

Meeting Labour Market Needs for French as a Second Language Instruction in Ontario



ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION

*Moving Forward with Understanding Perspectives Regarding
the French as a Second Language Labour Market Issue*



Phase II Report

**EMPLOYMENT
ONTARIO**

ACKNOWLEDGEMENTS

The funding for this Labour Market Partnership Project was provided in part by the Government of Canada and the Government of Ontario. We are particularly grateful for the assistance given by the staff of the Ministry of Labour, Training and Skills Development (MLTSD) Program Coordination and Support Unit, and for their advice and guidance throughout the Labour Market Partnership Project process.

The efforts of many individuals have contributed to the work involved in creating this report. While some have represented the perspectives of a specific organization or association, each voice reflects genuine commitment to the mandate of this project: to ensure sufficient numbers of teachers and French-speaking education workers are able to support quality French as a Second Language (FSL) instruction to Ontario students.

A sincere thank you to the organizations and professional associations for their support and commitment to this project through representation on the French as a Second Language - Labour Market Partnership committee and in-kind contributions. Each committee member must also be thanked for the significant time and energy dedicated to this work on top of their already very busy professional lives.

We would also like to extend our gratitude to the team of research assistants for their skills in analysing data and facilitating the focus groups.

A complete list of all organizations, professional associations, and committee and team members can be found in Appendix K.

Finally, we wish to acknowledge and thank the Ontario Public School Boards' Association and its staff for their leadership in this project, their in-kind contributions and assistance with a host of tasks that enabled this work to progress.

Please note that the views expressed in this report are the views of the Ontario Public School Boards' Association and do not necessarily reflect those of the Province.

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PHASE II EXECUTIVE SUMMARY

Meeting Labour Market Needs for French as a Second Language Instruction in Ontario

Moving Forward with Understanding Perspectives Regarding the French as a Second Language Labour Market Issue

The French as a Second Language - Labour Market Partnership Project (FSL-LMPP) is envisioned as a 3-year project to conduct research into the issues relating to the shortage of French as a Second Language (FSL) teachers and low numbers of French-speaking education workers. The [final report](#) from Phase I of the project (May 2017-May 2018) can be found at www.opsba.org. During Phase I, key stakeholder partners used research findings to develop recommendations and action plans towards workable solutions to this persistent and growing labour market challenge. This initiative involves all publicly funded English-language school boards represented by the Ontario Public School Boards' Association (OPSBA) and the Ontario Catholic School Trustees' Association (OCSTA). In November 2018, OPSBA was approved for Phase II Ontario Labour Market Partnership funding.

The objectives of Phase II are drawn from the Next Steps articulated in the 2018 final report of Phase I, *Meeting Labour Market Needs for French as a Second Language Instruction in Ontario: Understanding Perspectives Regarding the French as a Second Language Teacher Labour Market Issue*, namely:

1. to begin to develop action plans to effectively implement the recommendations germane to the recruitment, hiring, retention and professional support of FSL teachers, and
2. to conduct research and develop recommendations that address the recruitment, hiring, and professional support of sufficient numbers of French-speaking education workers (such as early childhood educators, educational assistants, and child and youth workers).

To achieve the above objectives, work in Phase II has resulted in two sets of Next Steps and Recommendations that will:

- a) expand the implementation strategies to improve the recruitment, hiring, retention and professional support for FSL teachers in Ontario, and
- b) begin to implement strategies to improve the recruitment, hiring, and professional support for education workers working in FSL programs in Ontario.

The work of the Labour Market Partnership committee (LMPC) followed two parallel paths in order to realize the key objectives of Phase II. First, the FSL-LMPC self-organized to lead the action planning of the seven recommendations from Phase I related to FSL teacher recruitment, hiring, retention and professional support. Six pilot projects were conducted across the province to operationalize the various recommendations with a view to inform the next steps in Phase III. At the same time, the LMPC supported a research plan to investigate the circumstances of education workers working in FSL programs in Ontario. What follows is a summary of the next steps organized by the recommendations from Phase I, and the research from Phase II.

The full report provides details of the work completed over the course of Phase II of the FSL-Labour Market Partnership Project. This Executive Summary summarizes the specific plans to expand actions and recommendations from Phase II that will comprise the work of the Partnership in Phase III, the final phase in the initiative.

Phase III Next Steps: Recruitment and Hiring of FSL Teachers in Ontario

Recommendation 1a): English language school boards continue to support the expansion of implementation of CEFR (Common European Framework of Reference)-based assessment tools with secondary school-aged students in order to provide a common measure of French language proficiency for graduating students.

In order to enhance the understanding and use of the CEFR as a meaningful tool in assessing French language proficiency, the following actions are planned for Phase III:

- School boards have committed to review their FSL Board Plans in order to ensure the inclusion of professional learning about the CEFR, and to provide ongoing support for students to access the Diplôme d'études en langue française (DELFF) virtual assessment centre.
- Monitor and support increased participation in the DELF in 2019-2020.
- The LMPP will become a standing agenda item for all Directors' meetings (CODE - PCODE and ECCODE) meetings for the duration of the initiative.

Recommendation 1b): the FSL-LMPC facilitate a collaborative forum to discuss the viability of creating and consistently using a provincial framework for describing and developing FSL teachers' French proficiency, e.g., informed by the CEFR. Viability discussions to include:

- *Faculties of Education using/implementing such a provincial framework to develop teacher candidates' French proficiency and French language pedagogy in preparation for employment in FSL programs in Ontario schools.*

- *School boards using the provincial framework to describe their respective proficiency level requirements when recruiting, hiring and developing teachers in their FSL programs.*

Once sufficient data have been collected and analysed from school boards and Faculties of Education regarding the tools used to assess French language proficiency of FSL teacher candidates, the FSL-LMPC will support further efforts for both groups to problem-solve towards greater consistency in the use of such tools. Specifically, the action plan will:

- proceed with gathering sample French language proficiency assessments from school boards used in the recruitment/hiring processes;
- initiate the collection of information from Faculties of Education regarding proficiency assessments used for intake to, and/or graduation from, FSL teacher education programs, all levels;
- explore the potential for a pilot project between a school board(s) and a Faculty of Education to align proficiency assessments that allow teacher candidates greater predictability in understanding the French language proficiency requirements in school settings.

Recommendation 2: school boards, teacher federations, the Ontario College of Teachers, and the Ministry of Education collaborate to extend the Ministry's current efforts and further develop a communication strategy to highlight the employment opportunities available in Ontario for FSL teachers. This strategy will target both the international teacher community as well as teachers who received their Canadian teacher-education from outside the province.

The FSL-LMPC will continue to work with key partners to further develop a communication plan that begins with the distribution and implementation of the following 2 documents during Phase III of the project:

1. *Pathways to Employment as an FSL Teacher in Ontario* - a guide that identifies the pathways available for individuals interested in pursuing FSL teaching in Ontario; and
2. *Guiding Questions to Review School Boards' Websites Re: Promoting Employment Opportunities for FSL Teachers* - a resource to assist school boards who wish to review and potentially modify their existing websites to showcase FSL job opportunities and related application processes.

Recommendation 3: Faculties of Education, Ministry of Colleges and Universities (MCU) collaborate to develop a targeted recruitment strategy that maximizes enrolment of teacher candidates in the FSL qualifications streams.

The FSL-LMPC has a key role to play, in consultation with the Ontario Association of Deans of Education (OADe), by providing ongoing information about the FSL teacher education demand pressures to the full complement of stakeholders involved in the initiative. As such, the following actions will be pursued during Phase III:

- Faculties of Education continue to monitor and maximize, where possible, enrolment in all FSL teacher education programs.
- Identify barriers that may challenge teacher candidates who wish to access FSL qualifications as part of their initial teacher education program and explore workable solutions.
- The FSL-LMPC will continue to collaboratively examine the multiple factors influencing the number of FSL teacher candidates graduating from Faculties of Education.

Recommendation 4: the Ontario Public School Boards' Association (OPSBA) facilitate forums with English language public school boards' Human Resources officials to share data collected in this project related to effective recruitment and hiring strategies, e.g., use of technology to conduct portions of job interviews, use of social media, pool hiring, hiring timelines, and others.

Given the impact of pilot projects dedicated to effective FSL teacher recruitment and hiring practices, the FSL-Labour Market Partnership Project will expand work in Phase III regarding French as a Second Language teacher recruitment and hiring as follows:

- Expand support for school boards to collaborate to develop French language proficiency assessments based on the CEFR.
- Expand support for school boards to provide targeted professional learning opportunities to occasional teachers with FSL Part I who require support to further develop French proficiency to levels needed for teachers to access the full range of FSL teaching opportunities.
- Create a provincially organized pathway for FSL-qualified teachers who have been unsuccessful in securing employment as an FSL teacher and who require improvement to their proficiency in French language.

Phase III Next Steps: Retention and Professional Support of FSL teachers in Ontario

Recommendation 1: the Ministry of Education provide financial subsidies for FSL teachers to enroll in courses and other language learning opportunities that support French language development, e.g., language development courses, general interest courses taught in French, language immersion experiences, Additional Qualification courses taught in French.

Given the impact of pilot projects dedicated to effective FSL retention and professional support, the FSL-Labour Market Partnership Project will expand work in Phase III regarding French as a Second Language teacher retention and professional support as follows:

- Expand support in order to document the specific component parts of successful professional learning models for FSL teachers in a way that could be replicated or modified to local school board contexts.
- Expand support for school boards to collaborate with existing Additional Qualifications (AQ) providers to offer subsidized FSL AQ courses reflecting local school board contexts in order to build professional communities of practice.
- Expand support of subsidies for a range of professional development opportunities for current or potential FSL teachers with a focus on language and cultural development.
- Expand support for organizations/school boards to provide professional learning for principals/vice principals regarding leadership specific to FSL programs.

Recommendation 2: key stakeholders develop a coordinated provincial strategy for professional learning that articulates a range of professional learning opportunities for FSL teachers that includes:

- *being responsive to professional learning needs identified by FSL teachers and school boards;*
- *developing teachers' own French language proficiency;*
- *professional learning opportunities that span the first 5 years of an FSL teacher's employment in a board and provides continuity with the New Teacher Induction Program;*
- *providing funding as an incentive to participate in French language and cultural immersion experiences.*

This recommendation led to the development of a professional learning framework for FSL teachers accompanied by supportive strategies and resources. In Phase III, the action team will:

- develop a step-wise communication plan to accompany the document, *Strategies and Resources to Support Professional Learning for FSL Teachers (Appendix I)*. This document identifies strategies and resources available to school boards, teacher federations, professional associations and others supporting the professional learning of FSL teachers that build a community of practice to enhance French language and FSL teaching skills.
- conduct a provincial scan of school boards to determine the range of methods used to identify the professional learning needs of FSL teachers and education workers in FSL programs.
- based on the provincial scan, create sample instruments for school boards to use in identifying professional learning needs of FSL teachers and education workers in FSL programs.

Recommendation 3: the Ontario Public School Boards' Association (OPSBA) facilitate forums with English language public school boards' Human Resources and Program officials to share research that identifies issues that may affect the long-term retention of teachers in FSL programs.

Given the multi-layered nature of this recommendation, OPSBA is committed to providing ongoing support to all school boards by:

- using results from related FSL Labour Market Partnership pilot projects to facilitate follow-up opportunities with FSL program coordinators/consultants, school board leaders, and Human Resources (HR) officials to expand discussions about perceived barriers and effective practices that affect FSL teacher retention.
- continuing to facilitate discussion with school board leaders to identify mitigating practices that respond to the research findings from the Phase I report (e.g., access to suitable teaching resources and workspaces).
- identifying and sharing innovative staffing and/or timetabling models in schools that support FSL teacher retention.
- supporting broader sharing of Teacher Learning and Leadership Program (TLLP) projects, many of which have focused on FSL teaching contexts.
- working with HR officials to establish processes that may assist in quantifying the number of FSL teachers seeking alternate teaching assignments.

Recommendations: Education Workers Working in FSL Programs in Ontario

Based on feedback from the Education Worker (EW) committee and input from the FSL-Labour Market Partnership committee, it is recommended that:

1. education workers be provided with professional learning opportunities germane to supporting students in FSL programs, where possible;
2. school boards consider adjustments to their recruitment and hiring procedures for education workers to include inquiries about applicants' ability to speak French;
3. education workers' ability to speak French becomes a consideration when assigning EWs to work in FSL programs.

Overall Phase II Project Summary and Next Steps

All member FSL-LMP organizations and associations collaborated extensively to develop and carry out the action plans based on recommendations from Phase I. The success of this partnership has provided Next Steps for Phase III that will see expanded implementation of these Plans across the province. Similarly, the FSL-LMPC has developed and supported recommendations that will support education workers working in FSL programs in Ontario.

Based on the successful completion of the Phase II deliverables, OPSBA has submitted an application to MLTSD for a Phase III Labour Market Partnership project based on the identified Next Steps and Education Worker Recommendations described in this report.

PHASE II REPORT - FRENCH AS A SECOND LANGUAGE - LABOUR MARKET PARTNERSHIP PROJECT

Moving Forward with Understanding Perspectives Regarding the French as a Second Language Labour Market Issue

Background and Objectives

The French as a Second Language - Labour Market Partnership Project (FSL-LMPP) is envisioned as a three-year project to conduct research into the issues relating to the shortage of French as a Second Language (FSL) teachers and low numbers of French-speaking education workers. Key stakeholder partners used research findings to develop recommendations to facilitate workable solutions to this persistent and growing labour market challenge. This initiative involves all publicly funded English-language school boards represented by the Ontario Public School Boards' Association (OPSBA) and the Ontario Catholic School Trustees' Association (OCSTA). In November 2018, OPSBA was approved for Phase II Ontario Labour Market Partnership funding.

The objectives of Phase II are drawn from the Next Steps articulated in the 2018 final report of Phase I, *Meeting Labour Market Needs for French as a Second Language Instruction in Ontario: Understanding Perspectives Regarding the French as a Second Language Teacher Labour Market Issue*, namely:

1. to begin to develop action plans to effectively implement the recommendations germane to the recruitment, hiring, retention and professional support of FSL teachers, and
2. to conduct research and develop recommendations that address the recruitment, hiring, and professional support of sufficient numbers of French-speaking education workers (such as early childhood educators, educational assistants, and child and youth workers).

Framework and Partnerships

The framework for meeting the objectives in Phase II is structured through the work of four committees: the FSL-Labour Market Partnership committee (FSL-LMPC); the FSL - LMPC Steering committee; the Education Worker committee, and the Research Technical Team. All members of the established FSL-Labour Market Partnership committee, the associated FSL-LMPC Steering committee and the Research Technical Team continued as partners in this next phase of the project. Additionally, an action plan committee was established to support the implementation of each Phase I recommendation. Partnership membership was expanded to include representatives from organizations and associations that support education workers in the province, and to form the Education Worker committee. The function and membership of each committee are outlined below.

FSL-Labour Market Partnership Committee

Partnership committee membership continues to include representatives from the Elementary Teachers' Federation of Ontario (ETFO), the Ontario Secondary School Teachers' Federation (OSSTF), the Ontario English Catholic Teachers' Association (OECTA), the Ontario Teachers' Federation (OTF), the Ontario College of Teachers (OCT), the Council of Ontario Directors of Education (ECCODE & PCODE), the Ontario Association of Deans of Education (OADE), the Ontario Principals' Council (OPC), the Catholic Principals' Council of Ontario (CPCO), Public and Catholic Supervisory Officers Associations of Ontario (OPSOA & OCSOA), all publicly funded English-language public and Catholic school boards in the province through their trustee/school board associations (OPSBA & OCSTA), and the Ontario Ministry of Education. New members included representatives from the College of Early Childhood Educators (CECE), the Canadian Union of Public Employees (CUPE), the Ontario School Board Council of Unions (OSBCU), and the Ontario Council of Education Workers/Ontario Public Service Employee Union (OCEW/OPSEU). The FSL-LMPC serves as the key decision-making body of this project and is co-chaired by the Project Lead and Partnership Lead. This group operates on the principles of collaborative professionalism and makes recommendations linked to research findings and is respectful of collective agreements.

FSL-Labour Market Partnership Steering Committee

The Steering committee is chaired by the Partnership Lead and the Research Team Lead and includes members from the various sectors represented on the Partnership committee. The Steering committee is designed such that it can be consulted quickly on any issues or questions related to the project in order to speed up the turn-around

time for any required action. These meetings occurred as required between the larger FSL-LMPC meetings.

Education Worker Committee

The Education Worker committee guided the research conducted about the work of education workers in FSL programs and included all LMPC members who directly represent various education worker groups in the province. The committee drafted early recommendations stemming from the research included in this report, and is co-chaired by the Project, Partnership and Research Leads.

Research Technical Team

The Research Technical Team (lead researcher, research assistant(s) and in-kind research staff from stakeholder groups) is responsible for designing and conducting the required research components of the initiative, identifying significant findings, and developing preliminary recommendations for consideration by the steering and FSL-LMPC. The Research Lead chairs the Research Technical Team.

Meetings

Meetings of the FSL-LMP committee were held in Toronto at the offices of the Ontario Public School Boards' Association on December 4, 2018; February 1, June 13, and Sept 24, 2019 and by teleconference on October 10, 15, 16 and 17, 2019. Most committee members attended in person, while some members joined via teleconference. Steering committee and Education Worker committee members met via teleconference on various dates over the course of Phase II and individually by telephone for specific expertise as required.

To facilitate communication and maintain focus, ad hoc meetings were organized between committee members, between committee members and their respective organizations/associations, and with project leads as necessary. Meetings took place in person or via teleconferences and online forums as needed to clarify information and forge strong working relationships.

Communication

A project information sheet was developed in conjunction with the FSL-LMP committee to provide background information and consistent messaging given the strong response to the Phase I final report. The project information sheet was posted on the OPSBA website and on websites of stakeholder organizations. On-line forums and meeting notes facilitated the necessary ongoing communication towards the development of the final recommendations. Final recommendations were shared by each committee representative internally with their respective organization's/ association's executive structure(s) in order to seek consensus and commitment to the recommendations, the implementation of the recommendations, and an application to the Ministry of Labour, Training and Skills Development (MLTSD) for a Phase III Labour Market Partnership project. In November 2019, the LMPC submitted to MLTSD its final Phase II report entitled, *Moving Forward with Understanding Perspectives Regarding the French as a Second Language Labour Market Issue*, followed by public release of same report. Broader sharing of the Phase II report is planned in a variety of contexts, including OPSBA Annual General Meeting Conference; Ontario College of Teachers *Inspiring Public Confidence* conference, June 2020; Canadian Parents for French *State of FSL Education 2020*, and Congress 2020 of the Humanities and Social Sciences.

Key Project Components

The work of the Labour Market Partnership committee followed two parallel paths in order to realize the key objectives of Phase II. First, the FSL-LMPC self-organized to lead the action planning of the 7 recommendations from Phase I related to FSL teacher recruitment, hiring, retention and professional support. Six pilot projects were conducted across the province to operationalize the various recommendations with a view to inform the next steps in Phase III. At the same time, the LMPC supported a research plan to investigate the circumstances of education workers working in FSL programs in Ontario. This work is described in detail in three sections below:

Section 1 - Recommendations from Phase I into Action

Section 2 - Pilot Projects to support Action Plans

Section 3 - Education Worker Research

SECTION 1: RECOMMENDATIONS FROM PHASE I INTO ACTION

All members of the FSL - LMPC collaborated to initiate the development of the action planning process. Based on their professional interest and expertise with the content of the individual recommendations, two or three members of the LMPC were identified to lead the action planning thereafter and provide regular updates to the committee. The role of the action planning lead was to engage relevant stakeholders to operationalize the various components of the plan, to provide on-going support and monitoring, and to keep the LMPC apprised of progress. This responsibility included communicating with colleagues, arranging meetings, gathering relevant data, sharing information with key groups, and seeking input from various professional organizations.

Recommendations from Phase I and related action plans fall into two broad categories: FSL teacher recruitment and hiring, and FSL teacher retention and professional support. While action plans for each recommendation were operationalized individually, it was recognized early in the planning process that the outcomes of individual action plans had strong potential to impact the outcomes of others. Indeed, this interplay was perceived as a likely positive result given the interconnectedness of recruitment, hiring, and professional support identified in Phase I research.

