

Section 3

Educational Staff and Professional Learning

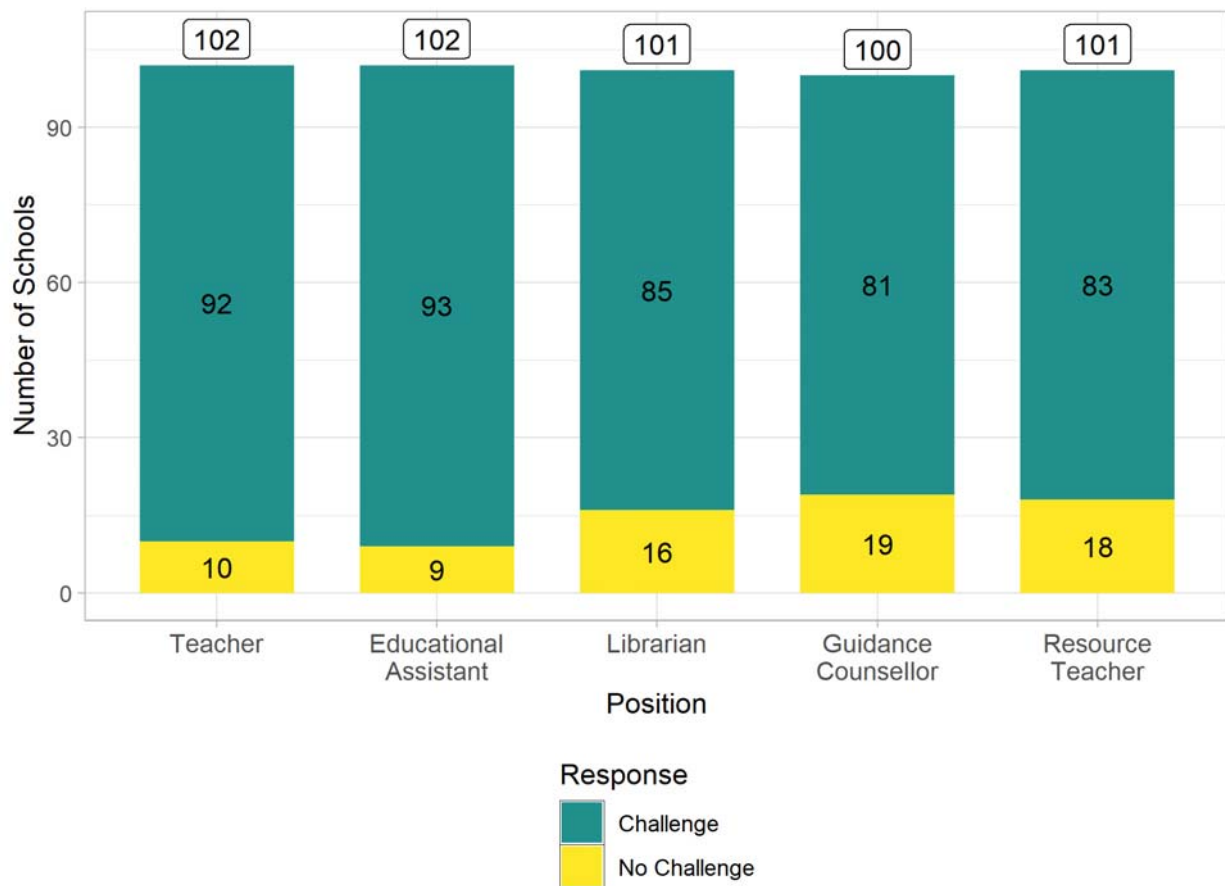
Section 3 of the 2016-2017 abridged questionnaire asked schools to provide data on educational staff and professional learning in relation to the following factors:

