type here
Engage in learning and using French	Type here
Motivate participation in the francophone community	Type here
Identify themselves as bilingual learners and speakers	Type here
Discover and experience different aspects of la Francophonie	Type here
Develop intercultural awareness (theirs and others)	Type here

VALUING AND ENCOURAGING THE LEARNING OF LANGUAGES

To build confidence in French and take responsibility for learning and living in both languages, young people need to become engaged in their language learning experience. It is important for them to have a personal connection to the language and to see the language as relevant to their lives.

For this to happen, students need to become conscious of their choice to speak and to live in two or more languages. This language learning experience needs to be validated and nurtured by family, peers, and the school community. Students' personal growth as language learners needs to be recognized and celebrated by everyone in their immediate environment in order for them to feel validated for having chosen this path.

23) How does your school guide students to develop their language skills in order to identify themselves as bilingual learners and live as bilingual members of society, today and in the future? (CHECK ALL THAT APPLY)

- ☐ Provide opportunities for students to think and to talk about their language learning experience
- ☐ Provide students with many opportunities to develop and to use their French language skills in various contexts
- ☐ Introduce students to various aspects of the francophone world which can be integrated into their lives
- ☐ Expose students to the advantages of knowing more than one language
- ☐ Encourage students to assume responsibility for learning and for being proficient in two languages
- ☐ Expose students to role models who have lived the French Immersion experience and who continue to use French in their daily lives
- ☐ Accompany students in a variety of activities in the francophone community
- ☐ Inform students about post-secondary, volunteer, exchange and employment opportunities in French
- ☐ Expose students to a variety of French language models and accents
- ☐ Other (please specify)
- ☐ N/A

24) How does your school guide parents to support and validate their children in their bilingual experience? (CHECK ALL THAT APPLY)

- ☐ Provide information sessions and/or newsletters making parents aware of the advantages of learning more than one language and encouraging them to talk about it with their children
- ☐ Provide information sessions on topics such as 'How to help and encourage my child in French Immersion'
- ☐ Encourage parents to talk with their children about their French Immersion experience
- ☐ Encourage family involvement in cultural activities in the francophone community thus exposing them to other learning experiences
- ☐ Inform parents about post-secondary, volunteer, exchange and employment opportunities in French and encourage them to discuss these opportunities with their children
- ☐ Encourage parents to validate language learning by participating in various linguistic and cultural activities with their children
- ☐ Invite parents to volunteer in the school
- ☐ Invite parents to become aware of Canadian Parents for French-MB and the services they provide
- ☐ Other (please specify)
- ☐ N/A

REFLECTION ON THE VALIDATION OF STUDENTS' BILINGUAL AND EDUCATIONAL EXPERIENCE

Please review your answers to the questions in Section 2 and indicate the extent to which you think you have successfully created an enriched school environment that:

- supports students in the development of their linguistic competencies
- builds student confidence in the French language
- validates students' French Immersion experience
- encourages students to become bilingual members of society

25) What are your successes in validating students' bilingual and educational experience?

Type here

26) What are your challenges in validating students' bilingual and educational experience?

Type here

27) On a scale of 1 (Unsuccessful) to 4 (Very Successful), please indicate the extent to which you think you have successfully created an enriched school environment.

Unsuccessful



Somewhat successful



Successful



Very successful



Section 3

EDUCATIONAL STAFF AND PROFESSIONAL LEARNING

Schools have the responsibility to create and to nurture an environment that ensures that the staff in the French Immersion Program are supported when hired and throughout their career. Any activities that support recruitment and professional learning ensure the delivery of a strong French Immersion Program.

For more information, please refer to Chapters 4 and 5, *French Immersion in Manitoba, A Handbook for school leaders*, Manitoba Education, Citizenship and Youth, 2007; http://www.edu.gov.mb.ca/k12/docs/fr_imm_handbook/index.html

RECRUITMENT OF STAFF

28) Does the hiring of qualified French Immersion personnel pose a challenge in your school for the following positions?

	Yes	No
Teachers	<input type="radio"/>	<input type="radio"/>
Guidance Counselor	<input type="radio"/>	<input type="radio"/>
Resource Teacher	<input type="radio"/>	<input type="radio"/>
Librarian	<input type="radio"/>	<input type="radio"/>
Educational Assistants	<input type="radio"/>	<input type="radio"/>

If yes, please explain.

Type here

29) For Senior Years schools, indicate where the challenges exist with regards to hiring. (CHECK ALL THAT APPLY)

	Français	Sciences de la nature	Sciences humaines	Mathématiques	Éducation physique	Musique	Arts visuels	Other
Senior Years 9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment (optional)

Type here

30) Which languages are used when interviewing French Immersion teachers?

- ☐ French only ☐ Both French and English ☐ English only

31) When hiring potential French Immersion teachers, are the following credentials verified?

