

## ***DIVISIONAL QUESTIONNAIRE - FRENCH IMMERSION PROGRAM***

### School Division Information

Name of your School Division

Type here

Name of Superintendent

Type here

Name of individual completing the questionnaire

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

### Section 1

#### **CREATING A FRENCH IMMERSION SETTING**

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

School divisions need to be cognisant of these elements in order to ensure the full implementation of the French Immersion Program in their schools. Furthermore, school divisions need to create a setting to support the French Immersion Program at the divisional level.

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](http://www.edu.gov.mb.ca/k12/docs/fr_imm_handbook/index.html).

1) Does your school division have a policy with respect to the French Immersion Program?

☐ Yes ☐ No

2) In your opinion, is the percentage of French instruction time (intensity) offered in your school division sufficient to create an immersion setting? Please refer to charts G and H in the Administrator's Guide.

	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

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

	Never	Rarely	Sometimes	Often	Always
Administrator Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Services Meetings	<input type="radio"/>	<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](http://www.edu.gov.mb.ca/k12/docs/fr_imm_handbook/chap_10.pdf).

The following table serves as a reference to explain the five categories for an enriched environment. You may also wish to use the worksheet provided in appendix 4 in the Administrator's Guide to track information for questions 4 and 5.

Academic	Cultural	Social	Citizenship	Transition
Reading week	Francophone Days	Ralliements	Volunteer / Leadership Program	Information evenings
Presentations in classrooms	French activity day	Film Festival	Awards Ceremony	Divisional presentations – post secondary opportunities in French
Public speaking workshops	Semaine de la Francophonie	Festival du Conte	Divisional exchanges	Other
Debates	Other	Activities with partner schools	Soirée survivor	
Semaine par Excellence		Other	Other	
Concours d’art oratoire				
Ligue d’impro				
Kindergarten information bags				
Delf				
Other				

4) Last year, how many activities in each category did you offer at the **school division level** 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"/>



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

Please list the activities offered at the **school division level** that contributed to achieving the goals listed below. It is not necessary to have an activity for all goals.

	Activity	Grade level(s)
Improve language proficiency	<input type="text" value="Type here"/>	<input type="text" value="Type here"/>
Develop confidence in French language skills	<input type="text" value="Type here"/>	<input type="text" value="Type here"/>
Engage in learning and using French	<input type="text" value="Type here"/>	<input type="text" value="Type here"/>
Motivate participation in the francophone community	<input type="text" value="Type here"/>	<input type="text" value="Type here"/>
Identify themselves as bilingual learners and speakers	<input type="text" value="Type here"/>	<input type="text" value="Type here"/>
Discover/Experience different aspects of la Francophonie	<input type="text" value="Type here"/>	<input type="text" value="Type here"/>
Develop intercultural awareness (theirs/others)	<input type="text" value="Type here"/>	<input type="text" value="Type here"/>

### Section 3

## EDUCATIONAL STAFF AND PROFESSIONAL LEARNING

The school division has 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](http://www.edu.gov.mb.ca/k12/docs/fr_imm_handbook/index.html).

## RECRUITMENT OF STAFF

6) Does your school division have a divisional recruitment plan or policy regarding the hiring of French Immersion personnel?

☐ Yes ☐ No

7) Does your school division participate in teacher recruitment fairs?

☐ Yes ☐ No

8) What supports does your school division have in place for newly hired French Immersion teachers?

Type here

9) Which languages are used when interviewing potential candidates for administrative positions in a French Immersion school?

☐ French only ☐ Both French and English ☐ English only

10) As well as being qualified to assume a school leadership role, does your questioning verify that potential candidates for administrative positions:

	Yes	No
Are competent in oral French?	<input type="radio"/>	<input type="radio"/>
Are competent in written French?	<input type="radio"/>	<input type="radio"/>
Understand the philosophy of second language acquisition and methodology?	<input type="radio"/>	<input type="radio"/>
Value additional language learning as an integral part of a student's education?	<input type="radio"/>	<input type="radio"/>
Know how to support and maintain a high quality French Immersion Program?	<input type="radio"/>	<input type="radio"/>
Explain how to advocate for the French Immersion Program?	<input type="radio"/>	<input type="radio"/>

11) What supports does your school division have in place for newly hired French Immersion administrators?

Type here

## PROFESSIONAL LEARNING

12) Does your school division offer a leadership program?

☐ Yes

☐ No

13) If yes, does it have a French Immersion component?

☐ Yes

☐ No

### Section 4

## 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 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](http://www.edu.gov.mb.ca/k12/docs/fr_imm_handbook/chap_8.pdf).

14) Using enrolment charts A to F in the Administrator's Guide, please comment on the enrolment trends in your school division.

Type here

15) Does your school division organize activities at the divisional level to recruit and retain students in the French Immersion Program?

☐ Yes ☐ No

16) If "yes", what activities (MAXIMUM OF 5) were specifically organized at the school division level to promote the French Immersion Program for the previous school 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	
Activity 1	<input type="text" value="Type here"/>	<input type="text" value="Type here"/>	<input type="text"/>	<input type="text"/>
Activity 2	<input type="text" value="Type here"/>	<input type="text" value="Type here"/>	<input type="text"/>	<input type="text"/>
Activity 3	<input type="text" value="Type here"/>	<input type="text" value="Type here"/>	<input type="text"/>	<input type="text"/>
Activity 4	<input type="text" value="Type here"/>	<input type="text" value="Type here"/>	<input type="text"/>	<input type="text"/>
Activity 5	<input type="text" value="Type here"/>	<input type="text" value="Type here"/>	<input type="text"/>	<input type="text"/>

17) Is your school division experiencing overcrowding in its French Immersion schools?

☐ Yes ☐ No

Comment (optional)

Thank you for completing the questionnaire.

Please click the "Submit" button.