

French Immersion Program Review

WESTERN
School Division
Morden, Manitoba

*"Rooted In Caring;
Committed to Learning"*



School year 2023-2024

May 2024

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I. Overview

The following review was conducted in April 2024. It was requested by school Division Superintendent Stephen Ross. The review was conducted by Simon Laplante (retired Seine River School Division Superintendent) with the engaged and determined support of Suzanne Powel (Divisional French Language Support Teacher). A total of 32 teachers and principals were interviewed. In addition grade 4, 8 and 12 students from the three French Immersion (FI) schools in WSD (Maple Leaf, Ecole Morden Middle and Morden Collegiate) participated in the review. The author of this report is grateful to all participants. The level of enthusiasm and commitment of the French Immersion staff is inspiring.

II. Introduction

During the 2013-2014 school year, the WSD established a committee to complete an audit of the FI program, to formulate a philosophy statement and to provide recommendations for the program. The committee was composed of parents, teachers, administrators, superintendents and a trustee. The committee recommended the following Philosophy statement:

The FI program will build a solid foundation for students to become fluently bilingual while meeting all the same educational and social outcomes of the English program. Students will study in a rich linguistic milieu and participate in an enhanced environment that allows them to practise their French language skills.

In addition students will:

- *Develop an appreciation for French Canadian culture;*
- *Develop empathy and perspective of other cultures and other languages in an increasingly diverse community;*
- *Develop multilingual and multicultural thinking;*
- *Have increased post-secondary options and employment opportunities;*
- *Encounter enriching personal experiences.*

(Note 1: At the time of this review it was not possible to establish if this recommendation was adopted by the Board or the Division, as it was not visible on the divisional webpage.)

The committee also completed an audit of their FI programs to identify strengths and challenges. The committee made the following recommendations:

Recommendations (2014)

- Accept the draft philosophy statement as the **Philosophy Statement** for French Immersion in Western School Division.
- Morden Collegiate should offer enough credits each year so that French Immersion students can earn the **Canadian Parents for French Immersion Certificate of Merit**. In addition students who have completed Basic (core) French through Grade 12 should receive the **CPF-MB Certificate of Merit for Basic (core) French**.

- Western School Division should work towards offering enough courses at Morden Collegiate so that students may eventually be able to graduate from MCI with a **French Immersion Diploma from the Province of Manitoba**. A long-range plan will be developed to support this recommendation.
- Schools will continue to allocate their own resources for French Development (language intervention). The **French Language support** position added in for the last part of this year by the division may need to continue in future years.
- Schools should continue to seek out and make use of grants and other sources of funding which will support the **cultural aspect** of the French Immersion Program.
- Western School Division should continue to support **Basic French and Early Start Programming** in all schools. By keeping Basic French strong, French Immersion programs are supported in schools and in the community at large.
- **Parent Advisory Councils** should ensure they have representation from the French Immersion program on the council. This is an excellent place to share the Canadian Parents for French perspective with the school and with other parents.
- A **divisional French Immersion Committee** of teachers and school administrators should meet a few times a year. This committee should:
 1. Discuss and review the right balance of milieu for French Immersion considering our community context.
 2. Develop a divisional parent handbook, which can both provide information to parents and can assist them in transitioning between schools during key attrition times. The handbook should also provide affirmation for parents on the benefits of French Immersion for their children. It could include information on Parent Advisory Councils and possible exchanges and excursions for students.
 3. Divisional and inter-divisional opportunities to connect French Immersion kids both within and between schools and divisions.
 4. Consider when to include French into newsletters, websites and school assemblies and events for all students.
 5. Consider opportunities to promote and encourage events and activities where parents can see their children speaking French both inside and outside of school.
 6. Continue to place an emphasis on the **recruitment of quality bilingual teachers** in all program areas in all program areas. This will allow us to build some depth into our teacher pool and adequately meet the French Immersion program demands in the future.

III. 2024 Review Goals

The **goal** of this review is to assess the present success and challenges of the WSD FI programs in the context of:

- the WSD divisional priorities (Appendix A)
- an exponential growth of the FI program
- a restructuring of the FI program delivery model
- the cultural diversification of the clientele and
- the renewed policy and vision from Manitoba Education for the FI program

The **methodology** followed for this report include an analysis of past and present FI policy, vision and supports available to the WSD FI staff and students, physical visits of each school, review of each FI school newsletters and webpages, review of the divisional webpage and a series of interviews of personnel, leaders and students in the three WSD FI schools. The questionnaires used for this review can be found in Appendix B.

IV. Recommendations

Looking back at the 2014 recommendations in the context of this review, it is interesting to note that some of these recommendations continue to be a challenge for the division and schools while others are fully implemented. For example, grant application is very effective, the position for a French Language Support has been maintained, FI high school students can meet the requirements of a FI diploma (although the grade 12 students were disappointed in the limited choice of courses), On the other hand the FI vision is not visible nor seem to be known by staff, the FI divisional committee is not active and it would appear that the staff from the regular English program are struggling with the Basic French program since French is not necessarily spoken by many. Other challenges in regard of the 2014 recommendations were the lack of visibility and information about FI on the divisional various websites and school newsletters, the absence of a FI handbook for parents and feeling of isolation from the Manitoba French community by staff and students.

Based on the status of the 2014 recommendations, the new Manitoba French Immersion policy (2023), the WSD 2023 -2027 priorities and the numerous conversations and observations made in the context of this review, the following recommendations are presented with humility. It is important to recognize that Western School Division FI and the BF staff are working very hard to provide a very engaging and relevant French experience to their students. The author of this review did not have a mandate to look at the

BF program but in his opinion the program is extremely valid and will always benefit from the proximity of an FI program.

1. Leadership

Recommendation 1

Establish a Director of French Language Education position for the WSD.

The FI program in Manitoba is growing very fast and the Western School Division is experiencing this as well. Many challenges are associated with this growth: the lack of French speaking teachers, lack of space, the diversification of the FI student population, the new FI Manitoba policy are only few of these challenges. The transfer of the K to 6 FI program from Maple Leaf to Ecole Discovery and subsequently the grade 7 and 8 programs will also create its own challenges. Perceptions from the community and staff toward the FI program and the regular program will need to be managed. As well the review has found that FI teachers are overwhelmed by the lack of time to collaborate and the amount of new initiatives through professional development. Pedagogical priorities will need to be established.

