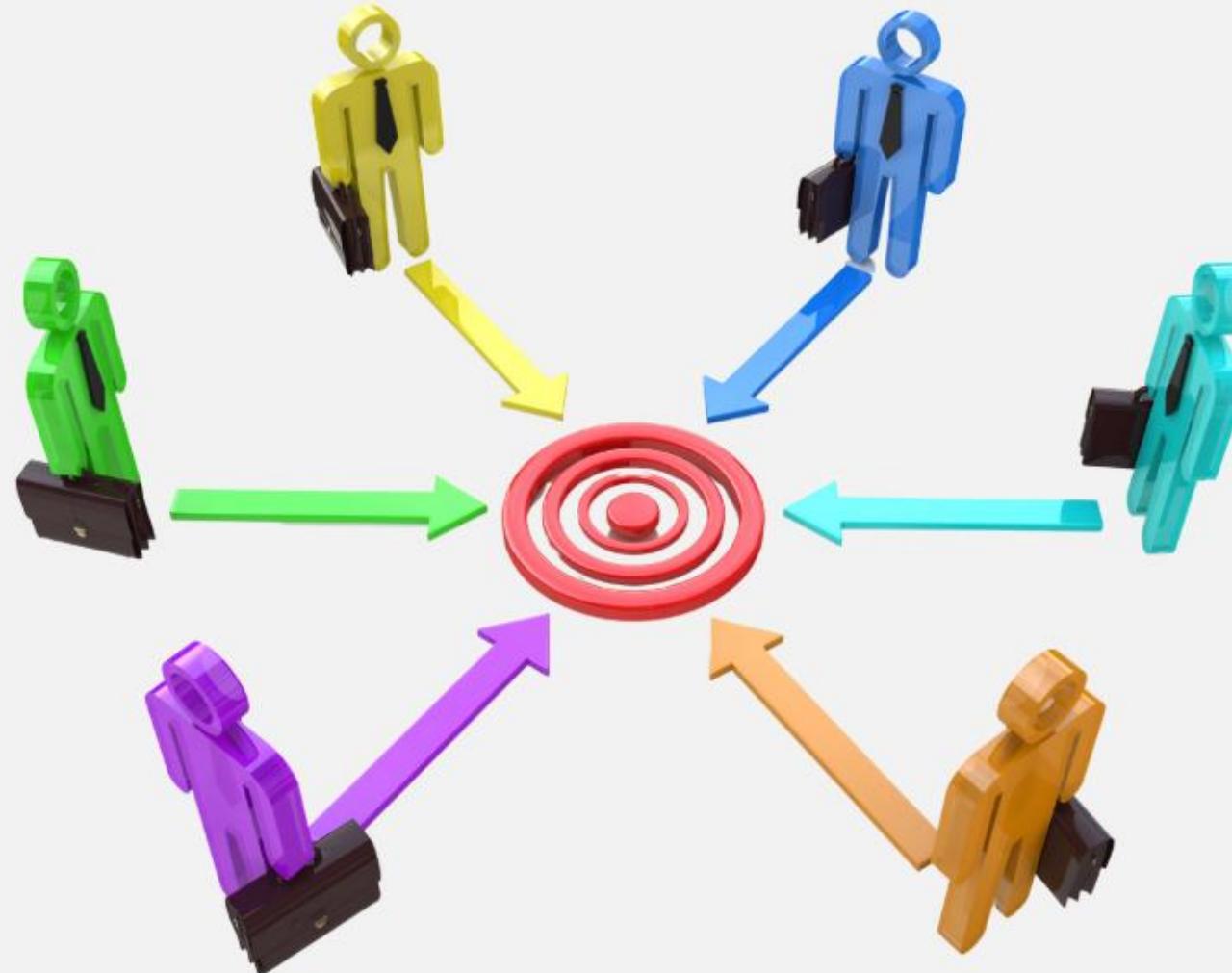
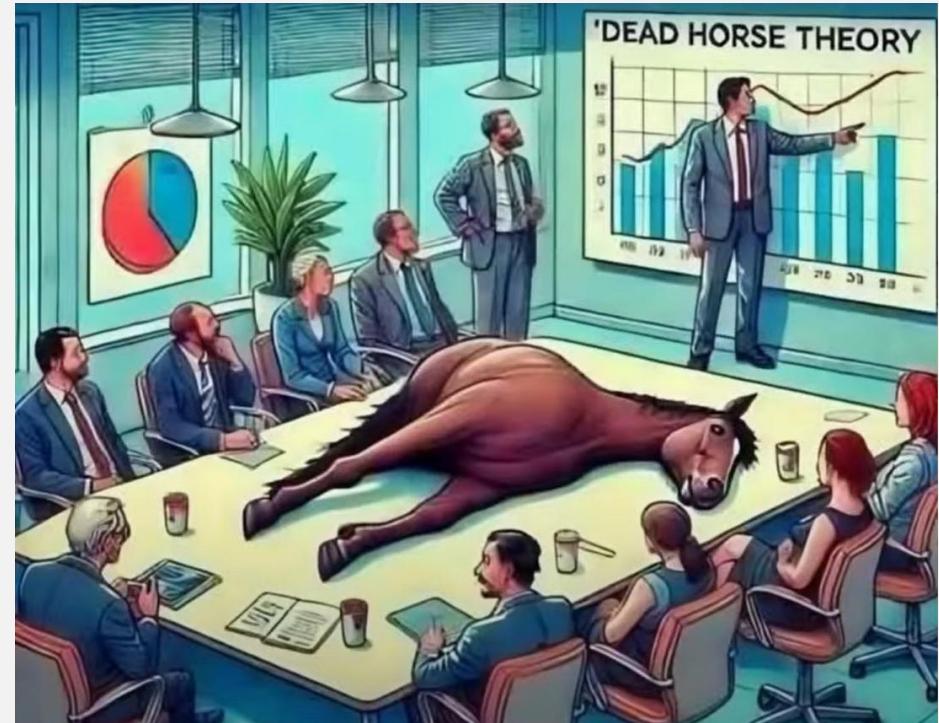


Many roads-One destination



Dead horse theory

“If the horse you are riding is dead, it is probably time to dismount”.



"Solving this problem (the shortage of French language teachers), which affects the entire country, will require the engagement and transformation of the French language education ecosystem."