	Yes	No
Competency in oral French	<input type="checkbox"/>	<input type="checkbox"/>
Competency in written French	<input type="checkbox"/>	<input type="checkbox"/>
An understanding of the philosophy of second language acquisition and methodology	<input type="checkbox"/>	<input type="checkbox"/>
An understanding of how to integrate francophone cultures and how to validate the bilingual experience of students	<input type="checkbox"/>	<input type="checkbox"/>

32) What supports are in place for newly hired French Immersion teachers at your school?

Type here

PROFESSIONAL LEARNING

33) Which of the following educational staff members, other than classroom teachers, participated in professional learning opportunities regarding French Immersion last year? (CHECK ALL THAT APPLY)

- ☐ Principal
- ☐ Resource Teacher
- ☐ Educational Assistant
- ☐ Vice-Principal
- ☐ Guidance Counselor
- ☐ Other (please specify)

Type here

34) French Immersion teachers have specific professional learning needs. Please indicate the number of teachers who participated in the following activities (offered in French) last year. (REPLY ONLY WITH NUMBER SYMBOLS)

Mentorship

Type here

Network and Planning Opportunities

Type here

Professional Learning Communities

Type here

French Language Courses

Type here

Attendance at French Immersion Conference (National or Provincial)

Type here

PD days that enhance the delivery of the French Immersion Program

Type here

35) Aside from the activities listed in question 34, in which other professional learning activities have teachers taken part?

Type here

36) How many **Early Years (K-4)** French Immersion teachers participated in professional learning activities related to the French Immersion Program?

Total number of K-4 French Immersion teachers in your school

Type here

Number of K-4 French Immersion teachers who participated in at least one PD in French

Type here

How many **Middle Years (5-8)** French Immersion teachers participated in professional development activities related to the French Immersion Program?

Total number of 5-8 French Immersion teachers in your school

Type here

Number of 5-8 French Immersion teachers who participated in at least one PD in French

Type here

How many **Senior Years (9-12)** French Immersion teachers participated in professional development activities related to the French Immersion Program?

Total number of 9-12 French Immersion teachers in your school

Type here

Number of 9-12 French Immersion teachers who participated in at least one PD in French

Type here

37) What are the French Immersion professional learning **priorities** in your school? (CHECK A MAXIMUM OF 3 AREAS)

	Early Years K-4 Teachers	Middle Years 5-8 Teachers	Senior Years 9-12 Teachers
French Immersion philosophy and methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Validation of students' bilingual experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development and assessment of students oral proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of reading skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment and report cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EAL support for French Immersion students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Français	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathématiques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sciences de la nature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sciences humaines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Éducation artistique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Éducation physique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment (optional)

Type here

REFLECTION ON EDUCATIONAL STAFF AND PROFESSIONAL LEARNING

Please review your answers to the questions in Section 3 and indicate the extent to which the professional learning opportunities offered have impacted the ability of your staff to deliver the French Immersion Program and provide an enriched school setting, while also empowering the educational staff to:

- support students in the development of their linguistic competencies
- validate students' French Immersion experience
- encourage students to become bilingual members of society

38) What are your successes in hiring and supporting staff?

Type here

39) What are your challenges in hiring and supporting staff?

Type here

40) On a scale of 1 (Unsuccessful) to 4 (Very Successful), please indicate the extent to which you think your school has successfully empowered the educational staff to deliver a strong French Immersion Program.

Unsuccessful



Somewhat successful



Successful



Very successful



STUDENT RECRUITMENT AND RETENTION

Increased bilingualism, and even plurilingualism, among students is an important issue. Recruitment and retention of French Immersion students are vital to the success of the French Immersion Program and are key indicators of its full implementation. Monitoring enrolments and enrolment trends at all grade levels as well as, addressing issues of recruitment and retention, ensure program stability.

For more information, please refer to Chapter 8, *French Immersion in Manitoba, A Handbook for school leaders*, Manitoba Education, Citizenship and Youth, 2007 http://www.edu.gov.mb.ca/k12/docs/fr_imm_handbook/chap_8.pdf.

41) Using the data provided in charts I and J of the Administrator's Guide, how does your school contribute to the recruitment and retention trends of French Immersion students within your school division? If possible, please explain why these trends are occurring.

Type here

42) Does your school organize activities to recruit and retain students in the French Immersion Program?

☐ Yes ☐ No

43) What activities (MAXIMUM OF 5) were specifically organized in your school to promote the French Immersion Program last year? Please indicate the grade level(s) targeted, target audience (1 CHOICE PER COLUMN) and number of participants.

	Activity	Grade level(s) targeted	Target audience	Target audience	# of participants
Activity 1	Type here	Type here			Type here
Activity 2	Type here	Type here			Type here
Activity 3	Type here	Type here			Type here
Activity 4	Type here	Type here			Type here
Activity 5	Type here	Type here			Type here

44) Do you allow students to enter the French Immersion Program at any time other than at the three official entry points (i.e. K-1, Grade 4 and Grade 7)?