It will be also important for the director to help all FI staff to review the new Manitoba French Immersion Policy (Manitoba Education, 2023). The document outline expectations and directions for the Immersion program in Manitoba. It also recommends that new Canadian children who missed the FI official entry points (K and 1) be registered in FI if requested by the parents. This will have an impact on the pedagogy of FI teachers and may require additional supports. Another important document to be reviewed is the French Immersion Program in Manitoba – A Renewed Vision (Manitoba Education, 2017). This document provides concrete initiatives and pedagogical practises for the immersion program in Manitoba in order to graduate proud, confident, engaged, plurilingual global citizens.

In addition, the Basic French (BF) program will also need support. It is a very effective and viable program but also very fragile due to many factors such as community perception, staff lacking French skills, lack of resources, etc. A Director of French language education will provide leadership and focus to manage the many challenges that will affect both the WSD FI and BF programs in the next few years.

Recommendation 2

Maintain two French Language support positions: one for FI and one for BF.

There are already two French Language support teachers working with the FI and BF teachers in the WSD. These positions are made possible through grant applications. Although not full-time positions it will be important to maintain and even allocate more time to these positions. The review has found that the FI and BF staff is absolutely positive about the support they receive from these two educators. With clear pedagogical priorities and support from the Director of French Language, these two positions can only enhance and foster growth in the WSD French education endeavours.

Recommendation 3

Revitalize the French Immersion committee to review the divisional FI mission, the current Manitoba FI policy and to establish FI divisional priorities.

In 2014 this committee was able to provide direction and vision for the FI program. Given the new realities facing the program after COVID it would be advisable to reconstitute a similar committee to foster support, understanding and solutions to the challenges that will be facing the FI program in the next few years.

Recommendation 4

The leadership of any FI schools must have an administrator that is fluent in French.

Understanding that this recommendation can be difficult to achieve, it is important that any planning for future growth of the FI program include the goal of fostering FI leadership in order to fulfil the need for FI administrators in any FI settings. A leader fluent in French can more effectively evaluate, set expectations and goals for the staff and students of the program.

Recommendation 5

Establish a FI Student Voice committee.

While interviewing the grades 4, 8 and 12 it became very clear that these students had something to say about their FI experience. In order to engage further these students in their learning it would be exciting to create a FI student voice group made of representatives of each of the older classes from the FI schools. Eventually the committee would be made of grade 8 and grade 12 students. The committee could meet 2-3 times a

year to engage in leadership activities as well as providing feedback on the FI experience. This recommendation supports the WSD priority #3 – Foster Student Ownership.

2. Information and Visibility

Recommendation 6

Ensure that information about the FI and BF programs is visible and easily accessible on the divisional and school websites.

The review found that the FI mission established in 2014, and general information about FI and BF was either difficult to find or absent. Visibility and sharing of information is very important in order to legitimize the need for French education programming and also enhance interest in the community. This recommendation could also be part of the director of French education responsibilities.

Recommendation 7

Ensure that FI and BF student's classroom activities, projects and successes are visible on the schools' websites and newsletters

The review found that there was very little visibility of the FI program in the monthly newsletters. Student projects written in French, activities, field trips, CPF events, etc. must be part of the school monthly newsletter as well as their websites. FI immersion students and parents need to see that their program of choice is valued and celebrated. BF activities and projects should also be visible in order to create synergy and enthusiasm about French education.

Recommendation 8

Ensure that French signage continues to be a priority for all FI schools and

Recommendation 9

The name Morden Collegiate Institute be changed to Collège Morden Collegiate.

Ecole Discovery and Morden Collegiate must provide as much visibility as possible for the French language throughout the school. Signage in French for each part of the school, posters in French, the school mission posted in French are only few examples on how to create a sense of belonging and presence for the immersion program in the context of a dual

track school. As well, with the high school hosting the FI program at the secondary level, it will be important to change its name to reflect the bilingual nature of the school.

Recommendation 10

Maple Leaf School and EMMS to maintain the French signage as the immersion program moves out. (Other WSD school should consider this as well)

As the immersion program moves out of these schools there might be some pressure to remove the French signage already existing in these schools. This would be detrimental for the BF program. Students and staff engaged in the BF program can easily utilise the signage to enhance the vocabulary of their students. It also provides a sense of history and that French is an important part of our education.

3. Budget and Resource Teachers

Recommendation 11

That each FI and BF schools be provided with a budget line (Bilingual Grant) to engage their students with the various French communities and organisations.

An important part of any French education program is the need for students and staff to connect and interact with French-speaking organizations, communities and individuals. Each WSD school should be provided with a budget line (Bilingual Grant) that can only be used to provide the students and staff opportunities to engage with Francophone representatives. Appendix C provides a list of French speaking organizations that offer workshops and activities in French for students. Older students should also be given the opportunity to be involved in student exchanges with Francophone communities either in Manitoba, Canada or outside of Canada. The review found that there is a real need for the FI teachers to be better informed of these resources. This budget line will support the need to create bridges with French-speaking communities and develop a sense of belonging to the Francophonie and a bilingual identity. This recommendation would also elevate and deepen student learning as well as engaging them in creating meaningful relations with the Francophone community.

Recommendation 12

Ensure that existing French-speaking human resources (Resource Teachers, EAs) be given enough time to support FI students struggling behaviourally and academically.

Since all WSD FI programs are located in dual track settings, the Resource Teacher's time is spread between the two programs. Although we know the needs for intervention tend to be greater in the regular English program, the clientele in the FI program is changing and we are seeing more and more students with behaviour, academic and language needs (speaking neither in French - FAL or in English - EAL). FI teachers indicated they are too often left to meet the needs of the struggling students because the time and effort of the bilingual resource teachers was often used in the regular program. It is certainly not an issue of indifference but simply the daily reality for these teachers. It is important for all involved to recognize that more and more students with special needs are entering the FI program.

It was also suggested that when there are French speaking EAs in a school, all effort should be made to have them work with the FI classes. The perception of many FI teachers was that again the need of the regular English program takes precedent in the allocation of EAs.