Following is a summary of the key actions to date in each category, their perceived impact, and next steps.

Action Plans regarding Teacher Recruitment and Hiring

Recommendation 1a) English language school boards continue to support the expansion of implementation of CEFR (Common European Framework of Reference)-based assessment tools with secondary school-aged students in order to provide a common measure of French language proficiency for graduating students.

Lead Partners

CODE - Council of Ontario Directors of Education

- ECCODE - English Catholic Council of Directors of Education
- PCODE - Public Council of Ontario Directors of Education

Support

OSSTF - Ontario Secondary School Teachers Federation

OTF - Ontario Teachers' Federation

EDU - Ministry of Education

Actions

Members of PCODE engaged in discussions in March and June 2019 regarding effective professional learning practices that support expanded understanding and use of the CEFR in assessing the development of French language proficiency among elementary and secondary school FSL students. Use of the CEFR provides students with internationally recognized standards of language development and benchmarks for improvement if they wish to consider French language options in post-secondary settings such as FSL teacher education. School boards also recognized the positive impact of Ministry of Education-led professional learning sessions on teacher knowledge and application of the CEFR. Locally developed co-learning opportunities were also a source of effective teacher learning but were challenged by the inconsistent availability of occasional teachers. The CEFR implementation resources located at <https://sites.google.com/teltgafe.com/cefr-ontario> have also proved helpful.

The discussions also included an update on the increasing use of the DELF (Diplôme d'études en langue française) virtual assessment centre, and the corresponding beneficial impact on teacher confidence through DELF-related training. School boards were encouraged to support the use of this site in a process that provides FSL students with an evaluation of their French language proficiency and familiarization with the assessment tool often used for entry into post-secondary pathways requiring French language skills.

Impact

This recommendation is based on evidence from Phase I that suggests that the potential pool of FSL teachers is affected by high school students' confidence in their French language skills when entering teacher education programs. Expanded use of CEFR-based assessments such as the DELF in Ontario elementary and secondary schools provides a common platform for graduating secondary students to understand their French proficiency and thereby consider FSL teaching as a career option. During the first year, all school boards had access to the DELF virtual assessment centre (2018-2019); approximately 5,700 grade 12 students participated in the DELF with a success rate nearing 93 percent.

Most publicly funded English-language school boards are well informed about the CEFR and report continuous implementation of the CEFR in their professional learning plans. An increasing number of school boards are supporting the use of the DELF for students. These efforts continue to reinforce the link between CEFR implementation and recent improvements in students' results on DELF assessments documented in a province-wide study in 2017 by Dr. K. Rehner available at <https://transformingfsl.ca/wp-content/uploads/2017/12/LGY769-DELF-1.pdf>

Next Steps & Phase III Actions

- School boards have committed to review their FSL Board Plans in order to ensure the inclusion of professional learning about the CEFR, and to provide ongoing support for students to access the DELF virtual assessment centre.
- Monitor and support increased participation in the DELF in 2019-2020.
- The LMPP will become a standing agenda item for all Directors' meetings (CODE - ECCODE & PCODE) meetings for the duration of the initiative.

Recommendation 1b) *the FSL-LMPC facilitate a collaborative forum to discuss the viability of creating and consistently using a provincial framework for describing and developing FSL teachers' French proficiency, e.g., informed by the CEFR.*

Viability discussions to include:

- *Faculties of Education using/implementing such a provincial framework to develop teacher candidates' French proficiency and French language pedagogy in preparation for employment in FSL programs in Ontario schools.*
- *School boards using the provincial framework to describe their respective proficiency level requirements when recruiting, hiring and developing teachers in their FSL programs.*

Lead Partners

CODE - Council of Ontario Directors of Education

OCSOA - Ontario Catholic Supervisory Officers' Association

Support

OPSOA - Ontario Public Supervisory Officers' Association

OADE - Ontario Association of Deans of Education

Actions

Given the complexity and magnitude of this recommendation, school boards and Faculties of Education have agreed to first gather more detailed information about the range of French language assessment tools and protocols currently in use for recruiting into the FSL teacher pipeline.

Recognizing the need for greater consistency, PCODE and ECCODE have begun a scan of member school boards to identify the range of language assessment tools currently used to hire FSL teachers. The results of the scan will identify areas of commonality and difference as an initial step in developing more consistent French language assessment practices with FSL teacher applicants.

The OADE executive and FSL-LMPC leads met in January 2019 to discuss the interconnected roles of Faculties of Education and school boards in the supply and

demand of FSL teachers. The discussions clarified the processes used by Faculties and school boards to recruit FSL teacher candidates and teachers, and the challenges faced by both. Central to the discussion was the issue of French language proficiency of FSL teachers, and the range of assessment protocols used by Faculties and school boards when recruiting and hiring FSL teachers. OADE agreed to gather more precise information regarding the protocols used by Faculties to admit and/or graduate FSL teacher candidates.

By February, OADE completed an initial scan of all 13 Faculties of Education indicating entrance requirements for students applying for FSL Additional Qualifications. The scan shows that all 13 Faculties of Education have language proficiency prerequisites as part of their admission requirements to the FSL Additional Qualifications courses they offer. There is considerable variation between Faculties in the use of language assessment tools used for decision-making. Below is a summary of the current range of admission prerequisites:

- Graduation from a Francophone high school
- Personal declaration of language competency in French
- Bilingual certificate from a recognized university
- 70% achievement on a third party language proficiency test
- Phone interview in French
- Successful achievement of 2 full undergraduate French courses (12 credits)
- Successful achievement of 5 full undergraduate courses in French (30 credits)
- Graduation from a Francophone university
- Numerous university-specific/university-developed French proficiency tests
- DELF B2 certificate
- DELF B2 certificate with 70% or greater

OADE has also begun to gather data from Ontario Faculties of Education regarding the admission criteria used to assess French language proficiency of potential teacher candidates. Approximately one in three Faculties use only the standard number of French language credits used by all Faculties of Education (18 credits for Junior/Intermediate programs; 30 credits for Intermediate/Senior programs). The remaining Faculties of Education also require additional measures of French language proficiency as part of their FSL teacher education programs (e.g., DELF Level B2 with a score of 70% or higher to be obtained upon entry or prior to graduation; successful completion of a university-specific French language proficiency test upon entry or prior to practicum experiences).

Dr. Wendy Carr (University of British Columbia) presented to the FSL-LMPC in order to share strategies currently used in the Greater Vancouver Area to address FSL teacher shortages similar to those experienced in Ontario. Dr. Carr reported that school boards

and Faculties of Education in BC's lower mainland have collaborated to use a consistent framework for assessing, evaluating and developing French language proficiency among FSL teacher candidates aimed at improving their readiness for employment with local school boards. Members of the FSL-LMPC discussed the model presented, its applicability in Ontario, and noted operational and geographical differences between the two jurisdictions.

Impact

Given the scope of this recommendation, it was identified as long-term in the Phase I report. Viability discussions have occurred within the two key groups (school boards and Faculties of Education) and both groups have committed to continuing discussions through 2019-2020.

Next Steps and Phase III Actions

Once sufficient data have been collected and analysed from school boards and Faculties of Education regarding the tools used to assess French language proficiency of FSL teacher candidates, the FSL-LMPC will support further efforts for both groups to identify barriers and possible advantages to the use of such tools. Specifically, the Action Plan will:

- complete the process of gathering sample French language proficiency assessments from school boards used in the recruitment/hiring processes;
- continue to collect information from Faculties of Education regarding proficiency assessments used for intake to, and/or graduation from, FSL teacher education programs, all levels;
- explore the potential for a pilot project between a school board(s) and a Faculty of Education to align proficiency assessments that allow teacher candidates greater predictability in understanding the French language proficiency requirements in school settings.

Recommendation 2 - school boards, teacher federations, the Ontario College of Teachers, and the Ministry of Education collaborate to extend the Ministry's current efforts and further develop a communication strategy to highlight the employment opportunities available in Ontario for FSL teachers. This strategy will target both the international teacher community as well as teachers who received their Canadian teacher-education from outside the province.

Lead Partner

OCSTA - Ontario Catholic School Trustees' Association

Support

CPCO - Catholic Principals' Council of Ontario

EDU - Ministry of Education

OCSOA- Ontario Catholic Supervisory Officers' Association

OCT - Ontario College of Teachers

OPSBA - Ontario Public School Boards' Association

OPSOA - Ontario Public Supervisory Officers' Association

OSSTF - Ontario Secondary School Teachers' Federation

OTF - Ontario Teachers' Federation

Actions

Pathways to Employment as an FSL Teacher in Ontario

In order to provide greater clarity to a range of stakeholders, a document was created, *Pathways to Employment as an FSL Teacher in Ontario*, to identify the pathways available for individuals interested in pursuing FSL teaching in Ontario. It includes details necessary for those educated in Ontario, elsewhere in Canada, or outside Canada. It also includes the various credentials needed from the Ontario College of Teachers in order to teach FSL in different contexts.

Individuals may experience some variations in their pathway depending on their unique education and experience. For instance, Internationally Educated Teachers (IET) will experience a 2-step process in order to obtain accreditation for the Ontario FSL teacher market. Similarly, teacher education programs vary by Faculty of Education, so individuals pursuing FSL teaching are encouraged to review the full range of options available.

Pathways to Employment as an FSL Teacher in Ontario

A. For French-speaking Canadian residents wishing to pursue FSL teacher education at an Ontario Faculty of Education, there are two options:

1. If you have an Ontario Secondary School Diploma or equivalent:

Plan your university studies so they include courses that lead to an Initial Teacher Education Program (ITE) in FSL. These courses may vary by university, but generally will include a minimum number of courses in French language, literature and culture taught in French. These courses may be taken as part of either:

- A concurrent ITE program (where academic and professional course work is taken concurrently) or,
- In a consecutive ITE program (where professional course work begins after an undergraduate degree has been obtained).

2. If you already hold a university degree that includes the minimum number of courses in French language, literature and culture taught in French:

- Enter into the consecutive ITE program that includes an FSL teaching option.

B. For French-speaking Canadian residents educated and certified to teach in another Canadian jurisdiction, please visit:

<https://www.oct.ca/becoming-a-teacher/requirements/canadian-certified-teachers>

C. For teachers educated and certified to teach in the French language schools, but not holding FSL (French as a Second Language) qualifications,

- Obtain the FSL Additional Qualification in order to seek employment as an FSL teacher in English-language school boards.

Note: It is possible for school boards to seek a Temporary Letter of Approval (TLA) from the Ministry of Education in order to offer employment to FSL teachers without FSL qualifications. TLAs expire 12 months from the date of issue.

D. French-speaking individual with a Canadian university education in another field applying to a teacher education program in Ontario.

Consult with desired Faculty of Education to begin the process of acknowledging pre-requisite post-secondary courses. See also:

<https://www.oct.ca/becoming-a-teacher/requirements/teacher-education-program-providers>

E. Internationally Educated Teachers (IET)

For internationally educated teachers, there is a 2-step process in becoming an FSL teacher in Ontario:

- Step 1: Visit the Ontario College of Teachers website. OCT has developed a number of resources that will assist internationally educated teachers navigate the process of gaining certification to teach in Ontario.

<https://www.oct.ca/becoming-a-teacher/internationally-educated-teachers>

- Step 2: Once certification to teach in Ontario has been confirmed by the College of Teachers, visit the Ministry of Education website to review additional requirements needed to teach French in Ontario.

http://www.edu.gov.on.ca/eng/teacher/fls_teachers.html

This document, *Pathways to Employment as an FSL Teacher in Ontario*, (Appendix G) will be distributed during Phase III of the FSL-Labour Market Partnership Project.

Guiding Questions to Review School Boards' Websites Re: Promoting Employment Opportunities for FSL Teachers (Appendix H)

A scan of all 60 publicly funded English-language school board websites was undertaken in order to review strengths and challenges of school board websites from the perspective of a potential FSL teacher applicant. Research from Phase I clearly identifies board websites as the most commonly used tool as teachers look for jobs. The analysis of board websites led to the development of a series of guiding questions for school boards to consider when reviewing their board's website for future website revisions.

| Criterion 1: Value of and Supports provided to the teaching and learning of French | Comments/Observations/ Action Items |
|---|--|
| <p>Guiding Questions: <i>What is the information regarding FSL programming on the board website?</i></p> <ul style="list-style-type: none"> • Are FSL programs portrayed in a positive light? • Are the benefits of learning a second language visible to promote all the FSL programs offered by the school board? • Are there supports put in place to support new FSL teachers as they may not have had the benefit of an LTO or occasional teaching opportunities? | |

| Criterion 2: Visibility of FSL-specific employment opportunities | Comments/Observations/ Action Items |
|--|--|
| <p>Guiding Questions: <i>How easy is it for teachers to find the employment opportunities on the school board website?</i> <i>How many clicks does it take to find the information?</i></p> <ul style="list-style-type: none"> • Would prospective FSL teachers find our hiring information complete? • Through the eyes of a new prospective FSL teacher, what information is made available to them? • What questions might they have? • Which job might they want to respond to? • Who would they contact for more information? • Is it clear that the school board is recruiting and/or hiring FSL teachers? • Is the information available in English and in French? <p>Considering part time opportunities:</p> <ul style="list-style-type: none"> • is it possible to combine the positions with others to allow for a full time or less part-time offering? • is the part-time position between schools? • is this a positive first-time offering for a new teacher? | |

| Criterion 3: Application process | Comments/Observations/ Action Items |
|---|--|
| <p>Guiding Questions:</p> <p><i>Is there a clear outline for the process for hiring FSL teachers?</i></p> <p><i>What is the Application Deadline?</i></p> <p><i>What platform is used for hiring?</i></p> <p><i>Is there a link to the platform on the website?</i></p> <p><i>Are we using the online platform to its full potential? How do applicants see the posting?</i></p> <p><i>Is it easy to read? Is the information complete?</i></p> <p>Do the postings include:</p> <ul style="list-style-type: none"> • the type of FSL program for the position? • the name of the school attached to the position? • the duration and percentage of position, e.g., part-time/full-time, including if the position is rotary and/or on a cart, if known? • who can apply (i.e. internal, external, LTO, occasional)? • necessary AQ requirements? • language proficiency requirements and assessment? • hiring process (stages of the hiring process, dates, online interview, etc.)? • links to the board website- (i.e. French teaching opportunities at the board, Teach en Français information sessions, FAQs? • a bilingual posting? | |

| Criterion 4: Statement of FSL qualifications required to teach in the various FSL programs | Comments/Observations/ Action Items |
|---|--|
| <p>Guiding Questions: <i>What are the qualifications required to teach FSL in the school board? (e.g., Additional Qualifications FSL Parts 1, 2, or Specialist; Junior/Intermediate Basic Qualifications in French; Intermediate/Senior Basic Qualifications in French; other equivalency?)</i></p> <ul style="list-style-type: none"> • Are there specific proficiency levels for FSL positions? [e.g., CEFR (DELF, DALF)] • Is there an evaluation of language proficiency? Is there a test? What are the proficiency expectations FSL teachers? Are they different for elementary and secondary? Are they different for the type of FSL program? • Do we have current policies in place that a new FSL teacher would consider prohibitive? • Are the conditions of employment (e.g., if the teacher must teach FSL for a specific # years, call in requirements for occasional teachers, etc.) | |

This document, *Guiding Questions to Review School Boards' Websites Re: Promoting Employment Opportunities for FSL Teachers*, will be distributed during Phase III of the FSL-Labour Market Partnership Project.

Impact

Both documents, *Pathways to Employment as an FSL Teacher in Ontario*, and *Guiding Questions to Review School Boards' Websites Re: Promoting Employment Opportunities for FSL Teachers*, hold considerable promise for potential FSL teachers and recruitment personnel in improving the recruitment and hiring of FSL teachers through improved communication. The overall impact of these actions will depend on timely communication and follow-through as changes to recruiting practices are often time sensitive.

Next Steps and Phase III Actions

The FSL-LMPC will continue to work with key partners to further develop a communication plan that begins with the distribution and implementation of the above-mentioned two documents during Phase III of the project:

Recommendation 3 - Faculties of Education, Ministry of Colleges and Universities (MCU) collaborate to develop a targeted recruitment strategy that maximizes enrolment of teacher candidates in the FSL qualifications streams.

Lead Partner

OADE - Ontario Association of Deans of Education

Support

EDU - Ministry of Education

Actions

The OADE executive and FSL-LMPC project leads met in February 2019 to discuss the processes used by Faculties of Education in allocating enrolment spaces to FSL teacher candidates. A range of scenarios was discussed revealing a number of opportunities and challenges currently experienced by Faculties in maximizing their FSL teacher education enrolment, including but not limited to current caps on funded candidate education spaces.

FSL has no preferential status within teacher education programs despite longstanding market demand for FSL teacher graduates. Therefore, enrolments in such programs are determined as they would in other teachable disciplines such as science or English. As such, the enrolment in FSL teacher education programs is largely determined by the program choices teacher candidates make, and by the financial sustainability of such programs based on these choices. OADE is currently in discussions with the Ministry of Colleges and Universities about funding structure for FSL teacher candidate spaces. Given the demand, these discussions include the possibility that FSL teacher education spaces in Faculties of Education be provided outside current funding parameters.

The table below represents five-year enrolment trends in FSL teacher education programs by grade division (Junior/Intermediate and Intermediate/Senior only) from all 13 Ontario Faculties of Education.

| 2015-16 | | 2016-17 | | 2017-18 | | 2018-19* | | 2019-20* | |
|----------------|-----|----------------|-----|----------------|-----|-----------------|-----|-----------------|-----|
| J/I | I/S | J/I | I/S | J/I | I/S | J/I | I/S | J/I | I/S |
| 77 | 136 | 121 | 206 | 141 | 190 | 137 | 222 | 128 | 232 |
| Total = 213 | | Total = 327 | | Total = 331 | | Total = 359 | | Total = 360 | |

*Predicted FSL teacher education graduates

During Phase II, data were collected on Initial Teacher Education (ITE) candidates enrolled in either the J/I or I/S FSL teachable, and all Faculties adhere to similar entrance qualifications for FSL teachables, based on OCT requirements for teacher certification. As a point of information, some Faculties also offer the P/J program with a concentration in FSL, the design and prerequisites for which vary from institution to institution. Over a similar period, a number of teacher candidates (data from the Ontario College of Teachers) earned FSL Part 1 qualifications as part of their initial teacher education program as follows:

| 2016 | 2017 | 2018 | 2019 |
|-------------|-------------|-------------|-------------|
| 51* | 102* | 85* | 98* |

*These numbers can be added to the J/I and I/S enrolment totals above to approximate the overall number of FSL-qualified teacher candidates in recent years.

Impact

Given the scope of this recommendation, it was identified as long-term in the Phase I report. Given the complexity of the processes used to provide FSL teacher education programs, impacts of these actions cannot be meaningfully determined at this time.

Next Steps and Phase III Actions

- Faculties of Education continue to monitor and maximize, where possible, enrolment in all FSL teacher education programs.
- Identify barriers that may challenge teacher candidates who wish to access FSL qualifications as part of their initial teacher education program and explore workable solutions.
- The FSL-LMPC needs to continue to collaboratively examine the multiple factors influencing the number of FSL teacher candidates graduating from Faculties of Education.

Recommendation 4 - the Ontario Public School Boards' Association (OPSBA) facilitate forums with English language public school boards' Human Resources officials to share data collected in this project related to effective recruitment and hiring strategies, e.g., use of technology to conduct portions of job interviews, use of social media, pool hiring, hiring timelines, and others.

Lead Partners

OPSBA - Ontario Public School Boards' Association

Support

OCSTA - Ontario Catholic School Trustees' Association

Actions

Through November and December 2018, FSL-LMP project leads made separate presentations to HR officials/superintendents from all English-speaking public and Catholic boards. The presentations highlighted findings from the Phase I report (*Meeting Labour Market Needs for French as a Second Language Instruction in Ontario*) germane to effective recruitment and hiring of FSL teachers. The presentations were followed by open discussions between school boards and provided opportunities for future collaboration. HR officials were invited to review the Phase I report more thoroughly for more detailed descriptions of effective recruitment and hiring strategies. The project leads informed both groups that funding from Phase II of the FSL-Labour Market Partnership Project allowed school boards to submit proposals to pilot innovative approaches to the recruitment and hiring of FSL teachers.

