



L'IMMERSION : PHARE DU BILINGUISME
CONGRÈS ACPI
2 - 4 NOVEMBRE 2023 • SAINT-JEAN, NB

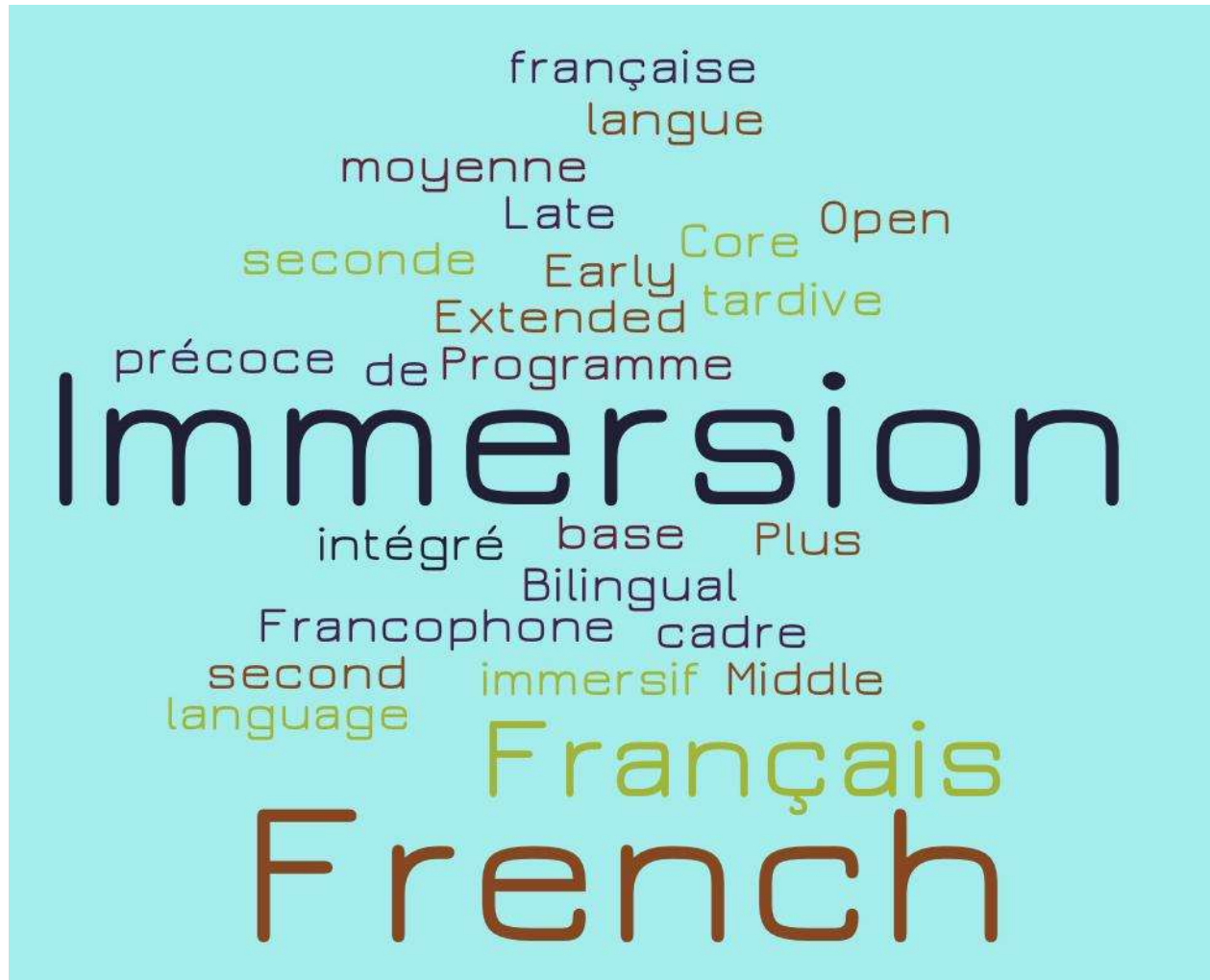
Leading in Uncharted Waters... French Language Programs

Facilitator: April Sorenson
april.sorenson@ocdsb.ca

overcoming staffing and scheduling challenges, mentoring new teachers, professional development, meeting the special education needs of language learners and supporting families in making French program choices.

partager nos défis et nos succès en guidant l'enseignement et l'apprentissage du français. Des idées et des ressources pour la planification et l'évaluation seront partagées en plus que l'information au sujet des programmes différents (Core French, Extended French and French Immersion).