4. Professional development, Balanced school day and Classroom settings

Recommendation 13

FI PD needs to be focussed on a few priorities at a time. (Oral French, Reading in French)

In conversation with the FI teachers, it became evident they are overwhelmed by the number of resources and professional development activities presented to them. Although they appreciate the short day concept, the wide array of PD, (ACPI, Leyster) and introduction to resources from DREF is simply overwhelming. With the support of the FI leadership and teacher representatives it is recommended that pedagogical priorities be established for FI teachers with a focus on oral and written French language acquisition.

As well, with the hiring of more and more international educators in order to fill the need for French speaking teachers, special attention for their professional development should focus on helping them integrate successfully in the Canadian education system. Because of their experience as students in their country of origin, international teachers sometime need

extra support to understand how their Canadian students tend to engage in various learning situations.

Recommendation 14

FI teachers are to focus on the development of oral French activities and pedagogy in order to engage their students in speaking in French.

Observations made while visiting the classroom showed an overabundance of worksheets (Teacher pay Teacher) used in the FI classrooms. The difficulty of these resources resides in the fact that they assume that the students are all at the same level. Further, the time used to complete these worksheets is time not used to speak in French. Worksheets have little learning value (Hattie, 2013). It is recommended that the usage of worksheets be discouraged and teachers be provided with resources that engage students in writing and speaking in French. The review also found that there are French resources already available in the school (Le monde en marche) but staff was not always aware of their availability.

The grade 12 FI students also noted that there was a tendency for the FI staff to always correct their oral French and a strong focus on grammar. While neither is wrong FI teachers need to create a climate of trust in their classroom where students want to express themselves in French freely and without constant correction. Grammar is also important but rote memorization is not always effective. Visual reminders, Grammaire 3-D are excellent ways to learn syntax.

FI teachers also need to appreciate that FI student natural tendency is to speak in English between them even while in class. Many teachers use reward programs to encourage usage of French. Others use more restrictive approaches. In the end they make very little difference. Students continue to converse in English between them for the most part. It is only natural! This is why it is important to engage students in meaningful oral French activities such as having to teach specific topics to their classmates, listening to French media, using French apps, field trips in French, inviting French-speaking artists and organizations in the classroom, etc.

Evaluating the level of engagement of students in speaking French can be difficult. L' ACPI (Association Canadienne des professionnels de l'Immersion) promotes programs such as DELF (Diplôme d'étude en langue française) and Grille d'évaluation du français oral that will help staff assess the level of fluency of their students.

Recommendation 15

Posters, word wall, etc. need to be made by FI students

Observations made while visiting the FI classrooms showed an overabundant use of commercially made posters, word walls and other French resources. Although very colourful and appealing it should be the students who should make these in order to engage them in their learning, Word walls should be specific to the vocabulary needed for specific study units and can be done by students. Student engagement requires a bit of messiness on what is posted on the wall. More students' written projects should also be visible in the classroom and in the hallways. Students should be engaged in establishing learning objectives and success criteria (rubric) together with their teachers (Sharratt, 2018) when starting a unit of study.

Recommendation 16

Consider Timetabling Alternatives (PLC's, Balanced School Day etc.)

One of the challenges identified by the FI staff is the need to meet and collaborate with each other in French. Being in a dual track setting it is difficult to find the time to do so when the grade meetings, staff meetings and other professional duty requires them to use English. A balanced school day schedule (see Appendix D) would provide FI teachers time to collaborate and speak in French with each other on a regular basis (everyday for 30 minutes). It would also provide opportunities for sharing resources with the BF teachers to further enhance their program. Other type of meetings (grade level) could take place during that time as well. Given the fact that there are very few French-speaking substitutes available, a balanced school day would diminish the need to use substitutes in order for FI teachers to meet.

Recommendation 17

Technology available to FI teacher should be used to promote oral French engagement.

The review found that FI teachers were very effective infusing technology in their classrooms. Smart Boards were actively used as well as the iPad in the early year classroom. iPads were also used in the middle year classes, but they are shared while the early classroom had their own. The FI teachers need to continue using the technology to promote interactions in French. They will need support to locate more apps and reading programs such as [JeLis Je Lis](#), [AtoZ Reading](#) to engage students in authentic French experiences. The iPad should also be used by students to record themselves or by a friend while speaking in French. Being able to listen to oneself is a very powerful form of feedback for them.

Recommendation 18

FI staff must be given as many as possible opportunity to converse in French.

The review found that many immersion teachers were sometime reluctant to speak in French with each other in the hallway or the staffroom. Negative comments made by certain members of the regular English program (clearly a minority) have somewhat contributed to this situation. But it is mostly the fact that all staff meetings and regular meetings with grade level partners from the regular program are conducted in English. It is crucial for FI teacher to have dialogue in French with other adults. Only speaking French with children who are learning French can have a negative effect of the fluency and quality of syntax for the teachers. In this context it is important for all staff to understand why FI teachers need to speak in French with each other everywhere around the school. It is also an opportunity for BF teachers to augment their understanding and fluency in French by listening and when comfortable, participating in the conversations.

Recommendation 19

Increase access to French printed resources, staff and course options at Morden Collegiate.

In the conversations with staff, administration, grade 12 students and observations made while in the library there is a general consensus that there is a serious lack of printed material and optional courses for the students. The French collection in the library is minimal. Much work will need to be done here. For the library, access to French magazines would be a good start and there are plenty in Canada (<https://www.bayardjeunesse.ca/>). With the growth of the FI program in the high school the choice for optional courses should increase. Appendix E offers two School Initiated Courses (SIC) that could give more options and ensure that there is a Français class in each semester. In the meantime it is important that immersion staff allocations not be used to teach Basic French. This should come from the regular program allocations. There is strong support for FI at Morden Collegiate and the review found a very supportive principal. It should also be noted that in the next few years an administrator fluent in French should be part of the administration team. In the meantime it could be feasible to maybe make one of the FI staff 0.25 vice-principal.

Recommendation 20

Maintain mixed allocation (grade level) of classrooms in dual track schools.

While wanting to increase opportunities for staff and students to speak in French outside the classroom, it could be tempting to structure the allocation of classrooms in a way where

immersion classrooms are lumped together in one section of the school and the English program classrooms are together in another area of the school. Although there are pros and cons for both systems, the importance of building community for students and avoiding segregation should prevail. The review found that the leadership, staff and even the grade 12 students were very concerned about such approach. Therefore it is recommended that WSD continue with mixing FI and regular program classrooms based on grade level in all areas of their dual track schools.