Several pilot projects were received with many focusing on innovations to existing FSL teacher recruitment and hiring practices. Of the six pilot projects receiving LMPC funding, three were dedicated to effective recruitment and hiring. They include:

1. *Assessment Tool and Guidelines for Hiring FSL Teachers - Algoma District School Board (DSB), Near North DSB, and DSB Ontario North East;*
2. *Developing FSL Part 2 Additional Qualification Course - Halton DSB;*
3. *Subsidizing FSL Part 1, 2, or 3 AQ courses in Spring/Summer 2019 - Waterloo Catholic DSB*

Summaries of the pilot projects are outlined in **Section 2 - Pilot Projects to support Action Plans** below with detailed reports from each project included in Appendices A - F.

Impact

Collaboration among school boards has been shown to reduce the variation between school boards regarding the tools and processes used to assess the French proficiency of teacher applicants. Similarly, school boards that track the outcomes of such tools/processes are well positioned to develop language development supports that position FSL-qualified teachers to access jobs previously closed to them due to their level of French proficiency.

Next Steps and Phase III Actions

Given the impact of pilot projects dedicated to effective FSL teacher recruitment and hiring practices, the FSL-Labour Market Partnership Project will expand work in Phase III regarding French as a Second Language teacher recruitment and hiring as follows:

- Expand support for school boards to collaborate to develop French language proficiency assessments based on the CEFR.
- Expand support for school boards to provide targeted professional learning opportunities to occasional teachers with FSL Part I who require support to further develop French proficiency to levels needed to facilitate second language learning for FSL students.
- Create a provincially organized pathway for FSL-qualified teachers who have been unsuccessful in securing employment as an FSL teacher and who require improvement to their proficiency in French language.

Summary of Action Planning regarding FSL Teacher Recruitment and Hiring

Despite the broad range of Actions described above, some common themes emerge that support the viability and future positive impact on the FSL teacher supply pipeline. First, existing tools, such as the CEFR, when implemented and supported more fully, increase the prominence of developing French language proficiency among teachers and students in FSL programs. Secondly, many groups and organizations recognized the need for more consistent use of a common platform, such as the CEFR, for describing French language proficiency skills. These same groups are dedicated to exploring the steps needed to use that platform for developing tools and making decisions related to FSL teacher recruitment and hiring at various points along the FSL teacher education pathway. At a minimum, such efforts will allow teacher applicants to better predict the French language proficiency thresholds required for FSL teaching. Lastly, there is recognition that sharing innovative approaches to teacher recruitment and hiring is needed, especially in contemporary labour markets.

Action Plans regarding Teacher Retention and Professional Support

Recommendation 1 - the Ministry of Education provide financial subsidies for FSL teachers to enroll in courses and other language learning opportunities that support French language development, e.g., language development courses, general interest courses taught in French, language immersion experiences, Additional Qualification courses taught in French.

Lead Partners

EDU - Ministry of Education

Actions

Two of the six Pilot Projects involve the provision of financial subsidies for FSL teachers to enrol in language learning opportunities, namely, FSL Additional Qualification courses. The related Pilot Projects are:

- 1. Subsidizing FSL Part 1, 2, or 3 AQ courses in Spring/Summer 2019 - Waterloo Catholic DSB*
- 2. Developing FSL Part 2 Additional Qualification Course - Halton DSB*

Impact

Overall, there appeared to be more positive response to subsidies offered when learning opportunities were organized in local school boards familiar to the participants and that foster a supportive community of practice. FSL teacher retention is influenced by their active participation in high-quality professional learning and the value placed on their work. To this end, it is important that work continue with school leaders who are pivotal in communicating and supporting the value of FSL learning and the professional learning to support it.

Next Steps and Phase III Actions

Given the impact of pilot projects dedicated to effective FSL retention and professional support, the FSL-Labour Market Partnership Project will expand work in Phase III regarding French as a Second Language teacher retention and professional support as follows:

- Expand support in order to document the specific component parts of successful professional learning models for FSL teachers in a way that could be replicated or modified to local school board contexts.
- Expand support for school boards to collaborate with existing AQ providers to offer subsidized FSL additional qualification courses reflecting local board contexts in order to build professional communities of practice.
- Expand support of subsidies for a range of professional development opportunities for current or potential FSL teachers with a focus on language and cultural development.

- Expand support for organizations/boards to provide professional learning for principals/vice principals regarding leadership specific to FSL programs.

Recommendation 2 - key stakeholders develop a coordinated provincial strategy for professional learning that articulates a range of professional learning opportunities for FSL teachers that includes:

- *being responsive to professional learning needs identified by FSL teachers and school boards;*
- *developing teachers' own French language proficiency;*
- *professional learning opportunities that span the first 5 years of an FSL teacher's employment in a board and provides continuity with the New Teacher Induction Program;*
- *providing funding as an incentive to participate in French language and cultural immersion experiences.*

Lead Partners

OPSOA - Ontario Public Supervisory Officers' Association

OCSOA - Ontario Catholic Supervisory Officers' Association

Actions

In 2013-14 school boards were required to develop consecutive three-year FSL Board plans over a ten-year period to support the goals and areas of focus for FSL education as outlined in *A Framework for French as a Second Language in Ontario Schools, K-12* (Ontario Ministry of Education, 2013). Incorporated into the plans were expectations to "develop professional learning models that meet the unique needs of FSL educators". School boards are currently in the seventh year of the ten-year plan. A significant focus to achieve the measurable goals for FSL Education is supporting professional learning opportunities for FSL teachers and school administrators, in particular, understanding the CEFR as a tool to shape FSL instruction and assessment.

Reviews of numerous studies on professional learning for teachers (e.g., Campbell, 2017; Katz & Dack, 2013) have identified learning frameworks that lead to improved professional practice for teachers and learning outcomes for students. These frameworks recognize that professional learning needs to:

- be content-focused
- be job embedded
- be collaborative in nature
- model strategy-in-practice
- offer productive feedback
- include mentorship
- be sustained over time

Adapted from Darling-Hammond, Hyer, & Gardner, 2017. Palo Alto, CA: Learning Policy Institute. Available at <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>

A professional learning framework provides a tool to guide the development of professional learning supports specific to the needs of teachers that build on the following interdependent elements of effective FSL teacher practice. The framework below is drawn from the *New Teacher Induction Program - Induction Elements Manual, 2018*; *A Framework for French as a Second Language in Ontario K-12, 2013*, and *Learning for all - A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013*.



Community of Practice - collaboration among groups of FSL educators committed to increasing confidence, proficiency and achievement in FSL.

French Language Proficiency - the set of interrelated linguistic skills that allow teachers to perform their work confidently in French.

Pedagogical Knowledge - an understanding of the continuum of skills in curriculum instruction and assessment that respond effectively to the range of students' diverse learning needs.

The strategies recommended in the document below, *Strategies and Resources to Enhance Professional Learning for FSL Teachers* (Appendix I), are organized in response to the teacher Retention and Professional Support Recommendation #2 and the particular findings from the Phase I report, *Meeting Labour Market Needs for French as a Second Language Instruction in Ontario*, and in light of the professional learning model for FSL teachers outlined above. The recommended strategies are guided by a commitment to providing FSL teachers with a wide array of meaningful FSL professional learning opportunities including those that are teacher self-directed, collaboratively determined by staff and school leadership (e.g., School Improvement Plans) and Board/Ministry directed.

Strategies and Resources to Support Professional Learning for FSL Teachers

Recommended Strategies to respond to professional learning needs identified by FSL teachers and school boards

- Conduct surveys/focus groups based on the above professional learning framework of FSL teachers in September in order to identify professional learning needs and guide professional learning planning.
- Gather input from FSL teachers when considering new resources/technology/licenses.
- Organize networking opportunities to support professional learning.
- Offer Learning Institutes that focus on the CEFR to support FSL teachers of French-language and subject-content.
- Promote and enhance Leadership opportunities for FSL teachers at school and system level.
- Promote and encourage face-to-face networking opportunities, where possible, within and across schools for FSL teachers.
- Where FSL teachers do not have access to on-site FSL colleagues, use technology (Twitter, Google+, etc.) to support NTIP mentorship and networking opportunities.

Recommended Strategies regarding professional learning opportunities that span the first five years of an FSL teacher's employment in a board and provides continuity with the New Teacher Induction Program (NTIP)

- Ensure that the professional learning components of the New Teacher Induction Program include support for the specific needs of new FSL teachers.
- Provide incremental support to understand the CEFR, its relation to instruction and assessment of second language acquisition.
- Organize an FSL professional learning network for novice FSL teachers/ Occasional Teachers to establish mentorship/networking relationships.
- Where FSL teachers do not have access to on-site FSL colleagues, use technology (Twitter, Google+, etc.) to support NTIP mentorship and networking opportunities.

Resources

- Retired FSL teachers to become mentors for new FSL hires
- French language versions of school board-provided learning resources to be used in class (e.g., Frameworks or info graphics)
- [Alberta French Language Resource Centre](#)
- [OTF Connects](#) - online free webinars
- OTF Connects sessions and summer workshops that focus on FSL specific subjects
- ETFO supports for elementary FSL teachers
- See <https://transformingfsl.ca/en/home/>

Recommended Strategies in providing funding as an incentive to participate in French language and cultural immersion experiences

School boards should review their access to Official Languages in Education (OLE) funding to support:

- Resource acquisition;
- Professional learning opportunities;
- Professional membership fees;
- Licensing fees.

Resources

Memberships and Associations

- [OMLTA](#) - Ontario Modern Language Teachers' Association - membership, professional magazine, conferences, summer institutes (Projet Québec, Projet Moncton, Université d'été, etc.)
- [ACPI](#) - Association Canadienne des professionnels de l'immersion - membership, professional magazine, conférences, summer institutes (Projet Québec, Projet Moncton, Université d'été, etc.)
- [CASLT](#) - Canadian Association of Second Language Teachers - membership, professional magazine, conferences, summer institutes (Projet Québec, Projet Moncton, Université d'été, etc.)
- Canadian Association of Second Language Teachers
- [CFORP](#) - Centre franco-ontarien de ressources pédagogiques
- [FNCSF](#) - Fédération nationale des conseils scolaires francophones
- [BC Association of Teachers of Modern Languages](#)

Recommended Strategies in providing funding as an incentive to participate in French language and cultural immersion experiences

Websites and Print Resources

- [Ontario's New Teacher's Handbook - Surviving and Thriving in the French as a Second Language Classroom](#) - handbook from The Canadian Association of Second Language Teachers
- [National Film Board resources](#)
- Funding for [CPE](#) (Canadian Parents for French) resources in paper format to be available for free to school boards in order to share with parents
- [IDELLO](#) - The Canadian reference in French educational content
- [SOS Devoirs](#)
- [Office of the Commissioner of Official Languages](#) - Teacher and parent resources
- [TFO](#) - French videos
- [Atelier](#) - French lessons in partnership with TFO
- [French for Life](#) - Resources for French teachers from the Manitoba Ministry of Education
- [Transforming FSL resources](#)
- [Voilà Learning](#)
- [FSL Homework toolbox](#)

Professional Development and Networking Opportunities

- Additional qualification courses - FSL Part 2, FSL specialist
- OTF Connects sessions (online free webinars) and summer workshops that focus on FSL specific subjects
- [Avantage bilingue bursary by Heritage Canada](#)
- [CFORP](#) conference
- [ElfOntario](#) - promote French-language education in Ontario
- [French Language Resource CentreExperiences Canada](#) - cultural and language exchanges (subsidized)
- [Heritage Canada](#) - free tools to improve French language skills
- [EXPLORE](#) - FSL bursary program sponsored by Canadian Heritage (Federal Government)

Impact

The short-term impact of this work has been the development of a document that confirms the wide range of professional development resources and opportunities currently available for FSL teachers in Ontario. The actions point to findings from the Phase I Report, *Meeting Labour Market Needs for French as a Second Language Instruction in Ontario* that opportunities for professional learning are readily available whereas there remains a challenge in the range of classroom teaching resources available to FSL teachers.

Recommendation 3 - the Ontario Public School Boards' Association (OPSBA) facilitate forums with English language public school boards' Human Resources and Program officials to share research that identifies issues that may affect the long-term retention of teachers in FSL programs.

Lead Partners

OPSBA - Ontario Public School Boards' Association

Support

OCSTA - Ontario Catholic Schools Trustee Association

Actions

Following the presentation of the final Phase I report, the HR and Program officials engaged in discussion and there was a sharing of board-based practices that supported improved retention and the use of professional development for FSL teachers. From these forums, school boards generated interest in continued networking and developing/submitting pilot projects based on the research findings. Three pilot projects funded through LMPC were dedicated to FSL teacher retention and professional support. One such pilot project was undertaken by the Ontario Principals' Council that focused specifically on the factors affecting FSL teacher retention and the role of principals in supporting FSL instruction.

In March 2019, a teleconference was arranged between LMPC project leads and representatives from the Elementary Teachers' Federation of Ontario (ETFO), Ontario English Catholic Teachers' Federation (OECTA), the Ontario Secondary School Teachers' Federation (OSSTF) and the Ontario Teachers' Federation (OTF) to gather input regarding issues affecting FSL teacher retention. Guiding questions were shared ahead of time to help focus the conversation. These representatives were asked to share feedback they might have received relating to specific challenges in FSL teacher retention, opportunities that exist to support FSL teachers, and solutions that would maximize retention. Representatives from teacher federations on the FSL - LMPC identified teacher workspaces as a primary concern for Core FSL teachers.

To date, information gathered regarding FSL teacher retention has been largely anecdotal. All teacher federation groups currently provide a range of professional learning opportunities for FSL teachers.

Impact

Given the scope of this recommendation, it was identified as long-term in the Phase I report.

Next Steps and Phase III Actions

As lead partner, OPSBA will:

- use results from related FSL Labour Market Partnership pilot projects to facilitate follow-up opportunities with FSL program coordinators/consultants, school board leaders, and HR officials to expand discussions about perceived barriers and effective practices that affect FSL teacher retention.
- continue to facilitate discussion with school board leaders to identify mitigating practices that respond to the research findings from the Phase I report (e.g., access to suitable teaching resources and workspaces).
- identify and share innovative staffing and/or timetabling models in schools that support FSL teacher retention.
- support broader sharing of Teacher Learning and Leadership Program (TLLP) projects, many of which have focused on FSL teaching contexts.
- work with HR officials to establish processes that may assist in quantifying the number of FSL teachers seeking alternate teaching assignments.*

*Information was solicited from three school boards regarding FSL teacher requests for alternate teaching assignments and processes for responding to such requests. The results were inconclusive.

Summary of Action Planning regarding FSL Teacher Retention and Professional Support

Overall, the action plans related to FSL teacher retention and professional support are recognized as long-term endeavours, primarily because of the time, resources and number of individuals involved in sustaining meaningful professional support such that teachers with FSL qualifications or aptitudes choose more often to pursue and remain in FSL teaching roles. Studies have suggested links between professional support and teacher retention, particularly in the first five years of a teacher's career (e.g., Karsenti & Collin, 2013).

The small-scale results of these current action plans support well-documented research on professional learning that favours approaches where participants feel safe to improve their craft, are supported over time, and recognize the need for change (Campbell, 2017). More specifically, pilot projects described in Section 2 reinforced the positive effects of collaborative, non-evaluative professional learning environments that underpin learning organizations. Consequently, financial subsidies provided in contexts where this approach has been taken have shown stronger appeal than approaches where the subsidy itself has been the key motivator.

SECTION 2: PILOT PROJECTS TO SUPPORT ACTION PLANS

Associated with the action plans were six pilot projects across the province. The goal of the pilot projects was to implement specific strategies in response to the challenges related to FSL teacher recruitment, hiring, retention and professional support. The six pilot projects selected gathered evidence of impact from small-scale implementation with a view to expand implementation in Phase III of the FSL-Labour Market Partnership project.

All FSL-LMPC member organizations and associations were invited to submit proposals for pilot project funds. In total, 26 proposals were received. The proposals identified the direct links to any of the seven recommendations, and provided details about measurable objectives, related activities, and how the pilot project would be monitored. The FSL-LMPC collaborated to select six organizations with projects covering many of the recommendations from the Phase I report. Funds ranging from \$3000 - \$7000 per project were distributed in February 2019 with Labour Market Partnership (LMP) project leads providing ongoing support and monitoring.

The organizations granted funding were provided with an online template to document the progress of their work that would ultimately assist in completing and presenting a report of their project to the FSL-LMPC. LMP project leads monitored the online updates and provided progress summaries at regular LMPC meetings. The following section links the six Pilot Projects to the Recommendations and Action Plans they support, provides a summary of the project, and discusses the potential to expand implementation in other contexts.

Pilot Projects related to FSL Teacher Recruitment and Hiring

1. Assessment Tool and Guidelines for Hiring FSL Teachers - Algoma DSB, Near North DSB, and DSB Ontario North East

Project Overview

This project explored the viability of using *Ev@lang*[™] (an online French language proficiency assessment tool) during the recruitment and hiring of FSL teachers in the three participant school boards. One school board had already researched the tool and believed it held promise as a means to assess FSL teacher applicants virtually, thereby streamlining the job application process and reduce subjective language evaluation during job interviews identified in research from Phase I. Each school board purchased 35 test licenses per board and used the tool with current teachers to gather feedback on a number of the tool's features. Later, the feedback was collated in order

to develop user guidelines to be included in an information pamphlet to be made available to potential FSL teacher applicants at job fairs, on school boards' websites, and other communication platforms.

Considerations regarding Expanded Implementation

This project reflects the collaborative efforts of three northern Ontario school boards to bring greater consistency to the processes used to assess the French language proficiency of FSL teacher applicants during the hiring process. The *Ev@lang*[™] tool was field tested with 78 FSL teachers across all three school boards in order to gather feedback about its content, ease of use, adaptive start/stop function, and testing time limits. Participants were also asked to compare language ratings from *Ev@lang*[™] with their self-perceptions of the same skills. Only the listening comprehension, reading, and writing components were part of the field test. School board personnel will continue to assess FSL teacher applicants' oral language proficiency during the interview process. The *Ev@lang*[™] tool is adaptive in nature, i.e. the start and end points of the assessment are determined by the participants' real-time success rates.

The three school boards have developed a User's Guide that will outline how the tool will be used during FSL teacher hiring in their respective school boards. Given the degree of cross-board collaboration, use of *Ev@lang*[™] holds potential to build alignment of hiring practices during the assessment of applicants' French language as described in the CEFR. Pilot school boards found *Ev@lang*[™] to be fairly priced and that a comprehensive communication plan is needed to best prepare users for this type of assessment format. See Appendix A.

2. Developing FSL Part 2 Additional Qualification Course - Halton DSB

Project Overview

This project responded to a trend in the proportion of teacher applicants whose French proficiency fell below the school board's threshold for classroom teaching. As such, the school board identified a need to provide opportunities for FSL teachers (permanent or occasional) to participate in professional learning that a) provided opportunities to communicate in French; b) provided a recognized Additional Qualification credential shaped by the local school board context, and c) created teacher networks that deepened understanding of FSL pedagogy in multiple programs. The pilot board agreed to commit board funds to subsidize approximately 75% of tuition costs. Course development through the Ontario College of Teachers accredited the board as an AQ provider and allowed the board to customize course content and resources to reflect FSL teaching realities in Halton, including the significant growth in French Immersion enrolment in recent years.

Considerations regarding Expanded Implementation

This comprehensive project combined the development of the Additional Qualification FSL 2 course specific to the school board's local context and a commitment to identify and support teachers needing language development support in order to prepare them for a broader range of FSL teaching opportunities. Tuition subsidies were provided, which were believed to increase teacher participation. More importantly, participants reported increased confidence in teaching FSL. All course instructions and assessments were conducted in French thereby providing an opportunity for participants to practise their oral and written French and to build a professional network with other FSL teachers.

