FSL Teacher Recruitment Guide for English–Language School Boards

May 2023

FSL Teacher Recruitment Guide for English–Language School Boards[1]

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[1] Across Canada, local school jurisdictions are referred to as districts, divisions, or boards, as determined by provincial/territorial governments. These terms are used interchangeably throughout this Guide.

1.0

Introduction

Background

Satisfying the demand for French as a Second Language (FSL) teachers for core/basic and immersion programs has been a persistent labour market challenge in Canadian schools for many years. A review of past studies and reports confirmed the challenges associated with FSL teacher recruitment. The Ontario Public School Boards' Association (OPSBA) led an initiative funded by the Ontario Ministry of Labour and Skills Development. Throughout the three phases of this initiative entitled, *Meeting Labour Market Needs for French as a Second Language Instruction in Ontario, 2017–2021*, there were a number of high-yield strategies that emerged which required further exploration. These strategies emerged as complex, interrelated, and multi-faceted and required the collaborative commitment from many education partners to work together to find workable solutions.

In early 2020, OPSBA was approved to lead three subsequent initiatives as part of the FSL Teacher Recruitment and Retention Strategy in French Immersion and French Second Language Programs, an initiative funded in part by the Department of Canadian Heritage and the Province of Ontario. These initiatives support the public education sector and were envisioned to be three years in length and pan-Canadian in scope.

School boards across Canada have indicated that they have struggled with recruiting and hiring FSL teachers and have been unable to meet their recruitment goals for FSL.

One of the initiative's key objectives was to develop a guide for English-language school boards that supports the effective recruitment and hiring of FSL teachers. *The FSL Teacher Recruitment Guide for English-Language School Boards (the Guide)* is a resource for English-language school boards across Canada.

Intended Audience

This guide is intended to provide human resources (H.R.) professionals, program superintendents/directors, curriculum leaders, communications officials, and information technology (I.T.) specialists with specific strategies that have been used in school boards across Canada within differing contexts.

The strategies in the Guide are informed by research conducted as part of the initiative to produce a comprehensive list of higher-yield strategies for recruitment and hiring of FSL teachers across Canada as well as increasing the overall supply of FSL teachers.

The Guide has also been informed by a previous OPSBA project, the *Ontario Labour Market Partnership (OLMP)* involving school boards, trustee associations, faculties of education, teacher federations, education workers' unions, the Ministry of Education, professional school leadership organizations, Ontario College of Teachers, human resources personnel and principals that provided guidance related to teacher recruitment and retention strategies in French as a Second Language Programs.

2.0
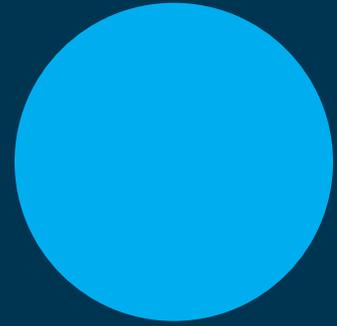
Feedback on the Guide (Why use this Guide?)
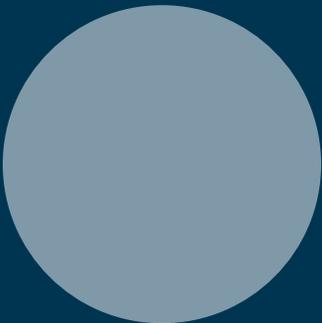
The Guide, initially published as a draft in February 2021, was shared broadly throughout the country using a wide variety of communication channels. The strategies within the Guide were piloted by numerous school districts across Canada in years one, two and three of the project. Many conducted website reviews using the materials in the Guide. Other school districts field–tested the Guide itself and provided feedback through surveys and symposia to improve the Guide's structure and content. The Guide reflects that feedback, and it is acknowledged that this work would not be possible without the significant contributions of those school districts.

"Be open–minded. Read through it. Don't assume that you are doing everything — we really felt that we were doing everything — we were doing a lot, but we were not doing everything"

Thames Valley DSB

"Raises questions that we sometimes gloss over. We don't question the material in the same way that the prompts allow us to. The fact that it is laid out in such a practical manner provides me with a way to consider the next steps. I like that it's not an overwhelming document; very to the point and accessible. Not going to take hours and hours. Ease of use and focused nature has been very useful"

Huron–Perth Catholic DSB

"Very thorough, promoted a lot of conversation, provided actionable points. Going to use it every year"

Greater Saskatoon Catholic Schools

"Use the document with an intent for change, not as a checklist, really deep examining. Document is meant to be used in context with a mindset for change"

Algonquin and Lakeshore Catholic DSB

"Be proactive rather than just looking at it when things aren't going well. Use it annually in your practice"

Vancouver School Board

When listening to the experiences with school boards that engaged with the Guide, it became clear that an integrated and comprehensive recruitment and retention plan was necessary to attract, hire and retain French as a Second Language teachers. A multi-faceted approach, incorporating several of the identified strategies, as well as being mindful of the themes articulated in the other projects undertaken by the FSL Labour Market Partnership, such as French-language proficiency and on-going professional support, was described as crucial. OPSBA is also leading two other FSL initiatives involving the development of a French-language proficiency assessment Toolkit and supporting principals to address challenges in retention and professional support of FSL teachers. It became clear that implementing only one component or strategy would not likely be enough to be successful in increasing the number of French Teacher applicants or retaining newly hired French teachers.

3.0

How to get the most out of the strategies in this Guide

During the three years of the FSL Recruitment Guide project, the school districts piloting and field testing the Guide reported their successes, struggles and overall experiences in using the Guide. Several themes emerged and were strengthened throughout the project that pointed to several factors that contributed to the success of the project:

- **Use an integrated approach** that brings together staff from several departments. Project participants voiced that a collaborative and integrated approach was essential to success.

- **Consider forming a steering committee.** Boards that created a working group of staff from human resources, curriculum/program, communications/community relations and information technology were most successful.

- **Focus on more than one strategy.** The strategies are fluid, and they often overlap. Implementing complementary strategies at the same time may streamline various processes and yield more robust results.

- **Include senior administration.** Including the H.R. superintendent or the district CEO resulted in more buy-in and greater eventual success.

- **Make a plan** at the outset. Determining what strategy(s) to focus on initially and identifying the follow-up actions is a key step to organizing the project.

- **Have regular check-ins.** This was necessary to sustain the project's momentum and keep it on track.

"The guide really has the ability to impact what work teams do, and it is based on collaboration which I am sure not all systems think of. When we work with multiple departments, I find that our conversations are good at challenging assumptions and identifying gaps"

Algonquin and Lakeshore Catholic DSB

The following themes were also identified throughout the project:

- Importance of Collecting Data. During the pilot projects and field-testing of the Recruitment Guide, the collection of qualitative data and quantitative metrics was encouraged. Before implementing a strategy, it was suggested that school districts establish baseline data to evaluate each strategy's effectiveness. In this way, school boards could determine the most effective use of their resources. For example, the Halton Catholic District School Board was able to determine that their social media campaign was more effective on Facebook and Instagram than it was on LinkedIn, and that paid advertisements received far more hits than their unpaid ads. The Renfrew County School Board determined that their social media campaign was far more effective than the targeted print advertisements in attracting candidates.

