

Introduction

This document, the third Provincial Report under the **French Language Education Review - French Immersion Program** prepared by the Bureau de l'éducation française (BEF), provides a “snapshot” of the French Immersion Program in Manitoba for the 2016-2017 school year.

In 2016-2017, 22- out of 37 school divisions offered the French Immersion Program to a total of 24,105 students. This represents approximately 13% of the total K-12 public school enrolment in Manitoba. The French Immersion enrolment can be broken down by grade grouping and region as follows:

- Grade groupings¹:
 - 12,464 (or 52%) students in Early Years (Kindergarten to Grade 4)
 - 7,052 (or 29%) students in Middle Years (Grades 5-8)
 - 4,589 (or 19%) students in Senior Years (Grades 9-12)
- Regions:
 - 19,028 (or 79%) in urban schools
 - 4,427 (or 18%) in rural schools
 - 650 (or 3%) in northern schools²

Data found in this report represents the third round of data collection since 2013-2014 from an abridged version of the original questionnaire and includes various disaggregations. This report presents a compilation of the responses from 103 of 113 French Immersion schools and some comparative results of the data collected during the five-year period. As per the summary table, the data is grouped into the four key areas that support the full implementation of the French Immersion Program and is followed by data on perceptions of student success in relation to the Program outcomes.

A provincial portrait of student enrolment data and trends has also been provided for the 2016-2017 school year, as well as an overview of an 11-year period from 2006-2007 to 2016-2017. The report also presents the initiatives schools pursued in 2016-2017 to build on successes and address challenges in moving towards the full implementation of the French Immersion Program.

The concluding pages of the report offer an analysis of the data that provides insight regarding how well students are doing, what factors influence student success, and what should be prioritized going forward.

¹ Special Elementary (SE) and Special Secondary (SS) students were excluded from the grade groupings data. SE and SS students are enrolled and taught in special ungraded classes, and are, respectively, under and over the age of fourteen.

² Urban schools are defined as located within the geographic areas of the Winnipeg, Seven Oaks, Pembina Trails, St. James-Assiniboia, Louis Riel, River East Transcona and Brandon school divisions. Northern schools are those physically located in the geographic areas of Flin Flon, Kelsey, Mystery Lake and Frontier school divisions, while all other schools are considered to be rural.

Table 1

FULL IMPLEMENTATION OF THE FRENCH IMMERSION PROGRAM IN MANITOBA													
A LINGUISTICALLY RICH EXPERIENCE													
STUDENTS AS PROUD, ENGAGED, CONFIDENT, PLURILINGUAL GLOBAL CITIZENS													
PROGRAM EXPECTED OUTCOMES - STUDENT PATHWAY													
Develop language proficiency			Develop confidence and pride in French language skills		Engage in learning and using French		Participate in the francophone community		Develop self identity as a plurilingual and lifelong language learner		Discover and experience different aspects of la Francophonie		Develop intercultural awareness (theirs/others)
Key Area			Key Area				Key Area			Key Area			
CREATING A FRENCH IMMERSION SETTING				VALIDATION OF STUDENTS' LINGUISTIC AND EDUCATIONAL EXPERIENCE				EDUCATIONAL STAFF AND PROFESSIONAL LEARNING			STUDENT ENROLMENT TRENDS		
Exposure to the French Language	Educational Staff and Personnel	A Linguistically Rich Environment	Inclusion and Appropriate Support for All Students	Focus on Language Acquisition	Enriched School Environment	Impact on Student Learning	Valuing and Encouraging the Learning of Languages	Recruitment and Retention of Staff	Professional Learning	Visibility & Communication	Entry Points & Transition	Retention	
Sufficient % of instruction time in French K-12	Bilingual teaching personnel	Signage & visibility of the FI Program	EAL students	Second language methodology (integrating language and content in all subject areas)	Classroom based activities to enrich academic learning in content areas	Incorporate program outcomes in the classroom	Develop student engagement & responsibility for language learning	Hiring practices verify appropriate qualifications of teachers	All staff have an understanding of French Immersion philosophy and methodology	Public visibility of School Board support of the FI Program	Policy with regards to entry points	Procedure in place when students wish to leave the program	
Sufficient number of FI credits at the SY level	Bilingual administration	French spoken by students & staff during non instructional time	Special needs students	Encourage ongoing language development & intercultural competencies	Classroom, school & community based opportunities to authentically use French in the following areas o Cultural o Social o Citizenship o Transition	Incorporate program outcomes in school & extracurricular activities	Develop students' bilingual identity as lifelong learners and speakers	Support for new and experienced teachers	Professional learning opportunities are provided in French for all subject areas	Public access to FI Program information (websites, brochures, etc.)	School visits and information sessions for students and parents at transition points	Appropriate supports are in place when students struggle academically	
Phys. Ed., music, arts, library offered in French	Bilingual support staff	Presence of French language in various activities and throughout the school	First nations, Métis and Inuit (FNMI) students	Provide opportunities for students to reflect on their language proficiency (metacognition)			Guide parents to support and validate their child's bilingual experience	Hiring practices verify appropriate qualifications of administrators	Professional learning opportunities relating to topics pertinent to the FI Program are offered to FI personnel	Communicate pertinent information related to FI Program and beyond to K-12 parents	Student reflection & conversations about their FI experience	Address parental concerns/myths relating to student success in French	
		Discussion of the FI Program at meetings					Highlight student achievement and abilities in French	Support for new and experienced administrators in the FI Program		The FI Program is discussed at various divisional meetings	Interactions with FI students from feeder schools	SY timetable accommodates accessibility to a variety of courses	
		Appropriate French resources for classrooms, libraries, etc.								Pre-school connections		Address student engagement and motivation to learn French	
												FI diploma graduates	