Halton DSB committed considerable time and resources to complete the AQ accreditation process with the Ontario College of Teachers. Opportunities exist for school boards to collaborate with current AQ providers (e.g., other school boards, teacher federations) to develop similar courses in order to fulfil board-specific goals. The board received feedback from participants indicating that while course enrolment was strong in the summer session, teacher participants would be equally responsive to courses offered during the academic year, possibly over a more condensed timeframe. See Appendix B.

3. Subsidizing FSL Part 2 or 3 AQ course in Spring/Summer 2019 - Waterloo Catholic DSB

Project Overview

Similar to the Halton DSB pilot project, this project responded to a need to improve access for teachers to FSL Additional Qualifications courses by subsidizing tuition costs. This project targeted permanent teachers from two groups: teachers who currently do not hold FSL qualifications but have the necessary prerequisites to enrol in an FSL AQ; and teachers who currently hold a minimum of FSL 1 but who would like to deepen their FSL pedagogy and French language proficiency by enrolling in FSL Part 1, 2 or 3.

Considerations regarding Expanded Implementation

This project involved a small number of FSL teachers, all of whom enrolled in either FSL 2 or the Honours Specialist Additional Qualification. No other permanent teachers took advantage of this opportunity to earn FSL 1 qualifications. Nonetheless, most teachers found the tuition subsidy offered was a strong influence in their participation in the project. They also reported greater awareness of effective second language teaching strategies after completing their coursework.

Because all five participants enrolled in courses with different AQ providers, there was little or no opportunity to establish networking or collaboration between participants during their coursework. Such informal structures are known to enhance professional

learning by developing low-risk environments that improve teacher engagement. The board also recognized that timely communication and providing multiple course options is critical in optimizing participation. See Appendix C.

Pilot Projects related to FSL Teacher Retention and Professional Support

1. Retention of FSL Teachers Through CEFR-Inspired Resources and Professional Learning – Renfrew County Catholic DSB

Project Overview

This project responded to results from an FSL Teacher Needs survey conducted in this board in 2018 indicating a need for more professional learning in the areas of assessment generally, and more specifically the assessment of oral language skills in French. FSL teachers in grades 7 and 8 were invited to participate in a collaborative inquiry and provided with a copy of *Mon Réseau (Parties 1 ou 2)*, a teaching resource specifically developed to support language learning as described in the Ontario curriculum and the CEFR. The inquiry included a face-to-face session to introduce the resource, time to engage in co-teaching, and reflect on students' responses to various teaching and assessment strategies used. Participant feedback was gathered at the end of the eight-week professional learning cycle.

Considerations regarding Expanded Implementation

This project was based on an adaptation of the collaborative inquiry model of teacher professional learning to explore a teaching resource developed to support the Core FSL curriculum and deepen understanding of the CEFR. Teacher participation was by invitation, the content was responsive to teacher learning needs, and the facilitator provided non-evaluative, on-site coaching. The teacher audience was limited to those teaching grades 7 or 8 in an effort to focus on students' current success in French with a view to promote studying FSL beyond the required Grade 9 credit.

The Renfrew County Catholic DSB covers a large geographical area and is rural in nature. The mix of small group and individual support professional learning model is well suited to such school boards where distances between schools make large group meetings prohibitive. The board recognized that the success of their project rests with the nature of the professional learning rather than with the resource per se. The FSL-LMPC supported this finding but is unable to recommend use of a specific teaching resource. See Appendix D.

2. Apprendre Ensemble - Greater Essex DSB

Project Overview

This project provided an opportunity for elementary and secondary teachers, and early childhood educators to improve their oral French skills personally, and to learn new strategies that support students' oral language development. The key resources used were the CEFR as well as a French self-assessment rubric drawn from Rehner's *Transforming FSL Report, 2017*. Pedagogical objectives focused on shifting toward competency-based instruction embedded in meaningful contexts. Participants spent time co-designing learning tasks, co-teaching, observing student learning, and debriefing after each lesson. Participants' detailed feedback at the end of the ten-week session was overwhelmingly positive with hopes of continuing this forum in the 2019-2020 school year.

Considerations regarding Expanded Implementation

This project embedded opportunities to better understand the oral language components of the CEFR in an effective, face-to-face professional learning structure that was invitational, teacher-driven, and non-evaluative. As such, many participants reported feeling that their work was valued, which led to the development of meaningful connections with colleagues from a wide range of teaching contexts. Project funding was used to provide teachers with release time to visit others' classrooms and discuss observations during evening learning sessions.

While not a stated goal, this project holds potential to support and supplement existing NTIP initiatives that brings novice and experienced teachers into mentoring relationships. Supplementary funding to support the comprehensive documentation of the component parts of this successful model would serve to allow other school boards to replicate this work or modify to suit local contexts. See Appendix E.

3. French Immersion Teacher Retention and Developing the French Immersion Program - Ontario Principals' Council

Project Overview

This project included the creation of a ten-hour professional learning module focusing on FSL teacher retention in French Immersion contexts specifically. The module provided a forum for principals and vice principals in public and Catholic school boards across the province to share effective leadership practices that help retain FSL teachers, and to discuss ongoing leadership issues related to recruitment and hiring. Reflections on the module will be developed into a podcast and webinar for distribution through OPC's website.

Considerations regarding Expanded Implementation

This project invited school leaders from across the province to deeply examine leadership practices nuanced for FSL contexts, especially French Immersion. The online module uses an inquiry model known to engage participants from diverse settings, and the course content was rooted in current research in teacher development, second language learning and effective leadership. The course design holds promise for wider-spread dissemination through existing principal networks across the province. The module is part of a multi-module Additional Qualification course available to practising principals and vice principals. Tuition subsidies from this project are believed to account in part to the course reaching capacity.

The course content was extensive for a five-hour module and may be enhanced if offered in two parts that include a follow-up opportunity to share implementation, continue to learn from each other and discuss impact. Participants indicated that the course should be offered during the academic year as an option to summer sessions. Given the strong response to the module, it may be useful if participants can be grouped by similar context, e.g., French-speaking/non French-speaking, French Immersion/Core FSL, or for principals in dual/single track French Immersion schools. Where numbers permit in a particular board, it may be advantageous for participants for the module to include a face-to-face component such as post-module opportunities to network and collaborate. See Appendix F.

Summary of Pilot Projects and Considerations for Phase III

Themes have emerged from an analysis of the six pilot projects that support Phase III expansion of work undertaken in Phase II showing potential to affect elements of the FSL teacher supply pipeline. First, cross-board collaboration has been shown to reduce the variation between school boards regarding the tools and processes used to assess the French proficiency of teacher applicants. Similarly, school boards that track the outcomes of such tools/processes are able to develop language development supports that position FSL-qualified teachers to access jobs previously closed to them due to their level of French proficiency. Second, FSL teacher retention is influenced by their active participation in high-quality professional learning and the value placed on their work. To this end, it is important that work continue with school leaders who are pivotal in communicating and supporting the value of FSL learning and the professional learning to support it.

Therefore, the FSL-Labour Market Partnership Project will expand work in Phase III in the following areas:

1. Regarding French as a Second Language Teacher Recruitment and Hiring:

- Expand support for school boards to collaborate to develop French language proficiency assessments based on the CEFR.
- Expand support for school boards to provide targeted professional learning opportunities to occasional teachers with FSL Part I who require support to further develop French proficiency to levels needed for teachers to access the full range of FSL teaching opportunities.

2. Regarding FSL Teacher Retention and Professional Support:

- Expand support for organizations/school boards to provide professional learning for principals/vice principals regarding leadership specific to FSL programs.
- Expand support to document the specific component parts of successful professional learning models for FSL teachers in a way that could be replicated or modified to local school board contexts.
- Expand support of subsidies for a range of professional development opportunities for current or potential FSL teachers.
- Expand support for school boards to collaborate with existing AQ providers to offer FSL AQ courses reflecting local board contexts in order to build professional communities of practice.

SECTION 3: RESEARCH REGARDING EDUCATION WORKERS IN FSL PROGRAMS

Phase II of the FSL-Labour Market Partnership included a research component into the recruitment, hiring, and professional support of education workers supporting FSL programs. In this context, education workers include registered early childhood educators (RECE¹s), educational assistants (EAs), and child and youth workers (CYWs). In varying capacities, education workers may work in the full range of FSL programs offered in Ontario schools and are an important part in helping teachers and students meet FSL program objectives.

The following section summarizes three research components:

- Background rationale, scope and study design;
- Survey data from all publicly funded English-language school boards regarding education workers, and;
- Survey and focus group data from education workers across the province.

Background, Scope, Rationale, and Study Design

Little research has been conducted to examine the demand for French-speaking education workers in Ontario's English-language school systems, or into the work circumstances where such education workers are required to support students in French as a Second Language programs. Unlike the case for teachers of FSL, education workers (EWs) are not required to have any specific French language credentials to work in Ontario schools. Nonetheless, school boards have raised the issue of a shortage of French-speaking education workers available to support students in FSL programs, in particular, kindergarten students enrolled in French Immersion, and special education students in all FSL contexts.

¹ The College of Early Childhood Educators uses the term Registered Early Childhood Educators; Section 260 of the Education Act uses the term DECE (Designated Early Childhood Educator).

Scope

This research is designed as a two-year project that aims to better understand the supply and demand of French-speaking education workers, and then to explore possible workable solutions that support the recruitment of French-speaking education workers in FSL programs as needed. The research will include information from several sources for various purposes:

1. Past studies and reports documenting policies and practices influencing the recruitment of French-speaking education workers in Ontario English-language schools.
2. Employment data from school districts, the Ministry of Education, the College of Early Childhood Educators and other sources in order to quantify the supply and demand of French-speaking education workers in various contexts.
3. Currently employed French-speaking education workers in order to explore the perceptions and realities of their experience working in Ontario school boards.

This approach will provide a comprehensive data set used to describe the supply and demand of French-speaking education workers, to identify the roles played by project partners in this process, and to facilitate the development of recommendations for change based on the cumulative findings. The implementation phase of this project will prioritize and operationalize selected recommendations in pilot locations with a view to more widespread implementation among partner groups across the province.

Study Rationale

One of the longstanding expectations in FSL programs is for the teacher to provide second language input through modelling. The degree of input ranges from using the language to teach it and enable student communication (as exemplified in Core French), to using the language to teach the language through specific subject content thereby intensifying student communication (more often the case in French Immersion and Extended French). In all FSL contexts, the teacher's consistent use of French is critical in helping students develop varying degrees of language proficiency to meet program goals. In documenting the language learning and teaching phenomena occurring in French Immersion classrooms, researchers have often noted that teachers speak French exclusively (Lapkin, Hart & Swain, 1991; Harley, 1993; Tardiff, 1994). Research, however, is less clear about the incidence of non French-speaking educators in FSL contexts or its impact on students' French language learning.

As of September 2014, registered early childhood educators supported all Kindergarten programs in Ontario's publicly funded schools. By 2016, approximately 17,000 Kindergarten students attended French Immersion programs, or approximately 680 classes, each with a registered early childhood educator. According to statistics from the College of Early Childhood Educators, approximately 5% of its members have indicated French as their preferred language of communication with the College. It is speculated that French-language school boards and/or other French-language childcare and early years settings employ most French-speaking members. It may be reasonable to assume, therefore, that Kindergarten FI programs in the province are largely supported by English-speaking RECEs.

In a similar vein, many special education students supported by education assistants (EAs) attend the full range of FSL programs. It is currently unclear how many EAs are French-speaking, or to what extent they support students in FSL programs.

As such, the purpose of this research aimed to examine the following questions:

1. What is the current available supply of, and demand for, French-speaking RECEs and EAs in Ontario English-language schools?
2. How do school boards go about recruiting French-speaking education workers, and how successful are their efforts?
3. What is the work experience like for English-speaking education workers working in FSL programs?

Study Design

The questions above span the recruitment and transition-to-working period. A mixed-methods approach was used to capture data that describes both the experience of French-speaking education workers in Ontario as well as factors affecting supply and demand:

- Qualitative data (focus groups and/or interviews) with both French-speaking and non French-speaking education workers employed in FSL contexts.
- Quantitative data (surveys) from school boards and Ontario Colleges of Arts and Technology to better describe the supply and demand of French-speaking education workers in the employment pipeline.

Focus group data will allow a comprehensive description of the realities French-speaking and non French-speaking education workers encounter when working in FSL programs. Demographic analysis of these findings may identify conditions leading to successful deployment of EWs in FSL contexts as well as emerging challenges. Responses will be recorded, transcribed and analysed for recurring themes as well as points of diversion.

Survey data collected from school boards, the Ontario College of Early Childhood Educators and the unions representing education workers helped to describe the recruitment and hiring landscape of French-speaking education workers. Key elements of surveys explored the numbers of French-speaking education workers working in English-language school boards, the numbers of education workers working in FSL contexts (French-speaking and non French-speaking), school boards' recruitment processes for education workers (French-speaking or otherwise); processes used to deploy education workers in FSL contexts, and the perceived impact these recruitment and deployment processes have on FSL programs.

Research Limitations

The key purpose of this research is to provide a clearer picture of the recruitment experiences of education workers (French-speaking or otherwise), the realities of working in FSL contexts, and the recruitment and deployment processes used in Ontario school boards. Given the scope of this study, and the expected range of participant experiences, it is anticipated that the findings may reveal both overarching trends as well as phenomena that are context-specific. Education workers' (French-speaking or otherwise) experiences may point to strengths or weaknesses in the recruitment and deployment processes across the province and may shed light on the challenges stemming from non French-speaking education workers working in FSL environments. The study design does not allow for generalizable conclusions, but its findings may support more focused recommendations.

Findings from Survey of English-language School Boards

With input from the Research Technical Team, an online survey was developed to gather data from school boards' Human Resources departments regarding education workers' employment history in and out of FSL programs. The data allowed tallies of education workers in FSL programs compared to those working in other programs. Additional survey items examined how EWs are recruited and assigned to FSL programs, as well as the challenges and opportunities in these processes. Fifty of sixty eligible publicly funded English-language school boards responded to the survey from all regions of the province providing a representative picture of EWs' experiences in FSL programs across the province.

School boards reporting indicated the total number of education workers slightly exceeding 30,000 with approximately 80% of the total employed in elementary school contexts. This difference can be partly explained by the greater overall number of elementary students, the requirement for early childhood educators in all Kindergarten programs, and arguably the relatively greater need for educational assistants in students' formative years than during later years in school. The proportion

of education workers working in FSL programs is fairly consistent across education worker sub-groups and elementary/secondary contexts. Of the total EW workforce, EWs working in FSL programs range from a low of 15% (RECEs, CYWs) to a high of 18% (elementary EAs).

Remaining survey items explored the hiring and assignment of EWs into FSL programs. Overall, most school boards indicated that they do not consistently inquire about the ability to speak French when recruiting or hiring EWs (all sub-groups). However, 40% of school boards reported inquiring about the French speaking ability of early childhood educators specifically and 14% of school boards followed a similar process when recruiting and hiring educational assistants. No school boards indicated they make these inquiries when recruiting or hiring CYWs. School boards use a range of strategies to find out if EW applicants know French, including making direct inquiries during job interviews, asking applicants to indicate “languages spoken” on Apply to Education (a commonly used online job application platform in education), and conducting portions of job interviews in French.

When the French-speaking ability of EWs is sought, the data indicate that this information is taken into consideration more frequently when determining work assignments for some EWs than others. In the case of CYWs, French-speaking ability is seldom if ever known, so it plays a minimal role in their job assignment. For EAs, their ability to speak French is known in approximately 35% of cases and factored somewhat into job placements in about 15% of the time. This trend increases for the job placements of RECEs: their ability to speak French is known in approximately 60% of cases and factored somewhat into the process of job placement about 18% of the time. It must be noted here that for the job assignment of RECEs, in 35% of cases, factors such as collective agreements and/or seniority have the strongest influence during the job placement process.

It must also be noted that speaking French is not a required qualification for EWs working in any FSL programs but is seen as a job asset and sometimes included in job postings as such. When asked about the extent of the challenge recruiting and hiring French-speaking EWs, the responses fell into two camps related to the shortage of French-speaking education workers. In general, school boards indicated that the very low number of candidates overall underpins the difficulty in recruiting French-speaking education workers. About 20% of school boards interpreted EWs’ limited use of oral French as a significant challenge in their staff recruitment efforts. Alternatively, approximately 45% of school boards interpreted the same phenomenon as a relatively insignificant challenge because it is seen as largely insurmountable at the present time.

Survey and focus group data from Education Workers

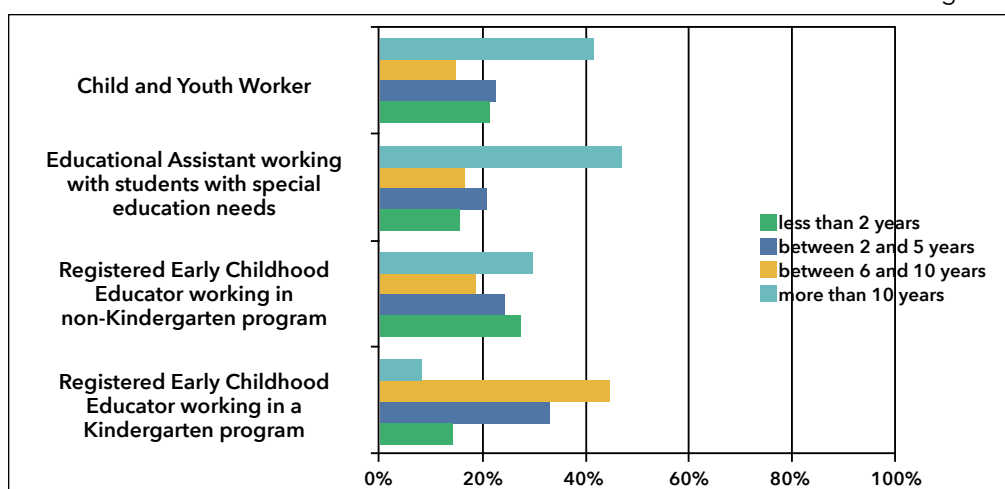
To complement the data collected from HR departments, perspectives of the recruitment, hiring and development were collected from education workers directly through an online survey and focus groups. The surveys and focus group questions can be found in Appendix J.

Findings from Survey of Education Workers

Approximately 1100 education workers responded to an online survey over a 5-week period beginning in early February. The response rate represents approximately 3.6% of all RECEs, 2.6% of all educational assistants, and 8.7% of all child and youth workers in Ontario. The survey gathered demographic information from existing EW groups, their self-described French-speaking skills, and how these skills affect their work in FSL programs. Additionally, EWs were asked about existing opportunities for professional learning specific to FSL contexts.

To better understand the recruitment and hiring experiences of education workers, it was important to find out how long they have been employed in the field. This way, it would be possible to contrast past and more recent experiences. Figure 1 illustrates work experience of education workers disaggregated by sub-group.