- Local Hiring. When examining a strategy, keep in mind a local hiring lens. A focus on hiring graduates and residents within the school district's region has been suggested as an effective strategy. When asked about the factors influencing their decision to apply to specific boards, new FSL teachers identified that board's proximity to their preferred place of residence as the strongest influence, followed by their prior knowledge of the board and experience working in the board as a volunteer or as part of their teacher education practicum (Jack and Nyman, 2019).

The Guide is organized into five strategies:

- **Strategy 1:** Job Posting, Website and Social Media Enhancement
- **Strategy 2:** Post-Secondary Partnerships
- **Strategy 3:** Hiring Incentives
- **Strategy 4:** Recruitment Data Tracking
- **Strategy 5:** Creating an FSL-Friendly Culture

On the following pages, you will find a summary of each strategy, the rationale for its use and examples from the field. Also included is a worksheet so boards can assess their alignment with each strategy and build a work plan to improve practices in that area. It is highly recommended that a comprehensive approach involving several strategies be adopted to strengthen the district's overall recruitment of FSL teachers. Using more than one strategy requires collaboration and realignment and will likely have a more substantial positive impact.

Each strategy has its own worksheet for conducting a board self-assessment, developing an action plan and establishing timelines. There are several options for completing the worksheets. Each worksheet can be:

- downloaded and printed from the PDF version;
- completed online, saved and printed (Note: the text field will scroll and will be saved but when printing only the visible text on the screen will print); or
- saved as a WORD document by clicking on the WORD icon found in the header of each strategy's worksheet.

 Icon for downloading Word documents.

Suggestions on how to use the worksheets in this guide:

1. Include people from program/curriculum, communications, information technology, school leadership, and H.R. on the team when conducting the self-assessment and developing the plan for improvement. Teams led or supported by senior administration of the district had more success achieving their goals.

2. Choose one or more strategies and complete a self-assessment of your school district.

3. Based on the board self-assessment, choose specific actions to enhance your practice.

4. Use the timeline column to monitor your actions, establishing dates with respect to your recruitment and hiring practices enhancement.

4.0

Recruitment Strategies

4.1
Job Posting, Website and Social Media Enhancement

Results from a review of literature, surveys, interview data and consultations with human resources professionals indicated the growing effectiveness of the use of websites and social media in reaching potential FSL candidates. The effectiveness of this strategy was supported through the piloting and field-testing phase of the project and was shown to increase FSL teacher applications. Those school districts that obtained data on where applicants first heard of their job posting, cited that the school district's website was consistently in the top three listed by applicants.

Research has identified the key challenges that discouraged FSL teachers from applying to specific job postings in Ontario. These challenges included a lack of sufficient details about the job (e.g., location of available jobs, when jobs will be available), location of interview (e.g., interviews may be conducted too far away), the timing of job applications (e.g., school boards may have different hiring timelines often governed by collective agreements).

A study led by OPSBA (2018) asked newly hired FSL teachers what the most effective way was to learn of FSL job opportunities. Fifty-four percent indicated that board websites were the most effective way to learn about FSL jobs, followed by boards' social media sites.

A pan-Canadian review of 145 school board websites to determine the accessibility and visibility of FSL job opportunities identified four criteria used to assess the manner in which FSL opportunities were posted:

- **Accessibility of Career Opportunities**
  - » Number of 'mouse clicks' on a board website to find current job postings or application processes
  - » Visibility of career opportunities on the district's home website page

- **Visibility of FSL-specific job opportunities**
  - » Current teaching opportunities noted on the school district's home website page
  - » FSL-specific opportunities noted on the school district's home website page
  - » Links to application software on the school district's website adjacent to postings

- **Ease of Application**
  - » Application portal or electronic application forms
  - » Application systems (example: Apply to Education) to post jobs

- **Statement of Requirements**
  - » List requirements for teaching French on website or job–postings
  - » Include requirements for external proficiency testing (e.g., preferred level on the DELF [Diplôme d'Études en Langue Française] or DALF [Le diplôme approfondi de langue française]; OPI [Oral Proficiency Interview])
  - » Indicate requirements for district proficiency assessment (boards need to communicate what is involved in this process)
  - » Indicate any preferred qualifications or experiences (examples: experiences in a French language immersion setting, completion of studies in French language)

Sherrer (2022), in a blog about high–demand / low–supply careers, posted nine employee recruitment strategies to improve hiring processes for H.R. managers. Sherrer recommended three key strategies, including developing an employer brand, creating job postings that reflect the employer brand, and using social media effectively. Sherrer also suggested that employers ask questions related to why someone might want to work with their organization or whether the board has employees who are "net promoters" of the organization. Noting that more candidates are from the millennial demographic, employers should pay particular attention to their social media presence.

Use the following table to conduct a review of the use of Job Postings, Websites and Social Media:

RECRUITMENT STRATEGY #1	JOB POSTING, WEBSITE AND SOCIAL MEDIA REVIEW BOARD SELF–ASSESSMENT	DOC
Use of print media to advertise for FSL teachers.	☐ Does your board advertise through print media? ☐ Are you evaluating the effectiveness of your print media campaign?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
Incorporation of Equity, Diversity, Inclusion and Anti–Racism (EDIA) Principles	☐ Does your website and social media portray diverse cultures / students / employees? ☐ Do your recruitment ads and processes (postings, banners, pamphlets, social and website) invite FSL applicants who are members of marginalized communities? ☐ Does your region have a population of newcomers from French–language–speaking countries that can be the subject of targeted recruitment? ☐ Have you reviewed recruitment processes and materials through an EDIA lens?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
Use of social media to advertise for FSL teachers	☐ Does your board advertise through social media? ☐ Are you evaluating the effectiveness of your social media campaign by gathering baseline data and continuing to collect metrics? ☐ Are you advertising on a variety of social media sites?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	

RECRUITMENT STRATEGY #1	JOB POSTING, WEBSITE AND SOCIAL MEDIA REVIEW BOARD SELF–ASSESSMENT
Use of school district website to advertise for FSL teachers	☐ Have you tested how the website and all information (postings, videos, pictures) display on a variety of devices (desktop, laptop, tablet, and phone)? ☐ Are current teaching opportunities noted on the board landing page? ☐ Are FSL-specific opportunities noted on the school board's landing page? ☐ 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 in place to support new FSL teachers, as they may not have had the benefit of occasional teaching? Are these noted on the website? ☐ How many mouse clicks does it take to find the information? ☐ Is it clear that the board is currently hiring French teachers? ☐ Would prospective FSL teachers find hiring information complete? ☐ Who would they contact for more information? ☐ Is the information available in English and French? ☐ What platform is used for hiring? ☐ Is there a link to the platform on the website, application portal or electronic application forms? ☐ Do you use an application system (example: Apply to Education) to post jobs? ☐ Does your website include an information video that contains information about the application process, requirements, language proficiency etc.?
	ACTION(S)
	ESTIMATED TIME / TARGET DATE FOR COMPLETION

RECRUITMENT STRATEGY #1	JOB POSTING, WEBSITE AND SOCIAL MEDIA REVIEW BOARD SELF-ASSESSMENT

Content / appearance of job postings	☐ Considering part-time opportunities: Can the positions be combined with others to allow for a full-time or less part-time offering?
	