(ACPI, 2021, p. vi)

Responding to the increasing demand for FL2 teachers through a collaborative approach

Alain Nault
November, 2025

Bureau de l'éducation française

alain.nault@gov.mb.ca

Agenda

- Manitoba context
- Our journey to a collaborative approach
- Road map for a successful partnership - process and tools
- Process and tools in action
- Case study of a successful partnership

Context

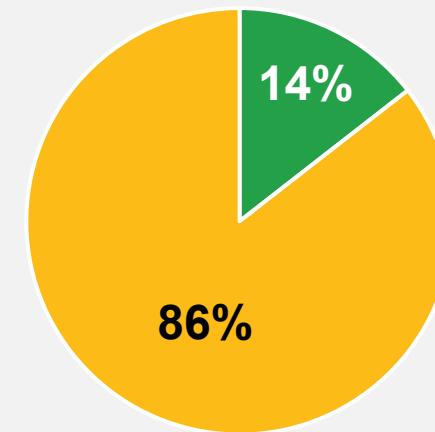
Total student enrollment

170,324

French Immersion enrollment

28,829

Student enrolment in public schools

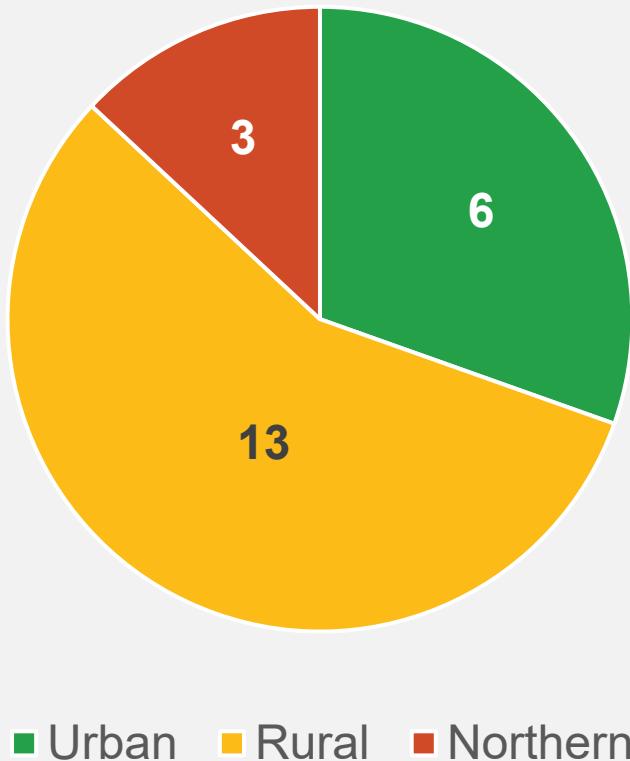


■ French Immersion

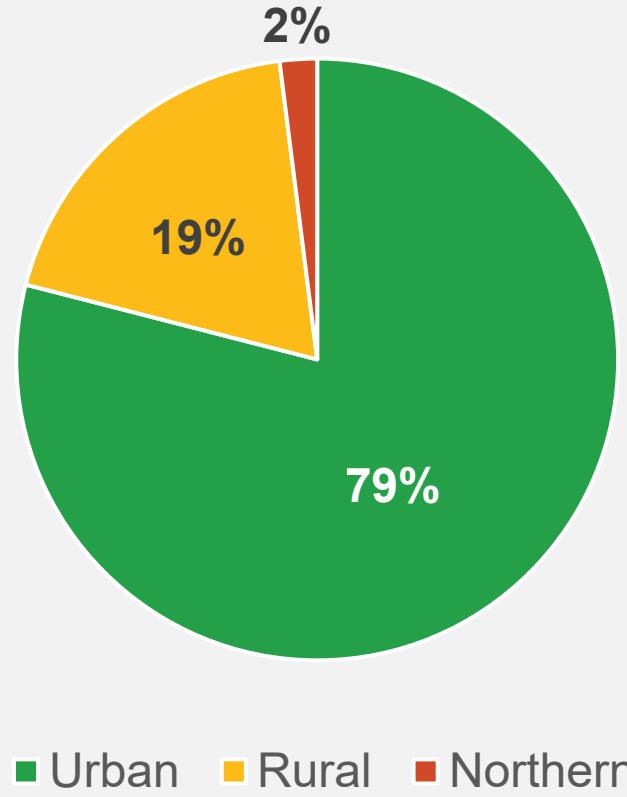
■ Other programs

Context - continued

Number of school divisions by region

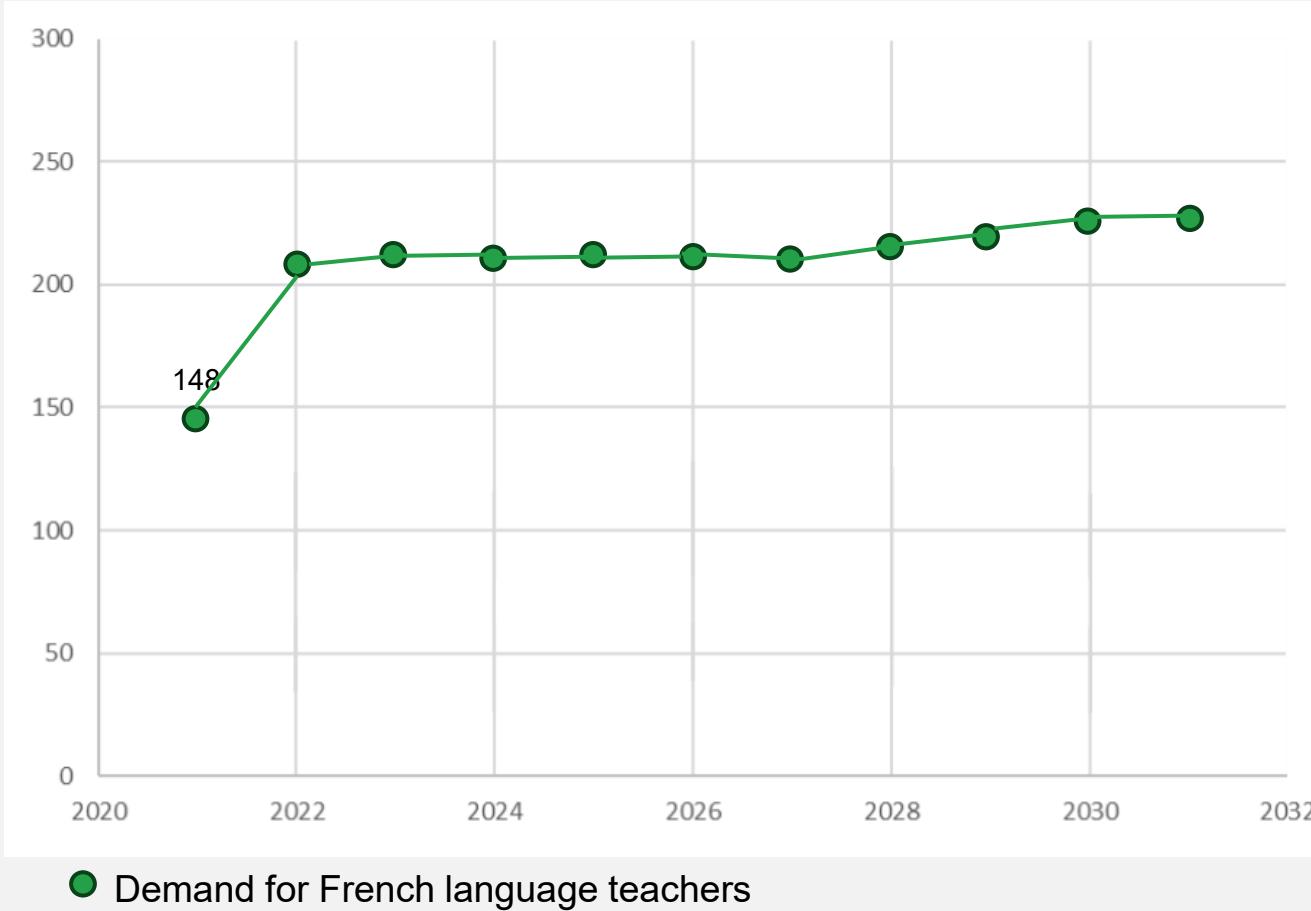


% of students by region