Figure 1



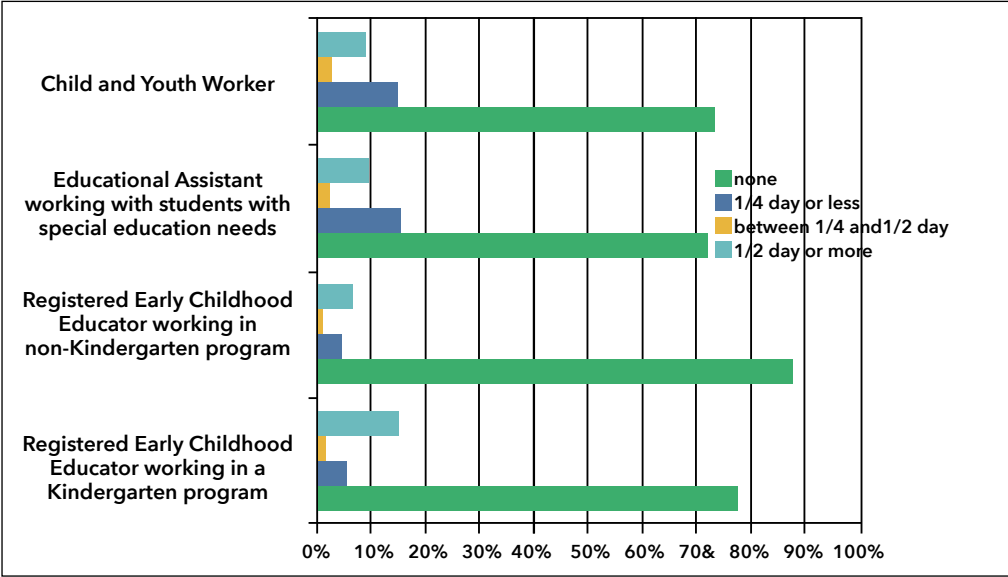
Work experience of Education Workers by sub-group

Overall, child and youth workers and educational assistants have more experience in their roles than do registered early childhood educators. The higher proportion of RECEs with 2 to 10 years' experience coincides with the staged introduction of full-day kindergarten

in the province beginning in 2010, and the requirement for early childhood educators in kindergarten classes with more than 16 students. This trend is important in interpreting the survey results (and focus group comments) from RECEs who have been hired in more recent years compared to other education worker groups.

Education workers were asked to indicate the proportion of their workday dedicated to supporting students in various FSL programs. As anticipated, kindergarten RECEs on average spend more of their time (15.8% more than ¼ of the day) in FSL programs than any other sub-group of education worker, followed by EAs (12.4%) and CYWs (11.6%). This is not a surprising finding given that RECEs working in French Immersion kindergarten programs likely spend their entire workday in the FI program, a less likely occurrence for educational assistants or child and youth workers given the more itinerant nature of their roles. Figure 2 below illustrates the relative time spent by education workers in FSL programs.

Figure 2



Proportion of workday dedicated to supporting FSL programs

Given that approximately 40% of school boards expressed a desire to recruit and hire French-speaking education workers, but that inquiring about the French-speaking ability of EW applicants is not common practice, education workers in this survey were asked to describe their level of oral language skill in French. The 6-level global scale of the Common European Framework of Reference (CEFR) was used for this purpose, with two additional levels (Limited and L1 Speaker) added at either end of the scale. Table 1 shows the distribution of results by education worker sub-group. All percentages are rounded.

Table 1

Distribution of French oral language proficiency - self-reported using CEFR Global Scales

| | Limited | A1 | A2 | B1 | B2 | C1 | C2 | *L1 |
|----------------|---------|-----|----|----|----|----|----|-----|
| Overall | 53% | 23% | 8% | 5% | 3% | 2% | 2% | 4% |
| RECEs | 58 | 22 | 5 | 4 | 2 | 3 | 2 | 4 |
| EAs | 52 | 24 | 8 | 5 | 3 | 2 | 2 | 4 |
| CYWs | 52 | 25 | 7 | 3 | 3 | 4 | 2 | 4 |

* L1 refers to those who learned French as a first language

If levels B1 through C2 can be used to describe increasingly independent, responsive French oral language among non first-language speakers, then approximately 11 - 12% of education workers in all sub-groups are able to use French at this level.

Given the high proportion of EWs unable to use oral French independently, EWs were asked how much their knowledge of French helps them in supporting students in FSL programs. Overall, 1/3 of EWs indicated that their French skills are limited and have no impact on their ability to work in FSL programs. Approximately 40% indicated their French skills help minimally in their work with FSL students. About 27%, however, indicated that their knowledge of French helps some or considerably in their work in FSL programs. More specifically, 24% of educational assistants perceived their knowledge of French helped them more in their work, followed by RECEs (24%), and CYWs (21%). Not surprisingly, 66% of EWs in all sub-groups with stronger French-language skills (B1 - L1) indicated their French had a strong positive impact on their work in FSL programs. However, even with basic French language skills, some EWs suggested that they felt able to support FSL students. Comments such as, "I learn French while the kids do"; "I understand more than I speak so I can help kids with what's expected"; "even my high-school French helps" suggest that levels of lower French proficiency, combined with a positive mind-set, equip some EWs to provide support to students in FSL programs.

The survey explored EWs' interest in pursuing professional learning opportunities in order to expand their knowledge of French. Tables 2 and 3 indicate EWs overall responses as well as those disaggregated by sub-group and self-identified level of oral French proficiency (excluding L1 French speakers). All percentages are rounded.

Table 2

Education Workers' Interest in Pursuing Professional Learning to Improve French Proficiency

| | Considerable Interest | Some Interest | Little to No Interest | Not Applicable |
|-------------------|------------------------------|----------------------|------------------------------|-----------------------|
| All EWs | 53% | 23% | 8% | 5% |
| RECEs in K | 58 | 22 | 5 | 4 |
| EAs | 52 | 24 | 8 | 5 |
| CYWs | 52 | 25 | 7 | 3 |

While there was little variability between sub-groups in their self-described oral French ability (see Table 1), there seems to be some differences between sub-groups in their interest to engage in professional learning aimed at improving their oral French. When Considerable and Some ratings are combined, 82% of RECEs (those in K programs) expressed an interest in pursuing professional learning aimed at improving their oral French. This proportion drops to 69% with respect to educational assistants and falls again for CYWs (46%). A possible explanation of this difference may be attributable to the greater proportion of the workday Kindergarten RECEs spent in FSL programs (mostly French Immersion) where the learning environment is predominantly French, and the need to communicate in French arguably more pressing than among other education worker sub-groups. Interestingly, EWs' interest in pursuing professional learning to improve their French appears to be strong regardless of their current level of oral French development, even among EWs who describe their oral French as "Limited" (see Table 3).

Table 3

Education Workers' Interest in Pursuing Professional Learning to Improve French Proficiency by Current Proficiency Level

| | Considerable Interest | Some Interest | Little to No Interest | Not Applicable |
|---------------------------|------------------------------|----------------------|------------------------------|-----------------------|
| Limited | 23% | 28% | 37% | 6% |
| Levels A1 & A2 | 47 | 33 | 17 | 2 |
| Levels B1 & B2 | 60 | 31 | 9 | 0 |
| Levels C1 & C2 | 67 | 25 | 3 | 6 |

The final survey item asked EWs to indicate their awareness of professional learning opportunities specific to their work in FSL programs available to them by their school boards. Approximately $\frac{3}{4}$ of EWs indicated they were unaware of such opportunities offered through their school boards. Approximately 8% indicated they were unsure of

such opportunities, with another 6% indicating they were aware, and gave examples of such opportunities: in one instance, the school board purchases user licences for Rosetta Stone™, an online language learning resource; in another case, FSL-specific professional learning days are organized for teachers and open to EWs. This finding shows an inconsistency between education workers' strong interest in engaging in FSL-focused professional learning and their awareness of such opportunities in many school boards.

Findings from Focus Group Sessions with Education Workers

A total of 36 education workers participated in focus groups conducted in seven school boards across the province between mid-May and mid-June. Together, host sites represented north-eastern, eastern, and central regions of the province, including a mix of urban, rural, public and Catholic school boards. Participation in focus groups was limited to education workers currently working in FSL programs (all types) and altogether included approximately equal representation of registered early childhood educators, educational assistants, and child and youth workers. Focus groups ranged in size from three to ten participants and were facilitated by a team of research assistants and the research lead. All facilitators followed the same question prompts for the one-hour sessions, recorded, transcribed and provided thematic analyses of the transcripts. Each facilitator hosted at least two focus groups in order to consider comparisons within and between groups. The question prompts explored the hiring experiences of participants, how they came to work in FSL programs, comparisons between their work in FSL and non-FSL contexts, and if/how their knowledge of French has affected their role as an education worker.

Getting Hired

While education workers identified some similarities between the recruiting and hiring processes described in the Phase I report on FSL teacher recruitment and hiring, they also identified notable differences. Similar to FSL teacher hiring, separate processes exist in the hiring of EWs already employed by the board (internal applicants) and the hiring of EWs seeking employment from outside the board (external applicants). Focus group participants recalled their initial hiring experiences as external applicants then described subsequent processes as now-internal applicants.

As external applicants, EWs' first step was to submit application documentation to a specific school board in direct response to online job postings. This process was usually followed by an interview with school board personnel that, if successful, resulted in the applicant being hired to a pool from which the applicant could apply for specific jobs in schools as they emerge, or was assigned specific jobs based on availability and required job skills. This process seemed largely consistent across focus groups. One participant, however, who had operated a childcare centre in the

community and whose own child had been a French Immersion student, indicated that she was approached by a school principal encouraging her to apply for an available position in a kindergarten French Immersion class. Most education workers concurred that, especially in recent years, school boards have responded quickly to applications to related positions, especially when applicants indicate an ability to speak French.

Education workers identified a range of hiring experiences aimed at determining their level of oral French language. When EWs were being hired to a pool, the hiring process often did not include a French language assessment process. When EWs were being hired to a specific position, it was more common for a French language assessment to be part of the hiring process. This practice was more common for RECEs than any other education worker group especially if the position was French Immersion kindergarten.

Due to the nature of the study methodology, all focus group participants were currently employed in school boards, and therefore had a range of experiences being hired internally to various positions. The processes they described varied considerably. In some cases, school principals hired EWs independently based on the number of EW positions allocated to the school. In other cases, human resources personnel informed EWs that they were being reassigned to a specific school and position. Reassignment to different schools, however, only occurs when the current EW position is redundant at a specific school. In most cases of job reassignment, seniority within the board played a key role. In cases where EWs were hired directly by school principals for advertised positions, applicants' French-speaking ability was believed to be a consideration in the final hiring decision.

The ability of EWs to speak French played a varied role in the hiring of both internal and external applicants to EW positions in FSL programs. For participants first hired more than five years ago, most indicated that their French-speaking ability was not a factor in being first hired to the board. Those hired more recently, however, described a range of situations where their French language knowledge was part of either the application or interview process. In one case, an EW applying externally from a French-language board shared that the interview panel indicated they were looking for EWs for French Immersion classes, and that her interview would be in French. In another case, the interview panel also indicated they needed RECEs in kindergarten French Immersion classes and made the applicant aware that part of the interview would be in French. More EWs, however, indicated that their ability to speak French was not part of the hiring process at all, but they were aware that the position they were seeking was in a French Immersion program.

In the Job

Focus group participants were asked to compare their work in and out of FSL programs especially in relation to their own skill level in oral French. The self-described levels of French oral language proficiency of the focus group participants mirrored the survey sample of education workers: most described their oral French as limited, some self-described as basic, and a very small proportion possessing well-developed oral French. The comparisons drawn by EWs appear to be related more to the different roles held by education workers (RECEs, EAs and CYWs) than to any program differences in which they have worked. As such, the analysis below provides a summary of focus group participants' comparisons based on their respective roles.

| Role | Key experiences working in FSL contexts | Comments |
|-------------|---|--|
| RECE | <ul style="list-style-type: none">• Most student support is provided in French.• Vocabulary is introduced slowly and provided in context; many gestures are used; able to easily replicate what the teacher has said/done to reinforce understanding with students.• A co-learning stance, i.e. learning French alongside students, is crucial. | <ul style="list-style-type: none">• <i>Now I'm more confident to read stories and allowing myself to make mistakes and show them that it's ok, I'm learning too.</i>• <i>So when I'm in a French classroom, I do try and speak as much of it as I can. I do really embrace it and I just tried to get involved with it.</i>• <i>We just make up gestures too - but it's so interesting, if you say something to a child, and don't use any gestures, then say the same thing to them with the gestures, they get it.</i> |

| Role | Key experiences working in FSL contexts | Comments |
|------------|--|---|
| EA | <ul style="list-style-type: none"> • Role is to support individual students, usually with complex learning needs so providing support in French is not always a top priority. • Often the degree of accommodation the students require adds another layer to the work of the EA. • In older grades, especially in Immersion, it can be the case that the French skills of the student(s) are stronger than those of the EA trying to provide support. | <ul style="list-style-type: none"> • <i>I think that if, if I spoke French fluently it would be way easier cause I would just look at it and it would be like implementing it in English.</i> • <i>When you're looking at deep, meaningful conversations, it can be really hard to have when you're trying with all your might to talk French to these kids and they have no idea what you're saying sometimes.</i> |
| CYW | <ul style="list-style-type: none"> • Role is to provide counselling support to a wide range of students; little direct student support is provided in French. | <ul style="list-style-type: none"> • <i>It's an English/French school so everyone who comes in to see me speaks English, right, nobody comes in to speak French too.</i> |

Despite usually having little choice about their work context, education workers generally expressed positive experiences working in FSL programs. While they often admitted that knowing more French would be an advantage, most indicated that their current level of oral French did not impair their ability to fulfil their respective roles. In retrospect, some education workers viewed the opportunity to work in FSL contexts as professional enrichment.

It's a process - you are going through the same things as the children. It's really fascinating - my first year they were correcting my French, which was a huge confidence booster for them. It teaches them it's ok to make mistakes!

When I first started working with my teaching partner my first year, I spoke a lot of English because I didn't have the lingo, or the commands... and our class really needed to work on self regulation, and it was more social. We weren't focusing on language right off the get go.

I think for me it makes me more of a planner because I want to make sure that if I'm introducing this vocabulary, I'm using the right vocabulary.

This is good. So, [when learning about the assignment in French Immersion] I thought, well, you know, it might be a good challenge and it might be a barrier, but at the same time, when I learned the way the French Immersion program was, I felt like I can do this.

More than other education workers, however, educational assistants felt their limited facility with oral French challenged their ability to provide meaningful support in FSL contexts to students with special education needs – students typically supported by educational assistants. First, EAs expressed concern that with limited aural understanding of teachers' instructions in French, they were often unsure of the task expectations, and consequently found it difficult to provide timely modifications for students in ways that respond to their individual learning needs. One EA summarized her experience attempting to support a student with special education needs:

I think [my lack of French] is a liability because what happens is I end up having to understand what I'm doing by myself before I can actually implement it. I think that if I spoke French fluently it would be way easier because I would just look at it and it would be like implementing it in English.

There were also admissions that possessing stronger oral French would be more satisfying to both students and education workers alike:

Well I'd be more confident. If I had French I'd be rocking it. There are some days where I feel like I could be doing it in French, and it'd be awesome, but I have no idea, so it's in English. They'd benefit more if it was French, but that's the way it is.

Educational assistants described conversations with colleagues who avoid assignments requiring FSL support if possible, claiming that FSL programs require more work on their part. Perceptions of additional work stem from the extra steps required by EWs with limited French language skills trying to accommodate student needs, and the lack of ready access to technology (e.g., iPads) known to ease these additional steps.

So a task on the English side would maybe take me two days, will take me maybe four days or five days on the French side.

I had a student wanting me to type their project for her in French . . . if I had my own iPad I could bring it up, and have it ready, I could type in some words she wanted, and be prepared for her so she could type them. Instead of minimizing the screen, going to Google . . . Yeah, it takes a lot of extra time.

One francophone education worker who has always worked in French language school boards or in French Immersion schools empathized with circumstances where colleagues attempt to support students learning a language with which they themselves have limited knowledge.

I'm French. Yes, it's complicated for me to teach my children who aren't French. I can't wrap my head around how you do it [having limited French while supporting students in FSL].

Summary and Discussion of Research regarding Education Workers

The scope of the current research into education workers working in FSL contexts included surveys from school boards' Human Resources officials in combination with surveys and focus groups with education workers themselves. Eighty-three percent of eligible school boards responded to the HR survey and provide a representative cross-section of publicly funded English-language school boards in Ontario. Approximately 4 percent ($N=1,095$) of eligible education workers responded to an online survey, with the proportion of survey participants approximating the relative numbers of education worker subgroups (registered early childhood educators, educational assistants, and child and youth workers) currently employed in English-language school boards. Additionally, 36 education workers participated in focus groups hosted by seven school boards across the province.

School boards reported that between 15 and 18% of education workers work in FSL programs either as part of their role (as is usually the case for EAs and CYWs) or full-time (as is often the case with RECEs working in French Immersion programs). The ability to speak French is not a necessary qualification for education workers in FSL programs, and most school boards do not inquire about applicants' French knowledge during their recruitment and hiring processes. Many more school boards (40%) claimed they inquire about applicants' French knowledge when recruiting and hiring RECEs in particular, with 15% of school boards indicating a similar practice when recruiting and hiring educational assistants. When assigning education workers to schools, the ability to speak French was a stronger consideration in the case of RECEs than for other education worker sub-groups, but due to contractual obligations, was seldom a determining factor in job assignments. Most school boards do not offer any professional development specific to EWs' work in FSL programs.

School boards were split on the question of the importance of having French-speaking education workers supporting FSL programs. With all school boards reporting they have few EWs who speak French, approximately half indicated the issue was a significant concern. Remaining school boards indicated varying degrees of concern in

their inability to place French-speaking EWs in FSL programs citing a range of reasons why efforts to do so would be very challenging.

Education workers themselves reported on their recruitment, hiring and working experiences in FSL programs. Education workers include registered early childhood educators (RECEs), educational assistants (EAs), and child and youth workers (CYWs) each with different roles pertaining to their support in FSL programs. Overall, RECEs have less experience in their role than EAs or CYWs, owing largely to the hiring of large numbers of RECEs to accommodate full-day kindergarten from 2010-2014. All three education worker sub-groups spend similar amounts of their workday in FSL, with a larger proportion of RECEs, especially those working in kindergarten, spending more of their day in FSL programs than either of the other sub-groups. EWs participating in focus groups reported that their assignment to an FSL program was based on factors such as seniority and availability and not on their expressed interest in FSL programs or their ability to speak French. Nonetheless, most EAs were open to working in FSL programs and used a range of strategies to support FSL students and programs despite their own limited use of French. Especially among educational assistants, it appeared that support for students to learn French was often a secondary consideration given students' often complex learning profiles.

Most education workers (approximately 85%) describe their French-speaking ability as limited or basic, with little variation across EW sub-groups. This finding is not surprising given those surveyed work in English-language school boards where knowing French is not a required job skill. Nonetheless, all EW sub-groups expressed an interest in professional development that would improve their oral French, most notably among RECEs working in kindergarten programs, and among all EWs whose oral French skills are at levels common among FSL teachers (see FSL-LMPC report, *Meeting Labour Market Needs for French as a Second Language Instruction in Ontario, Understanding Perspectives Regarding the French as a Second Language Teacher Labour Market Issue*, 2018). This expressed interest in opportunities to improve oral French skills provide incentive to school boards to review their current professional learning plans for EWs, especially among school boards who currently provide few such opportunities and who have expressed concern at the low number of French-speaking EWs working in FSL programs.

Recommendations

Based on feedback from the Education Worker committee and input from the FSL-Labour Market Partnership committee, it is recommended that:

1. education workers be provided with professional learning opportunities germane to supporting students in FSL programs, where possible;
2. school boards consider adjustments to their recruitment and hiring procedures for education workers to include inquiries about applicants' ability to speak French;
3. education workers' ability to speak French becomes a consideration when assigning EWs to work in FSL programs.

OVERALL PHASE II PROJECT SUMMARY AND NEXT STEPS

All member FSL-Labour Market Partnership organizations and associations collaborated extensively to develop and carry out the action plans based on recommendations from Phase I. The success of this partnership has provided Next Steps for Phase III that will see expanded implementation of these Plans across the province. Similarly, the FSL-LMPC has developed and supported recommendations that will support education workers working in FSL programs in Ontario.

Based on the successful completion of the Phase II deliverables, OPSBA has submitted an application to MLTSD for a Phase III Labour Market Partnership project based on the identified Next Steps and Education Worker Recommendations described in this report.

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APPENDICES

Appendix A

Algoma DSB, Near North DSB, DSB Ontario North East Pilot Project Report

What is the title of the pilot project?

Assessment Tool and Guidelines for Hiring FSL Teachers

What background information/data about FSL teacher recruitment, hiring, retention or development was used as a basis for pursuing this project?

Three school boards (Algoma, Near North, DSBONE) explored the viability of using *Ev@lang*[™] (an online French language proficiency assessment tool) as part of the recruitment and hiring process of FSL teachers. One of the boards had already researched the tool and believed it held promise as a means to assess potential FSL candidates and to reduce the subjective language evaluation that can occur during job interviews.