V. Conclusion

Throughout this review, it became obvious that the FI leadership and teachers are absolutely committed to the success of the FI program. Each conversation with the staff showed that they are very knowledgeable and dedicated to improving their program. Although there are, from time to time, negative perceptions, everyone is striving for positive collaboration and support. The cultural diversity of the school communities can only open doors to various languages and is absolutely vital in developing a plurilinguistic student population in the context of our two official languages. The BF program was not in the mandate of this review. However, it can be a vibrant program and many opportunities will arise from the development of the FI program to enhance the BF program. It is believed that success for both programs is in many ways intertwined.

WSD should be proud of their FI program. The review found that the students had a very satisfactory level of French. The teachers were focussed on providing the French environment in their classrooms. The classrooms were inviting, visually stimulating (sometimes a little too much!) and the students were happy and enthusiastic about their French experience. The support from the two coaches was also very impressive.

In closing I would like to acknowledge the support of Suzanne Powers. She is a dedicated and experienced educator who has maintained very positive relationships with the FI and BF staff. I would also like to commend Gisèle Rondeau. Although I had a very short conversation with her, it is obvious that her impact and support for the FI program is valued by all staff. Finally a big thank you to all the educators and students I had the privilege to interview. Your commitment to the FI program is indeed humbling.

Simon Laplante

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Appendix A

WSD Priorities (2023-2027)

Western School Division

Priorités du Conseil Scolaire

2023-2027



Élever et approfondir
l'apprentissage

Promouvoir une culture
saine et prospère

Encourager la prise en main par
les élèves

Forger des relations
communautaires significatives

Western School Division

Board Priorities

2023-2027



Elevate and Deepen Learning

Promote a Healthy and
Thriving Culture

Foster Student Ownership

Forge Meaningful
Community Relationships

Elevate and Deepen Learning

- Ensure best practices in teaching, learning and assessment.
- Emphasize mastery learning that is transferable and transformative.
- Stimulate critical, innovative, entrepreneurial, and creative thinking.

Promote a Healthy and Thriving Culture

- Foster a positive work ethic, resiliency, perseverance, tenacity, reliability, curiosity, hopefulness, generosity, wonder, and a growth mindset.
- Encourage adventurous achievers.
Appreciate and celebrate our diversity.
- Embrace the recommendations for Truth and Reconciliation and the principles of Mamàhtawisiwin: The Wonder We Are Born With.
Nurture mental health and well-being.

Foster Student Ownership

- Students advocate for authentic learning through their voice and choice.
- Students collaborate, create, design, share, and publish their learning in ways that are meaningful to them.
- Build student capacity.

Forge Meaningful Community Relationships

- Promote greater parental/guardian participation and engagement in schools and student learning.
- Facilitate authentic educational experiences within the community.
- Encourage invitational schools.

Élever et approfondir l'apprentissage

- Assurer les meilleures pratiques en matière d'enseignement, d'apprentissage et d'évaluation.
- Mettre l'accent sur l'apprentissage maîtrisée qui est transférable et transformatrice.
- Stimuler la pensée critique, innovante, entrepreneuriale et créative.

Promouvoir une culture saine et prospère

- Cultiver une éthique de travail positive, la résilience, la persévérance, la ténacité, la fiabilité, la curiosité, l'espoir, la générosité, l'émerveillement et une mentalité de croissance.
- Encourager les accomplisseurs audacieux.
- Apprécier et célébrer notre diversité.
- Adopter les recommandations pour la vérité et la réconciliation ainsi que les principes de Mamàhtawisiwin : Les merveilles de notre héritage.
- Nourrir la santé mentale et le bien-être.

Encourager la prise en main par les élèves

- Les élèves plaident en faveur d'un apprentissage authentique grâce à leur voix et à leur choix.
- Les élèves collaborent, créent, conçoivent, partagent et publient leurs apprentissages de manière qui a du sens pour eux.
- Renforcer les capacités des élèves.

Forger des relations communautaires significatives

- Promouvoir une plus grande participation et engagement des parents/tuteurs dans les écoles et l'apprentissage des élèves.
- Faciliter des expériences éducatives authentiques au sein de la communauté.
- Encourager les écoles invitant à la participation.

Appendix B – Rubrics

Western School Division
Elevate and Deepen Learning
Promote a Healthy and Thriving Culture
Foster Student Ownership
Forge Meaningful Community Relationships

Interview Criteria – Principal

School: _____

Grade level: _____

Tell me about your immersion program (success, challenges, hopes).

How do you ensure that the divisional priorities are infused in the immersion program

What are the challenges in your role as the principal of a school with an immersion program?

How do you use your Bilingual Grant budget (if any)?

How would you rate your awareness of French organisations, speakers and resources?

How do you assess the performance of your French Immersion teachers?

How (if possible) do you give time for your Immersion teachers to plan and meet together?

Tell me about your immersion students.

How do you know they are doing well speaking French?

What kind of supports you appreciate or wish for from your school division when it comes to your immersion program?

Western School Division
Elevate and Deepen Learning
Promote a Healthy and Thriving Culture
Foster Student Ownership
Forge Meaningful Community Relationships

Interview Criteria – Teachers

School: _____

Grade level: _____

Tell me about your immersion classroom(success, challenges, hopes).

What are the challenges in your role as a teacher in a school with an immersion program?

What resources do you access on line to help you with your program? Are you using the resources from ACP!?

How do you implement the Roy Lyster approche intégrée?

How would you rate your awareness of French organisations, speakers and resources?

How do you assess the oral performance of your French Immersion students?
What would help you enhance their ability to speak in French?

Do you have time to meet and plan with the other Immersion teachers in your school or divisionally?

Tell me about your immersion students.

What kind of supports you appreciate or wish for from your principal and school division when it comes to your immersion program?

Anything else.....

Western School Division
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Interview Criteria – Students

School: _____

Grade level: _____

Tell me about your immersion program (success, challenges, hopes)

What are the challenges to be student in an immersion program here at your school?

How engage are you in learning French? How often do you speak French in class? Outside the classroom?

How visible is French in your school

How would you rate your ability to speak French? What would help you enhance their ability to speak in French?

What kind of supports you appreciate or wish for from your principal and teacher when it comes to your immersion program?

Anything else.....

