

Manitoba's Recruitment  
and Retention Strategy for  
French Language Teachers:  
Moving to Action

2023-2026

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This resource is available on the Manitoba Education and Early Childhood Learning website at [www.edu.gov.mb.ca/k12/docs/retention\\_teachers/index.html](http://www.edu.gov.mb.ca/k12/docs/retention_teachers/index.html).

Please note that the department may make changes to the online version.

*Ce document est disponible en français.*

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## ACKNOWLEDGEMENTS

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### THE STRENGTH OF WE

Since fall of 2021, Manitoba’s strategy to recruit and retain French language teachers has been co-created through extensive engagement with the many partners who provide system leadership to the Français (FL1) and French Immersion (FL2) education system. Achieving excellence in education requires strong collaboration, alignment, and shared responsibility. Given the urgency to respond to the shortage of French language teachers, an inter-sectoral collaborative approach is required.

The Bureau de l’éducation française sincerely values and thanks the educational stakeholders that have provided their guidance and recommendations to advance this work.

#### **Departmental Groups**

Advanced Education and Training  
System Performance and Accountability  
Professional Certification Unit  
Education Administration Services  
Workforce Planning Unit  
Labour and Immigration

#### **Professional Organizations**

Manitoba Association of School Superintendents  
Manitoba School Boards Association  
The Manitoba Teachers’ Society  
Association manitobaine des directrices et directeurs des écoles d’immersion française  
Manitoba Association of Teachers of French  
Éducateurs et éducatrices francophones du Manitoba  
Manitoba Association of Parent Councils

#### **School Divisions**

Division scolaire franco-manitobaine  
Urban school divisions offering French immersion programs  
Rural and northern school divisions offering French immersion programs

#### **University**

Université de Saint-Boniface

#### **Groups and Networks**

Council of Deans of Education of Manitoba  
Educators of Colour Network  
Canadian Parents for French  
Fédération des parents de la francophonie manitobaine

#### **Community Organizations**

L’accueil francophone  
Société de la francophonie manitobaine  
Economic Development Council for Manitoba Bilingual Municipalities  
Conseil jeunesse provincial

#### **National Organizations**

Canadian Heritage  
Association canadienne des professionnels en immersion  
Fédération canadienne des enseignantes et enseignants  
Association canadienne des professeurs de langues secondes

#### **Members of Academia**

## LAND AND TREATY ACKNOWLEDGEMENT

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We recognize that Manitoba is on Treaty 1, 2, 3, 4, 5, 6, and 10 Territories and the ancestral lands of the Anishinaabe, Anishinewuk, Dakota Oyate, Denesuline, Ininiwak, and Nehethowuk Peoples. We acknowledge Manitoba is located on the Homeland of the Red River Métis. We acknowledge northern Manitoba includes lands that were and are the ancestral lands of the Inuit.

We respect the spirit and intent of Treaties and Treaty Making and remain committed to working in partnership with First Nations, Inuit, and Métis people in the spirit of truth, reconciliation, and collaboration.

In keeping with our commitment to Truth and Reconciliation, we acknowledge the important role that education and schools play to ensure we collectively take time to think about, learn about, honour, and remember those who attended residential and day schools and those who did not come home. Facing difficult truths helps us on our paths toward Truth and Reconciliation.

Our response to the Commission on K to 12 Education targets a deep commitment to respond to the Truth and Reconciliation Commission (TRC) Calls to Action. The TRC report includes 94 Calls to Action for all Canadians. The National Centre for Truth and Reconciliation and the collection of TRC responses are found here:

<https://nctr.ca/>

<https://nctr.ca/records/reports/>



## INTRODUCTION

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### One Goal: Respond to the Increasing Demand for FL1 and FL2 Teachers in Manitoba

French language programs in Manitoba continue to experience unprecedented growth. Over the past decade, student enrolment in the Français (FL1) program and the French Immersion (FL2) program have increased 15 per cent and 23 per cent, respectively.

This increase in student enrolment, combined with high teacher attrition rates, has led to a shortage of qualified French language teachers in Manitoba and throughout Canada. There is urgency to act in response to this longstanding issue, as it continues to have an impact on the full implementation of French language programs in schools and, in some cases, threatens the capacity to offer these programs at all.

Throughout the extensive engagements of the Manitoba Commission on Kindergarten to Grade 12 Education (2020), the call to strengthen the delivery of French language education was heard. The Commission made a number of recommendations to advance this work, including the recommendation to develop a comprehensive and coordinated strategy to address the shortage of French language teachers.