Context - continued

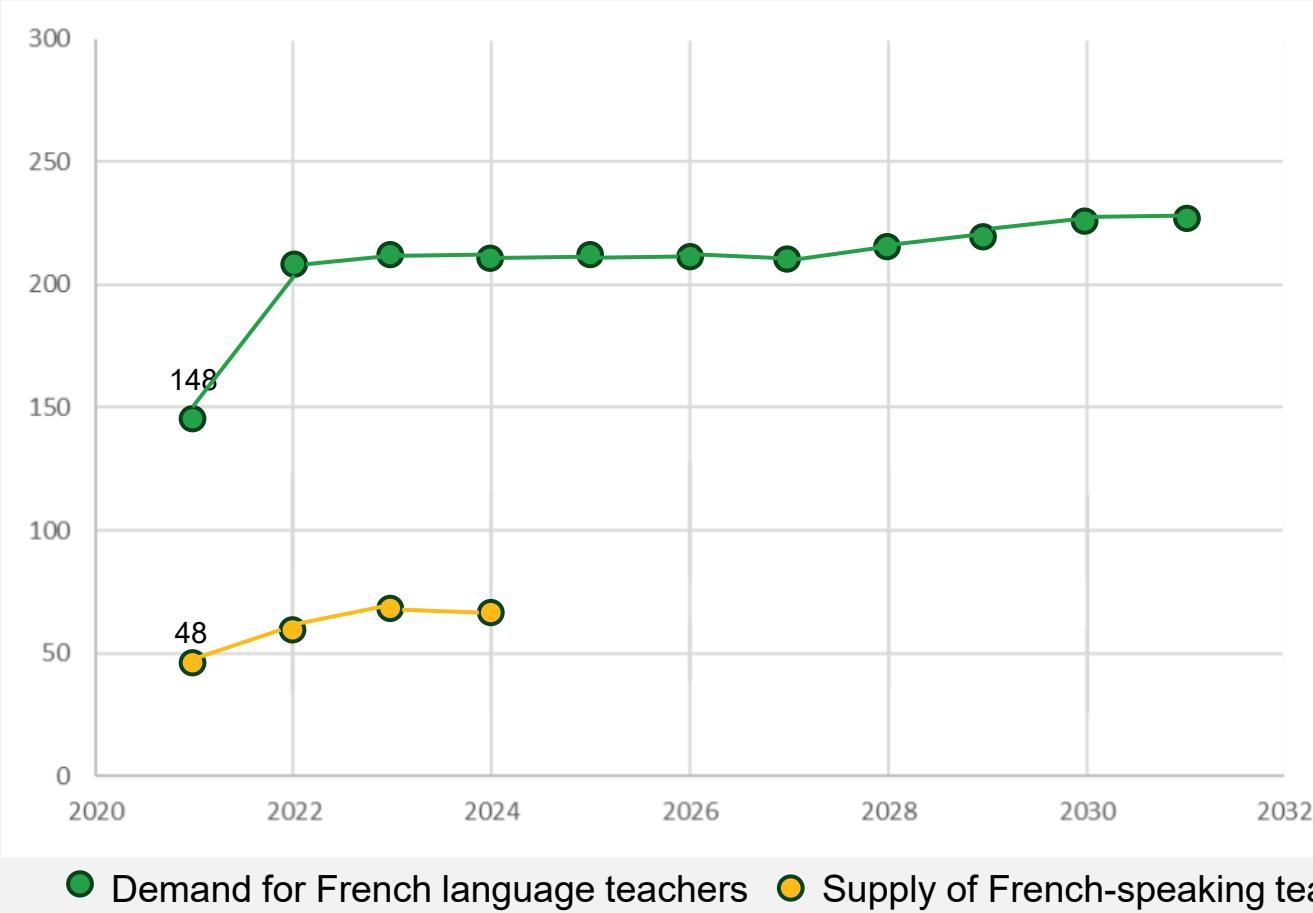
Supply and Demand of French Language Teachers



$$\begin{aligned} & 53.25 \text{ (increasing enrolments)} \\ + & 51.25 \text{ (resignations)} \\ & 44.25 \text{ (retirement)} \\ \hline & 148.75 \end{aligned}$$

Context - continued

Supply and Demand of French Language Teachers



Bureau de l'éducation française (BEF)

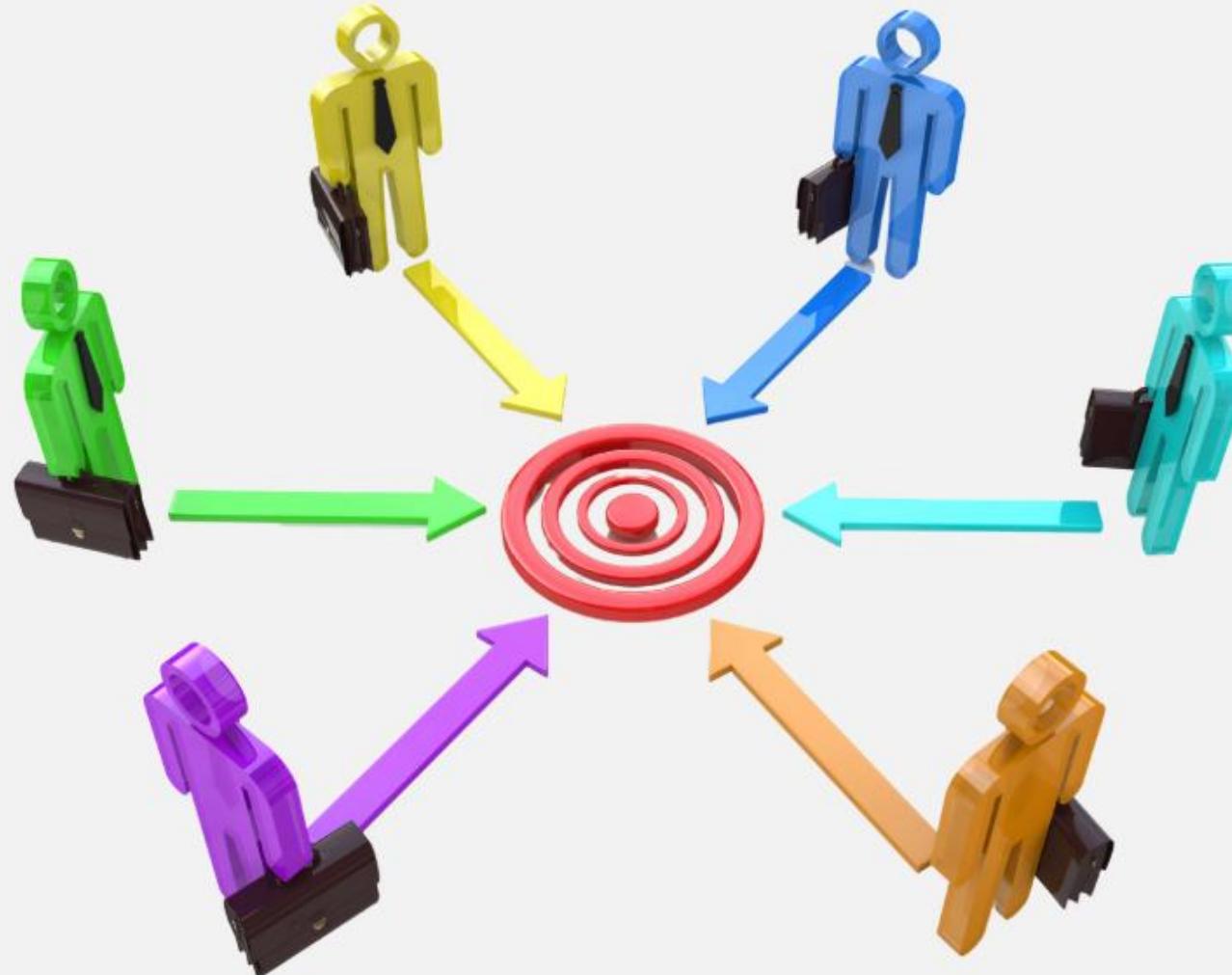
- Assumes the leadership of French-language education in Manitoba
- Develops curricula, supports teachers, coordinates pedagogical resources, and administers grants for French-language education.
- Plays a central role in promoting and sustaining French-language education in Manitoba, ensuring access and quality for the province's Francophone and Francophile communities.