Appendix C - French Resources

This list is not exhaustive and is only offering suggestions of organisations that do offer workshop, resources and performance in French for students

Canadian/Franco-Manitoban Organizations

Conseil Jeunesse Provincial

<https://cjpmb.ca>

Festival Théâtre Jeunesse

<https://festivaltheatrejeunesse.com>

CDEM – Comité du développement économique au Manitoba

<https://www.cdem.com/en/>

Journal La Liberté

<https://www.la-liberte.ca>

Festival du Voyageur

<https://heho.ca>

TFO - Television Francophone de l'Ontario

<https://www.tfo.org>

CPF - Canadian Parents for French - Concours d'art oratoire

<https://cpf.ca/en/>

Plurielles

<https://www.pluri-elles.mb.ca>

Youth Exchange Exchange – Échange Jeunesse Canada

<https://www.canada.ca/en/canadian-heritage/services/funding/exchanges-canada/youth-exchanges.html>

Pedagogical organizations

Université de St-Boniface

<https://ustboniface.ca/>

ACPI – association canadienne des professionnels en Immersion

<https://www.acpi.ca>

ACELF – Association canadienne des éducateurs (trices) de langue française

<https://acelf.ca>

DEL F – Diplôme d'étude en langue française

This is a summative international evaluation of French proficiency. It requires administrators to be trained.

https://www.af.ca/ottawa/en/tests_et_examens/delf-dalf/?gad_source=1&gclid=CjwKCAjw_e2wBhAEEiwAyFFFo2wD8l7qOXBkBobglSe8MrHz2H_jR6sEAKrEb_S8sDqnclp19LcFtBoCf5YQAvD_BwE#/

DREF _ Direction des ressources éducatives en français

<https://dref.mb.ca>

This is a Manitoba Educational Library located at the Université de St-Boniface. Not only does it host a very rich collection of printed and audio materials it has also developed a very diversified listing of French websites and Apps that can be used in the classroom.

AIM

<https://www.aimlanguagelearning.com>

Appendix D – Balanced Day Schedule

Heure	Lundi	Mardi	Mercredi	Jeudi	Vendredi
8h45 à 9h	Accueil à la porte, agenda, échange de livres...				
9h00 à 9h30					
9h30 à 10h00					
10h00 à 10h30					
10h30 à 11h00	RÉCRÉATION = temps de collaboration				
11h00 à 11h30					
11h30 à 12h00					
12h00 à 12h30					
12h30 à 13h30	DÎNER				
13h30 à 14h00					
14h00 à 14h30					
14h30 à 15h00					
15h00 à 15h30					

Exemples d'activités lors des temps de collaboration

Rencontre de collaboration Janvier 2021					
Semaine	Lundi	Mardi	Mercredi	Jeudi	Vendredi
11 au 15 janvier	11 Preuves d'apprentissage/notes à insérer dans PowerTeacher Pro	12 On s'amuse dehors avec nos élèves! (Rencontre auxiliaires avec l'équipe SAE)	13 Rencontre de cycle M à 4 5 à 8 (rencontre de planification ex. art oratoire, enseignement à distance, etc.)	14 Rencontre de cycle M à 4 5 à 8 (rencontre de planification ex. art oratoire, enseignement à distance, etc.)	15 Messages positifs aux parents! (N'oubliez pas de mettre NN et NLC en cc!)
18 au 22 janvier	18 Rencontre CAP Rétablissement : mise à jour	19 Rencontre de cycle M à 4 5 à 8 (rencontre de planification ex. art oratoire, enseignement à distance, etc.)	20 Rencontre avec l'auxiliaire de classe (horaire à venir) Messages positifs aux parents (N'oubliez pas de mettre NN et NLC en cc!)	21 Rencontre avec l'auxiliaire de classe (horaire à venir) Messages positifs aux parents (N'oubliez pas de mettre NN et NLC en cc!)	22 Preuves d'apprentissage/notes à insérer dans PowerTeacher Pro

Appendix E

School Initiated Courses – Gr.9 and 10 Français Oral

School-Initiated Course (SIC) Registration Form

Deadline Date: Prior to Start of SIC



Contact Information

Professional Staff Name: REMI GAGNON Position: TEACHER
 School Division/Adult Learning Centre (ALC) Partner Name: SEINE RIVER
 School/ALC Name: COLLEGE LOUETTE COLLEMIATE School/ALC Code Number: 115
 Address: 1082 DAWSON ROAD LOUETTE MB R0A 0Y0
 Telephone: 204 878 2887 Email: rgagnon@srsd.ca Fax: _____

SIC Information

School-Initiated Course Title (please print): FRANCAIS 11G

Number of Hours: <u>110</u>	Course Code: <u>9951</u>	Course Credit Value: 0.5 or <u>(1.0)</u> <small>(circle one value only)</small>	Course Level: <u>11G</u> 21G 31G 41G <small>(circle one level only)</small>
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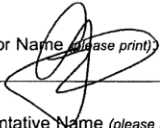
Start Date: SEPT 2014 Completion Date: JUNE 2015

We agree to permit sharing of this SIC with other Schools/Divisions/ALCs Yes No

Is this SIC for students completing a Mature Student Diploma? Yes No

SIC Approval

Principal/ALC Director Name (please print): TONY FIORENTINO Date: JAN 29/2014

Signature:  Email: t.florentino@srsd.ca

Superintendent or Designated Representative Name (please print): SIMON LAPLANTE Date: _____

Signature: _____ Email: slaplante@srsd.ca

For the English Program and the Senior Years Technology Education Program, please return completed form by mail or fax to:

SIC Registration
 Instruction, Curriculum and
 Assessment Branch
 Manitoba Education
 1567 Dublin Avenue
 Winnipeg MB R3E 3J5
 Telephone: 204-945-0254
 Fax: 204-948-3668

For the Adult Learning Centres, please return completed form by mail or fax to:

SIC Registration
 Adult Learning and Literacy Branch
 Manitoba Advanced Education and
 Literacy
 350-800 Portage Avenue
 Winnipeg MB R3G 0N4
 Fax: 204-948-1008

For the Français Program and the French Immersion Program, please return completed form by mail or fax to:

SIC Registration
 Curriculum Development and
 Implementation Branch
 Bureau de l'éducation française Division
 Manitoba Education
 509-1181 Portage Avenue
 Winnipeg MB R3G 0T3
 Fax: 204-945-1625