- recruitment and retention of staff
- professional learning

Recruitment and Retention of Staff

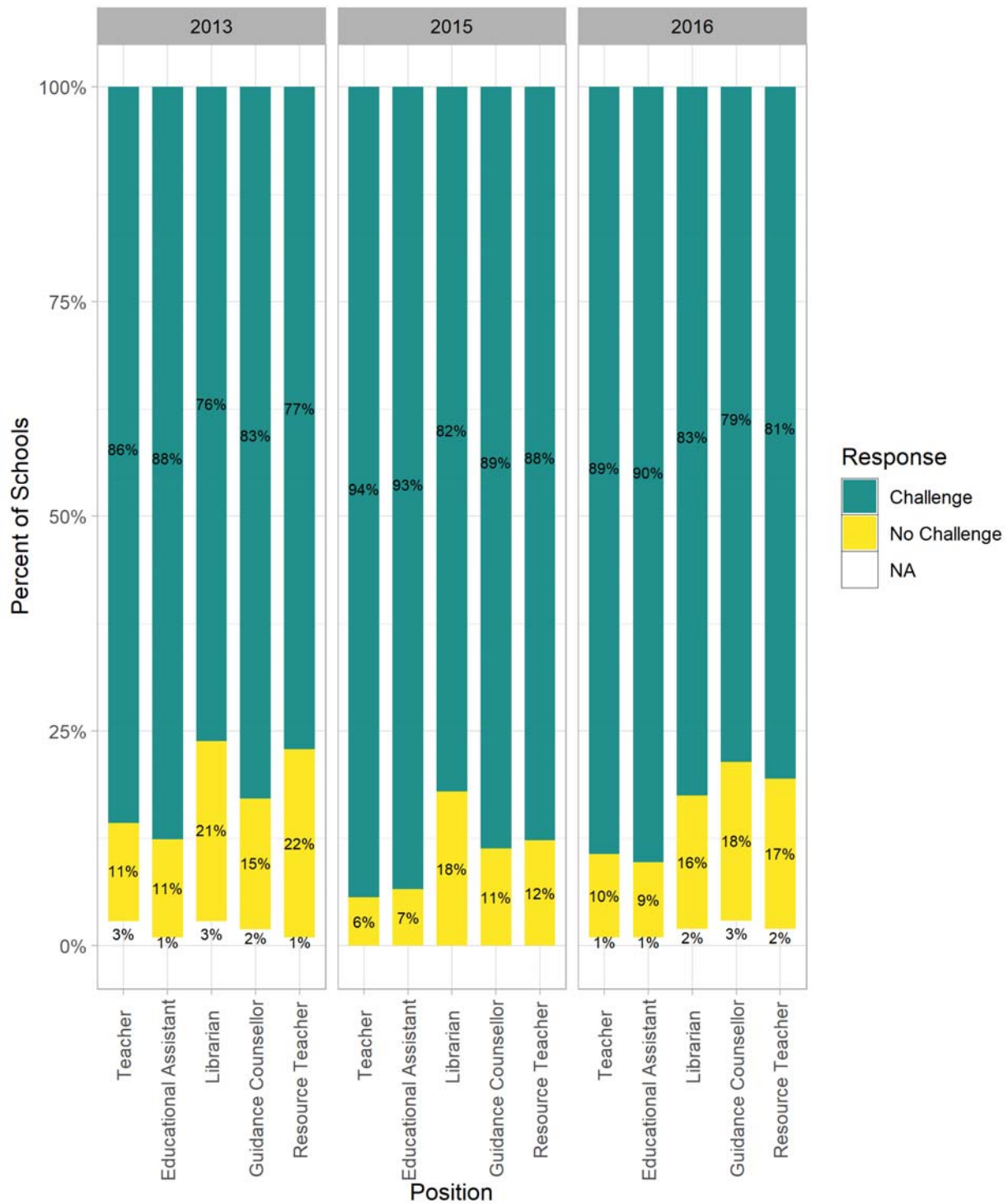
9. Does the hiring of qualified French Immersion personnel pose a challenge in your school for the following positions?

Figure 17: Number of French Immersion Schools Indicating Challenges Hiring Qualified French Immersion Personnel, by Type of Position



It is clear that hiring French-speaking personnel is a difficulty frequently encountered by schools.