French immersion
Immersion française
Français cadre
Français immersif
Immersion précoce
Immersion tardive
Immersion moyenne
Early French Immersion
Middle French Immersion
Late French Immersion
Core French
Extended French
Bilingual
Francophone
Français langue seconde
French second language
Programme de base
Français intégré
Open Plus French



Carte cliquable

[source](#)

Océan Arctique

CANADA

Océan Atlantique



The Vision for FI in Manitoba

THE VISION OF THE FRENCH IMMERSION PROGRAM IN MANITOBA

The goal of the French Immersion Program is to develop proud, confident, engaged, plurilingual global citizens.

The French Immersion Program enables students to interact spontaneously, autonomously, and confidently in French with pride and ease. They seek opportunities to engage in the Francophone community. Their identity as Canadian citizens, competent in both French and English, creates lifelong opportunities and fosters openness to other languages and cultures.

Why learn French? - Video from NB

2020-2021 FRENCH IMMERSION BY PROVINCE/TERRITORY AND GRADE¹

Source: Provincial and Territorial Ministries of Education

GRADE	AB ²	BC	MB	NB	NL	NS	NT	NU ³	ON	PE	QC ⁴	SK	YK	CANADA ⁵
JK & SK	4,125	4,318	2,733	0	804	1265	236	N/A	32,014	411	N/A	1,702	90	47,698
1	4,569	4,578	2,835	2,170	855	1247	114	N/A	23,814	403	N/A	1,925	92	42,602
2	4,173	4,307	2,834	2,028	760	1096	97	N/A	24,380	364	N/A	1,749	76	41,864
3	4,146	4,199	2,698	1,918	685	1058	91	N/A	22,826	332	N/A	1,688	77	39,718
4	3,657	4,101	2,357	1,695	645	1051	81	N/A	24,205	341	N/A	1,494	81	39,708
5	3,591	4,063	2,278	2,013	586	922	71	N/A	23,629	358	N/A	1,436	60	39,007
6	3,579	3,900	2,188	2,607	643	917	82	N/A	22,623	353	N/A	1,317	64	38,273
7	3,594	3,768	2,087	2,540	1,164	1959	66	N/A	20,574	534	N/A	1,307	76	37,669
8	3,402	4,316	1,909	2,472	1,075	1647	60	N/A	19,806	510	N/A	1,138	54	36,389
9	2,904	3,886	1,515	2,216	1,008	1483	56	N/A	11,624	519	N/A	889	65	26,165
10	2,229	3,234	1,361	1,974	813	1090	46	N/A	10,476	378	N/A	807	58	22,466
11	1,896	3,025	1,279	1,790	730	1051	20	N/A	8,677	354	N/A	659	40	19,521
12	1,728	2,842	1,159	1,737	690	1149	18	N/A	6,758	311	N/A	647	32	17,071
OTHER⁶		4						N/A			N/A			4
TOTAL	43,587	50,541	27,233	25,160	10,458	15,935	1,038	N/A	251,406	5,168	N/A	16,758	865	448,155
TOTAL ENROLMENT	734,794	568,283	181,078	97,263	63,510	117,970	8,700	10,902	2,025,262	21,198	N/A	186,166	5,721	4,020,847
FSL AS % OF TOTAL ENROLMENT	5.9	8.9	15.0	25.9	16.5	13.5	11.9	N/A	12.4	24.4	N/A	9.0	15.1	11.1
ELIGIBLE ENROLMENT	658,267	564,124	175,127	68,128	63,138	112,050	8,454	10,792	1,912,144	19,542	N/A	184,171	5,375	3,781,310
FSL AS % OF ELIGIBLE ENROLMENT	6.6	9.0	15.6	36.9	16.6	14.2	12.3	N/A	13.1	26.4	N/A	9.1	16.1	11.9

¹ Includes Early, Middle and Late French immersion.

² Data were obtained from Statistics Canada. [Table 37-10-0009-01. Number of students in official languages programs, public elementary and secondary schools, by program, type, grade and sex](#)

³ French immersion not offered in Nunavut.

⁴ 2020-2021 data not available.

⁵ Quebec data not included.

⁶ Students enrolled in ungraded classes.