The school boards, all located in the same region, experience difficulty recruiting and retaining FSL teachers. Hiring practices vary significantly across the region and these boards are sometimes competing amongst themselves for candidates, thus candidates often compare the hiring processes. Using the same assessment tool and having more commonality across hiring practices would enable candidates to gain a better understanding of their proficiency and also to recognize that the hiring processes in the region are similar.

Each board was allocated 35 test licenses and invited current teachers to volunteer to pilot the product, which involved taking the test and then providing feedback on a number of the tool's features. The feedback from all boards' participants was reviewed and then the boards collaborated to establish a hiring guideline for hiring FSL teachers that will also be used to attract new hires, to display at job fairs, on board websites and other communication platforms. The boards believe the guideline will also support greater efficiency for their Human Resources departments.

Appendix A

Algoma DSB, Near North DSB, DSB Ontario North East Pilot Project Report

What criteria were used to mark the short-term and/or longer-term success of your project?

Short-term: We established target dates and timelines to field-test the assessment tool, to which we have adhered. We also committed to sharing information via teleconferences and a face-to-face meeting for the creation of the pamphlet and guideline. 78 candidates who piloted the assessment tool completed a survey that provided feedback to us about the tool (i.e. its relevancy and efficiency to support a hiring process and as an indicator of French proficiency). 96 participants registered for the pilot test and we had a completion rate of 81%.

Long-term: We hope to receive positive feedback from potential hires so that they know what is expected of them with respect to proficiency and that our hiring process is clear. Our Human Resources personnel will feel supported and that there is a clear process in place for hiring FSL teachers.

On a scale of 1 - 4 (4=highly successful), how would you rate the success of your pilot project?

4

If your rating was 3 or 4, what factors contributed most to the project's success? Please share any data that provides qualitative or quantitative evidence of success.

Participation rate - 96 registrants with an 81% completion rate (given that this was offered as a pilot and a self-assessment, we were very pleased with the response).

Collaboration and commitment between the Boards, as we had very tight timelines in the spring.

If your rating was 1 or 2, what barriers to success were encountered? Please share any mitigating approaches that you have identified to increase the success of this strategy. N/A

Appendix A

Algoma DSB, Near North DSB, DSB Ontario North East Pilot Project Report

Do you recommend this as a strategy that could be replicated and scaled up in other school districts or organizations in the province? If yes, what advice would you offer?

We believe this strategy could be replicated elsewhere as the tool provides a good baseline of a candidate's proficiency and allows a professional learning dialogue to begin.

We would suggest a thorough explanation of the tool, including that it is based on the CEFR, and that it is a placement test only. We recommend all candidates watch the demonstration videos prior to taking the assessment and that the assessment be done in a quiet, but monitored setting. It is to be emphasized that a candidate could, over time, reassess his/her level by voluntarily completing the placement test again, which reinforces the growth mind-set.

Appendix B

Halton DSB Pilot Project Report

| | |
|---|-------------------|
| <p>What is the title of the pilot project?</p> <p>FSL-2 / DELF A1/A2, Halton District School Board</p> | |
| <p>What background information/data about FSL teacher recruitment, hiring, retention or development was used as a basis for pursuing this project?</p> <ol style="list-style-type: none"> 1. Insufficient quality and quantity of French teachers 2. 19.4% of external applicants rescinded or declined Occasional Offers (18-19) 3. <i>Transitions to Teaching</i>, OCT, shows near full employment for FSL qualified teachers 4. HDSB has FSL qualified occasional teachers not ready for LTO or Permanent positions | |
| <p>What criteria were used to mark the short-term and/or longer-term success of your project?</p> <ol style="list-style-type: none"> 1. Engage HDSB occasional FSL-1 qualified teachers to enrol in FSL-2 training [build language and pedagogical skills] (short-term) 2. Increased professional confidence in teaching FSL (short-term) 3. Increased linguistic & pedagogical capability (short-term) 4. Participants hired to LTO and Permanent Positions (long-term) | |
| <p>On a scale of 1 - 4 (4=highly successful), how would you rate the success of your pilot project?</p> <ul style="list-style-type: none"> • 9 Occasional teacher participants • 11 Permanent contract teachers | <p>3.5</p> |

Halton DSB Pilot Project Report

If your rating was 3 or 4, what factors contributed most to the project's success? Please share any data that provides qualitative or quantitative evidence of success.

Participant Satisfaction

31% of respondents to evaluation said course exceeded expectations; 69% said met expectations

Reported increase in confidence in teaching FSL

Occasional Teachers reported that professional confidence in teaching FSL grew from 67% to 83%

Permanent Contract teachers said professional confidence in teaching FSL grew from 77% to 90%

Linguistic Confidence (French)

Occasional teachers reported that linguistic confidence grew from 67% to 77%

Permanent Contract teachers reported that linguistic confidence grew from 73% - 87%

How well equipped to have conversations about FSL

Occasional teachers - with colleagues 89%; with administrators 74%; with parents 80%

Permanent Contract teachers - with colleagues 87%; with administrators 90%; with parents 90%

If your rating was 1 or 2, what barriers to success were encountered? Please share any mitigating approaches that you have identified to increase the success of this strategy. N/A

Appendix B

Halton DSB Pilot Project Report

Do you recommend this as a strategy that could be replicated and scaled up in other school districts or organizations in the province? If yes, what advice would you offer?

Yes, this course could be replicated by other school boards. It will take a significant investment of time to become an accredited AQ provider. Build in many months lead time to include the development of a Governance Framework; to develop course materials and obtain accreditation. If you are not yet an accredited AQ provider, plan 6 - 12 months lead-time.

Earlier accreditation would have enabled earlier marketing of the course and greater participation from our targeted group of occasional teachers.

Waterloo Catholic DSB Pilot Project Report

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|---|
| <p>What is the title of the pilot project?</p> <p>FSL Subsidy for FSL Part 1, 2 or 3 AQ course in Spring or Summer 2019</p> |
| <p>What background information/data about FSL teacher recruitment, hiring, retention or development was used as a basis for pursuing this project?</p> <p>Our goal was to stabilize or increase French teacher retention.</p> <p>According to a 2009 report by the Ontario Teachers’ Federation, FSL teachers are more inclined to remain in the role when appropriate professional supports are in place. Also, the New Teacher Induction Program identifies the need to provide ongoing professional support for teachers, including FSL teachers, to achieve their full potential. As learned through the Ministry of Education’s Renewed Math Strategy, subsidies provide an incentive and more equitable access for all teachers to engage in professional learning opportunities.</p> <p>Local teachers have self-reported that while AQ courses help them to develop professionally, they can be prohibitively expensive. To this end, we determined that:</p> <ul style="list-style-type: none">• If the personal cost of AQ courses is reduced, then FSL teachers will be more likely to take an AQ course• If FSL teachers take an AQ course, they will develop a deeper and broader awareness of effective teaching methods• If FSL teachers implement learned effective teaching methods, they will see positive results in the classroom• If FSL teachers feel successful, then the retention rates of FSL teachers will improve |

Appendix C

Waterloo Catholic DSB Pilot Project Report

Number of permanent teachers with qualifications in the WCDSB:

| | Oct 31, 2017 | Oct 31, 2018 |
|---------------------------------------|--------------|--------------|
| Letter of Permission | 8 | 6 |
| French as a Teachable Subject (J-I-S) | 23 | 25 |
| Part 1 | 28 | 31 |
| Part 2 | 1 | 1 |
| Part 3 | 10 | 9 |
| Honours Specialist | 3 | 3 |
| Total | 73 | 75 |

What criteria were used to mark the short-term and/or longer-term success of your project?

In the short term we hoped that at least 6 teachers would take an FSL AQ course in Spring/Summer 2019. Through this process we hoped that teachers would:

- Develop a deeper and broader awareness of effective teaching methods related to Second Language learning
- Reflect on current teaching practice and future teaching aspirations

Waterloo Catholic DSB Pilot Project Report

What criteria were used to mark the short-term and/or longer-term success of your project?

In the short term we hoped that at least 6 teachers would take an FSL AQ course in Spring/Summer 2019. Through this process we hoped that teachers would:

- Develop a deeper and broader awareness of effective teaching methods related to Second Language learning
- Reflect on current teaching practice and future teaching aspirations

Results:

- Six teachers began an AQ course (5 took Part 2 and 1 took their Honours Specialist). Of these, 1 teacher withdrew from Part 2 before the end of the course due to personal reasons, however the teacher's answers are still reflected in the data collected both prior to and after the course.
- Of the 6 teachers, 1 reported that they would have taken an AQ that year either way, 3 reported that they were sort of considering taking an AQ but the subsidy influenced them to register, and 2 reported that they had not been considering taking an AQ course at that time, but the subsidy influenced them to register.
- All courses were offered online.
- One teacher was from Secondary Core, the other 5 were from Elementary Core
- Teacher proficiency levels were as follows:
 - A2 x1
 - B1 x2
 - B2 x3
- A deepening awareness of effective teaching methods related to Second Language learning was self-reported by 4 of the 6 participants in 6 of the 7 areas discussed. These areas related to:
 - Using French as the Language of Instruction
 - Planning student talk time (no change)
 - Teaching and Assessing Grammar in Writing
 - Teaching and Assessing Grammar in Speaking
 - Exposure to authentic oral and written texts
 - Creating a safe space within the FSL class where mistakes are part of learning
 - Providing repeated opportunities for students to act on feedback

Appendix C

Waterloo Catholic DSB Pilot Project Report

- In terms of future teaching plans, 1 teacher self-reported that they plan to continue teaching French for 5-10 years. The other 5 self-reported that they plan to continue teaching French for 10+ years.

Long-term goals included comparing the number of permanent teachers with FSL qualifications in September 2019 with the number in Fall 2018 and 2017.

| | Oct 31, 2017 | Oct 31, 2018 | Sept 16, 2019 |
|---------------------------------------|--------------|--------------|---------------|
| Letter of Permission | 8 | 6 | 5 |
| French as a Teachable Subject (J-I-S) | 23 | 25 | 22 |
| Part 1 | 28 | 31 | 28 |
| Part 2 | 1 | 1 | 6 (+4) |
| Part 3 | 10 | 9 | 8 |
| Honours Specialist | 3 | 3 | 3 (+1 -1) |
| Total | 73 | 75 | 72 |

| | 2017-2018 | 2018-2019 |
|--------------|-----------|-----------|
| Resignations | 3 | 3 |

In the medium/long term our goal is to follow up with these teachers and anecdotally note whether the implementation of their new learning has produced positive results and helped them feel more successful.

On a scale of 1 - 4 (4=highly successful), how would you rate the success of your pilot project?

4

Waterloo Catholic DSB Pilot Project Report

| |
|--|
| <p>If your rating was 3 or 4, what factors contributed most to the project’s success? Please share any data that provides qualitative or quantitative evidence of success.</p> <ul style="list-style-type: none">• 5 of the 6 teachers that applied for the subsidy reported that it had been an incentive for them to register for an AQ course.• 1 of the teachers suggested that it was only a small incentive and that providing Core French teachers with a classroom would have a bigger impact on FSL teacher retention. |
| <p>If your rating was 1 or 2, what barriers to success were encountered? Please share any mitigating approaches that you have identified to increase the success of this strategy. N/A</p> |
| <p>Do you recommend this as a strategy that could be replicated and scaled up in other school districts or organizations in the province? If yes, what advice would you offer?</p> <p>Yes, this would be a very simple strategy to replicate as AQ courses are always being offered, and the administration of the funds was not very labour-intensive.</p> <p>We recommend that offering the AQ Course locally would provide teachers with an opportunity to collaborate with colleagues that they will likely collaborate with again, allowing for follow-up and continued learning after the AQ course ends. Teachers also expressed that the Spring/Summer session was not ideal for them as it conflicted with many other “end of the year” duties and events. There was a clear desire expressed for Fall and Winter opportunities.</p> |

Renfrew County Catholic DSB Pilot Project Report

What is the title of the pilot project?

Retention of FSL Teachers Through CEFR -Inspired Resources and Professional Learning

What background information/data about FSL teacher recruitment, hiring, retention or development was used as a basis for pursuing this project?

Data from our 2018/2019 RCCDSB FSL Teacher Needs Survey (completed in September 2018). Specifically, the following data collected from FSL teachers that applies to the main principles of the CEFR:

- 62% of FSL teachers indicated that they would benefit from more PD support in implementation and assessment of the LISTENING and SPEAKING strands of the curriculum
- 65% of FSL teachers indicated that they would benefit from more support in regard to assessment and evaluation (triangulation; assessment for/as/of learning).

Teacher feedback when asked to indicate their biggest needs as FSL teachers:

- *"Incorporating CEFR, increasing my bank of "taches authentiques"."*
- *"Vocabulary for Conversation"*
- *"...Time to find resources and to learn to implement properly."*
- *"Resources and Teaching Tools."*
- *"Materials to support listening and speaking skills, particularly for students very reluctant to speak."*
- *"Various listening and reading assessments"*
- *"Authentic Reading resources"*
- *Resources "... to build engagement and get them participating and practicing."*

Data from the *Meeting Labour Market Needs for FSL Instruction in Ontario* (p.33) When asked to rank order their professional learning needs at this early stage of their careers, new FSL teachers surveyed identified the following top 3:

1. Availability of effective teaching resources (78%);
2. Opportunities to improve French language skills (45%);
3. Knowledge of effective teaching strategies (43%).

Renfrew County Catholic DSB Pilot Project Report

What criteria were used to mark the short-term and/or longer-term success of your project?

Short-term criteria:

Resources were purchased and delivered to Grade 7&8 teachers throughout the RCCDSB in the late winter / spring of 2019. All teachers participated in a small-group PD session that explored the big ideas of the CEFR as well as strategies to implement these principles in their teaching using the new resource. Teachers were also offered one-on-one support from the RCCDSB FSL Special Assignment Teacher, who visited some classes to provide teacher support and model suggested authentic tasks as well as teaching and assessment strategies. This support will continue in the 2019/2020 school year.

Following the sessions, teachers were provided with an initial feedback survey.

A few samples of feedback after the first session:

- *“My professional appreciation of the Board investment in the Pearson resource is immense. What a wealth of engaging and relevant learning opportunities and accountability measures for authentic tasks and diverse assessments.”*
- *[The new resource] “Offers a lot of rich material to give students authentic learning opportunities.”*
- *“I really enjoy how this resource can be modified to meet the needs of individual students! I am excited to implement this resource in my classroom!”*

Appendix D

Renfrew County Catholic DSB Pilot Project Report

Long-term criteria:

In the fall of 2019, once teachers had a chance to begin implementing the new resource, they responded to a survey, which highlighted the following data:

- 91% of teachers are currently using the resource and / or are beginning to implement it this school year.
- 100% of participating teachers feel that this resource helps them to implement the big ideas of the CEFR.
- 91% of teachers feel that it will increase engagement amongst their intermediate students.
- 90% of teachers feel that having this new resource will encourage teacher retention in FSL.
- 55% responded that they are satisfied in their role as an FSL teacher.
45% responded that they are somewhat satisfied.

A few samples of anecdotal feedback:

- *“De recevoir plus de ressources comme celle ci pour nos classes Juniors. C’est une excellente ressource. Merci beaucoup!*
- *“I think we need some junior resources.... Is there a junior version of Mon réseau?”*

On a scale of 1 - 4 (4=highly successful), how would you rate the success of your pilot project?

4

If your rating was 3 or 4, what factors contributed most to the project’s success? Please share any data that provides qualitative or quantitative evidence of success.

While many teachers indicated a need for a new resource, the PD and in-class support were significant factors that contributed to the project’s success. Teachers indicated (in oral feedback at the sessions) that they needed the time, exploration and collaboration provided at PD sessions to become familiar with and implement the resource effectively. These sessions also allowed us to focus on the big ideas of the CEFR, and to network in a professional setting. Often FSL teachers in our rural board are isolated as the only French educator within their school and we feel this collaboration contributes greatly to their sense of professionalism and satisfaction within their role.

Renfrew County Catholic DSB Pilot Project Report

If your rating was 3 or 4, what factors contributed most to the project’s success? Please share any data that provides qualitative or quantitative evidence of success.

While many teachers indicated a need for a new resource, the PD and in-class support were significant factors that contributed to the project’s success. Teachers indicated (in oral feedback at the sessions) that they needed the time, exploration and collaboration provided at PD sessions to become familiar with and implement the resource effectively. These sessions also allowed us to focus on the big ideas of the CEFR, and to network in a professional setting. Often FSL teachers in our rural board are isolated as the only French educator within their school and we feel this collaboration contributes greatly to their sense of professionalism and satisfaction within their role.

If your rating was 1 or 2, what barriers to success were encountered? Please share any mitigating approaches that you have identified to increase the success of this strategy. N/A

Do you recommend this as a strategy that could be replicated and scaled up in other school districts or organizations in the province? If yes, what advice would you offer?

Yes, we recommend this strategy, as long as accompanying PD support and release time are provided to support the material. While the resource itself offers hands-on, updated and engaging content for teachers to deliver day-to-day, the collaboration and accompanying PD regarding the CEFR and effective teaching and assessment strategies are an essential component to its effective implementation. Teachers have indicated a need for a similar resource and support in other divisions. We hope to continue this ongoing support in order to continue increasing satisfaction amongst FSL teachers.

Appendix E

Greater Essex County DSB Pilot Project Report

| | |
|--|----------|
| What is the title of the pilot project? Apprendre ensemble | |
| What background information/data about FSL teacher recruitment, hiring, retention or development was used as a basis for pursuing this project? Collaboration between Senior Administration, Human Resources, and our Program (Curriculum Support) Department determined that there was a need for educators to increase their sense of efficacy as FSL educators through developing their confidence and proficiency. | |
| What criteria were used to mark the short-term and/or longer-term success of your project? In addition to the collection of educator voice throughout, data based on the CEFR implementation chart and CEFR descriptors for proficiency in French were used to determine areas for growth and monitor the success of the program. | |
| On a scale of 1 - 4 (4=highly successful), how would you rate the success of your pilot project? | 4 |

Greater Essex County DSB Pilot Project Report

**If your rating was 3 or 4, what factors contributed most to the project's success?
Please share any data that provides qualitative or quantitative evidence of success.**

Based on the CEFR descriptors for proficiency in French, over half of the respondents indicated improvement in their proficiency as part of 'Apprendre ensemble'. This growth was indicated primarily in listening, spoken interaction and spoken production. Participants also referred to the CEFR Continuum of Implementation regularly throughout our sessions and a few of the respondents noted growth along the continuum based on the various components.

Some of the qualitative feedback from educators included the following:

- Thank you for such a great opportunity to collaborate with my colleagues. We learned so much from each other by discussing our strengths and struggles.
- My ability to communicate and teach has strengthened through our discussions of the CEFR and all of the other documents provided during the last six weeks.
- Looking forward to future opportunities to further my abilities and collaborate again.
- J'ai appris la planification à rebours et comment l'utiliser. (I learned about backwards planning and how to use it.)
- I am really glad that I joined this offered workshop. I feel that my confidence has improved. I was able to practice my French, but also learned/took away a lot of great ideas to implement in the classroom. I also made new friends.
- J'ai appris des nouvelles stratégies pour enseigner. (I learned new teaching strategies.)
- This program provided an excellent opportunity to improve my French language skills in a safe and encouraging environment amongst my colleagues. These kinds of experiences allow for important dialogues to occur and collaboration to happen.
- J'apprends/ comprends les nouveaux mots et expressions. D'habitude je parle seulement avec les jeunes qui parle à un niveau plus bas que moi. Aussi, j'avais essayé des nouvelles idées dans ma salle de classe. (I learned/ understand new words and expressions. Usually I only speak with students that have a lower level of proficiency than myself. Also, I have tried new ideas in my classroom.)
- I felt more connected to other teachers.
- I received new ideas and feedback on my own practice
- I used French in a different setting
- I have a better understanding of the CEFR

Appendix E

Greater Essex County DSB Pilot Project Report

If your rating was 1 or 2, what barriers to success were encountered? Please share any mitigating approaches that you have identified to increase the success of this strategy. N/A

Do you recommend this as a strategy that could be replicated and scaled up in other school districts or organizations in the province? If yes, what advice would you offer?