FOR OFFICE USE ONLY

Date Stamp

Comments: _____ Course Outline Attached

Registered (signature): _____

Student Records Notified: _____

VALID FOR CURRENT YEAR ONLY

SIC Registration Number: _____

**Seine River School Division
Collège Lorette Collegiate / Collège St. Norbert Collegiate
School Initiated Course**

Français oral 11G

Rationale

High school students learning in a French Immersion setting often read and write French at a higher level than they speak. Due to the prominence put on preparing for and successfully passing the grade 12 provincial exam for *Français langue seconde – immersion 40S*, much teaching emphasis is put on improving French reading and writing skills. High school age students are also more reluctant to speak as they become frustrated with their fluency difficulties. As an option course, an *Oral French – Immersion* course would appeal to students who wish to improve their skills in participatory manner, and where they can simply concentrate on their weakest skill, that of speaking. This *Oral French – Immersion* course is based on a backwards design model and on a four-year spiral curriculum, whereby over a period of four years, students can improve at their own pace, by working on topics of age-related, personal interest. Students wishing to improve their speaking skills as a life or as a career asset will benefit from this *Oral French – Immersion* course. This course will connect the compulsory *français langue seconde* course with detailed oral skill work, which is not possible to cover during the time allotment of the compulsory course. In taking this course, immersion students will develop increased self-confidence, fluency and communication skills in both of Canada's official languages.

Student Learning Outcomes

General Learning Outcome 1

The student will speak only in French during class time. By providing a safe engaging environment, the student will grow in confidence and oral skills, taking cognizance that speaking French is the expected outcome.

Résultat d'apprentissage spécifique

1.1 Through participating in a series of structured activities, the student will realize that communicating in French is possible. The student will:

- Participate in vocabulary and phrase word games/brain teasers;
- Participate in games/activities where oral French skills are celebrated;
- Participate in appropriate Twitter games, videos, messages with class peers

General Learning Outcome 2

The student will develop informal oral communication skills.

2.1 The student will develop in spontaneous conversation skills relating to everyday activities/situations. The student will: Share everyday activities (school, extracurricular, home life, friends, issues, opinions) in sharing circles.

- Participate in activities such as improvisation, paired conversation, partner/group interviews, panel discussions
- Present to, pair with, French immersion elementary schools on activities in French (reading, track and field, Festival du voyageur)
- Construct, create and present hands-on projects in French (ie: photography, cooking)
- Narrate stories – fictional and non-fictional
- Listen to guest speakers, songs, TV, radio including varying dialects and communities

General Learning Outcome 3

The student will develop formal oral communication skills.

3.1 The student will enhance abilities to present ideas through various structured activities. The student will:

- Participate in debates, speeches, PDC (TUSC in French), scripts, movie-making
- Practice pronunciation exercises
- Prepare a speech for the *Concours d'art oratoire*
- Prepare and present formal speeches in class, ie:
 - 9e 3min
 - 10e 4 min
 - 11e 5-6 min
 - 12e 6-10 min

General Learning Outcome 4

The student will learn about Francophone cultures.

4.1 The student will develop understanding and appreciation of Francophone cultures. The student will:

- Participate in authentic experiences within Francophone communities (visits, guests)
- Discover cultural aspects (films, songs, dialects, food)of:
 - Manitoban francophone cultures 9-10e
 - Canadian francophone cultures 9-10e
 - European (France/Belgium) francophone cultures 11-12e
 - African/International francophone cultures 11-12e
- Participate in field trips to St. Boniface to see theatre, concerts, museums, cafés, stores, elementary school, University of Manitoba/St. Boniface.

General Learning Outcome 5

The student will develop language competencies through the arts.

5.1 The student will develop understanding and enjoyment of language skills through theatre and film performances. The student will create through:

- Theater
 - Improvisation 9-12e
 - Short student-created scenes 9-10e
 - Short plays/scripts 11-12e
 - Excerpts from classic French theater ie) Molière 12e
- Short films/clips:
 - Interview 1 person on a theme 9e
 - Interview 3 people with contrasting opinions on a theme 10e
 - Creative story 11e
 - Documentary/creative story 12e

General Learning Outcome 6

The student will develop in Leadership.

6.1 The student will develop in leadership skills through a variety of activities and responsibilities. The student will:

- Provide Public Service (Open House, hosting a film viewing, FI activity)
- Read public daily announcements (from a pool of readers)
- Lead small-group discussions
- Plan and lead games/activities, surveys
- Volunteer with Elementary/Middle years Schools (on location)

Content Outline and Time Allotment

Course percentages are based on a 110 hour allotment of time:

- | | |
|------------------------------|---------------------------------|
| • General Learning Outcome 1 | spiraling throughout the course |
| • General Learning Outcome 2 | 20% |
| • General Learning Outcome 3 | 20% |
| • General Learning Outcome 4 | 20% |
| • General Learning Outcome 5 | 30% |
| • General Learning Outcome 6 | 10% |

References

www.edu.gov.mb.ca/m12/frpub/ped/fdb/communication/docs/ens_comm.pdf

Frequently asked questions about the DELF in Canada. Retrieved May 28, 2013 From:
http://www.acpi.ca/documents/delf_depliant_en.pdf

Lafontaine, I. (2007). *Enseigner l'oral au secondaire: Séquences didactiques intégrées et outils d'évaluation*. Montréal. Chenelière Éducation.

Manitoba Education, Citizenship and Youth. (2008). *Curriculum policy for the French Immersion Program*. Retrieved May 28, 2013 from :
www.edu.gov.mb.ca/k12/docs/policy/frenchimm/document.pdf

Manitoba Education, Citizenship and Youth. *Rethinking Classroom Assessment with Purpose in Mind*. (2006), Retrieved May, 28, 2013 from:
www.edu.gov.mb.ca/k12/assess/wncpl/

Manitoba Education and Training. (1996). *Success for All Learners: A Handbook on Differentiating Instruction*

Robinson, K. (2001). *Out of our minds: Learning to be creative*. Oxford. Capstone Publishing Limited.

Tichon, F. V. (2001) *Enseigner le français oral à l'école*. Québec. Université de Sherbrooke.

Thomson, P., Sefton-Green, J. (Eds). (2011). *Researching creative learning: Methods and issues*. New York: Routledge.