	 ☐ Is there a clear outline for the process of hiring FSL teachers?
	
	 ☐ What is the application deadline?
	
	 ☐ What platform is used for hiring?
	
	 ☐ Is there a link to the platform on the website?
	
	 ☐ Does the posting list the type of FSL program for the position?
	
	 ☐ Is the name of the school attached to the position?
	
	 ☐ Does the posting include the duration and percentage of the position, e.g., part-time/full-time, including if the position is rotary and/or on a cart, if known?
	
	 ☐ Does the posting specify who can apply (i.e., internal, external, occasional)?
	
	 ☐ Does the posting list all the necessary qualification requirements?
	
	 ☐ What are the qualifications required to teach FSL in the school board? (e.g., in Ontario, Additional Qualifications FSL Parts 1, 2, or Specialist; Junior/Intermediate Basic Qualifications in French; Intermediate/Senior Basic Qualifications in French; other equivalency?)
	
	 ☐ Is there specific external proficiency testing? (e.g., preferred level on the DELF, DALF, OPI [Oral Proficiency Interview])
	
	 ☐ Is there an evaluation of language proficiency? Is there a test? What are the proficiency expectations of FSL teachers?
	      ☐ Are they different for elementary and secondary?
	      ☐ Are they different for the type of FSL program?
	
	 ☐ Are there policies in place that a new FSL teacher would consider prohibitive?
	
	 ☐ Are there conditions of employment (e.g., if the teacher must teach FSL for a specific # years, call-in requirements for occasional teachers, etc.)
	
	 ☐ Indicate preferred qualifications or experiences (examples: experiences in a French language immersion setting, completion of studies in French language)

	ACTION(S)
	ESTIMATED TIME / TARGET DATE FOR COMPLETION

RECRUITMENT STRATEGY #1	JOB POSTING, WEBSITE AND SOCIAL MEDIA REVIEW BOARD SELF–ASSESSMENT	
Pool hiring	☐ Do you hire teachers to a French pool in advance of your regular hiring process?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
Create an employer brand	☐ Are all recruitment materials on postings, website, social media, and print branded with board branding?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
Promotion of living/ working within the region	☐ Do you provide information that promotes your region as a great place to live and work? ☐ Does your website include a promotional video promoting your region and the benefits of relocating? ☐ Does your video specifically include a French teacher recruitment message?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	

Examples from the field:

1. **The Rainbow District School Board** conducted a comprehensive review of their website to make FSL programming more visible and to update material. They also ensured that there was more specific information about FSL qualifications available to applicants. Once the website review was complete, the Board created a promotional video. With the support of numerous staff (from teachers to the Director of Education [CEO]), the short video highlights the benefits of working in the Rainbow District School Board as an FSL-qualified teacher. The video focused on the benefits of working in Rainbow and the value the board places on French-language instruction. The video is also aired on local television stations encouraging FSL teachers to consider Rainbow as an employer of choice. Since the website enhancements went live, Rainbow DSB has had a greater number of FSL applications from a more diverse group of applicants, including out-of-province and out-of-country applicants and their FSL recruitment page had 160 clicks from December 2022 to January 2023, up from 92 hits during the same period in the prior year.

2. **Renfrew County District School Board** embarked on a social media campaign to attract FSL teacher candidates to the board. *"We are now running targeted ads on Twitter that have a reach of 9.7 million users. The ads will appear in feeds of users who are 21-50, are interested in travel, well-being, ethnic cuisine, seeking a career or employment opportunity in teaching the French language, and who follow accounts that are focused on education topics and teaching [professional learning]. We are running [ads] across Canada and France"* (Renfrew County DSB).

3. **The Halton District School Board** used the Guide to conduct a review of postings, their website, and social media advertising. They added a French recruitment page. They also created a recruitment video promoting the FSL programs in the board. They surveyed French teachers hired in the last two years to find out what they wished they had known about the program and asked them what was important to them. They also asked teachers who they wanted to hear from. They responded that they wanted to hear from new or experienced teachers, not necessarily from human resources staff or the director or district CEO. They used this feedback to develop their information video. *"We were able to fill our posted French positions until close to the end of October this year. In the past few years, we have opened the school year with French vacancies. We have had less difficulty in filling daily French vacancies. The ease of marketing our school board has increased. We have a more consistent pool of candidates applying to positions within the HDSB"* (Halton District School Board).

4.2 Post-Secondary Partnerships

Post-secondary partnerships have a role to play when it comes to the recruitment of FSL teachers across Canada. The need for partnerships with post-secondary institutions to grow the pool of teachers through placements and practicum opportunities has been found in the literature review of past studies. Many local factors come into play, and H.R. officials have commented that their use of specific strategies is affected by a number of local factors, for example, the anticipated number of teachers needed or established arrangements with faculties of education. (OPSBA, 2018)

When evaluating the effectiveness of their current recruitment strategy, school districts may wish to consider what newly hired FSL teachers said about their recent hiring experiences.

Listed below are the most effective ways for potential FSL teacher candidates to learn about FSL job opportunities (% newly hired teacher respondents selecting a particular choice):

1. Information on board websites (54.5%)

2. Acquaintance with current employees of a board (44.6%)

3. Colleagues/other applicants (41.4%)

4. Information made available through faculty of education (26.6%)

This same report noted that French language proficiency appeared as a concern according to comments in the human resources survey, which reported approximately 1 in 4 FSL teacher applicants fell short of their board's French proficiency thresholds (OPSBA, 2018). The report suggested that boards and faculties of education work towards a common understanding of proficiency standards. This could begin on a local level with expansion provincially and ideally on a national level.

Within the report, boards were asked to reflect on the effectiveness of their current FSL teacher recruitment strategies (OPSBA, 2018). Numbers 1–3 below reflect the strategies that were perceived by H.R. respondents to be relatively more effective than others:

1. Conduct interviews during job fairs at faculties of education.
2. Conduct relevant, valid French language proficiency assessments during job fairs at faculties of education.
3. Hire FSL teachers to a pool in anticipation of emerging job vacancies.