In response to these recommendations, *Manitoba's K to 12 Education Action Plan* committed to creating a workforce planning framework focused on the recruitment/retention of school staff in a number of areas, including among French language teachers.

Through the creation of this comprehensive provincial strategy, Manitoba Education and Early Childhood Learning commits to continued collaborative work with l'Université de Saint-Boniface, the Division scolaire franco-manitobaine, school divisions offering French Immersion programming, and other education sector partners to collectively respond to the challenges of recruiting and retaining teachers for the Français and French Immersion programs in Manitoba. The Bureau de l'éducation française will provide the system-level leadership to coordinate and oversee its implementation.

This strategy leverages the best practices shared by French language partners in the recruitment and retention of French language teachers, and articulates opportunities for inter-sectoral collaborative engagements to strengthen and align our collective efforts.

Critical to the development of this strategy was the commitment to engage with key sector partners and leaders of the French education system in Manitoba. Feedback shared throughout the engagements has affirmed that there are many shared priorities across the system, and this strategy builds upon these to move forward, to action, together.

## TYPES OF ENGAGEMENT



**One-on-one virtual meetings** with key French language education sector partners to articulate the current state.

**Focus Questions:**

*What is going well in relation to the recruitment and retention of teachers?*

*What are challenges in relation to the recruitment and retention of teachers?*



**An online survey** for key French language education sector leaders to gather

- feedback on identified areas of focus and objectives
- successful recruitment and retention actions already under way in respective organizations
- suggestions for new recruitment and retention actions and required supports



**In-person working group sessions** composed of representatives from school divisions, associations, organizations, community groups, as well as year 1 students from the Faculty of Education at l'Université de Saint-Boniface.

**Focus:** *to provide feedback on a draft strategy and identify recruitment and retention actions that would be the most feasible and have the highest impact*



**Virtual group think tank** with participants from school divisions, associations, organizations, and community groups.

**Focus:** *to continue to collaborate on paths of action to inform the development of an implementation plan based on the insights and experience of each stakeholder group/organization*



## FOUNDATIONAL COMPONENTS

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Collectively, there is a sense of urgency to the development of a provincial recruitment and retention strategy, given the severity of the French language teacher shortage.

The foundational components included in this strategy are borne out of research and dialogue. These components, which include guiding principles and critical elements, are the foundation upon which the strategy and implementation plan were developed and will direct the actions undertaken as this work moves forward.

### GUIDING PRINCIPLES

To respond to the shortage of French-language teachers, the following guiding principles are foundational to the successful implementation of this strategy. They articulate a commitment to

- collective development, intentional alignment, and collaborative implementation of actions
- focus on equitable access to quality FL1 and FL2 programs and resources for all school divisions across Manitoba
- use of data and research to identify evidence-based strategies and approaches to increase the number of qualified, competent, and confident teachers more likely to remain both in the profession and in Manitoba
- build on Manitoba's own capacity to produce competent and confident French language teachers and enhance the recruitment of qualified teachers from abroad
- ensure actions of the strategy address the unique aspects of the Français and French Immersion programs, as well as the French (English Program) teacher shortages

## CRITICAL ELEMENTS

The following critical elements are essential components of *Manitoba's Recruitment and Retention Strategy for French Language Teachers*:

**Training and Professional Learning:** To ensure a supply of teachers who will remain teaching in Manitoba, it is key to ensure a strong supply of teacher candidates and sufficient training capacity in Manitoba universities, including increased access to professional learning for current certified teachers.

**Recruitment:** To build a robust supply of teacher candidates, the promotion of French-language teaching careers needs to be strong and recruitment practices need to be concerted and updated to welcome and expand the potential pool of candidates through equitable hiring practices.

**Retention:** To ensure that teachers remain in the profession teaching French, retention strategies and appropriate supports need to be in place throughout their entire career cycle: beginning, mid, and near exit.

**Data Collection and Analysis:** To effectively and efficiently target all initiatives, a clear data collection and analysis plan needs to be in place to monitor and evaluate the effectiveness of actions and to ensure system accountability and responsiveness to emerging needs.

**Loyalty Development:** To reduce staff turnover, it is important to implement positive practices to foster a work environment that promotes personal development and job satisfaction, which motivates employees to stay in their current organization. (Office québécois de la langue française, 2006)

## FOCUS AREAS

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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.

## FOCUS AREA 2

### 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.

## FOCUS AREA 3

### 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.

## IMPLEMENTATION PLAN

The following implementation plan is the result of a collective commitment and ongoing collaborative engagement of key sector education partners of the French language system in Manitoba. The focus areas, the related objectives, as well as the identified actions provide a path forward to respond to the increasing demand for French teachers of FL1 and FL2 programs.