Totally Unbelievable Speaking Club. Retrieved May 28, 2013 from:
<http://mmya.pbworks.com/w/page/8004851/Handouts>

Winston, J. (2012). *Second language learning through drama*. New York: Routledge

School-Initiated Course (SIC) Registration Form

Deadline Date: Prior to Start of SIC



Contact Information

Professional Staff Name: Remi Gagnon Position: Teacher
 School Division/Adult Learning Centre (ALC) Partner Name: Seine River
 School/ALC Name: Collège Ibrette Collégiate School/ALC Code Number: 1115
 Address: 1082 Daurson Road Hallette MB R0A 0Y0
 Telephone: 204 878-2887 Email: rgagnon@srssd.ca Fax: _____

SIC Information

School-Initiated Course Title (please print): Français oral 21G

Number of Hours: <u>110</u>	Course Code: <u>9951</u>	Course Credit Value: 0.5 or <u>(1.0)</u> <small>(circle one value only)</small>	Course Level: 11G <u>(21G)</u> 31G 41G <small>(circle one level only)</small>
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Start Date: Sept. 2014 Completion Date: June 2015

We agree to permit sharing of this SIC with other Schools/Divisions/ALCs Yes No

Is this SIC for students completing a Mature Student Diploma? Yes No

SIC Approval

Principal/ALC Director Name (please print): Tony Fiorentino Date: February 20/2014

Signature: [Signature] Email: tfiorentino@srssd.ca

Superintendent or Designated Representative Name (please print): Simon Laplante Date: February 21/2014

Signature: [Signature] Email: slaplante@srssd.ca

For the English Program and the Senior Years Technology Education Program, please return completed form by mail or fax to:

SIC Registration
 Instruction, Curriculum and Assessment Branch
 Manitoba Education
 1567 Dublin Avenue
 Winnipeg MB R3E 3J5
 Telephone: 204-945-0254
 Fax: 204-948-3668

For the Adult Learning Centres, please return completed form by mail or fax to:

SIC Registration
 Adult Learning and Literacy Branch
 Manitoba Advanced Education and Literacy
 350-800 Portage Avenue
 Winnipeg MB R3G 0N4
 Fax: 204-948-1008

For the Français Program and the French Immersion Program, please return completed form by mail or fax to:

SIC Registration
 Curriculum Development and Implementation Branch
 Bureau de l'éducation française Division
 Manitoba Education
 509-1181 Portage Avenue
 Winnipeg MB R3G 0T3
 Fax: 204-945-1625

FOR OFFICE USE ONLY

Date Stamp

Comments: _____ Course Outline Attached

Registered (signature): _____

Student Records Notified: _____

VALID FOR CURRENT YEAR ONLY

SIC Registration Number: _____

Cours de français oral pour élèves au programme d'immersion - CPE

1. Raison d'être

Les élèves du secondaire qui apprennent le français comme langue seconde dans un contexte d'immersion française lisent et écrivent souvent à un niveau plus élevé que ce qu'ils parlent. En préparant les étudiants à la réussite à l'examen provincial de 12e en *Français langue seconde immersion 40S*, l'accent pédagogique est mis sur l'amélioration de la lecture et de l'écriture en français. Ainsi, les élèves du secondaire sont plus réticents à parler car ils deviennent frustrés par leurs difficultés de fluidité. Comme cours d'option, le *Cours de français oral pour élèves d'immersion* ferait appel à des étudiants qui souhaitent améliorer leurs compétences de manière participative, et où ils peuvent simplement se concentrer sur leur compétence la plus faible, celle de parler. Ce *Cours de français oral pour élèves d'immersion* est basé sur le modèle de *Backward Design* et sur le modèle du curriculum en spirale à travers duquel, sur une période de quatre ans, les élèves peuvent s'améliorer à leur propre rythme, en travaillant sur des sujets d'intérêt personnel, liés à l'âge. Les étudiants qui souhaitent améliorer leurs compétences en expression orale pour la vie ou comme un atout pour la carrière bénéficieront du *Cours de français oral pour élèves d'immersion*. Ce cours permettra de relier le cours obligatoire de français langue seconde avec du travail détaillé de compétence orale, ce qui n'est pas possible au cours de l'attribution du temps de la formation obligatoire. Dans ce cours, les élèves en immersion vont développer la confiance en soi et de l'aisance à communiquer dans les deux langues officielles du Canada.

2. Résultats d'apprentissage de l'élève

Résultat d'apprentissage général 1

L'élève parlera uniquement en français pendant les heures de classe. Dans un environnement sûr et engageant, l'élève s'accroîtra en confiance de soi et en aptitudes à communiquer, prenant connaissance que parler français est la norme.

Résultat d'apprentissage spécifique

1.1 En participant dans une série d'activités structurées, l'élève prendra connaissance que communiquer en français est possible. L'élève devra :

- participer aux jeux/casse-têtes d'apprentissage de mots de vocabulaire et d'expressions ;
- participer aux jeux/activités où le français oral est célébré ;
- participer aux jeux, vidéos, messages Twitter en français appropriés entre paires de classe

Résultat d'apprentissage général 2

L'élève développera des compétences informelles de communication orale.

Résultat d'apprentissage spécifique

2.1 L'élève améliorera ses compétences spontanées de conversation relatives aux activités / situations quotidiennes. L'élève devra :

- 02
- partager des activités quotidiennes (l'école, la vie parascolaire et à la maison, amis, questions, opinions) en cercles de partage
 - participer aux activités telles que l'improvisation, la conversation en cercle, les entrevues de partenaires, les panels
 - présenter aux, travailler avec, écoles primaires d'immersion française aux activités en français (lecture, piste et pelouse, Festival du voyageur)
 - construire, créer et présenter des projets concrets en français (ex. photographie, cuisine)
 - raconter des histoires (fiction, non-fiction)
 - écouter des chansons, de la télévision, de la radio, des conférenciers invités, y compris divers dialectes de diverses communautés.

Résultat d'apprentissage général 3

L'élève développera les compétences en communication orale formelle.

Résultat d'apprentissage spécifique

3.1 L'élève améliorera les capacités de présenter des idées à travers diverses activités structurées. L'élève devra :

- 03
- participer aux débats, discours, PDC (TUSC en français), scripts, films
 - pratiquer des exercices de prononciation correcte
 - préparer un discours pour le *Concours d'art oratoire*
 - préparer des discours à présenter en classe de durée variée.
 - 9e 3 min
 - 10e 4 min
 - 11e 5-6 min
 - 12e 6-10 min

Résultat d'apprentissage général 4

L'élève apprendra au sujet des cultures francophones.