Job fairs continue to be a well-used mode of recruiting FSL teachers. Strategies to appropriately promote at job fairs (#1 above) include:

1. Be visual. Consider a bilingual banner that expresses your need/appreciation of FSL teachers.
2. Have information about FSL programs at the school district available in French and English.
3. Include information about hiring practices and language proficiency expectations.
4. Celebrate what your board has to offer FSL teachers (e.g., professional development opportunities, regional attributes, support systems, etc.).
5. If you have current openings, bring the job ad to the session.
6. Ensure that there is someone at the job fair representing your board that speaks French.

Feedback from our study suggests that there is a real difference between virtual and in-person job fairs and that school boards should adjust accordingly. The advantages of virtual job fairs included the opportunity to extend the search geographically and that they are cost-effective. Also, technology is no longer the barrier that it once was for boards and candidates.

One of the challenges that dissuaded applicants from pursuing an FSL job in a particular school district included a lack of specific information about available jobs (OPSBA, 2018). For example, some school districts hire to a "pool" of job ready FSL teachers and may not be able to provide job specifics (e.g., school location, grade level) before expecting a candidate to accept a job offer.

Use the following table to conduct a review of the use of Post–Secondary Partnerships:

RECRUITMENT STRATEGY #2	POST–SECONDARY PARTNERSHIPS BOARD SELF–ASSESSMENT	DOC
Conduct job fairs at faculties of education	☐ Be visual! Consider a bilingual banner that expresses your need/appreciation of FSL teachers. ☐ Have board information about FSL programs at the board available in French and English. ☐ Include information about hiring practices and language proficiency assessments. ☐ Celebrate what your board has to offer FSL teachers– professional development opportunities, regional attributes, support systems, etc. ☐ If you have current openings, bring the job ad to the session. ☐ Ensure that there is someone at the job fair representing your board that speaks French. ☐ Do you have a mechanism to conduct French proficiency testing on–site during the fair or to flag promising candidates for follow–up?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
Virtual job fairs	☐ Ensure that you have French–speaking staff online. ☐ Do you have a district promotional video that can be viewed? ☐ Do you have a mechanism to conduct French proficiency testing on–site during the fair or to flag promising candidates for follow–up? ☐ Are you promoting the job fair in multiple venues and media to ensure strong attendance?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	

RECRUITMENT STRATEGY #2	POST–SECONDARY PARTNERSHIPS BOARD SELF–ASSESSMENT	
Build capacity of potential FSL candidates in your region through post–secondary partnerships offering FSL courses	☐ Advertise these opportunities through social media and other channels. ☐ Support the candidates throughout the course.	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
Support student placements in your board	☐ Strengthen relationships with universities offering FSL qualifications to increase teacher practicum / co-op placements. ☐ Make early connections with faculty of education students currently in placements with your schools. ☐ Connect student teachers with mentor FSL educators. ☐ Develop a recruitment relationship with these student–teacher candidates. ☐ Set up recruitment presentations, information nights, etc. ☐ Ensure there is a method of centrally tracking student placements so that ongoing communication can occur with these students.	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	

Hire FSL teachers to a pool in anticipation of emerging job vacancies	☐ While attending job fairs, do you hire FSL teachers to a pool?
	   ☐ Yes
	   ☐ No	

	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	

Examples from the field:

1. **The Vancouver School Board** has the largest French Immersion program in the province and found that they needed to go beyond the faculties of education in B.C.'s universities since the number of teacher graduates for FSL positions was insufficient. They reached out to other provinces to increase the number of potential teacher applicants. In partnership with faculties of education in Quebec, they offered eight-week practicums in Vancouver. In 2018 they hosted four student teachers from McGill and hired all four. In 2021 -22 they partnered with Laval University, hosted two student teachers from Quebec, and helped find them accommodation.

2. **The Brant Haldimand Norfolk Catholic District School Board and the Grand Erie District School Board**, coterminous[2] boards that share the same geographic footprint, collaborated on a pilot project with Wilfred Laurier University to build the capacity of FSL teachers in their region. The university offered the FSL Additional Qualification program for potential candidates identified by the school districts. Previously unqualified Long Term Occasional teachers took the course and developed confidence and proficiency. The districts kept the course 'local' so that they could support and help the candidates prepare for the proficiency test that is a requirement for taking the Additional Qualification[3] FSL course at Wilfrid Laurier University. Early social media and a press release targeted the appropriate candidates for this model of support. Due to the strong relationship built between the district and the university, both sides made accommodations to ensure the program's success. *"The project led to increased communication between board departments (H.R., program, school administrators, etc.) as well as ensuring we were checking in and supporting FSL teachers, taking into consideration their needs and preferences as part of information gathering"* (Grand Erie DSB).

3. **The Ottawa Catholic School Board (OCSB)** pilot project entailed reaching out to the universities outside the Ottawa region where some of their new French teachers had attended. These were universities without previous relationships with the board. The goal was to encourage students to do their placements at OCSB. Working with the guide strategies, they have found that interest from partner universities is increasing and driving more traffic to their website. *"We connected with all our targeted universities, including those in the eastern region such as Quebec and New Brunswick and other universities with FSL programming. We looked at NTIP teachers (New Teacher Induction Program) to find out where they came from, which helped us target those universities. We wanted to find out from new hires how they heard about the Ottawa Catholic School Board. We've connected with our targeted universities and built relationships with them, and are encouraging students to come to Ottawa Catholic School Board to do their practicum, so we can start to build relationships and ultimately pursue employment with our board"* (Ottawa Catholic School Board).

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2 In Ontario, coterminous boards share a common boundary, or neighbouring area (e.g., Toronto District School Board and Toronto Catholic District School Board).

3 In Ontario, Additional Qualification Courses (AQ Courses) are courses that are accredited by the Ontario College of Teachers (OCT) and are required to teach in Ontario. FSL teachers are required to take the FSL AQ course in order to teach FSL in Ontario. Some, but not all FSL AQs require a proficiency test for admission.

4.3
Hiring
Incentives

Research suggests that effective use of targeted incentives such as subsidizing courses in French, student loan subsidies, accommodation, relocation allowances, and in-kind support may appeal to new FSL teachers. Some teachers interviewed highlighted financial incentives and the availability of housing options as factors in their employment selection. If a district does offer incentives, it is very important to make potential candidates aware of them during the hiring process.

Continued growth in the form of professional learning or the ability to further a teacher's education through assistance in completing post-secondary courses is also seen as an added bonus to teachers. *"Overall, there appeared to be a 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."* (OPSBA, 2019, p.31) Providing 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, and additional qualification courses taught in French) are also supported in the literature.