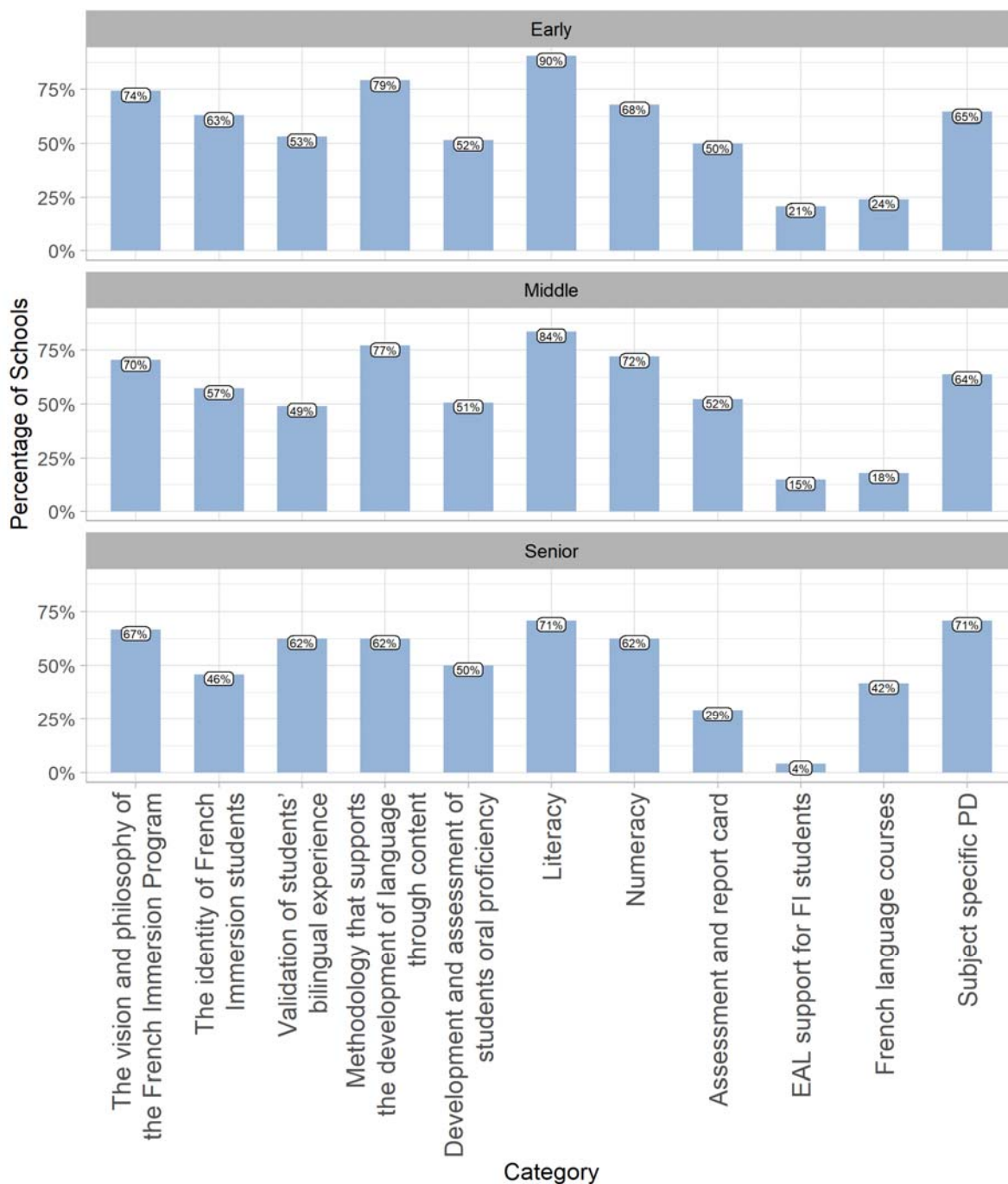
Figure 18: Number of French Immersion Schools Indicating Challenges Hiring Qualified French Immersion Personnel, by Type of Position; 2013, 2015, 2016 Compared



Professional Learning

10. French Immersion teachers have specific professional learning needs. Please indicate which of the following topics were addressed in 2016-2017 through various professional learning opportunities offered to teachers.