Yes, this strategy is recommended for replication in other school districts. In our experience, bi-weekly sessions offered from October to January and again from February to May might support increased participation. We also encourage boards to extend personal invitations to NTIP candidates. It was valuable to have participants from all FSL Programs (Core, Extended, and Immersion) from Kindergarten to Grade 12 as part of the learning. It is essential that sessions are conducted in French and that the environment support risk-taking. Strong consideration should be given to facilitation of the sessions.

Ontario Principals' Council Pilot Project Report

What background information/data about FSL teacher recruitment, hiring, retention or development was used as a basis for pursuing this project?

There have been many key pieces of research published reflecting this issue in the past four years. This project is based on the following research articles:

- *Meeting Labour Market Needs for French as a Second Language Instruction in Ontario: Understanding Perspectives Regarding the French as a Second Language Teacher Labour Market Issue*, OPSBA (2018)
- *Why are new French Immersion and French as a second language teachers leaving the profession? Results of a Canada wide survey*. Ottawa, ON: Canadian Association of Immersion Teachers. Karsenti, T., Collin, S., Villeneuve, S., Dumouchel, G., & Roy, N. (2008)
- *Final Report- Canada-wide Consultation*, Canadian Association of Immersion Professionals, ACPI (2018)
- *Principals' Beliefs About Language Learning and Inclusion of English Language Learners in Canadian Elementary French Immersion Programs*. Mady C., Masson M. (2018)
- *Transition to Teaching Ontario* College of Teachers (2017)
- *Accessing Opportunity: A study on challenges in French as a Second Language Education teacher supply and demand*. Office of the Commissioner of Official Languages (2019)
- *Exploring how Ontario school administrators' FSL background knowledge and experience influence their support of FSL teachers*. Cloutier A. (2018)
- *Transforming FSL website* (www.transformingfsl.ca)

In 2016, there were approximately 17,200 French immersion teachers in Canada. This represents a 21% increase in four years. French immersion programs continue to grow. Since 2015 in Ontario, it takes two years to complete a Bachelor of Education program, after having completed an initial bachelor's degree.

Appendix F

Ontario Principals' Council Pilot Project Report

In the Canada-wide Association canadienne des professionnels de l'immersion (ACPI) consultation in 2018, 71% of teachers said that it is difficult to fill positions in their workplace and 69% attributed this challenge to the glaring lack of qualified teachers. When there are vacancies in a French Immersion Program, it is not uncommon for a school board to hire individuals who are not qualified teachers, are not immersion professionals, or do not speak French. Principals are one of the key decision makers that influence FSL teacher attrition. School administrators in many of the research articles that pertain to supporting FSL teachers have clearly voiced the need for additional resources and training so that they are better able to support their FSL teachers. This demonstrates that offering training to school administrators on FSL-related topics is of importance to their practice.

What criteria were used to mark the short-term and/or longer-term success of your project?

This five-hour module focused on collaborative knowledge building and knowledge mobilization:

- To identify strategies to improve FSL teacher retention
- To determine the factors leading to FSL teacher retention and
- To understand as an Instructional Leader how to support FSL educators in their professional learning.

FSL School Administrators will share their learning with their staff and school boards.

Indicators of Success:

1. The participants' ongoing collaborative reflective stance will identify immediate opportunities to make changes in their own FSL teacher recruitment and hiring through sharing of successful strategies.

Ontario Principals' Council Pilot Project Report

The following participant reflections represent common themes:

- Consistent Selection Process- I think this really resonated with me as I think both administrators and potential candidates are really searching for this. Some reflective questions that come to mind are:
 - o How can administrators and their district work together to create a more streamlined and clear process to hiring potential candidates?
 - o What can we do to help candidates better understand their personal readiness for the job? What might be some possible tools/helps that can be put in place to support candidates to feel more ready for these processes? How can we provide useful information for candidates who are unsuccessful and assist them in taking appropriate next steps?
- With respect to teacher retention, I appreciated reading the research articles by OPSBA and the Office of the Commissioner of Official Languages about our long-standing challenges in recruitment and retention. The fact sheets by module facilitator Kara Bowles provide effective job ads and recruitment and will help me with our HR department to do better as a board.
- With the new to FSL teacher induction guide, I can support our newest teachers and have challenging conversations based on the scenarios. These conversations are equally as relevant with any NTIP teacher and can work collaboratively.

Ontario Principals' Council Pilot Project Report

2. Pre and post course assessment will highlight growth and lessons learned.

The following participant reflections represent common themes:

- One of the things I found most useful in this course is being exposed to new resources I had not seen before. Even though I have been an FI administrator for four years now, I was never shown these resources by anyone in my board or my fellow colleagues. Honestly, I'm not sure if they are aware of them either. As I mentioned in a previous post, a network for FI administrators would be so helpful and that would be the place for these resources to be shared and explored. I have also really appreciated reading everyone's posts and reflections.
- While my eyes have been opened to many new resources, I feel that our discussions and the articles we have read, have given me a focus so that I can be intentional in my planning of PD and support of teachers. I know we need to go deeper, and I am keenly aware of initiative overload and fatigue.
- Continue with:
 - o Supporting new FSL teachers through NTIP process, curriculum leaders, mentors and collaborative inquiries during staff meetings
 - o Plan to target special education knowledge, IEP writing, modifications vs. accommodations
 - o Goal to develop a set of basic teaching must dos/best practices in French Immersion i.e. speak only in French to the students, do not translate to English, use French videos instead of English etc.
 - o Continue to build on French resources like guided reading books, home reading books.
- Future goals:
 - o Update school website to include parent page with information regarding French Immersion expectations
 - o Speak to NTIP/SO/HR leaders about updating the board website to reflect research from module one
 - o Update the teacher handbook and share the FSL resources available for teachers.

Ontario Principals' Council Pilot Project Report

3. Post reflection meeting held with participants will capture lessons learned to share with all administrators and school boards that will inform blog posts and webinars.

The following participant reflections represent common themes:

- When I am reflecting on this module, I have first and foremost really felt enriched by all the wonderful and different perspectives that have been shared. I think when I first started the module I was focused on the recruitment process and concentrated on the notion of hiring practices that would result in the best possible candidate to be chosen for a particular school. I think the module has unveiled for me the notion of a much more holistic approach in improving the current conditions in the following key ways:
- Supporting the FSL Teacher - Beginning Teacher Training: As many of the articles have sighted that often FSL teachers experience feelings of wanting to leave the job, high turnover etc. How can we as leaders best support this group of teachers?
 - o How can we create useful learning opportunities to support FSL teachers who beginning in their careers? How can we look at existing training systems (i.e., NTIP) to promote useful instructional practices to support diverse FSL learners?
 - o What are systemic/in-school supports that could be put in place (i.e., in-school PD sessions with FSL itinerant teacher, staff workshops, etc.) that would be useful to this group of new hires/teachers looking for new/innovative practices?
 - o How can be more responsive to the needs of the new FSL teacher in our schools?
- I am committed to increasing the visibility of French at my school next year. As a non-French speaking administrator, my grade 6 students made me "cue cards". They were the top phrases that I would need during the day. They had written them in French for me, with the English translation.....and I would refer to them (I kind of had my own IEP in French). The kids and staff loved the cue cards..... I messed up my French all the time, but I was demonstrating an open mindset, and willingness to take risks, and try..... The vulnerability was my greatest strength in my first year as FI admin..... I will continue to grow this trait.

Appendix F

Ontario Principals' Council Pilot Project Report

| | |
|---|-----------------|
| <ul style="list-style-type: none"> • To be honest, I have a lot of work to do to be an effective leader of the FSL program. In the past, I have always felt that I have supported my Core French teachers and they have communicated to me that they feel supported, but after looking at resources and reading other posts, I know I could be doing a better job. It's all about priorities, and over the last little while I have been focusing on math fluency, Indigenous education, trauma informed schools, and self-regulation with staff... FSL has not been a priority of mine. The purpose of this course for me was to explore being an FSL leader, since I have not been an admin in a FI school (yet). Going forward, I want to explore the resources that have been discussed in this course more in depth and speak to my SO about making our board website more friendly for FSL candidates with the info graphics and information from module 1. I feel I could improve in all of the areas in the self-assessment at this point in time. For example, promoting the culture, improving the school website, and participating in co-learning. | |
| <p>On a scale of 1 - 4 (4=highly successful), how would you rate the success of your pilot project?</p> | <p>4</p> |
| <p>If your rating was 3 or 4, what factors contributed most to the project's success? Please share any data that provides qualitative or quantitative evidence of success.</p> <p>The course filled very quickly (40) with additional interest expressed. Participants were from across the province of Ontario and represented several school boards. Some were from single track and others with dual track, while a few only had Core French programs in their schools but were interested in the content as a way to prepare for a possible principalship in a French Immersion school.</p> <p>Throughout the course, participants were very engaged in the entire learning experience. Participants reflected thoughtfully and were not afraid to ask tough questions. The resources that were shared were very much appreciated and through the module, participants planned on how they would use them in the fall. Although many of the resources have been available for some time, it is remarkable how many school administrators are not aware of them! Many important and effective supports exist already in Ontario; it's a matter to make school administrators aware of these. As one participant stated:</p> | |

Ontario Principals' Council Pilot Project Report

Throughout the course, participants were very engaged in the entire learning experience. Participants reflected thoughtfully and were not afraid to ask tough questions. The resources that were shared were very much appreciated and through the module, participants planned on how they would use them in the fall. Although many of the resources have been available for some time, it is remarkable how many school administrators are not aware of them! Many important and effective supports exist already in Ontario; it's a matter to make school administrators aware of these. As one participant stated:

"Wow, thanks for bringing the New Teacher Handbook to my attention - I have never come across it before. I will definitely make this available to all staff, not just new teachers. In my current location, brand new teachers are extremely rare; I am far more likely to come across staff new to the school, not new to teaching. I make a point of sharing all of the information that I would like to have when I go to a new school."

The course was extremely effective as well due to the level of reflection and concrete steps that they plan on taking in the fall. As one participant stated:

"As I reflect on what I've learned during the module, I realize that the focus of my learning and next steps is continuing to develop the instructional program. I have recently invested in resources for both reading and mathematics in French. I realize that the New Teacher Handbook is an invaluable tool and I will be using it with both new and experienced teachers to guide our Annual Learning Plan goals and help us to reflect on how these goals align with school and board improvement planning goals. Giving teachers the support they require and scheduling in time with new teachers to ensure that a relationship of trust is fully developed is part of my plan moving forward in September. I not only want to retain teachers who are new to the role or in LTO positions and change grades each year, but also to support the teachers who will be a part of the French Immersion Program for years to come. Much of my learning during the module was gaining a better understanding of the resources available provincially to support our program. I was also reminded to access the human resources available at the board level to assist me in accessing a variety of resources and to connect my staff with these resources as well. "

Appendix F

Ontario Principals' Council Pilot Project Report

Overall participants were extremely positive about participating. Below are some participant comments.

"I found this course to be very insightful and generated a lot of reflection about our FSL teacher team both here at my school, and at the Board level. It also raised my awareness to the environment / culture for FSL teachers throughout other parts of Ontario."

"Thanks for all of your thoughts and resources that you have shared throughout this short course. I have appreciated the perspectives of others and the drive to become improved FSL instructional leaders."

"I too agree that this course has increased my awareness and understanding of the special circumstances and sometimes challenges that being a leader of an FSL program can pose. I also agree that both my school website and board website could do a better job of promoting an FSL school culture and be improved to attract more FSL candidates.

I also feel that FSL has been low on the priority list. Moving to a FI site as VP brought my limited knowledge to the forefront and this year has been very eye opening for me. However, I must say the resources I have discovered through this course will be highly effective moving into next year and only wish I could have had them a year ago."

If your rating was 1 or 2, what barriers to success were encountered? Please share any mitigating approaches that you have identified to increase the success of this strategy.

N/A

Do you recommend this as a strategy that could be replicated and scaled up in other school districts or organizations in the province? If yes, what advice would you offer?

This course should be replicated during the school year and in the summer weeks to provide more opportunity for principals and vice principals to participate. Subsequent online networking sessions could be offered twice a year to those who have completed the course on specific topics, for example, in the Winter, the topic could be timetabling with one session for elementary school leaders and another for secondary school leaders who wish to share ideas and best practice around this issue. All efforts will be made to encourage principals from both English language sectors to participate in any subsequent offerings of this course.

Pathways to Employment as an FSL Teacher in Ontario

A. For French-speaking Canadian residents wishing to pursue FSL teacher education at an Ontario Faculty of Education, there are 2 options:

1. If you have an Ontario Secondary School Diploma or equivalent:

Plan your university studies so they include courses that lead to an Initial Teacher Education Program (ITE) in FSL. These courses may vary by university, but generally will include a minimum number of courses in French language, literature and culture taught in French. These courses may be taken as part of either:

- A concurrent ITE program (where academic and professional course work is taken concurrently) or,
- In a consecutive ITE program (where professional course work begins after an undergraduate degree has been obtained).

2. If you already hold a university degree that includes the minimum number of courses in French language, literature and culture taught in French:

- Enter into the consecutive ITE program that includes an FSL teaching option.

B. For French-speaking Canadian residents educated and certified to teach in another Canadian jurisdiction, please visit:

<https://www.oct.ca/becoming-a-teacher/requirements/canadian-certified-teachers>

C. For teachers educated and certified to teach in the French language schools, but not holding FSL (French as a Second Language) qualifications,

- Obtain the FSL Additional Qualification in order to seek employment as an FSL teacher in English-language school boards.

Note: It is possible for school boards to seek a Temporary Letter of Approval (TLA) from the Ministry of Education in order to offer employment to FSL teachers without FSL qualifications. TLAs expire 12 months from the date of issue.

Appendix G

Pathways to Employment as an FSL Teacher in Ontario

D. French-speaking individual with a Canadian university education in another field applying to a teacher education program in Ontario.

Consult with desired Faculty of Education to begin the process of acknowledging pre-requisite post-secondary courses. See also:

<https://www.oct.ca/becoming-a-teacher/requirements/teacher-education-program-providers>

E. Internationally Educated Teachers (IET)

For internationally educated teachers, there is a 2-step process in becoming an FSL teacher in Ontario:

- Step 1: Visit the Ontario College of Teachers website. OCT has developed a number of resources that will assist internationally educated teachers navigate the process of gaining certification to teach in Ontario.

<https://www.oct.ca/becoming-a-teacher/internationally-educated-teachers>

- Step 2: Once certification to teach in Ontario has been confirmed by the College of Teachers, visit the Ministry of Education website to review additional requirements needed to teach French in Ontario.

http://www.edu.gov.on.ca/eng/teacher/fls_teachers.html

Appendix H

Guiding Questions to Review School Boards' Websites
Re: Promoting Employment Opportunities for FSL Teachers

| Criterion 1: Value of and Supports provided to the teaching and learning of French | Comments/Observations/ Action Items |
|--|--|
| <p>Guiding Questions: <i>What is the information regarding FSL programming on the board website?</i></p> <ul style="list-style-type: none">• Are FSL programs portrayed in a positive light?• Are the benefits of learning a second language visible to promote all the FSL programs offered by the school board?• Are there supports put in place to support new FSL teachers as they may not have had the benefit of an LTO or occasional teaching opportunities? | |

Appendix H

**Guiding Questions to Review School Boards' Websites
Re: Promoting Employment Opportunities for FSL Teachers**

| Criterion2: Visibility of FSL-specific employment opportunities | Comments/Observations/ Action Items |
|--|--|
| <p>Guiding Questions: <i>How easy is it for teachers to find the employment opportunities on the school board website?</i> <i>How many clicks does it take to find the information?</i></p> <ul style="list-style-type: none"> • Would prospective FSL teachers find our hiring information complete? • Through the eyes of a new prospective FSL teacher, what information is made available to them? • What questions might they have? • Which job might they want to respond to? • Who would they contact for more information? • Is it clear that the school board is recruiting and/or hiring FSL teachers? • Is the information available in English and in French? <p>Considering part time opportunities:</p> <ul style="list-style-type: none"> • Is it possible to combine the positions with others to allow for a full time or less part-time offering? • Is the part-time position between schools? • Is this a positive first-time offering for a new teacher? | |

Guiding Questions to Review School Boards' Websites
Re: Promoting Employment Opportunities for FSL Teachers

| Criterion 3: Application process | Comments/Observations/ Action Items |
|---|--|
| <p>Guiding Questions:</p> <p><i>Is there a clear outline for the process for hiring FSL teachers?</i></p> <p><i>What is the Application Deadline?</i></p> <p><i>What platform is used for hiring?</i></p> <p><i>Is there a link to the platform on the website?</i></p> <p><i>Are we using the online platform to its full potential?</i></p> <p><i>How do applicants see the posting?</i></p> <p><i>Is it easy to read? Is the information complete?</i></p> <ul style="list-style-type: none"> • the type of FSL program for the position? • the name of the school attached to the position? • the duration and percentage of position, e.g., part-time/full-time, including if the position is rotary and/or on a cart, if known? • who can apply (i.e. internal, external, LTO, occasional)? • necessary AQ requirements? • language proficiency requirements and assessment? • the hiring process (stages of the hiring process, dates, online interview, etc.)? • links to the board website- (i.e. French teaching opportunities at the board, Teach en Français information sessions, FAQs? • a bilingual posting? | |

Appendix H

**Guiding Questions to Review School Boards' Websites
Re: Promoting Employment Opportunities for FSL Teachers**

| Criterion 4: Statement of FSL qualifications required to teach in the various FSL programs | Comments/Observations/ Action Items |
|---|--|
| <p>Guiding Questions: <i>What are the qualifications required to teach FSL in the school board? (e.g., Additional Qualifications FSL Parts 1, 2, or Specialist; Junior/Intermediate Basic Qualifications in French; Intermediate/Senior Basic Qualifications in French; other equivalency?)</i></p> <ul style="list-style-type: none"> • Are there specific proficiency levels for FSL positions? [e.g., CEFR (DELF, DALF)] • Is there an evaluation of language proficiency? Is there a test? What are the proficiency expectations FSL teachers? Are they different for elementary and secondary? Are they different for the type of FSL program? • Do we have current policies in place that a new FSL teacher would consider prohibitive? • Are the conditions of employment (e.g., if the teacher must teach FSL for a specific # years, call in requirements for occasional teachers, etc.) | |

Strategies and Resources to Support Professional Learning for FSL Teachers

| <p align="center">Recommended Strategies to respond to professional learning needs identified by FSL teachers and school boards</p> |
|--|
| <ul style="list-style-type: none"> • Conduct surveys/focus groups based on the above professional learning framework of FSL teachers in September in order to identify professional learning needs and guide professional learning planning. • Gather input from FSL teachers when considering new resources/technology/licenses. • Organize networking opportunities to support professional learning. • Offer Learning Institutes that focus on the CEFR to support FSL teachers of French-language and subject-content. • Promote and enhance Leadership opportunities for FSL teachers at school and system level. • Promote and encourage face-to-face networking opportunities, where possible, within and across schools for FSL teachers. • Where FSL teachers do not have access to on-site FSL colleagues, use technology (Twitter, Google+, etc.) to support NTIP mentorship and networking opportunities. |
| <p align="center">Recommended Strategies regarding professional learning opportunities that span the first five years of an FSL teacher’s employment in a board and provides continuity with the New Teacher Induction Program (NTIP)</p> |
| <ul style="list-style-type: none"> • Ensure that the professional learning components of the New Teacher Induction Program include support for the specific needs of new FSL teachers. • Provide incremental support to understand the CEFR, its relation to instruction and assessment of second language acquisition. • Organize an FSL professional learning network for novice FSL teachers/Occasional Teachers to establish mentorship/networking relationships. • Where FSL teachers do not have access to on-site FSL colleagues, use technology (Twitter, Google+, etc.) to support NTIP mentorship and networking opportunities. |

Appendix I

Strategies and Resources to Support Professional Learning for FSL Teachers

Resources

- Retired FSL teachers to become mentors for new FSL hires
- French language versions of Board provided learning resources to be used in class (e.g., Frameworks or info graphics)
- [Alberta French Language Resource Centre](#)
- [OTF Connects](#) - online free webinars
- OTF Connects sessions and summer workshops that focus on FSL specific subjects
- ETFO supports for elementary FSL teachers
- See <https://transformingfsl.ca/en/home/>

Recommended Strategies to develop teachers' own French language proficiency

- Support the use of funding for FSL teachers to access French language and cultural learning experiences such as: teacher exchange, summer FSL programs, courses with Alliance Française.
- Support social network opportunities where French is the language of communication e.g., activities, French-speaking artists or guests from universities, colleges, or private institutions.
- Create and support local opportunities for French to be spoken in schools
- Create provincial networking opportunities to support language proficiency development.