A variety of strategies can be used in providing funding as an incentive to participate in French language and cultural immersion experiences and accessing resources, such as:

- reviewing board access to Official Languages in Education (OLE) funding to support resource acquisition, professional learning opportunities, professional membership fees and licensing fees

- accessing various resources through memberships in associations such as OMLTA (Ontario Modern Language Teachers' Association, ACPI (Association canadienne des professionnels de l'immersion), CASLT (Canadian Association of Second Language Teachers), CFORP (le Centre franco-ontarien de ressources pedagogiques) and FNCSF (Fédération nationale des conseils scolaires francophones)

- providing funding for access to a variety of online resources such as Idello, TFO, Heritage Canada and Voilà Learning, to name a few

- providing opportunities for teachers to attend French conferences such as ACPI, CASLT

- accessing EXPLORE, which is an FSL bursary program sponsored by Canadian Heritage (Federal Government) (https://www.canada.ca/en/canadian-heritage/services/funding/explore.html)

Use the following table to conduct a review of the use of Hiring Incentives:

RECRUITMENT STRATEGY #3	HIRING INCENTIVES BOARD SELF–ASSESSMENT	DOC
Targeted incentives (relocation, accommodations, student loan subsidies)	☐ Do you offer relocation allowances? ☐ Do FSL teachers have access to student loan subsidies? ☐ Are subsidies available to assist with the cost of accommodations in high–cost communities?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
Offer financial/ in-kind incentives to FSL applicants	☐ Does your board access funding available through Official Languages in Education (OLE) funding? ☐ Does your board promote and assist teachers in accessing FSL programs through EXPLORE?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	

RECRUITMENT STRATEGY #3	HIRING INCENTIVES BOARD SELF-ASSESSMENT
Offer additional French resources to support teachers	☐ Are teachers provided funding to access various resources through memberships in associations? ☐ Is district licensing provided for French online resources? ☐ Is support provided for teachers to attend French language conferences?
	ACTION(S)
	ESTIMATED TIME / TARGET DATE FOR COMPLETION
Offer additional qualification courses pro bono	☐ Does your board provide funding for teachers to take additional post-secondary courses?
	ACTION(S)
	ESTIMATED TIME / TARGET DATE FOR COMPLETION

RECRUITMENT STRATEGY #3	HIRING INCENTIVES BOARD SELF-ASSESSMENT	
French teacher professional development	☐ Do new French teachers receive instructional or language-based professional learning? ☐ Is there a mentoring program offered to new French teachers? ☐ Are French teachers offered opportunities to network with other French teachers?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
Dedicated classroom space for French instruction	☐ Do French teachers have their own classrooms? ☐ Do you promote this?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
Advertise to potential candidates any incentives that would be potentially available to them	☐ Yes ☐ No	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	

Examples from the field:

1. **The Vancouver School Board** is engaged in a pilot project to encourage French teacher candidates from Laval University in Quebec to complete their practicum in Vancouver. They attracted two candidates and hoped to incent them to stay in Vancouver once they graduate. The school board partially compensated the teachers for travel and lodging expenses.

2. While attending recruitment fairs, **Hamilton–Wentworth DSB** found that candidates were unfamiliar with the area and therefore were unsure about applying for positions. For this reason, they decided to establish an "Out of Province HomeStay Program" as their pilot project. This program would allow candidates from out of the province to come to Hamilton and stay with a Hamilton–Wentworth DSB staff member and get to know the city, the school district and what they have to offer before making a commitment. This would involve candidates staying for a designated period of time with a current employee. The staff has supported the project through their willingness to become homestay families. There has been a good response and interest from universities and candidates. The board is now ready to implement a social media blast regarding the homestay opportunities.

3. **The Halton District School Board** used the Guide to conduct a review of postings, their website, and social media advertising. They created an information video promoting the FSL programs in the Board that outlines the many supports and resources available to FSL teachers. Promoting these supports has acted as an incentive for new FSL teachers to choose the Halton District School Board. *"We were able to fill our posted French positions until close to the end of October this year. In the past few years we have opened the school year with French vacancies. We have had less difficulty in filling daily French vacancies. The ease of marketing our Board has increased. We have a more consistent pool of candidates applying to positions within the HDSB"* (Halton District School Board).

4.4
Recruitment Data Tracking

Human resource officials recommend the effective use of human resource information systems (HRIS) and HRIS data to track and monitor recruitment/hiring activities.

It has been suggested that by investing in an applicant tracking system, the board will save time and money (*Recruitment Strategies for 2023: How to Prepare for the Future*). *"An Applicant Tracking System (or ATS) is software that automates the process of posting jobs and finding qualified talent. This often includes one-click job posting to multiple sites, applicant sorting, and interview scheduling. There are many options available, so be sure to do your research and find the best applicant tracking system for your board's budget and size"* (Sherrer, 2022, p.1).

A review of 145 school board websites across Canada revealed a variety of electronic platforms to manage the recruitment process. These ranged from in-house human resource databases to dedicated third-party recruitment platforms. Third-party platforms included: ApplyToEducation, CIMS-Job Connect, Frontline, and TalentEd-PowerSchool. Apply to Education appears to be the most commonly used third-party recruitment service.

The additional benefit to school districts is that they may be able to ascertain the most productive recruitment methods by tracking the source of their applicants, thereby placing their recruitment dollars where they will have the most impact.

Use the following table to review the use of Recruitment Data Tracking:

RECRUITMENT STRATEGY #4	RECRUITMENT DATA TRACKING BOARD SELF-ASSESSMENT	DOC
Does the board invest in a job applicant tracking system (ATS)?	☐ Yes ☐ No	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	

RECRUITMENT STRATEGY #4	RECRUITMENT DATA TRACKING BOARD SELF-ASSESSMENT	
Does the board track the number of FSL positions that do not have a qualified FSL teacher?	☐ Yes ☐ No	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
Does the board track the number of unfilled positions?	☐ Yes ☐ No	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
Does the board track the success rate of the French Proficiency Test (FPT)?	☐ Yes ☐ No	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
Does the board track teachers unsuccessful with the FPT from year to year?	☐ Yes ☐ No	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	

RECRUITMENT STRATEGY #4	RECRUITMENT DATA TRACKING BOARD SELF-ASSESSMENT	
Does the board track the movement of teachers in and out of French positions?	☐ Yes ☐ No	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
Does the board track which universities candidates come from?	☐ Yes ☐ No	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
Does the board track visits to website?	☐ Yes ☐ No	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
Does the board track views to social media ads?	☐ Yes ☐ No	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	

RECRUITMENT STRATEGY #4	RECRUITMENT DATA TRACKING BOARD SELF-ASSESSMENT		
Does the board track the number of applicants?	☐ Yes	☐ No	
	ACTION(S)		
	ESTIMATED TIME / TARGET DATE FOR COMPLETION		
Does the board track hits on recruitment videos?	☐ Yes	☐ No	
	ACTION(S)		
	ESTIMATED TIME / TARGET DATE FOR COMPLETION		
Does the board capture personal contact information of candidates at recruitment fairs for personalized follow-up and communication?	☐ Yes	☐ No	
	ACTION(S)		
	ESTIMATED TIME / TARGET DATE FOR COMPLETION		
Does the board track French-qualified teacher candidates who are on practicum placements with your board for personalized follow-up and communication?	☐ Yes	☐ No	
	ACTION(S)		
	ESTIMATED TIME / TARGET DATE FOR COMPLETION		