Beginnings

- Consortium of partners in FL2 education
- Project Charter
- Creation of a full-time position

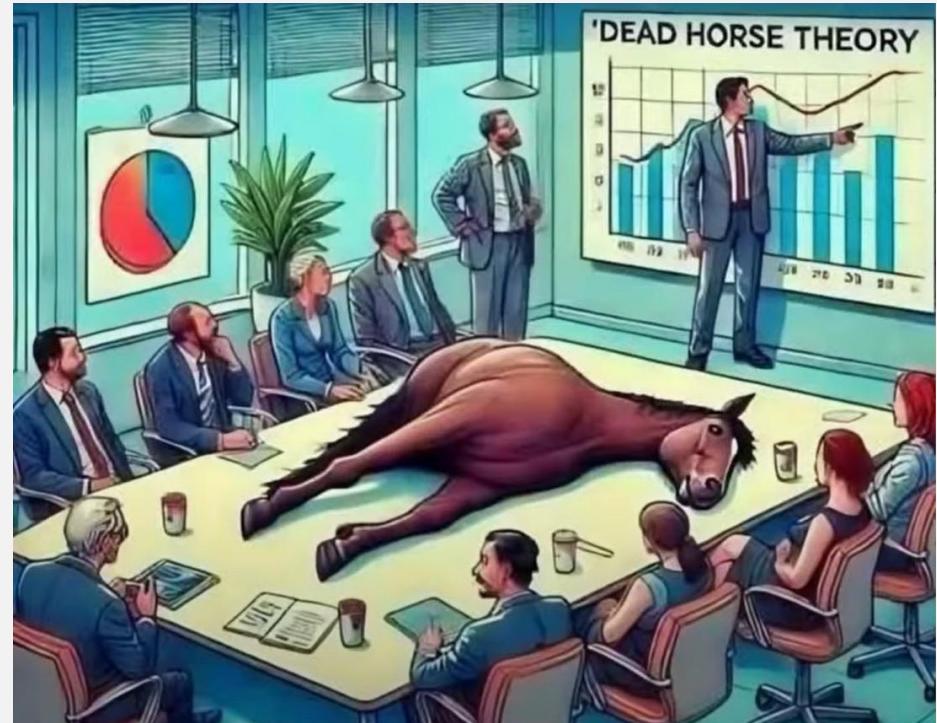
"Solving this problem (the shortage of French language teachers), which affects the entire country, will require the engagement and transformation of the ecosystem composed of school administrations, but also of unions, associations, regulatory bodies and registrars of the teaching profession, faculties of education, professional learning providers, ministries of education, and, given its role in official languages, the Government of Canada." (ACPI, 2021, p. vi)

Many roads, one destination

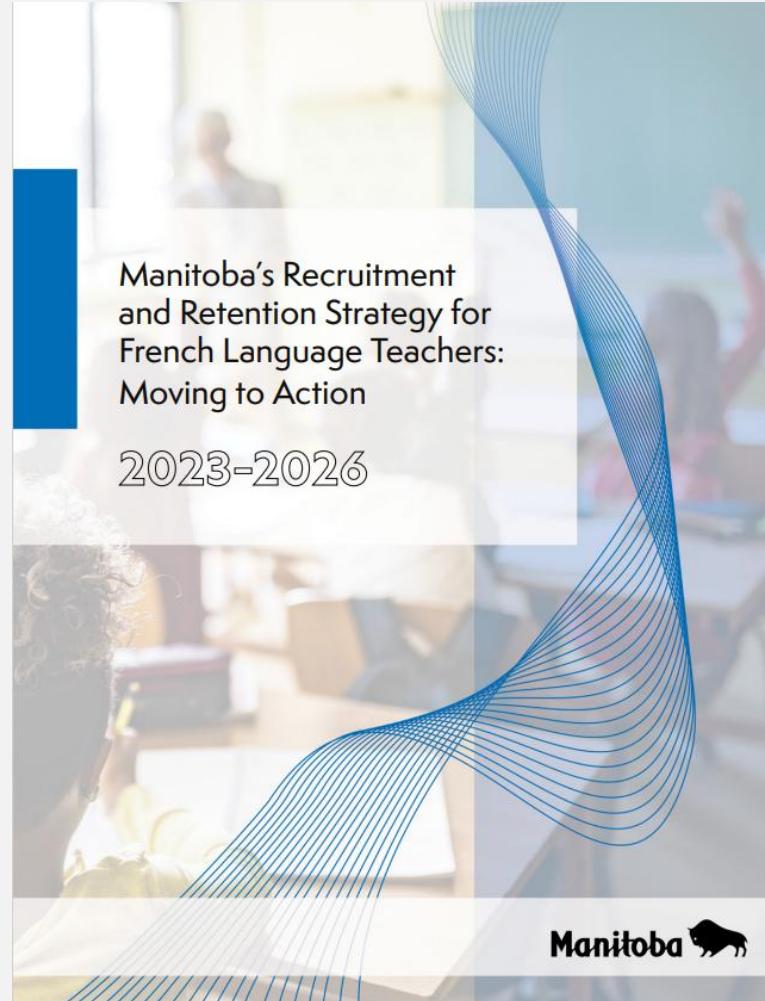


Dead horse theory

“If the horse you are riding is dead, it is probably time to dismount”.



Strategy launch – June 2023



Moving to action

alignment collaboration collective efforts

consultations shared responsibility

partners “Your actions speak so loudly, I can’t hear what you are saying.” **action**

collaborative as created together

engagements

co-created

collectively

coordinated

shared

inter-sectoral

The strength of we

Achieving excellence in education requires strong collaboration, alignment, and shared responsibility.