The Bureau de l'éducation française (BEF) of Manitoba Education and Early Childhood Learning will provide system-level leadership to support the implementation of the strategy, in partnership with French education stakeholders over the next three years. As a living document, the implementation plan will be updated as needed. As priorities shift and change, new actions may also be added.

There are many actions, and not all will begin immediately. Over the next three years, we will focus on implementing these actions across two time periods:

- **Underway:** to be initiated in the 2023–2024 fiscal year
- **Upcoming:** to be initiated in the 2024–2025 fiscal year

### FOCUS AREA 1

**Encourage more people, especially high school students, to choose a career in teaching 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).

Action	Area(s) of Intervention	Role/Responsibilities			Progress
		Manitoba	School Divisions	External Partners	
A provincial campaign to stimulate FL1 and FL2 students' interest in a career teaching in French	Recruitment	✓	✓	✓	Underway
A school-initiated course (SIC) for high school credit or an introduction to education course for dual credit	Recruitment	✓	✓	✓	Upcoming

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

Action	Area(s) of Intervention	Role/Responsibilities			Progress
		Manitoba	School Divisions	External Partners	
Career exploration and training programs in relation to the field of education	Recruitment	✓		✓	Underway
Increase opportunities to promote the career of teaching in French to newcomers	Recruitment	✓		✓	Upcoming

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

Action	Area(s) of Intervention	Role/Responsibilities			Progress
		Manitoba	School Divisions	External Partners	
A financial incentive program (bursaries, tuition reduction, grants, etc.) for diverse groups including urban, rural, and northern high school students as well as newcomers	Recruitment	✓	✓	✓	Underway
Provincial campaign to promote and valorize the career of teaching in French (social media, success stories, testimonials, key messages, etc.)	Recruitment Retention	✓	✓	✓	Underway
Exploration of possible expansion of list of recognized teachable subjects (e.g., nursing, social work, etc.)	Recruitment	✓		✓	Upcoming



## FOCUS AREA 2

### 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.

Action	Area(s) of Intervention	Role/Responsibilities			Progress
		Manitoba	School Divisions	External Partners	
A market study leading to an implementation plan on the current and future needs of diverse student groups and on alternative teaching methods (e.g., part-time, hybrid, remote, satellite, etc.)	Recruitment	✓		✓	Underway
Diversify delivery/training models to allow more students to access learning (cohorts, clusters)	Recruitment	✓	✓	✓	Upcoming
Individualized programming that will target specific gaps in training towards certification	Recruitment	✓		✓	Upcoming
An educational assistant program leading to certification	Recruitment		✓	✓	Underway

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

Action	Area(s) of Intervention	Role/Responsibilities			Progress
		Manitoba	School Divisions	External Partners	
Strategies within existing Université de Saint-Boniface programs to promote the Bachelor of Education program	Recruitment			✓	Underway
A provincial strategy to augment supply and increase participation in diverse practicum placements throughout Manitoba, especially in rural and northern areas	Recruitment	✓	✓	✓	Underway
Exploration of conditions for a successful partnership with other Manitoba universities to increase the number of places in education	Recruitment	✓		✓	Upcoming

## FOCUS AREA 3

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

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

Action	Area(s) of Intervention	Role/Responsibilities			Progress
		Manitoba	School Divisions	External Partners	
Review of certification process for all teachers including internationally educated teachers	Recruitment	✓	✓	✓	Underway
Hiring of additional staff to assist in the coordination of varied recruitment, retention, and loyalty-development projects	Recruitment	✓			Underway
Provide clear roadmaps and processes towards certification for internationally educated teachers	Recruitment	✓		✓	Upcoming
Training for school divisions and internationally educated teachers in relation to recruitment, hiring, and certification processes	Recruitment	✓	✓	✓	Upcoming

**Objective 3.2:** Increase opportunities to recruit new teachers.

Action	Area(s) of Intervention	Role/Responsibilities			Progress
		Manitoba	School Divisions	External Partners	
Increase opportunities to promote career opportunities in teaching in French in Manitoba, especially in rural and northern areas	Recruitment	✓		✓	Upcoming
Targeted recruitment activities based on the specific profiles of individuals likely to change professions, provinces, or programs	Recruitment	✓		✓	Upcoming
Bridging programs towards certification	Recruitment	✓		✓	Upcoming