RECRUITMENT STRATEGY #4	RECRUITMENT DATA TRACKING BOARD SELF–ASSESSMENT	
Does the board access provincial databases to identify teachers with FSL qualifications and verify qualifications of applicants?	☐ Yes ☐ No	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
Does the board track the following website metrics?	☐ **Web Traffic:** The number of incoming and outgoing website visitors you receive ☐ **Views:** The number of times a page has been viewed ☐ **Clicks:** The number of times a link has been clicked ☐ **Unique visitors:** First–time visitors to your website ☐ **Bounce rate:** Seen often in Google Analytics, the percentage of visitors that leave site quickly without interacting ☐ **Organic traffic:** Visitors that arrive to your website from a search engine ☐ **Direct traffic:** Visitors that arrive to your website by going to your address directly ☐ **Session duration:** Amount of time spent on website. This could maybe be broken down according to specific pages ☐ **Top traffic source:** Source that drives the most visitors to your website (e.g., social media platforms) ☐ **Device source:** To identify the top source used to access the website (e.g., tablet, smartphone, computer)	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	

Examples from the field:

1. **Halifax Regional Centre for Education** conducted a pilot project to establish a candidate tracking mechanism, enabling online French proficiency testing. They found that the early engagement of candidates helped those candidates remain engaged and complete the process. Often school board staffing processes don't enable a board to make an offer early; however, this board felt that by connecting with the candidates early in the process, the candidates did not leave to go elsewhere. *"It's a valuable tool, one that we would continue to use or something similar. One pleasant surprise is how efficient it is when quick turnaround is required. This past week had a position posted, they completed the French Proficiency Interview [FPI] on the same day of closing, and within an hour, the person was able to process the FPI. Of the 30 applicants we had in the past six weeks, 21 have already completed the assessment, and we have been able to get back to them. Without this tool, we would not have been able to review this volume of applicants"* (Halifax Regional Centre for Education).

2. **Huron–Perth Catholic District School Board** is developing a Q.R. code to leverage technology for the submission of personal data at recruitment fairs. The candidate who visits the board's display is provided with a Q.R. code enabling them to submit their name and contact information specific to the job fair. This personalizes communication with the individual and develops a candidate bank. Use of Google Forms streamlines the process and enables follow-up and further communication with the candidate.

4.5 Creating an FSL–Friendly Culture

Creating an FSL–Friendly Culture has been identified as a strategy that may help in the recruitment of FSL teachers and also in the retention of these teachers. Increased efforts at recruitment will be compromised without corresponding work to improve retention. These strategies could include enhanced interview processes, offering professional learning and new teacher induction programs in French, mentoring, promoting additional qualifications and increased technology support for FSL teachers.

The first suggestion listed in the chart below is partnering with teacher federations/associations/unions to address challenges on teacher recruitment by enhancing the FSL culture within the school district.

Enhanced Interview Process

The interview process is often the first opportunity provided to you to sell your school district. Private sector strategies identify the importance of conducting interviews that are comfortable and low–stress (Recruitment Strategies for 2023: How to Prepare for the Future) (Sherrer, 2022). It also highlights the importance of reflecting the culture of your organization throughout the interview process.

Enhancing recruitment through systematic supports for French–language programming in French

There are a variety of areas that can be considered to provide a robust support system for FSL teachers:

- Do you have a French program consultant in your district?
- Do your school administrators have training specific to understanding French second language instruction and supporting FSL teachers?
- Do you have French–speaking school administrators in the schools?

Dedicated French interview team that looks for candidates, shortlists, and interviews on a regular basis

This goes hand in hand with enhanced interview processes. Having a dedicated French interview team ensures consistency in hiring and speaks to a high level of importance placed on hiring FSL teachers. These individuals should be French–speaking or at least have a representative who can speak French, which allows candidates the opportunity to express themselves in the language in which they are the most comfortable.

Internal staff development to enhance proficiency in FSL

When asked to rank order their professional learning needs, new FSL teachers surveyed ranked "opportunities to improve French language skills" second after "availability of effective teaching resources" (OPSBA, 2018). A suggestion is that school districts explore the ability to offer financial or other support to teachers who have a French language proficiency that could potentially be increased to a level sufficient for teaching FSL. Support for teachers may include access to courses to enhance French-language proficiency at no cost or provide release time for FSL teachers to attend courses. Although providing support to teachers may be a direct cost to the school district, it is important to note that providing professional support for language development has the potential to reduce recruitment pressures if FSL teachers choose to continue teaching in FSL positions as opposed to opting to teach something else thereby creating a vacancy. Focusing attention on efforts to support and retain FSL teachers is equally important as improving recruitment and hiring practices.

Use of technology to supplement skill deficits to increase teaching pool

Technology can be used as a resource to support teachers in not only delivering their program but also in improving teacher skills.

Create a support system through dedicated FSL teacher mentorship

Some school districts have a mentorship program in which new teachers are paired with experienced teachers and provided time throughout the year to work together. In speaking to individuals who have this in their districts, they have noted that when sharing this information during the hiring process, candidates have been excited about the support this would provide them. The OLMP Phase II report suggests the following components of a new teacher induction program (OPSBA, 2018):

- 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 Common European Framework of Reference for Languages: Learning, Teaching, Assessment (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 mentorship and networking opportunities.

- Have retired FSL teachers become mentors for new FSL hires (OPSBA, 2019, p. 34).

The OLMP report also shares the following strategies in planning for resources to support professional learning for FSL teachers.

- Conduct surveys/focus groups based on a professional learning framework of FSL teachers in September 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 (OPSBA, 2019, p. 34).

Recruitment of International Candidates / Newcomers

Some districts have begun looking outside of Canada to recruit FSL teachers and have noticed immigration from French–speaking countries in their area is growing. When proceeding in this direction, it would be important to ensure that you are making their transition to Canada as smooth as possible by providing guidance and support throughout the process. You might wish to consider supporting recruits with the following:

- obtaining provincial certification

- relocation (monetary support, geographic and cultural information, help with finding accommodations, etc.)