Departmental Groups

Professional Organizations

Members of Academia

School Divisions

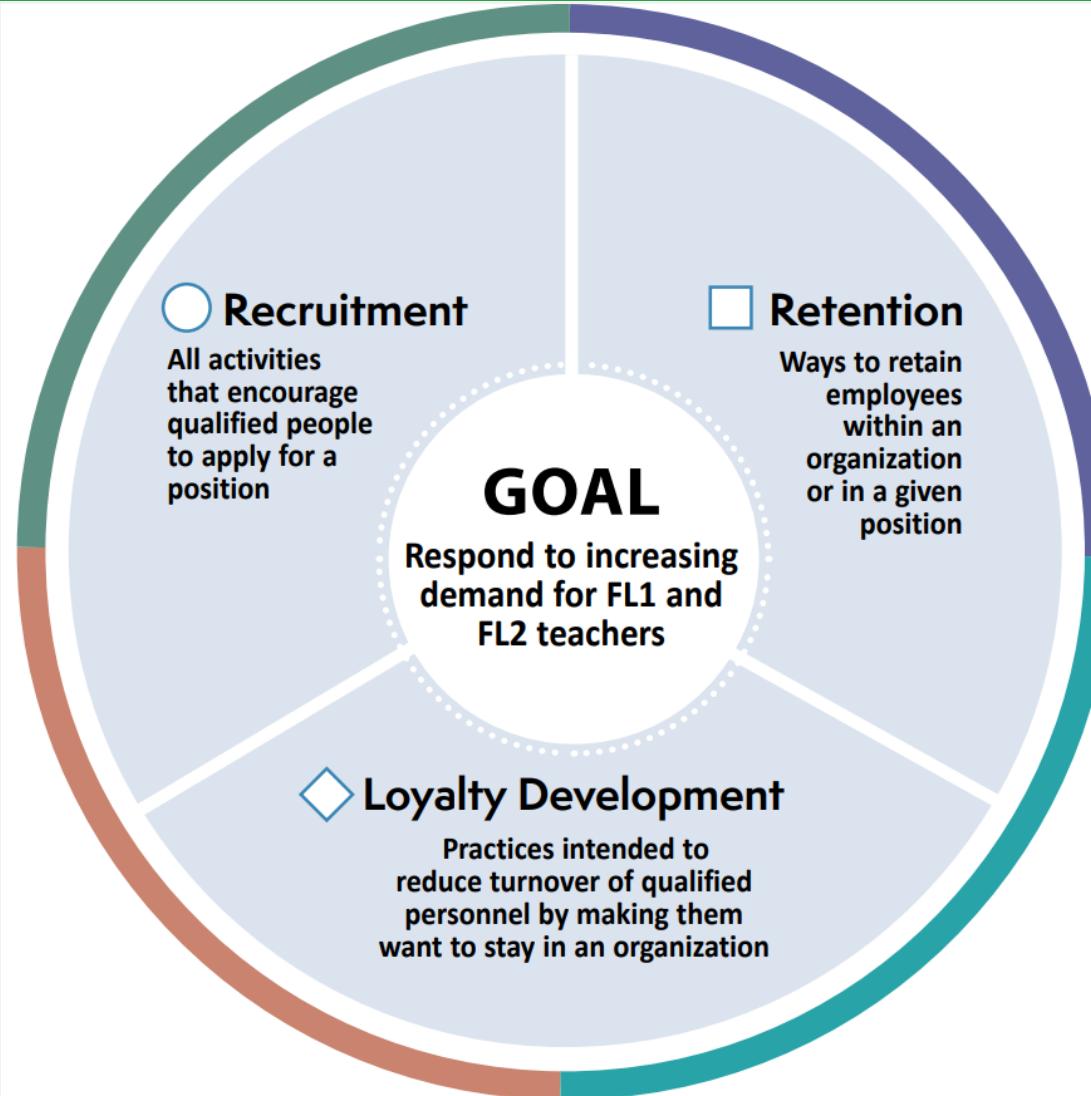
Groups and Networks

Community Organizations

National Organizations

University

The core

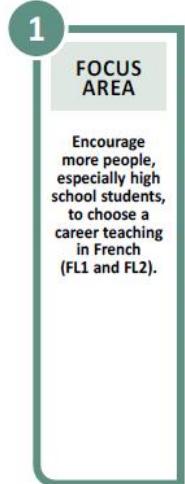


Strategy overview

Recruitment, retention, and loyalty-development strategy



2023-2026



OBJECTIVES	ACTIONS
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). <input type="checkbox"/>	A provincial campaign to stimulate FL1 and FL2 students' interest in a career teaching in French. A school-initiated course (SIC) for high school credit or an introduction to education course for dual credit.
1.2 Increase the number of initiatives designed to stimulate newcomers' interest in careers teaching in French (FL1 and FL2). <input type="checkbox"/>	Career exploration and training programs for newcomers in relation to the field of education. Increase opportunities to promote the career of teaching in French to newcomers.
1.3 Promote the career of teaching in French (FL1 and FL2) in Manitoba. <input type="checkbox"/>	A financial incentive program for diverse groups including urban, rural, and northern high school students as well as newcomers. Provincial campaign to promote and valorize the career of teaching in French. Exploration of possible expansion of list of recognized teachable subjects.



OBJECTIVES	ACTIONS
4.1 Increase the number and quality of initiatives that target the successful integration of new teachers (FL1 and FL2). <input type="checkbox"/>	Providing access to an array of formalized mentorship, coaching, and job shadowing programs. Training for school administrators on supporting new teachers. An orientation kit specifically designed for FL1 and FL2 teachers.
4.2 Increase the number of teachers (FL1 and FL2) who feel supported in the first years of their career and who benefit from continued support. <input type="checkbox"/>	Publication of successful mentorship and retention practices already used in schools and school divisions. Providing a positive employee experience for all teachers.
4.3 Increase the number of internationally educated teachers benefiting from support measures adapted to their needs. <input type="checkbox"/>	A provincial networking event for new FL1 and FL2 teachers every two years. Increase opportunities to recognize the excellent work occurring in the field of education across the province.

2

FOCUS AREA

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

OBJECTIVES

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

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

ACTIONS

A market study leading to an implementation plan on the current and future needs of diverse student groups and on alternative teaching methods. A provincial strategy to augment supply and increase participation in diverse practical placements throughout Manitoba, especially in rural and northern areas. Exploration of conditions for a successful partnership with other Manitoba universities to increase the number of places in education.

3

FOCUS AREA

Adapt recruitment, hiring, and certification practices to the multiple realities of varied candidates, including those arriving through immigration.

OBJECTIVES

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

3.2 Increase opportunities to recruit new teachers.

ACTIONS

Review of certification process for all teachers including internationally educated teachers. Hiring of additional staff to assist in the coordination of varied recruitment, retention, and loyalty-development projects. Provide clear roadmaps and processes towards certification for internationally educated teachers. Training for school divisions and internationally educated teachers in relation to recruitment, hiring, and certification processes.