## FOCUS AREA 4

**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).

Action	Area(s) of Intervention	Role/Responsibilities			Progress
		Manitoba	School Divisions	External Partners	
Providing access to an array of formalized mentorship, coaching, and job shadowing programs	Retention	✓	✓	✓	Underway
Training for school administrators on supporting new teachers	Retention	✓	✓	✓	Underway
An orientation kit specifically designed for FL1 and FL2 teachers	Retention	✓	✓		Upcoming

**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.

Action	Area(s) of Intervention	Role/Responsibilities			Progress
		Manitoba	School Divisions	External Partners	
Publication of successful mentorship and retention practices already used in schools and school divisions	Retention	✓	✓	✓	Underway
Providing a positive employee experience for all teachers	Retention Loyalty development	✓	✓	✓	Upcoming
A provincial networking event for new FL1 and FL2 teachers every two years	Retention	✓	✓		Upcoming
Increase opportunities to recognize the excellent work occurring in the field of education across the province	Retention Loyalty development	✓	✓	✓	Upcoming

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

Action	Area(s) of Intervention	Role/Responsibilities			Progress
		Manitoba	School Divisions	External Partners	
Providing access to formal socio-professional integration programs for internationally educated teachers	Retention Loyalty development	✓	✓	✓	Underway
Training for school administrators on supporting internationally educated teachers	Retention	✓	✓	✓	Underway

## CONCLUSION

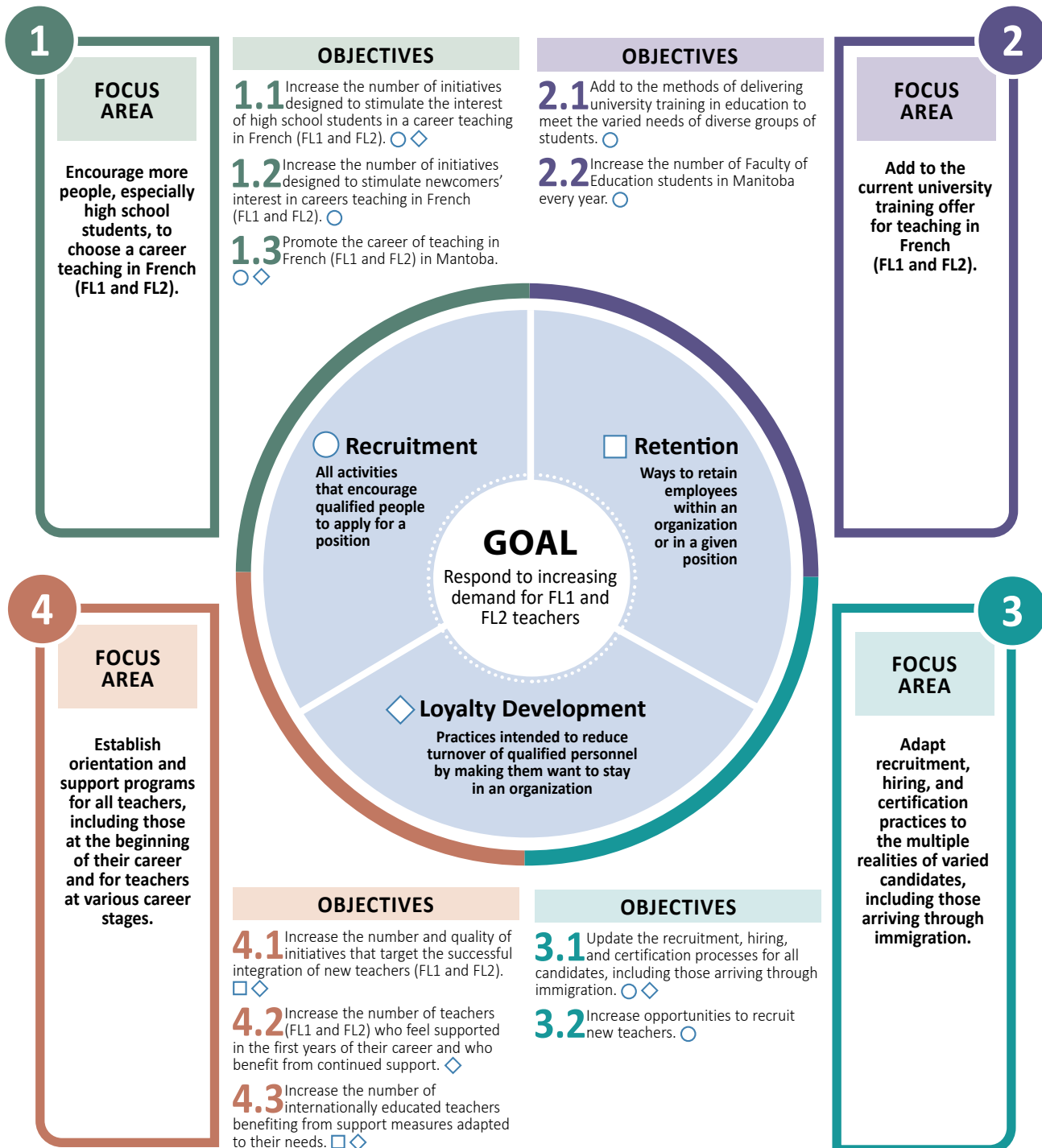
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Within and across Manitoba there are many strengths and innovative ideas to draw on to support the recruitment and retention of teachers in FL1 and FL2 programs. This strategy document and implementation plan provides provincial guidance, building upon the existing actions of key education sector partners.