- acclimating to Canadian teaching practices

- linking them with a mentor

Use the following table to conduct a review on Creating an FSL–Friendly Culture:

RECRUITMENT STRATEGY #5	CREATING FSL–FRIENDLY CULTURE BOARD SELF–ASSESSMENT	DOC
Partnering with unions to address challenges on teacher recruitment by enhancing the FSL culture within the school district.	☐ Does your board work with teacher federations/ associations/unions to discuss how to enhance FSL culture to recruit and retain teachers?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
Addressing recruitment issues through system supports for French.	☐ Do you have a French program consultant in your district? ☐ Do your school administrators have training specific to understanding French second language instruction and supporting FSL teachers? ☐ Do you have French-speaking administrators in the school? ☐ Do you gather input from FSL teachers when considering new resources, technology, and licenses?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
Use of technology to support professional learning.	☐ Do you use technology to support mentorship and networking opportunities for FSL teachers that do not have access to on-site FSL colleagues? ☐ Do you use technology to provide professional development opportunities in French for FSL teachers?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	

RECRUITMENT STRATEGY #5	CREATING FSL-FRIENDLY CULTURE BOARD SELF-ASSESSMENT	
Internal staff development to enhance skill proficiency in FSL	☐ Do you offer financial or in-kind support to teachers who have a French language proficiency that could potentially be increased to a level sufficient for teaching FSL?	
	☐ Do you conduct surveys and/or establish focus groups based on a professional learning framework of FSL teachers at the beginning of the year to identify professional learning needs and guide professional learning planning?	
	☐ Do you organize networking opportunities to promote professional learning?	
	☐ Do you offer learning institutes focusing on the CEFR to support FSL teachers?	
	☐ Do you promote and enhance leadership opportunities for FSL teachers at school and system level?	
	☐ Do you promote and encourage face-to-face networking opportunities, where possible, within and across schools for FSL teachers?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
Conduct awesome interviews	☐ Does your interview process reflect the culture of your district?	
	☐ Does your interview process put candidates at ease?	
	☐ Are your interview questions established to reflect the job the candidate is being interviewed for?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	

RECRUITMENT STRATEGY #5	CREATING FSL–FRIENDLY CULTURE BOARD SELF–ASSESSMENT
Dedicated French interview team that looks for candidates, shortlists, and interviews on a regular basis.	☐ Do you have a dedicated French interview team? ☐ Do you have representatives on your interview team that have a sound understanding of the teaching of FSL? ☐ Does the makeup of your interview team allow candidates to speak in the language of their choice for part or all of the interview process?
	ACTION(S)
	ESTIMATED TIME / TARGET DATE FOR COMPLETION
Create a support system through dedicated FSL teacher mentorship / professional development	☐ Do you have a new teacher induction program that supports the specific needs of new FSL teachers? ☐ Do you provide support to understand the CEFR and its relation to instruction and assessment of second language acquisition? ☐ Do you have an organized, professional learning network for novice FSL teachers and occasional teachers to establish mentorship/ networking relationships? ☐ Do you access retired FSL teachers to mentor new FSL teachers? ☐ Do French teachers receive instructional and language–based professional development?
	ACTION(S)
	ESTIMATED TIME / TARGET DATE FOR COMPLETION

RECRUITMENT STRATEGY #5	CREATING FSL-FRIENDLY CULTURE BOARD SELF-ASSESSMENT	
Out-of-town candidates	☐ Have you provided information about living in the area and /or info pertinent to the geographic areas of the school? ☐ Have you created a promotional video that speaks to your district and the benefits of living in your region?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
International candidates / newcomers	☐ Are you able to provide support for provincial accreditation? ☐ Are you able to support candidates' relocation? ☐ Do you have a strategy to help with acclimatizing candidates to Canadian practices? ☐ Are you able to provide a mentor?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	

Examples from the field:

1. **The Ottawa Catholic School Board** initiated a 'Merci' campaign that saw the senior team record a message of thanks to the school board's French teachers, which was sent to all board staff during March, French appreciation month. In addition, a website was launched that allowed any staff member or parent to send a virtual 'Merci' card to a French teacher. ([OCSB Merci Video](#)) Over 6,000 cards were sent, and the school board received a great deal of positive feedback on the campaign from French teachers. In turn, the board used these testimonials in a recruitment video posted on the school district's website that highlighted French teachers expressing their appreciation for the support they receive from the board. *"The success of the initiative was due to the collaboration of all the departments. Other departments bring different skills sets. It was a great partnership"* (Ottawa Catholic School Board).

2. **Trillium Lakelands District School Board's** pilot project set a goal to improve professional development opportunities and support for new FSL teachers, focusing on first-year teachers. This included information provided to prospective candidates through a welcome package created for FSL educators, occasional FSL teachers and FSL student candidates. Teachers were provided with ongoing professional learning sessions (P.D.) with an intentional focus on developing new FSL teachers early in their careers. This increased the number of occasional teachers participating in professional development opportunities. Organizers received positive feedback from those participating, and school-based administrators also observed evidence of professional learning in teachers' classrooms. This resulted in an increased interest in FSL job opportunities.

3. **Peterborough Victoria Northumberland and Clarington Catholic DSB** established a mentoring program for first and second year FSL teachers. Release time was provided to participate in small mentoring groups to explore effective practices and collaborate on creating and implementing interactive learning tasks. *"While this strategy has not yet led to the hiring of more teachers, the district is hopeful that it will lead to success. Teachers engaged in mentoring and P.D. have shown increased confidence in their competency"* (Peterborough Victoria Northumberland and Clarington Catholic DSB).

5.0

Additional Concepts and Strategies

French Language Proficiency Assessments

The overwhelming majority of school districts across Canada assess the French language proficiency of FSL teacher hires. Often the results of these assessments heavily influence hiring decisions. Research from a sister initiative related to improving the recruitment and retention of FSL teachers in Canada points to the following key strategies that improve the credibility of decisions arising from French proficiency assessments:

- Communicate the fact that your district conducts a French proficiency assessment as part of its hiring process. Provide prospective applicants with general information about the assessment's length, format, and performance expectations.

- Use assessment tools and protocols that are consistent with acceptable assessment practices. These include using an assessment rubric and evaluator training to optimize reliability and validity of assessment outcomes.

- Use assessment results to support FSL teachers' ongoing French language development, which is known to positively affect teacher confidence and retention in the role.

The *French Language Proficiency Assessment Toolkit* provides specific, actionable guidance, tools, and procedures to implement the strategies listed above.

Provincial Hiring Networks/Portals:

Collaboration among school districts within a province to incent applications for FSL positions is also supporting the recruitment effort in various places across the country. British Columbia (B.C.) has a provincial teacher recruitment strategy. "Make a Future" is a recruitment initiative created by the B.C. Public School Employers' Association as a joint venture among BC's 60 public boards of education, the First Nations Education Steering Committee, and the Ministry of Education. The Makeafuture.ca website launched on April 28, 2008, as the official job board for B.C. public schools, independent schools, First Nations schools, and BC-certified offshore schools." (www.makeafuture.ca). B.C. school districts use a combination of "Makeafuture.ca" and incorporate their own local messaging to promote candidate recruitment. A number of provinces have integrated school district hiring into their provincial hiring portals; specifically, Nova Scotia (NS Ednet) and Prince Edward Island (www.gov.pe.ca/jobspei) are examples of school boards using provincial hiring portals.