2020-2021 CORE FRENCH BY PROVINCE/TERRITORY AND GRADE¹

Source: Provincial and Territorial Ministries of Education

GRADE	AB ²	BC	MB	NB ³	NL	NS	NT	NU	ON	PE	QC ⁴	SK	YK	CANADA ⁵
JK & SK	117	485	993	0	0	0	45	0	4,848	0	N/A	0	30	6,518
1	1,038	470	2,801	0	0	0	183	0	26,346	0	N/A	2,162	55	33,055
2	1,266	444	2,831	0	0	0	185	0	27,346	0	N/A	2,199	59	34,330
3	1,557	541	3,285	-	0	0	169	0	29,731	0	N/A	2,385	61	37,729
4	22,851	7,252	6,911	3,868	4,282	7,087	207	65	110,018	1,146	N/A	2,783	141	166,611
5	25,101	34,402	7,850	4,254	4,415	7,289	196	57	112,196	1,084	N/A	3,110	172	200,126
6	25,542	34,674	8,031	4,377	4,578	6,889	137	22	116,079	1,162	N/A	3,532	151	205,174
7	16,020	34,545	6,084	3,989	3,912	6,529	105	13	119,004	1,041	N/A	3,860	154	195,256
8	11,073	32,600	6,347	3,868	3,950	6,618	144	13	120,083	1,026	N/A	3,577	144	189,243
9	9,216	15,330	1,532	3,845	3,939	6,576	105	3	70,498	939	N/A	1,226	82	113,291
10	4,164	11,218	1,187	1,532	1,642	1,278	29	1	17,775	146	N/A	639	40	39,651
11	2,796	8,605	565	729	708	432	18	2	11,484	61	N/A	377	23	25,800
12	2,226	4,024	386	334	310	314	6	0	8,453	49	N/A	195	19	16,316
OTHER⁶		22									N/A			22
TOTAL	122,967	184,612	48,603	26,796	27,736	43,012	1,529	176	773,861	6,654	N/A	26,045	1,131	1,263,122
TOTAL ENROLMENT	734,794	568,283	181,078	97,263	63,510	117,970	8,700	10,902	2,025,262	21,198	N/A	186,166	5,721	4,020,847
FSL AS % OF TOTAL ENROLMENT	16.7	32.5	26.8	27.6	43.7	36.5	17.6	1.6	38.2	31.4	N/A	14.0	20.0	31.4
ELIGIBLE ENROLMENT	658,267	564,124	175,127	68,128	63,138	112,050	8,454	10,792	1,912,144	19,542	N/A	184,171	5,373	3,781,310
FSL AS % OF ELIGIBLE ENROLMENT	18.7	32.7	27.8%	39.3	43.9	38.4	18.1	1.6	40.5	34.0	N/A	14.1%	21.0	33.4

1 Includes Intensive & Post-Intensive French, Extended French, Expanded French.

2 Data were obtained from Statistics Canada, [Table 37-10-0009-01 Number of students in official languages programs, public elementary and secondary schools, by program, type, grade and sex](#)

3 The core French program is no longer offered in New Brunswick. Students who would have been in core French are now in the intensive French program (grades 3-5) and the Post-intensive French program (grades 6-12).

4 2020-2021 data not available.

5 Quebec data not included.

6 Students enrolled in ungraded classes.

3. Strategic framework

3.1 For the purpose of intergovernmental collaboration on minority-language education and second-language instruction, the Government of Canada and the provincial and territorial governments agree to a strategic framework that identifies, for each linguistic objective (minority-language and second-language), the six areas of intervention on which the Government of Canada's support is founded in terms of the provincial and territorial action plans set out in the bilateral agreements.

3.2 The strategic framework areas of intervention for minority-language education and second-language instruction are provided below and further defined in Appendix A:

- LEARNER PARTICIPATION
- PROVISION OF PROGRAMS
- ACADEMIC ACHIEVEMENT OF LEARNERS
- ENRICHED LEARNING ENVIRONMENTS
- SUPPORT FOR EDUCATIONAL STAFF
- RESEARCH

Provinces and territories	Minority language	Second language	Total
Newfoundland and Labrador	1,301,551	2,639,295	3,940,846
Prince Edward Island	1,545,732	1,076,602	2,622,334
Nova Scotia	3,896,725	3,761,355	7,658,080
New Brunswick	16,659,358	5,043,334	21,702,692
Quebec ²	46,525,473	18,406,662	64,932,135
Ontario	54,992,678	24,090,634	79,083,312
Manitoba	6,774,749	5,540,451	12,315,200
Saskatchewan	2,693,018	4,039,526	6,732,544
Alberta	5,310,966	8,894,859	14,205,825
British Columbia	6,036,572	10,067,846	16,104,418
Yukon	1,235,800	977,100	2,212,900*
Northwest Territories	1,382,850	1,204,705	2,587,555*
Nunavut	772,885	649,746	1,422,631*
Total	149,128,357	86,392,115	235,520,472

* In recognition of the unique status of the territories, the Government of Canada commits to showing flexibility in allocating funding under the territorial action plans.

Heritage Canada Report - Supporting Principals



This initiative recognizes the important role of school administrators in facilitating FSL teacher retention and professional support. The overall objective is to conduct research to facilitate school administrator engagement, share innovative practices and ultimately build a compendium of strategies that positively affect FSL teacher retention.