All sector partners are called upon to review this strategy and engage in opportunities to respond collaboratively to the increasing demand for teachers of FL1 and FL2 programs.

*Manitoba's Recruitment and Retention Strategy for French Language Teachers*, combined with the commitment and collaboration of all who have a vested interest in advancing French language education in Manitoba, provides an optimistic path forward for the collective work of French language teacher recruitment and retention.

# APPENDIX A: OVERVIEW OF STRATEGY





## APPENDIX B: SUMMARY TABLE OF ACTIONS

1	FOCUS AREA			FOCUS AREA		2
	<p><b>Objective 1.1</b></p> <p>A provincial campaign to stimulate FL1 and FL2 students' interest in a career teaching in French.</p> <p>A school-initiated course (SIC) for high school credit or an introduction to education course for dual credit.</p>	<p><b>Objective 1.2</b></p> <p>Career exploration and training programs for newcomers in relation to the field of education.</p> <p>Increase opportunities to promote the career of teaching in French to newcomers.</p>	<p><b>Objective 1.3</b></p> <p>A financial incentive program for diverse groups including urban, rural, and northern high school students as well as newcomers.</p> <p>Provincial campaign to promote and valorize the career of teaching in French.</p> <p>Exploration of possible expansion of list of recognized teachable subjects.</p>	<p><b>Objective 2.1</b></p> <p>A market study leading to an implementation plan on the current and future needs of diverse student groups and on alternative teaching methods.</p> <p>Diversify delivery/training models to allow more students to access learning.</p> <p>Individualized programming that will target specific gaps in training towards certification.</p> <p>An educational assistant program leading to certification.</p>	<p><b>Objective 2.2</b></p> <p>Strategies within existing Université de Saint-Boniface programs to promote the Bachelor of Education program.</p> <p>A provincial strategy to augment supply and increase participation in diverse practicum placements throughout Manitoba, especially in rural and northern areas.</p> <p>Exploration of conditions for a successful partnership with other Manitoba universities to increase the number of places in education.</p>	
4	FOCUS AREA			FOCUS AREA		3
	<p><b>Objective 4.1</b></p> <p>Providing access to an array of formalized mentorship, coaching, and job shadowing programs.</p> <p>Training for school administrators on supporting new teachers.</p> <p>An orientation kit specifically designed for FL1 and FL2 teachers.</p>	<p><b>Objective 4.2</b></p> <p>Publication of successful mentorship and retention practices already used in schools and school divisions.</p> <p>Providing a positive employee experience for all teachers.</p> <p>A provincial networking event for new FL1 and FL2 teachers every two years.</p> <p>Increase opportunities to recognize the excellent work occurring in the field of education across the province.</p>	<p><b>Objective 4.3</b></p> <p>Providing access to formal socio-professional integration programs for internationally educated teachers.</p> <p>Training for school administrators on supporting internationally educated teachers.</p>	<p><b>Objective 3.1</b></p> <p>Review of certification process for all teachers, including internationally educated teachers.</p> <p>Hiring of additional staff to assist in the coordination of varied recruitment, retention, and loyalty-development projects.</p> <p>Provide clear roadmaps and processes towards certification for internationally educated teachers.</p> <p>Training for school divisions and internationally educated teachers in relation to recruitment, hiring, and certification processes.</p>	<p><b>Objective 3.2</b></p> <p>Increase opportunities to promote career opportunities in teaching in French in Manitoba, especially in rural and northern areas.</p> <p>Targeted recruitment activities based on the specific profiles of individuals likely to change professions, provinces, or programs.</p> <p>Bridging programs towards certification.</p>	

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