

FOCUS AREAS

Through research and engagement, four specific areas of focus emerged for the recruitment and retention of French language teachers. The following four areas of focus have been identified and serve as cornerstones to the path forward. Corresponding objectives articulate a focus on results.

FOCUS AREA 1

Encourage more people, especially high school students, to choose a career teaching in French (FL1 and FL2).

Objective 1.1: Increase the number of initiatives designed to stimulate the interest of high school students in a career teaching in French (FL1 and FL2).

Objective 1.2: Increase the number of initiatives designed to stimulate newcomers' interest in careers teaching in French (FL1 and FL2).

Objective 1.3: Promote the career of teaching in French (FL1 and FL2) in Manitoba.

Current Reality

- The number of high school students graduating with a bilingual diploma is growing annually.
- Enrolment and interest in the Faculty of Education program at l'Université de Saint-Boniface has grown.
- Overall, enrolment in teacher education programs in Manitoba has decreased by 10 per cent over the last decade.
- Projected enrolment growth in Français and French Immersion programs will range from a 14.3 per cent to a 29.7 per cent increase by 2031.
- There are few provincial or local initiatives that promote a career teaching in French, especially those targeting young people.

Add to the current university training offered in education for teaching in French (FL1 and FL2).

Objective 2.1: Add to the methods of delivering university training in education to meet the varied needs of diverse groups of students.

Objective 2.2: Increase the number of Faculty of Education students in Manitoba every year.

Current Reality

- There is growing demand for French language teachers in Manitoba.
- Less than 10 per cent of Manitoba French language teachers are certified from outside of the province and/or Canada.
- The Faculty of Education at l'Université de Saint-Boniface is operating at full capacity.
- There are few alternative methods for access to post-secondary education programs for students in rural Manitoba and/or the North.

Create equitable recruitment, hiring, and certification practices responsive to the realities of varied candidates, including those arriving through immigration.

Objective 3.1: Update and prioritize the recruitment, hiring, and certification processes for all candidates, including those arriving through immigration.

Objective 3.2: Increase opportunities to recruit new teachers.

Current Reality

- The certification process for internationally educated teachers is time consuming and costly.
- The amount of time required to gain accreditation and certification fluctuates between 12 and 16 weeks, including
 - 4 weeks for document evaluation (World Education Services), and
 - 8 to 12 weeks to become certified in Manitoba
- The cost of obtaining all the necessary accreditation documents, with applicable translation fees, is a barrier.
- Evaluation of internationally educated teachers' academic records and assessment of their prior learning requires review.
- Recruitment and hiring practices across the province are completed in isolation.

Establish orientation and support programs for all teachers, including those at the beginning of their career and for teachers at various career stages.

Objective 4.1: Increase the number and quality of initiatives that target the successful integration of new teachers (FL1 and FL2).

Objective 4.2: Increase the number of new teachers (FL1 and FL2) who feel supported in the first years of their career and who benefit from continued support.

Objective 4.3: Increase the number of internationally educated teachers benefiting from support measures adapted to their needs.

Current Reality

- The rate of teachers who leave teaching in the first five years is significant.
- The annual attrition rate of French language teachers in Manitoba through resignation and retirement is 51.25 and 44.25, respectively.
- Many teachers who are capable of teaching in French choose to work in programs where the primary language of instruction is English.
- There are limited programs to support the professional learning and development for new teachers and those at various career stages, especially in the rural and northern regions of the province.