Implementation Plan

4

**focus
areas**

10

objectives

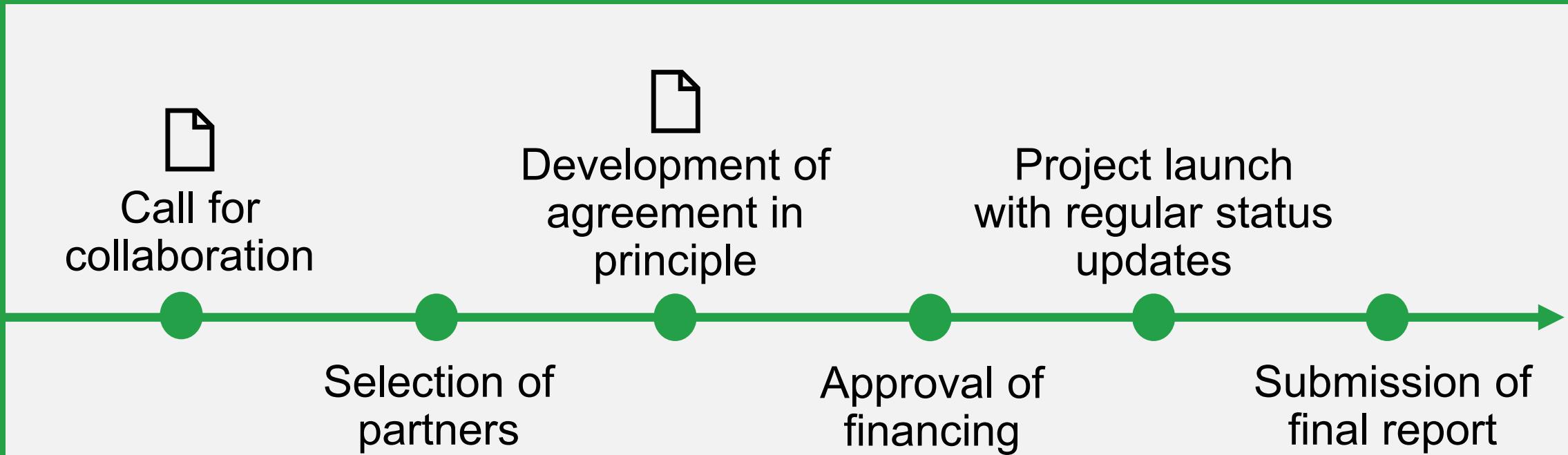
30

actions

Strategy overview

“The BEF will provide system-level leadership to support the implementation of the strategy, in partnership with French education stakeholders.”

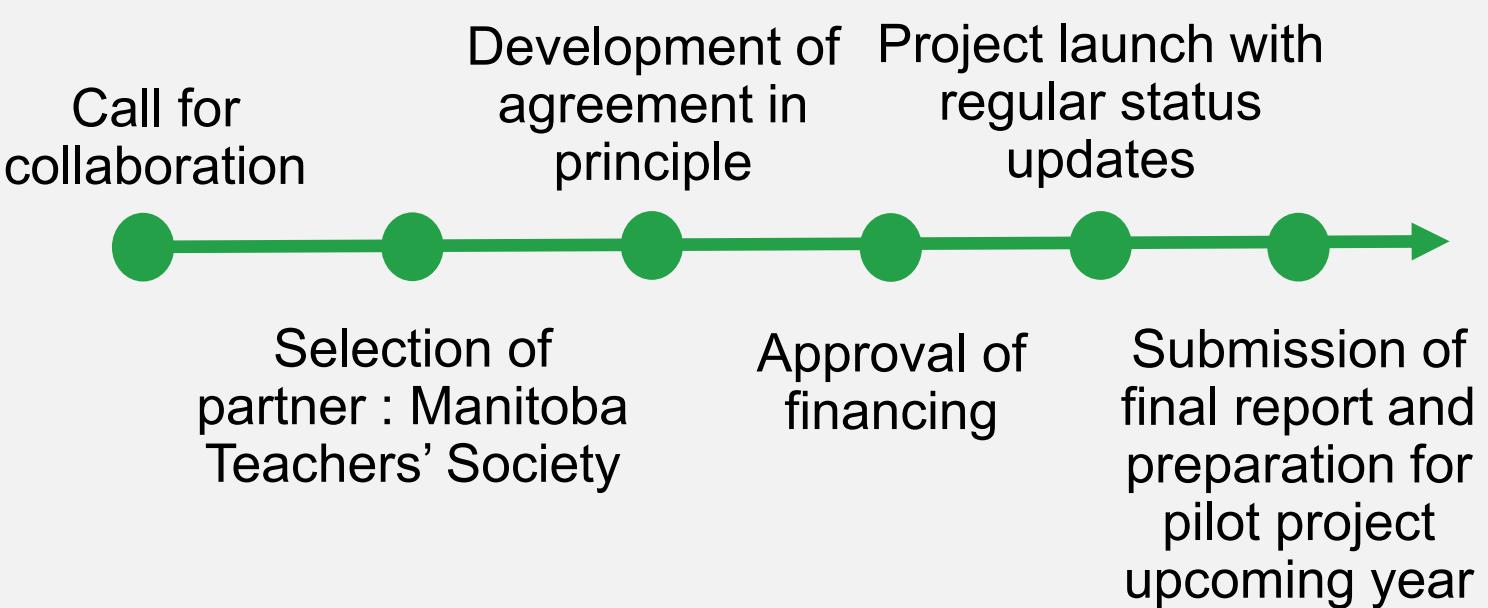
Roadmap



Example of project

Project:

- Develop the content and format of training for French language school administrators to support new and internationally educated teachers.
- School administrators who are trained on best practices to support new and internationally educated teachers will increase teacher retention.



Example of call for collaboration

Dear Colleagues:

The Bureau de l'éducation française is looking to identify partner organizations to assist with the implementation of several initiatives under Manitoba's Recruitment and Retention Strategy for French Language Teachers (the Strategy).

The Strategy and its implementation plan outline a number of initiatives designed to increase the number of qualified French-language teachers in Manitoba. I am writing you today in order to gauge your level of interest in partnering with Manitoba to help advance work in the following areas in 2024/25:

- Development of content and format of professional learning for school administrators on supporting new and internationally educated French language teachers

More details about each of these initiatives can be found in the appendix. If you are interested in leading one of these projects in collaboration with Manitoba, or for more information, please communicate with alain.nault@gov.mb.ca by April 10, 2025.

Once interested organizations have identified themselves, the Bureau de l'éducation française will reach out to discuss in more detail, including the level of support available from Manitoba.

Thank you in advance for your consideration, and for your ongoing commitment to French-language public education in Manitoba.

Sincerely,

Pause & Reflect



Case study

Partnership with acpi

Our challenge

Retention stands out as one of the top priorities

- Not all school divisions had the human and financial resources to address what we knew were factors relating to retention.
- Access to resources and professional learning, combating linguistic insecurity and feelings of isolation and access to formal induction and integration programs,
- We want to ensure that there is equity of opportunity and access to services.

Retain before recruiting!

It is 7 times less expensive to retain a teacher than to recruit a new one.

(Dawkins et Reicheld)

Critical questions

How to retain teachers in rural areas?

How to develop an equitable offer?

A productive conversation



Opportunity



Your partner in professional and linguistic development of your educators

To support the retention of immersion educators, the Canadian Association of Immersion Professionals (ACPI) is offering a range of customized service to accompany school boards across Canada for the 2023-2024 school year.

A+ ACPI Memberships

Cost: \$36

Includes :

- access to all resources and content in ACPI's online Educational Zone (ACPI agrees to offer two guided tours of the Educational Zone)
- unlimited access to ACPI-SHARE resources
- discounted registration fee for ACPI's Annual Conference (approximately \$100 discount)
- access to Le Journal de l'immersion magazine
- access all exclusive offers for A+ members

French Immersion Career Launch Program

Cost: \$1000 per member*

Includes :

- personalized support from an experienced teaching coach (monthly meetings)
- a free copy of Guide du nouvel enseignant en immersion française (\$30 value)
- a free copy of L'Immersion en français au Canada (\$50 value)
- access to exclusive virtual training session
- a free annual A+ ACPI membership (\$90 value)

***Free special offer for the first 50 teachers to register, including free access to the ACPI national conference (value of \$575) and a \$500 travel bursary to attend the conference.**

CHOOSE AND COMBINE

Language Coaching Program

Cost: \$1050 per member

The program offers a coaching model aimed at improving language skills, so French immersion educators can communicate with improved confidence.