What are the challenges that school administrators identified in supporting FSL instruction in their schools?

- access to sufficient number of language-proficient teachers
- opportunities for professional development and networking
- current and sufficient resources
- \$\$\$ for FSL resources and activities
- getting FSL teachers to participate in school-wide leadership opportunities
- using the French language during the school day/year & building in culture

(Promising Solutions in FSL Teacher Recruitment and Retention - Initiative of the Ontario Public School Boards' Association)

Supports that most enhanced ability to support FSL programs:

- knowledge of effective teaching resources
- knowledge about appropriate assessment and evaluation in FSL
- knowledge about technology in second-language learning

Strategies to create an FSL-Friendly Culture and promote the attraction and retention of FSL teachers:

enhancing interview processes, offering professional development in French, sponsoring supplementary FSL certification programs, and increasing technology support for FSL teachers.

Discussion

Please choose a topic and take 5-10 minutes to go through the questions with a group of colleagues.

Qui/Who:

How does a child/family register for French Immersion in your school/board?

What are the barriers/challenges to registration in French Immersion?

Can a child join the program between entry points? Why or why not?

Quoi faire/How to help:

When a student is not motivated and struggling in a French program, how does your school/board support the student/family?

How do you identify students who are struggling? DIBELS? Exemplars? Special Education services? Tiered intervention?

What happens if a child/family decides to leave the program? Do you have an exit process?

How does your school support Francophone students in Immersion?

Elementary School:

How does your school/board approach **Structured Literacy** in FSL?

Do you provide **Special Education supports in French**?

Why do students/families choose the program? Why do they leave the program?

Retention of French Immersion Students (Manitoba)

What would we see in French in your halls? Assemblies? Announcements? Presentations?

Secondary School:

What percentage of students who begin French Immersion in your region, graduate from French Immersion?

Why do students choose the program? Why do they leave the program?

Retention of French Immersion Students (Manitoba)

How do you determine a student's French level upon graduation? DELF? CECR?

Staffing challenges:

Does your school/board have partnerships with faculties of Education or Language Learning?

How do you support staff whose French level is developing?

How do you support English-speaking teachers who have to replace French immersion teachers short or long-term?

Please return to your seats.

Veillez vous asseoir.

Guide to Strengthening Engagement in FSL

Video - Administrators

Council of Ministers of Education, Canada (CMEC)

Engagement in French:

A self-assessment for school administrators.

	Yes	How do I know?	Not yet	Next steps
I know which students are disengaged or at risk for becoming disengaged in French class, and I take an active role in checking in on these students, meeting with families, establishing a plan to re-engage students.				
I communicate that student engagement in French is a priority for the school and discuss evidence of key factors (positive relationships, student success, relevance and authenticity, student autonomy) with staff.				
I work with teachers to identify what student engagement in French looks like.				
I involve other teaching staff in supporting student engagement in French (guidance counsellors, resource staff, library-media specialists, teachers of other subjects, etc.).				
I support extra-curricular activities that provide students with opportunities to hear and use French beyond the classroom.				
I ensure that French is visible throughout the school.				
I monitor the progress of students at risk of becoming disengaged and brainstorm strategies to increase engagement in learning French.				
I support teacher engagement by providing opportunities for professional development with other literacy teachers and French teachers.				
I support teacher engagement by encouraging risk-taking and new initiatives.				

	Yes	How do I know?	Not yet	Next steps
I value French teachers as literacy and second-language teaching specialists.				
I monitor French students' perceptions regarding key factors that impact engagement (positive relationships, student success, relevance and authenticity, student autonomy).				
I lead teachers in learning more about student engagement by sharing articles, recommending book studies and through professional conversations.				
I arrange for students who are struggling in French to receive extra support.				
I ensure French classes are inclusive and collaborate with staff to arrange for students to receive appropriate support.				
I involve stakeholders in decision-making processes regarding French programs, courses, cultural events and extra-curricular activities.				
I ensure information about French programs, courses and events is widely available in the languages of my community.				

Resources for administrators/educators:

[Transforming FSL](#) - Ontario context (docs, PD & videos in French)

[inspirefsl.ca](#) - The role of administrators in FSL (Strengthening Engagement)

[ACPI](#) - Canadian Association of French immersion teachers (PD & resources with membership)

[Le portail linguistique du Canada - Jeux de grammaire, culture,...](#)

[Canadian Parents for French - Early Years programming](#)

[Canadian Parents For French - Resources for parents](#)

[Canadian Parents for French - Answering Parents' Questions](#)