The Association canadienne des professionnels de l'immersion (ACPI) has a portal dedicated to recruitment for careers in French Immersion and French Second Language teaching in Canada (jobimmersion.ca). It is a job search website for potential FSL teachers with multiple functionalities and a site for employers to post French Immersion jobs.

Widening the Pipeline and Growing our Own

It is acknowledged that a number of factors have combined since 2000 that have markedly increased the demand for FSL teachers, while the traditional FSL teacher pipeline, e.g., graduates from faculties of education, has not increased to match the demand. Some school districts and faculties of education have embarked on long-term projects to 'widen the pipeline' and either encourage local students to embark on a French teaching career or partner with districts outside of Canada to recruit French teachers from other countries.

While acknowledging that faculties of education enrolment is not under the jurisdiction of school districts, districts can help increase the number of potential FSL teacher applicants. Work in Phase I, II, and III of the FSL Partnership evolved a perspective to FSL teacher recruitment that drew attention to two local sources of future FSL teachers:

1. the increasing numbers of grade 12 secondary school students succeeding on the DELF who may meet eligibility requirements in FSL teacher education programs in the future, and

2. the number of FSL teacher applicants whose French-language proficiency assessment results indicate the need for further development so that these applicants may successfully access FSL teaching positions.

This perspective became known as "grow our own"... (OPSBA, 2021, p. 15)

Examples from the field:

1. **Our future FSL teachers are in today's classrooms.** Anything we can do to inspire them to pursue a career in FSL education can have a long-term impact on the overall supply chain. In the 2022-23 school year Ontario English language secondary schools introduced a new Specialist High Skills Major in Education entitled SHSM—Non-profit in Education, FSL stream. This is a program that is directly related to the "Grow Our Own" strategy, which encourages Grade 11 and 12 students in core/basic, extended and French Immersion programs to pursue a career in FSL education. Key elements behind the new SHSM are to encourage students of different lived experiences to consider teaching as a career option, thereby ensuring that our future teachers reflect our communities, and to encourage students, especially in northern, rural and remote areas to pursue teaching so that they consider remaining in their home communities. (www.opsba.org/wp-content/uploads/2022/03/Final-OPSBA-Version-SHSM-Education-Stream.pdf)

2. **Another example of "grow our own" or "widening the pipeline" involves the Ottawa Catholic School Board.** They have developed an after-school program whereby elementary students are given French instruction for five weeks by secondary French students who were recruited to provide this instruction. It is hoped that this will incentivize the secondary students to consider a career in French teaching. In addition, this board has also partnered with a university in Marseilles, France, to host teacher practicum candidates in the hope of eventually hiring them to the board.

3. **Laurentian University is leading a pilot project that focuses on a creative recruitment strategy** to encourage secondary school students across the province to enroll in the concurrent education program at Laurentian University and to select French as a second language as a teachable[4]. The intent is to allow students to receive dual credit for the course, namely credits towards their secondary school diploma as well as three credits towards their undergraduate degree, should they subsequently enroll in Laurentian University's concurrent education program. Once students are enrolled, they are offered FSL workshops at no cost to allow them to hone their French language skills and thus be better equipped to succeed in the teachable and help meet the demand for qualified FSL teachers across the province. *"School boards have also been receptive to the dual-credit course. They are experiencing a shortage of FSL teachers and recognize the potential future benefits of encouraging their secondary school students to take the dual credit course, and eventually become qualified FSL educators"* (Laurentian Unviversity).

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4 A teachable is the term used in Ontario universities to describe the specific subjects a teacher (usually intermediate or secondary) is qualified to teach as determined by the number of undergraduate courses in the discipline e.g., math or history.

6.0

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Appendix I
Recruitment Guide Resources — Reports, Studies, and Research

The following reports, studies and research were used to formulate the strategies in this guide. For those who want to review the entirety of the reports, they are linked below. The URL is also provided for those who may receive the Guide in paper format.

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 — OLMP Phase I Report

(opsba.org/wp-content/uploads/2021/02/FSL-OLMP-Year-End-Report.pdf)

Recruitment Strategies for 2023: How to Prepare for the Future

(technologyadvice.com/blog/human-resources/employee-recruitment-strategies)

Meeting Labour Market Needs for French as a Second Language Instruction in Ontario — Jack and Nyman, 2019

(pubs.sciepub.com/education/7/7/1/index.html)

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 Issues — FSL — OLMP Phase II Year End Full Report

(opsba.org/wp-content/uploads/2021/02/FSL-FULL-REPORT-2019_INTERACTIVE.pdf)

Meeting Labour Market Needs for French as a Second Language Instruction in Ontario — Implementation of Evidence-Based Strategies

(www.opsba.org/wp-content/uploads/2021/04/OPSBA_FSL_FullReport_V4-AODA.pdf)

Recruitment Strategies

(www.cleverism.com/8-proven-recruitment-strategies)

How to Improve Quality of Hire by Using Supply vs. Demand Analysis

(business.linkedin.com/talent-solutions/blog/quality-of-hire/2017/how-to-improve-quality-of-hire-by-using-supply-vs-demand-analysis)

Association canadienne des professionnels de l'immersion website

(www.acpi.ca/launch-of-jobimmersion-ca-a-job-search-web-site-dedicated-to-french-immersion-professionnals)

11 Recruitment Strategies to Attract Top Talent in 2023

(toggl.com/blog/recruitment-strategies)

FSL Teacher Recruitment Guide for English-Language School Boards — Year 1 Report

(opsba.org/new-fsl-teacher-recruitment-and-retention-strategy-reports/)

10 Strategies for Recruiting In a Highly Competitive Job Market

(skillmeter.com/blog/10-strategies-for-recruiting-highly-competitive-job-market)

Appendix II
Glossary of Terms

A

ACPI
Association canadienne des professionnels de l'immersion

AQ
Additional Qualification

ATS
Applicant Tracking System

C

CASLT
Canadian Association of Second Language Teachers

CEFR
Common European Framework of Reference for Languages

D

DELF
Diplôme d'études en Langue Française (Beginner and intermediate levels), or beginner / intermediate Diploma in French Language

DALF
Diplôme Approfondi de Langue Française, or Advanced Diploma in French Language

DFORP
Centre franco-ontarien de ressources pedagogique

DSB
District School Board

E

EXPLORE
Government of Canada Second Language Bursary Program

F

FNCFS
Fédération nationale des conseils scolaires francophones

FSL
French as a Second Language

L

LTO
Long Term Occasional

N

NTIP
New Teacher Induction Program (Ontario)

O

OCT
Ontario College of Teachers

OLMP
Ontario Labour Market Partnership

OPSBA
Ontario Public School Boards' Association

OLE
Official Languages in Education

OMLTA
Ontario Modern Language Teachers' Association

S

SME
Subject Matter Expert

Find this and other related FSL resources at
FSLResources.opsba.org

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