Résultat d'apprentissage spécifique

4.1 L'élève améliorera sa compréhension et son appréciation des cultures francophones. L'élève devra :

- participer aux expériences authentiques au sein des communautés francophones (à travers des visites, des invités).
- découvrir des aspects culturels (films, chansons, accents, aliments) :
 - cultures francophones manitobaines 9-10e
 - cultures francophones canadiennes 9-10e
 - cultures francophones européenne (France, Belgique) 11-12e
 - cultures francophones africaines/Internationales 11-12e
- participer aux sorties scolaires à St. Boniface pour découvrir : théâtre, concerts de musique, musées, cafés, magasins, écoles primaires, l'université de St Boniface/Manitoba

Résultat d'apprentissage général 5

L'élève développera ses compétences linguistiques à travers les arts.

5.1 L'élève améliorera la compréhension et l'appréciation des compétences linguistiques françaises à travers des représentations du théâtre et du film. L'élève créera :

- au théâtre :
 - improvisation 9-12^e
 - scènes courtes créé par étudiants 9-10^e
 - pièces courtes/scripts 11-12^e
 - extraits des classiques du théâtre français ex. Molière 12^e
- des films courts :
 - entrevue d'une personne sur thème 9^e
 - entrevue de trois personnes d'opinions contrastées sur même thème 10^e
 - histoire créative 11^e
 - documentaire / histoire créative 12^e

Résultat d'apprentissage général 6

L'élève se développera en leadership.

Résultat d'apprentissage spécifique

6.1 L'élève se développera en leadership à travers une variété d'activités et de responsabilités. L'élève devra :

- rendre un service public (soirée portes ouvertes, hôte/hôtesse d'activités - jeux, film, sports)
- lire des annonces quotidiennes scolaires (d'un réservoir de lecteurs/trices)
- animer des discussions de groupe
- planifier et animer des jeux, activités, sondages, (en classe, pour toute l'école)

- faire du bénévolat dans les écoles élémentaire et intermédiaire

3. Sommaire du cours et blocs horaires 110 heures

Résultat d'apprentissage général 1	spirale tout au long du cours
Résultat d'apprentissage général 2	20%
Résultat d'apprentissage général 3	20%
Résultat d'apprentissage général 4	20%
Résultat d'apprentissage général 5	30%
Résultat d'apprentissage général 6	10%

4. Approches et stratégies d'apprentissage

Une variété d'approches et de stratégies d'apprentissage sera utilisée tout au long du cours - telles que, mais sans s'y limiter:

- La majorité du cours se fera à travers l'expression orale et phonétique; très peu de lecture et d'écriture seront affectées.
- dirigée par l'enseignant
- dirigée par des étudiants
- projets de groupe
- projets individuels
- projets / présentations thèmes choisis par l'étudiant
- préparer, mener des activités / ateliers
- les intelligences multiples / réussite pour tous les élèves
- les conférenciers invités / ateliers pratiques
- l'audio-visuel
- encourager les élèves à travailler à l'obtention du DELF B2, ou DALF certificat de niveau C1 en 12^e

5. Stratégies de mesure et évaluation

Une évaluation orale de l'élève par l'enseignant au début du cours (l'évaluation *au service de* l'apprentissage) afin de mieux comprendre la capacité actuelle de l'élève à s'exprimer oralement en français de manière spontanée.

Durant le cours, l'élève aura/fera :

- évaluations de paires et auto-évaluations (l'évaluation *en tant qu'apprentissage*)

- dossiers de progrès, de réflexion: portfolio d'apprentissage, brèves notes (l'évaluation *en tant qu'apprentissage*)
- examens des progrès (l'évaluation *en tant qu'apprentissage*) pour ajuster et faire progresser l'apprentissage
- rubriques des enseignants (l'évaluation *de* l'apprentissage)
- évaluation orale post-cours par l'enseignant - (l'évaluation *de* l'apprentissage)

6. Ressources d'apprentissage et bibliographie

Anderson, M. (2012). *Masterclass in drama: Transforming teaching and learning*. London: Continuum International Publishing Group.

Éducation Manitoba. Évaluation : *Le rôle de l'évaluation dans l'apprentissage*. Récupéré le 28 mai, 2013 de : <http://www.edu.gov.mb.ca/m12/eval/role.html>

Éducation Manitoba. (2012). *Teaching Oral Communication: A Guide*. Récupéré le 28 mai, 2013 de : http://www.edu.gov.mb.ca/m12/frpub/ped/fdb/communication/docs/ens_comm.pdf

Frequently asked questions about the DELF in Canada. Récupéré le 28 mai, 2013 de : http://www.acpi.ca/documents/delf_depliant_en.pdf

Lafontaine, L. (2007). *Enseigner l'oral au secondaire: Séquences didactiques intégrées et outils d'évaluation*. Montréal. Chenelière Éducation.

Manitoba Education, Citizenship and Youth. (2008). *Curriculum policy for the French Immersion Program*. Récupéré le 28 mai, 2013 de : <http://www.edu.gov.mb.ca/k12/docs/policy/frenchimm/document.pdf>

Manitoba Education, Citizenship and Youth. *Rethinking Classroom Assessment with Purpose in Mind*. (2006). Récupéré le 28 mai, 2013 de : http://www.edu.gov.mb.ca/k12/assess/wncp/rethinking_assess_mb.pdf

Manitoba Education and Training. (1996). *Success for All Learners: A Handbook on Differentiating Instruction*.

Robinson, K. (2001). *Out of our minds: Learning to be creative*. Oxford. Capstone Publishing Limited.

Tichon, F. V. (2001). *Enseigner le français oral à l'école*. Québec. Université de Sherbrooke.

Thomson, P., Sefton-Green, J. (Eds). (2011). *Researching creative learning : Methods and issues*. New York: Routledge.

Totally Unbelievable Speaking Club. Récupéré le 28 mai, 2013 de : <http://mmya.pbworks.com/w/page/8004851/Handouts>

Winston, J. (2012). *Second language learning through drama*. New York: Routledge.