Includes:

- a placement test
- 8 sessions of individualized weekly language coaching
- a satisfaction survey
- certificate of participation
- 3 cohorts per year (fall, winter, spring)

Customized Professional Development Program

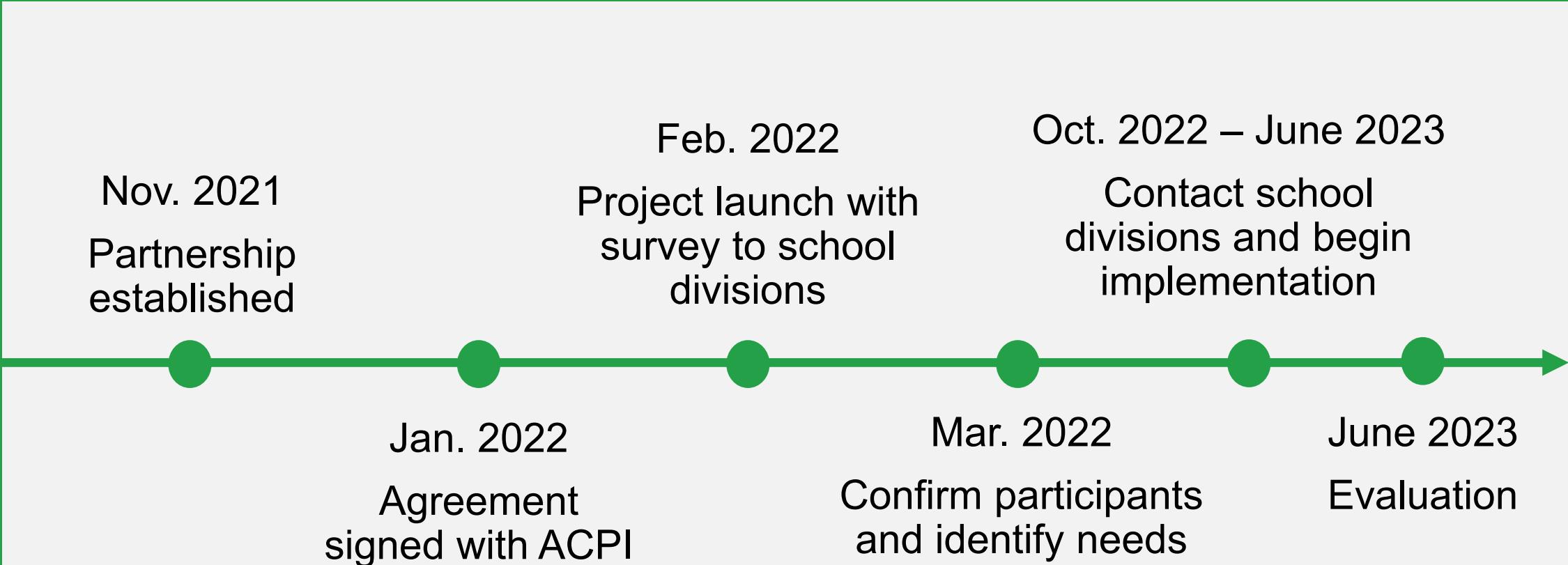
Cost: \$750 for 60 minutes, \$1000/half day, \$1250/full day

Your teaching staff will have access to professional development that meets the needs and objectives identified by your school division.

Includes:

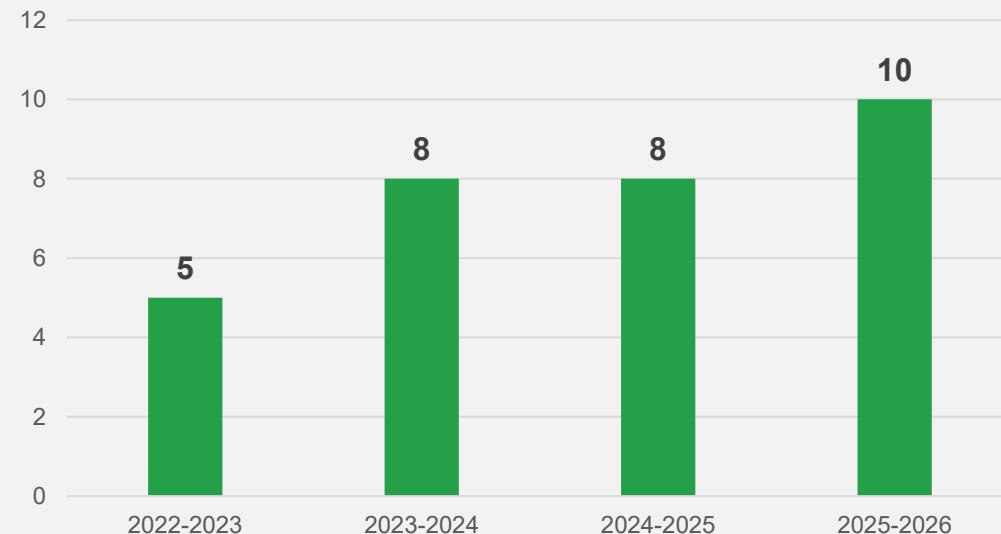
- action plan implementation
- customized professional development (date, format, subject and duration: half-day, full-day or hour workshops)
- a satisfaction survey

Roadmap with ACPI

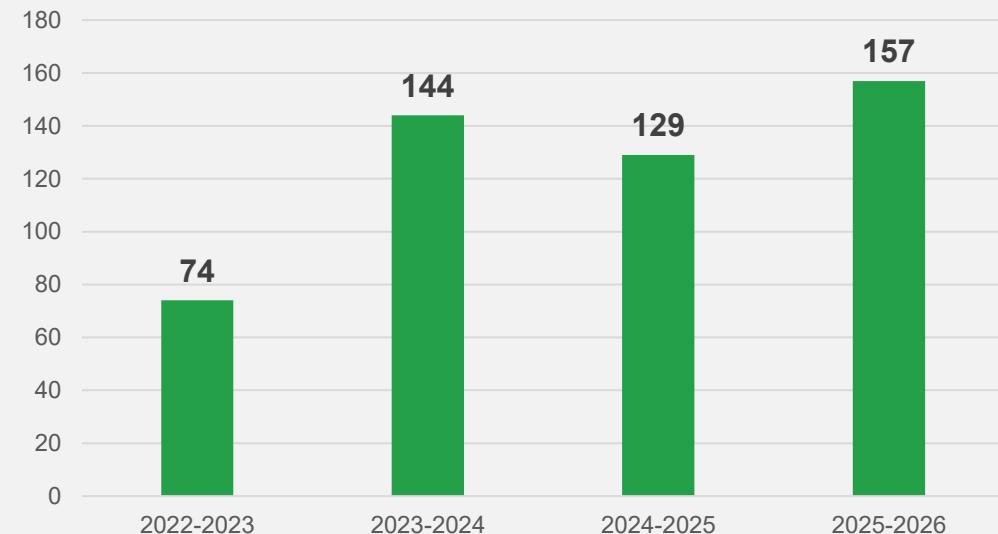


Results

Number of participating school divisions

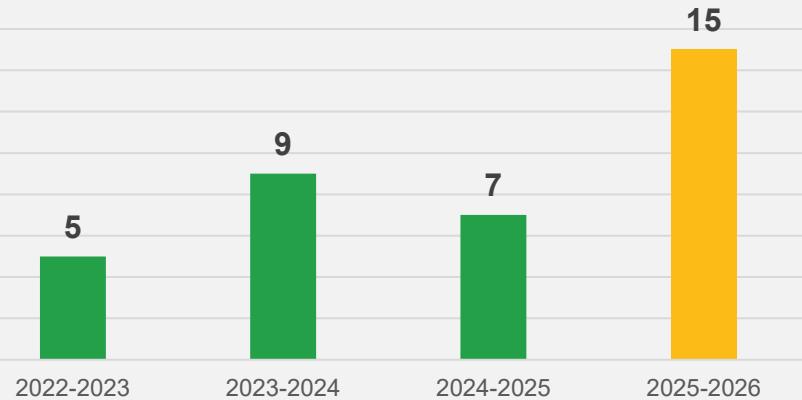


ACPI A+ (number of memberships)