Resources

- [Heritage Canada](#) - free tools to improve French language skills
- [Avantage bilingue](#) bursary by Heritage Canada
- [EXPLORE](#) - FSL bursary program sponsored by Canadian Heritage
- [Association canadienne des professionnels de l'immersion \(ACPI\)](#)
- [Ontario Modern Language Teachers' Association \(OMLTA\)](#)
- [Canadian Association of Second Language Teachers \(CASLT\)](#)
- [Alliance Française](#)
- Faculties of Education
- [Ministry of Education](#)

Strategies and Resources to Support Professional Learning for FSL Teachers

| Recommended Strategies in providing funding as an incentive to participate in French language and cultural immersion experiences |
|---|
| <p>School boards should review their access to Official Languages in Education (OLE) funding to support:</p> <ul style="list-style-type: none">• Resource acquisition.• Professional learning opportunities.• Professional membership fees.• Licensing fees. <p>Resources</p> <p>Memberships and Associations</p> <ul style="list-style-type: none">• OMLTA - Ontario Modern Language Teachers' Association - membership, professional magazine, conferences, summer institutes (Projet Québec, Projet Moncton, Université d'été, etc.)• ACPI - Association Canadienne des professionnels de l'immersion - membership, professional magazine, conférences, summer institutes (Projet Québec, Projet Moncton, Université d'été, etc.)• CASLT - Canadian Association of Second Language Teachers - membership, professional magazine, conferences, summer institutes (Projet Québec, Projet Moncton, Université d'été, etc.)• CFORP - Centre franco-ontarien de ressources pédagogiques• FNCSE - Fédération nationale des conseils scolaires francophones• BC Association of Teachers of Modern Languages |

Strategies and Resources to Support Professional Learning for FSL Teachers

Recommended Strategies in providing funding as an incentive to participate in French language and cultural immersion experiences

Websites and Print Resources

- [Ontario's New Teacher's Handbook](#) - Surviving and Thriving in the French as a Second Language Classroom - handbook from The Canadian Association of Second Language Teachers
- [National Film Board](#) resources
- Funding for [CPE](#) (Canadian Parents for French) resources in paper format to be available for free to school boards in order to share with parents
- [IDELLO](#) - The Canadian reference in French educational content
- [SOS Devoirs](#)
- [Office of the Commissioner of Official Languages](#) - Teacher and parent resources
- [TFO](#) - French videos
- [Atelier](#) - French lessons in partnership with TFO
- [French for Life](#) - Resources for French teachers from the Manitoba Ministry of Education
- [Transforming FSL resources](#)
- [Voilà Learning](#)
- [FSL Homework toolbox](#)

Professional Development and Networking Opportunities

- Additional qualification courses - FSL part 2, FSL specialist
- OTF Connects sessions (online free webinars) and summer workshops that focus on FSL specific subjects
- [Avantage bilingue](#) bursary by Heritage Canada
- [CFORP conference](#)
- [ElfOntario](#) - promote French-language education in Ontario
- [French Language Resource Centre Experiences Canada](#) - cultural and language exchanges (subsidized)
- [Heritage Canada](#) - free tools to improve French language skills
- [EXPLORE](#) - FSL bursary program sponsored by Canadian Heritage (Federal Government)

Education Worker Research Surveys and Focus Group Prompts

Board HR Survey re: Education Workers

1. Introduction

The Ontario Ministry of Training, Colleges and Universities is funding the French as a Second Language - Labour Market Partnership Project led by the Ontario Public School Boards' Association. The purpose of this survey is to gather data about the recruitment and hiring of education workers working in French as a Second Language (FSL) programs in English-language school boards in Ontario. In this context, education workers refers to a range of individuals working with teachers and/or students in classrooms on a daily basis, (e.g. Registered Early Childhood Educators, Educational Assistants, Child and Youth Workers). These data will be used to describe the supply and demand of French-speaking education workers and to identify the roles played by project partners in this process. The cumulative findings may be used by the Partnership to develop workable solutions to the challenges boards face in recruiting, hiring and retaining French-speaking education workers in sufficient numbers to satisfy demand.

Completing the survey may require collaboration with various board personnel. For the data to be most useful, it is important that survey responses are as accurate as possible, notwithstanding the ongoing staffing fluctuations that occur. Specific "capture" dates are indicated in related survey items to allow meaningful comparisons.

Thank you in advance for the time and collaborative effort required to complete this survey. If you have any questions, please don't hesitate to contact Research Team Lead, David Jack, at djack@opsba.org or by phone at 647-982-3858.

Board HR Survey re: Education Workers

2. Early Childhood Educators, Educational Assistants and Child & Youth Workers

* 1. Please identify your district school board.

* 2. As of September 30, 2018, how many **Registered Early Childhood Educators** were supporting Kindergarten programs (all types) in your board?

* 3. As of September 30, 2018, how many **Registered Early Childhood Educators** were supporting **French as a Second Language Kindergarten programs** (all types) offered in your board?

Appendix J

Education Worker Research Surveys and Focus Group Prompts

* 4. As of September 30, 2018, how many **Educational Assistants** were supporting students with special education needs in your board?

Elementary

Secondary

* 5. As of September 30, 2018, how many Educational Assistants were supporting students with special education needs in the grades **FSL programs are offered in your board?** E.g. FSL instruction is mandatory in Grades 4 - 9, but may be offered in other grades.

Elementary

Secondary

* 6. As of September 30, 2018, how many **Child and Youth Workers** were supporting programs and/or students in your board?

Elementary

Secondary

* 7. As of September 30, 2018, how many Child and Youth Workers were supporting students in the grades **FSL programs are offered in your board?** E.g. FSL instruction is mandatory in Grades 4 - 9, but may be offered in other grades.

Elementary

Secondary

Board HR Survey re: Education Workers

3. Recruiting, Hiring and Assigning Education Workers

Appendix J

Education Worker Research Surveys and Focus Group Prompts

* 8. When recruiting and hiring education workers, does your process inquire about candidates' ability to speak French? If Yes, please provide a short description of the process used to find out this information.

| | No, we don't inquire about candidates' ability to speak French during hiring. | Yes, we do inquire about candidates' ability to speak French during hiring. |
|--------------------------------------|---|---|
| Registered Early Childhood Educators | <input type="radio"/> | <input type="radio"/> |
| Educational Assistants | <input type="radio"/> | <input type="radio"/> |
| Child and Youth Workers | <input type="radio"/> | <input type="radio"/> |

If you answered Yes above, please briefly describe how you find out about candidates' ability to speak French.

* 9. When assigning **Registered Early Childhood Educators** to support students in FSL programs, to what extent is their ability to speak French taken into consideration?

| | French-speaking ability not known. | French-speaking ability known, but usually not considered. | French-speaking ability known and considered, but usually not a deciding factor. | Other |
|---------------------------|------------------------------------|--|--|-----------------------|
| Early Childhood Educators | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If Other, please provide details.

* 10. When assigning **Educational Assistants** to support students in FSL programs, to what extent is their ability to speak French considered when making these decisions?

| | French-speaking ability not known. | French-speaking ability known, but generally not considered. | French-speaking ability known and considered, but not usually a deciding factor. | Other |
|------------|------------------------------------|--|--|-----------------------|
| Elementary | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Secondary | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If Other, please provide details.

Appendix J

Education Worker Research Surveys and Focus Group Prompts

* 11. When assigning **Child and Youth Workers** to support students in FSL programs, to what extent is their ability to speak French considered when making these decisions?

| | French-speaking ability not known. | French-speaking ability known, but generally not considered. | French-speaking ability known and considered, but not usually a deciding factor. | Other |
|------------|------------------------------------|--|--|-----------------------|
| Elementary | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Secondary | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If Other, please provide details.

* 12. If you indicated that the French-speaking ability of education workers (either Early Childhood Educators, Educational Assistants or Child and Youth Workers) is generally NOT a consideration or deciding factor in their assignment to support students in FSL programs, please indicate your top 2 reasons from the list below.

- French speaking ability is unknown.
- Not aware; education worker assignments usually determined at the local school level.
- Assigning education workers is by seniority or other contractual obligations.
- Not enough French-speaking education workers for all circumstances to provide equitable distribution.
- Other factors* beyond education workers' ability to speak French more strongly influence the assignment of education workers to FSL programs.

If you indicated Other factors* above, please provide an example.

13. What challenges, if any, has your board experienced in attempting to recruit and hire French-speaking education workers? Indicate N/A if not applicable.

14. If/when French-speaking education workers are current employees, what challenges, if any, affect their assignment to support FSL programs? Indicate N/A if not applicable.

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Education Worker Research Surveys and Focus Group Prompts

15. Does your Board make available any professional learning opportunities for Education Workers specific to their work in FSL programs?

- Yes
- No

If you indicated Yes, please provide an example.

16. In supporting effective FSL programs, how significant is the issue of securing French-speaking education workers in your board at this time? 1 = not significant at all; 5 = highly significant.

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Additional Comments:

17. Thank you for your responses to this survey. If you have any further comments about the recruitment, hiring or assignment of education workers in FSL contexts, please provide them here.

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Education Worker Research Surveys and Focus Group Prompts

Survey for Education Workers

Introduction

* 1. The Ontario Ministry of Training, Colleges and Universities is funding the French as a Second Language - Labour Market Partnership Project led by the Ontario Public School Boards' Association. The purpose of this survey is to gather data about the recruitment and hiring of Education Workers working in French as a Second Language (FSL) programs in English-language school boards in Ontario. In this context, education workers refers to a range of individuals working with teachers and/or students in classrooms on a daily basis, (e.g. Registered Early Childhood Educators, Educational Assistants, Child and Youth Workers). These data will be used to describe the supply and demand of French-speaking education workers, and to identify the roles played by project partners in this process. The cumulative findings in this research will be used to facilitate the development of recommendations for change that address challenges boards face in recruiting, hiring and retaining French-speaking education workers.

Your participation in this survey is completely anonymous and all responses will be kept confidential for a period of 2 years, then destroyed. Analyses of survey findings will be included in annual reports for the duration of this 3-year project. The findings, however, can never be traced back to individual participants. You can withdraw from the survey at any time; however, only responses from completed surveys will be used.

Thank you in advance for the time and effort required to complete this survey. By clicking on the Start Survey button below, you are indicating that you have read and understood the Information & Consent Letter that gave you access to this survey. If you have any questions, please don't hesitate to contact Research Team Lead, David Jack, at djack@opsba.org

Start Survey

Survey for Education Workers

Demographic Information

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Education Worker Research Surveys and Focus Group Prompts

* 2. Of the roles listed below, please indicate which one(s) best describe(s) your current main work context and how long you've worked in this role? If your time is split evenly between 2 or more roles, please check all that apply. Please Note: Role titles may vary board to board, e.g. in your board, Educational Assistant may be known as "Teaching Assistant".

| | less than 2 years | between 2 and 5 years | between 6 and 10 years | more than 10 years |
|--|-----------------------|-----------------------|------------------------|-----------------------|
| Registered Early Childhood Educator working in a Kindergarten program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Registered Early Childhood Educator working in a non-Kindergarten program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Educational Assistant working with students with special education needs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Child and Youth Worker | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other education worker role? (please describe briefly)

* 3. Of the roles you indicated above, approximately how much of your work day is dedicated to supporting students in French as a Second Language (FSL) programs. FSL programs include any of French Immersion, Extended French, Core French, or Intensive French.

| | none | 1/4 day or less | between 1/4 and 1/2 day | 1/2 day or more |
|--|-----------------------|-----------------------|-------------------------|-----------------------|
| Registered Early Childhood Educator working in a Kindergarten program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Registered Early Childhood Educator working in non-Kindergarten program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Educational Assistant working with students with special education needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Child and Youth Worker | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other education worker role | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you indicated working less than 1/2 day in an FSL program, please provide some details about the balance of your work assignment.

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Education Worker Research Surveys and Focus Group Prompts

Survey for Education Workers

Using French

* 4. Which of the following best describes your ability to use French.

- I have limited ability to understand or speak French.
- I can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. I can introduce myself and others and can ask and answer questions about personal details such as where I live, people I know and things I have. I can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
- I can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can communicate simple routine tasks requiring a simple and direct exchange of information on familiar and routine matters. I can describe in simple terms aspects of my background, immediate environment and matters in areas of immediate need.
- I can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. I can deal with most situations likely to arise whilst travelling in an area where French is spoken.
- I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- I can understand a wide range of demanding, longer texts, and recognise implicit meaning. I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social, academic and professional purposes.
- I can understand with ease virtually everything heard or read. I can express myself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
- I am a native speaker of French.

* 5. Based on your description of your ability to use French (above), to what extent does your French knowledge help you in supporting the FSL program where you work?

| | | | |
|-----------------------|-----------------------|-----------------------|---|
| Little extent | Some extent | Considerable extent | N/A (my French knowledge is very limited) |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you indicated Some or Considerable extent, please provide an example.

6. What interest might you have in pursuing professional learning opportunities designed to expand your knowledge and use of the French language?

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Little to no interest | Some interest | Considerable interest | Not applicable |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Education Worker Research Surveys and Focus Group Prompts

* 7. Are you aware of professional learning opportunities your Board makes available to you specific to working in an FSL program?

- Yes
- No
- Not sure

If you answered Yes, can you please provide an example?

8. Thank you for your responses to this survey. Please include any additional comments you wish to share regarding your work as an education worker supporting students in FSL programs.

Appendix J

Education Worker Research Surveys and Focus Group Prompts

Focus Group Prompts for Education Workers

Script:

Thank you for agreeing to participate in this focus group. The purpose of this discussion is to explore the recruitment and working experiences of education workers supporting FSL programs. Our discussion will be recorded and later transcribed. At no time will your identity be revealed in either the recording or the written transcripts, or any subsequent written reports. Each participant must determine the information they are willing to share in a group setting. While confidentiality cannot be guaranteed, is expected that any views shared will be kept confidential but all group members. We hope this opportunity lends itself to frank, honest discussion of your experiences in light of the growing demand province-wide for FSL programs and the issues related to the staff supply pipeline.

Prompt #1

What has your hiring experience been like? Start with boards' recruitment practices (What are they? How did you learn about them? Timelines? Similarities/differences across boards

Prompt #2

What brought you to the point of working in an FSL context? What was it like learning you would be supporting an FSL program?

Prompt #3

How does working in an FSL context compare to other assignments you've had as an education worker?

Prompt #4

During the survey, you were asked to describe your own knowledge of French. How has your knowledge of French impacted how you work in your role as an education worker? (separate out by education worker sub-groups, ECEs, Ed Assistant, CYW)

Prompt #5

Are there any closing comments you want to make about your experiences so far working in an FSL context?

Appendix K

List of Committees and Members

French as a Second Language - Labour Market Partnership Committee

| EDUCATION PARTNER | REPRESENTATIVE | ROLE |
|--|--|---|
| Catholic Principals' Council of Ontario (CPCO) | Annalisa Varano Jennifer Yust | President Past President |
| College of Early Childhood Educators (CECE) | Melanie Dixon | Director, Professional Practice |
| Council of Ontario Directors of Education (PCODE) | Lucia Reece Debra Rantz | Director of Education Director of Education |
| Council of Ontario Directors of Education (ECCODE) | Ab Falconi | Director of Education |
| Elementary Teachers' Federation of Ontario (ETFO) | Jennifer Mitchell | ETFO Executive Staff |
| Ministry of Education (EDU) | Elizabeth Hoerath | Manager / Chef FSL Policy Implementation / Unité de la mise en œuvre des politiques FLS Field Services Branch / Direction des services régionaux |

Appendix K

List of Committees and Members
French as a Second Language - Labour Market Partnership Committee

| EDUCATION PARTNER | REPRESENTATIVE | ROLE |
|---|---|---|
| Ministry of Education (EDU) | Karin Lang Anna Press | Education Officer Policy Analyst Professionalism, Teaching Policy and Standards Branch/ Direction de la conduite professionnelle des politiques et des normes en matière d'enseignement Student Achievement Division/Division du rendement des élèves |
| Ontario Association of Deans of Education (OADE) | Lace Marie Brogden | Dean, Faculty of Education Laurentian University |
| Ontario Council of Education Workers/Ontario Public Service Employee Union (OCEW/OPSEU) | Anastasios Zafiriadis | Senior Negotiator, Negotiations Unit Local Services and Collective Bargaining Division |
| Ontario Catholic Supervisory Officers' Association (OCSOA) | Tom D'Amico | Associate Director of Education |
| Ontario Catholic School Trustee Association (OCSTA) | Nick Milanetti Dann Crandall | Executive Director French as a Second Language Consultant (JK-12) |

Appendix K

List of Committees and Members

French as a Second Language - Labour Market Partnership Committee

| EDUCATION PARTNER | REPRESENTATIVE | ROLE |
|--|---|--|
| Ontario College of Teachers / Ordre des enseignantes et des enseignants de l'Ontario (OCT) | Michael Salvatori | Chief Executive Officer and Registrar |
| | Stefanie Muhling | Bilingual Program Officer, Accreditation (B) Standards of Practice and Accreditation |
| Ontario English Catholic Teachers' Association (OECTA) | Susan Perry | Department Head Professional Development |
| Ontario Principals' Council (OPC) | Nancy Brady | President |
| | Larry O'Malley | Past President |
| Ontario Public School Boards' Association (OPSBA) | Judith Nyman | Project Lead, FSL-OLMP Director of Program Policy |
| | David Jack Debra Krutila | Research Lead Partnership Lead |
| Ontario Public Supervisory Officers' Association (OPSOA) | Karen Edgar | Superintendent of Student Achievement |
| | Andre Labrie | OPSOA/ Sr. Negotiator Superintendent of Human Resources |
| | John Howitt | Western Regional Director, OPSOA Superintendent of Education, Elementary Staffing & Information Technology Services |

Appendix K

List of Committees and Members French as a Second Language - Labour Market Partnership Committee

| EDUCATION PARTNER | REPRESENTATIVE | ROLE |
|---|-----------------------------|---|
| Ontario School Board Council of Unions (OSBCU) | Keith Levere | Area 2 Vice President |
| Canadian Union of Public Employees (CUPE) | Michel Revelin | CUPE National Representative and OSBCU Associate Coordinator |
| Ontario Secondary School Teachers' Federation / Fédération des enseignantes-enseignants des écoles secondaires de l'Ontario (OSSTF) | Rosemary Judd-Archer | Provincial Executive Assistant, Adjointe executive Educational Service Department, Services éducatifs |
| Ontario Teachers' Federation (OTF) | Lindy Amato | Director, Professional Affairs |
| University of Ottawa | Stephanie Arnott | Assistant Professor |

FSL - LMPC Steering Committee

Judith Nyman, Project Lead
David Jack, Research Lead
Debra Krutila, Partnership Lead
Jennifer Mitchell, ETFO

Susan Perry, OECTA
Lucia Reece, CODE
Larry O'Malley, OPC
Andre Labrie, OPSOA

Education Worker Committee

Judith Nyman, Project Lead
David Jack, Research Lead
Debra Krutila, Partnership Lead
Melanie Dixon, CECE

Rosemary Judd-Archer, OSSTF
Keith Levere, OSBCU
Jennifer Mitchell, ETFO
Michel Revelin, CUPE
Anastasios Zafiriadis, OCEW/OPSEU

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Please see the full *Moving Forward with Perspectives Regarding the French as a Second Language Labour Market Issue* report at www.opsba.org