☐ Yes ☐ No

45) Do the current entry points (K-1, Grade 4, Grade 7) into the French Immersion Program create a challenge for your school?

	YES (Please explain)	No
	<div>Type here</div>	<div><input type="checkbox"/></div>

46) Please indicate the number of students per grade level that left the French Immersion Program in your school last year. (REPLY WITH NUMBER SYMBOLS FOR THE GRADES YOU OFFERED)

	K	1	2	3	4	5	
Total number of students per grade level	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>

47) Under each **main reason** provided below, please indicate the **number of students** per grade level that left the French Immersion Program in your school last year. (REPLY ONLY WITH NUMBER SYMBOLS IN THE AREAS WHERE IT APPLIES)

	Learning difficulties	Lack of interest	Moving	Transportation	Limited variety of courses in French	Other
Kindergarten	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>
Grade 1	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>
Grade 2	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>
Grade 3	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>
Grade 4	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>
Grade 5	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>
Grade 6	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>
Grade 7	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>
Grade 8	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>
Grade 9	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>
Grade 10	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>
Grade 11	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>
Grade 12	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>	<div>Type here</div>

If you selected 'Other' above, please specify.

Type here

48) Does your school have a procedure in place when students want to leave the French Immersion Program?

☐ Yes

☐ No

49) In your school, do you provide parents with the following services:

	Yes	No
Preschool Program	<input type="radio"/>	<input type="radio"/>
Childcare Program	<input type="radio"/>	<input type="radio"/>
Before and After School Program	<input type="radio"/>	<input type="radio"/>

If yes, please provide pertinent details (Name of contact person and coordinates).

Type here

50) If you selected 'Yes' in question 49, please indicate the percentage of time the selected program(s) is/are offered in French.

	0%	More than 0% but less than 50%	50%	More than 50% but less than 100%	100%
Preschool Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Childcare Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before and After School Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

REFLECTION ON STUDENT RECRUITMENT AND RETENTION

Please review your answers to the questions in Section 4 and indicate the extent to which you think your school has successfully ensured program stability through the recruitment and retention of French Immersion students by having students and their parents understand:

- the value of developing one's linguistic and intercultural competencies, which foster cognitive and personal growth
- that being bilingual, plurilingual is a viable option in today's society
- that the school guides and supports students' learning throughout their French Immersion experience

51) What are your successes in recruiting and retaining students?

Type here

52) What are your challenges in recruiting and retaining students?

Type here

53) On a scale of 1 (Unsuccessful) to 4 (Very Successful), please indicate the extent to which you think your school has successfully ensured program stability through the recruitment and retention of French Immersion students.

Unsuccessful



Somewhat Successful



Successful



Very Successful



FINAL REFLECTION AND CONCLUSION OF STUDENTS' BILINGUAL EXPERIENCE

Please review your reflections at the end of each section. **Using your professional judgement**, please respond to questions 54 to 58 in order to indicate the extent to which you think your school has been successful in establishing a French Immersion Program that values and encourages students' experience in becoming proud, engaged, plurilingual global citizens.

54) How many students, including students with Special Needs, achieve an appropriate level of linguistic competency in both French and English (determined by grade level taught in your school)?

All



Most



Many



Some



None



55) Are students proud of their linguistic competencies? How many are confident in their ability to speak French in various public settings: small and large group discussions/presentations in the classroom, outside the classroom, outside of school?

All



Most



Many



Some



None



56) How many students are aware of their own cultural identity and are open to other languages and cultures?

All



Most



Many



Some



None



57) How many students have the confidence and interest to participate in activities in the francophone community, here and elsewhere?

All



Most



Many



Some



None



58) How many students value the learning of languages as a key to global citizenship? Do they see themselves as life long language learners?

All

Most

Many

Some

None

Unsure

NEXT STEPS

To enhance the bilingual and educational experience for students and to ensure the full implementation of the French Immersion Program, what initiative(s) will you take? Having reflected on the four key areas of the questionnaire, you have identified the successes and challenges in your school. Using this information to guide your thinking, develop a plan and outline initiatives to build on successes and/or to address challenges in the French Immersion Program.

Goal (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 you are making progress?

* How will you track your success?

To assist you in this reflection, you may wish to use the worksheet provided in Appendix 5 of the Administrator's Guide which provides examples of setting goals, developing actions and how to track progress.

Provided below are spaces for the development of up to 5 goals. Please indicate your goal(s), actions and how you will monitor your progress.

	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

59) Under which key areas do your goal(s) and actions fall? (CHECK ALL THAT APPLY)

	Creating a French Immersion Setting	Validating students' bilingual and educational experience	Educational Staff and Professional Learning	Recruitment and Retention
Goal 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for completing the questionnaire.

Please click the "Submit" button.