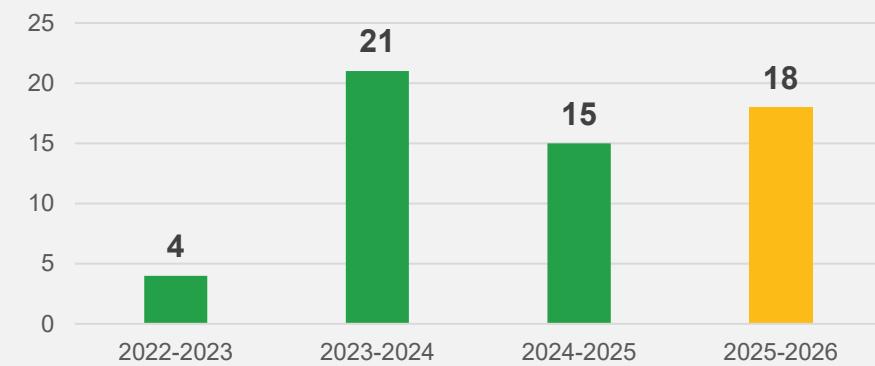


Results - continued

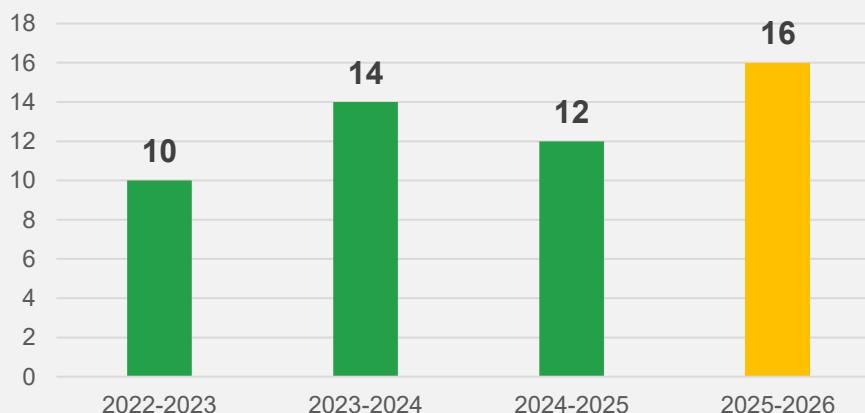
Virtual Coaching (number of participants)



Language Coaching (number of participants)



Professional Learning (number of sessions)



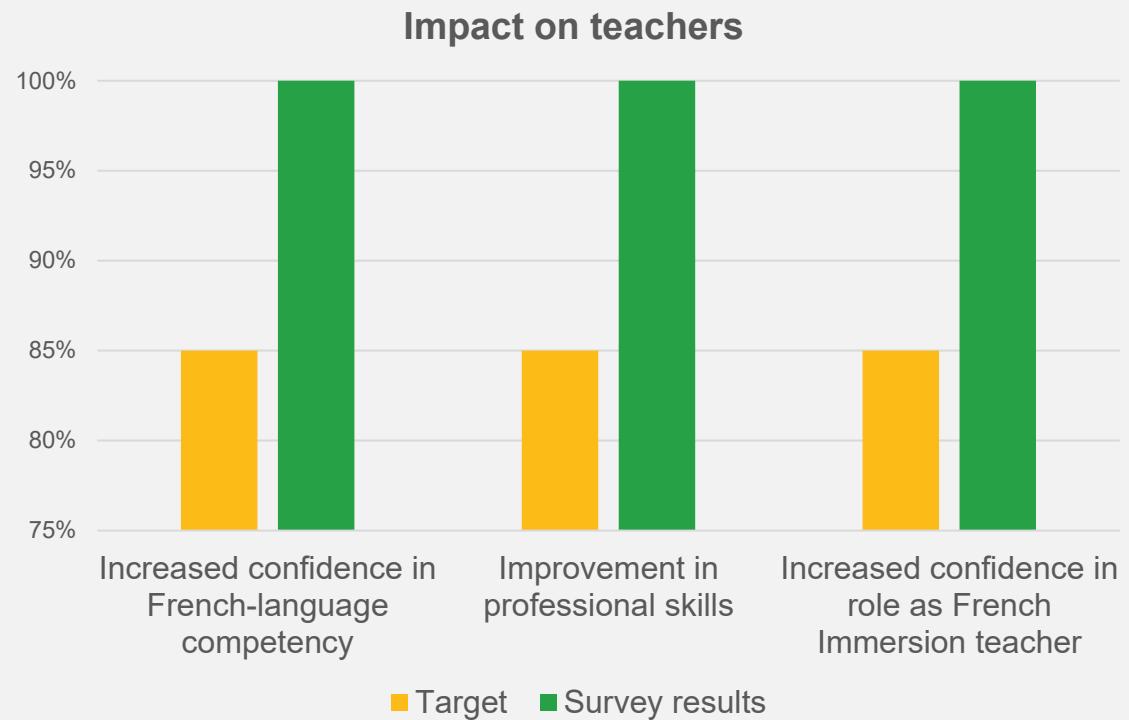
First class results - impact

"I like the coaching outside of the school system and it allowed me to customize my learning rather than a one size fits all approach.

There are great videos and tools but I wish I had more time to navigate the zone as I have only scratched the surface.

My confidence level in my french language skills has increased dramatically.

Facilitator was engaging and material was useful, interesting and informative. Immediate impact on my pedagogy." (Participant)



Testimonial

“The retention project has had a profound impact on our division. The strategies and initiatives have assisted our division in specific professional development for our French Immersion teachers as well as improving the linguistic skills and pedagogical approaches of our teachers. The ability for our staff to have one-to-one coaching has transformed language acquisition, improved pedagogy and created opportunities for innovative teaching strategies.”

(Pam Garham, Superintendent, Portage La Prairie School Division)

Testimonial

“We feel that the ACPI partnership has had an extremely positive impact at Brandon School Division. The quality of support has been outstanding as it has been responsive and tailored to our staff’s needs. Teachers who have participated consistently share how the experiences are valuable and build their confidence. We feel these experiences have led to strengthening teachers’ abilities in supporting student learning. We also have been extremely fortunate to have professional development sessions for our staff over the years. The individualized support provided to teachers have allowed them to examine their own practice in French Immersion.

(Mathew Gustufson, Superintendent, Brandon School Division)

Your strength of we?



Departmental Groups

Professional Organizations

Members of Academia

School Divisions

Groups and Networks

Community Organizations

National Organizations

University

Questions