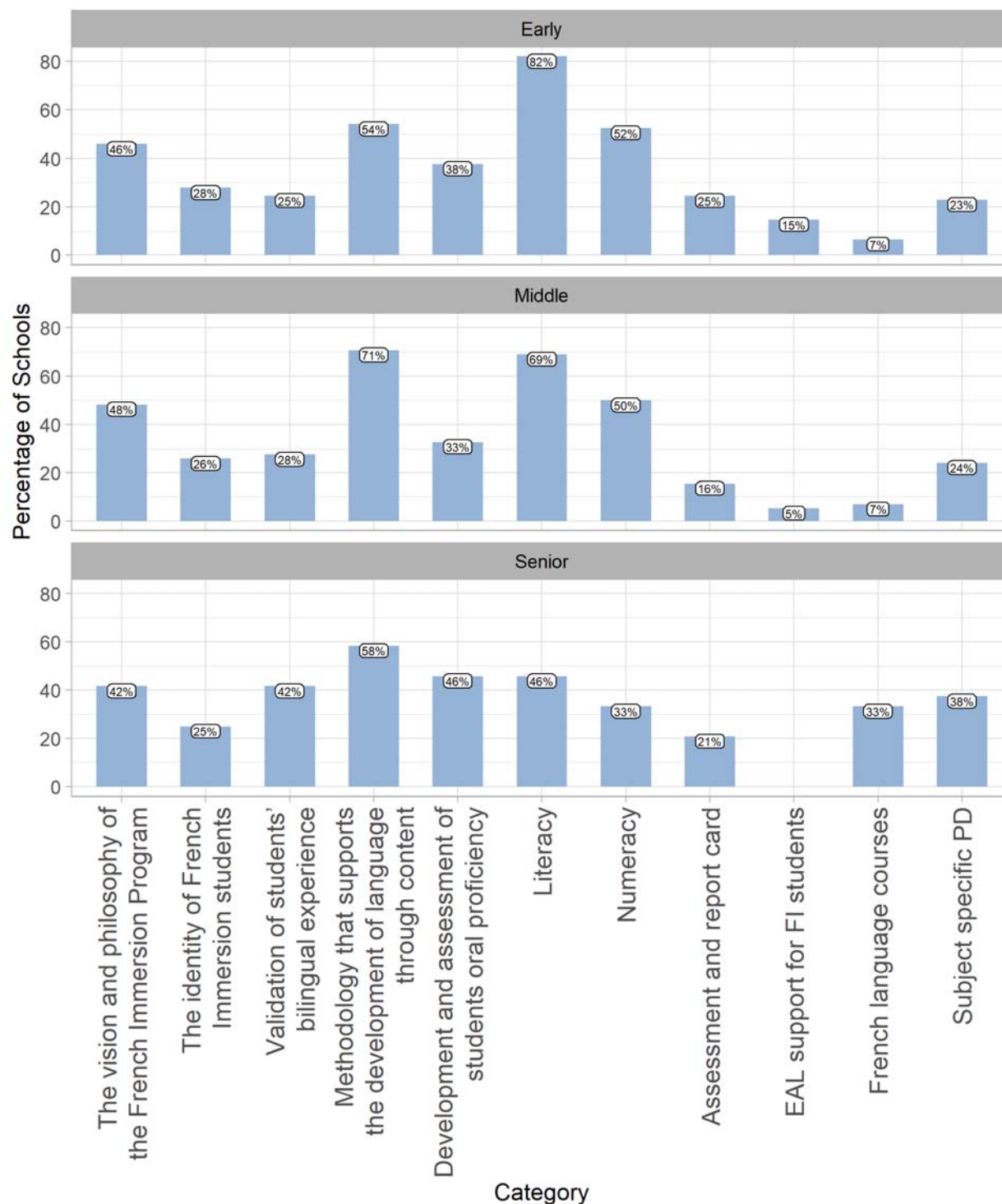
Figure 19: Topics Addressed by Professional Learning Opportunities to Teachers in 2016-2017



According to respondents, the main topic of professional learning, across the grade groupings, was *Literacy*. In the Early and Middle Years, *Methodology that supports the development of language through content* was the second most commonly addressed topic, while in the Senior Years, it was *Subject specific PD*. The responses from dual-track schools may reflect school-wide priorities (for both the French Immersion and English Programs), rather than priorities for French Immersion alone.

11. Currently, what are the French Immersion professional learning priorities in your school?
(A maximum of three priorities per grade groupings)

Figure 20: French Immersion Professional Learning Priorities of Schools, by Grade Grouping



Although *Literacy* is a strong priority in schools, it is superseded by *Methodology that supports the development of language through content* in Middle and Senior Years.