

French Language Education Review

Abridged Divisional Questionnaire - French (English Program)

Data Collection 2015-2016 School Year

The Bureau de l'éducation française (BEF) continues to collect data for French courses in the English Program. We are in Year 4 of this 5 year process collecting data for the 2015-2016 school year. The goal is to identify the initiatives that are being pursued to build on successes and/or address challenges in French (English Program) as well as to report on progress made since the 2013-14 data collection.

As per the conclusions of the first Provincial Report, school divisions should be focussing on initiatives that aim to:

- Improve language proficiency for students
- Engage students in learning French so they value language learning as a key to global citizenship
- Motivate students to continue learning French when it becomes an option

This data collection has two sections; the survey will first ask you to report on progress made on the goals you established in 2013/14 and then secondly include any new initiatives that have since been implemented or added. In each case, you will be asked to categorize the goals using the enclosed reference guide and then to assess your level of success with a brief explanation of the progress made.

In order to complete this survey, please take note of the following instructions:

- 1) Open the Survey Monkey link
- 2) Type in the first goal listed for your school division as it appears in the 2013-2014 divisional questionnaire (attached) and report on the progress made on this initiative by completing the following steps:
 - Indicate if your school division pursued this goal
 - Categorize the goal by using the enclosed reference guide
 - Assess your level of success (using the scale *very successful, successful, somewhat successful, unsuccessful*)
 - Briefly explain the rating you provided
- 3) Report for each goal listed in the 2013-2014 divisional questionnaire.
- 4) Add any other initiatives that you pursued in the 2015-2016 school year and follow the prompts

Reference Guide to Categorize Initiatives

Section 1 – Policy and Practice

Divisional Planning

- Develop policy/guidelines for the teaching and learning of French for all students. Actions include mandating French Grades 4-8, defining roles and responsibilities, inclusion, funding
- Develop a divisional action plan/steering committee
- Foster grade level transitions via teachers meetings
- Support by divisional coordinator

Hiring

- Ensure the hiring of qualified teachers who speak French and are knowledgeable in current methodology

Advocacy

- Inform and educate trustees about issues relating to delivery of French courses
- Present recommendations to senior administrators

Section 2 - Supporting the Teaching and Learning of French

Building Teacher Capacity

- Provide opportunities for teachers to attend PD sessions (teachers self evaluate to determine their needs): methodology, integration of culture, BEF assessment tool, DREF (resources)
- Offer support for new teachers of French
- Encourage ongoing development of language skills: Offer language classes
- Encourage collaboration for ongoing professional learning: PLC, mentorship, classroom observations, integrating of other subject areas, resources and materials

Develop an Openness and Appreciation of Francophone Culture

- Integrate culture routinely in classroom activities; students make observations and personal connections to the aspects explored
- Create a greater presence of French resources in school libraries/classroom: books, films, music, magazines, technology

Improve Students' Language Competencies

- Ensure that all students have regular opportunities to participate in conversations and thus develop the ability to communicate with confidence; track progress with continuum, language portfolio, BEF's assessment tool for oral communication
- Provide appropriate, relevant current resources; multimedia, print etc.
- Implement the BEF's oral communication assessment tool; provide corrective feedback - anecdotal comments, co created criteria

Building Administrator Capacity, Awareness, Value

- Educate administrators on what the delivery of a quality literacy-based French course looks like: classroom visits, consultant guided conversations, testimonials
- Create admin cohort/discussion groups re: reintroducing French Language classes, timetabling assistance, best practices
- Develop guidelines for interviewing and hiring teachers
- Develop a framework for classroom observations and walkthrough, focused on appropriate pedagogical practice

Section 2 - Supporting the Teaching and Learning of French

Engaging Students

- Provide a variety of cultural experiences to complement their language learning and extend their intercultural knowledge
- Build strong language foundations so students develop competence and confidence in French:
- Encourage students to reflect and talk about their progress and engagement: survey students about their ability to communicate orally, read, and write in French, their experiences with French and the benefits and advantages of learning French. Exit interviews with middle years students

Section 3 – Community Awareness and Promotion

Enrolments and Retention of Students

- Offer Early Start French
- Increase enrolment in SY: Track the # of students, timetabling
- Offer video conference classes for SY
- Provide opportunities for Grade 5 and 8 exit interviews
- Offer student information sessions in Grade 8
- Reintroduce French language classes to schools who have previously lost them
- Foster an interest in students to continue their French language education after high school

School Initiatives to Raise the Profile of French

- Increase information available to parents (EAL Parents): website, articles in newsletters, divisional brochures, French educational opportunities for students
- Organize public events: celebrations of learning, open house, presentations at parent council meetings, cultural events for families
- Create visibility for French in schools: announcements, signage, assemblies, integration of the arts, physical education, music
- Ensure that all staff are aware of the benefits of learning languages, benefits for EAL students, conversations at Parent/Teacher conferences re: attitudes and competencies

Divisional Promotion

- Develop promotional materials: divisional brochure, website, Kindergarten info kits, etc.
- Develop a communication strategy to effectively use the promotional materials; transition points, parent and student presentations