

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*



ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION



Acknowledgements

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

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

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

We would also like to extend our gratitude to members of the Research Technical Team for their expertise and assistance in developing the research instruments used in this project, and to the team of research assistants for their skills in analysing data and facilitating the focus groups.

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

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

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

Executive Summary

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

In 2017, OPSBA was approved for Ontario Labour Market Partnership funding to conduct research into the French as a Second Language (FSL) teacher shortage issue and to partner with key stakeholders to develop recommendations towards workable solutions to this persistent and growing labour market challenge. The recommendations from this report, “*Understanding Perspectives Regarding French as a Second Language Teacher Labour Market Issues*” identify research-informed practices/strategies specific to the recruitment, hiring, retention and development of FSL teachers in Ontario.

The recommendations stem from three primary sources regarding the French as a Second Language Ontario Labour Market Partnership (FSL – OLMP) project, including:

1. a review of related literature in the field of teaching French as a Second Language;
2. input based on experience and expertise of the project partners;
3. project findings from:
 - a 2-part survey from Human Resources staff province-wide regarding current FSL teacher hiring practices;
 - findings from a survey and focus groups of French as a Second Language (FSL) teachers currently in their first or second year teaching FSL;
 - emerging survey findings from FSL teacher candidates currently seeking employment as FSL teachers.

Based on primary source information, the recommendations were prioritized by the French as a Second Language Labour Market Partnership Committee (FSL-LMPC) members. The recommendations below include short-term (S-T) and longer-term (L-T) recommendations. Short-term recommendations are those that can be implemented and evaluated within a 1-2 year timeframe. Longer-term recommendations are those requiring a process of further collaborative discussion resulting in pilot projects with ongoing monitoring prior to larger-scale implementation.

It is recognized that there are federal and provincial funding implications to achieve the following recommendations that provide necessary resources and supports to increase the supply pipeline for FSL teachers in Ontario.

Recruitment Recommendations

It is recommended that:

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

Rationale: Research documenting the impact of teaching informed by criterion-referenced language assessment such as the CEFR points to improved student outcomes in skill development, motivation and confidence. This process supports continuous French language development towards potential employment as an FSL teacher.

b) the FSL-LMPC facilitate a collaborative forum to discuss the viability of creating and consistently using a provincial framework for describing and developing FSL teachers' French proficiency, e.g.: informed by the Common European Framework of Reference (CEFR). (L-T)

Viability discussions to include:

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

Rationale: Project research and input from project partners shows inconsistencies in French language proficiency measures used in teacher education programs as well as in school boards' hiring protocols. Research has also documented the positive impact of proficiency development initiatives in teacher education that are informed by the CEFR.

Use of a French proficiency framework during both teacher education programs and during the school board hiring processes could provide FSL teacher graduates with more consistent improvement guideposts and greater equity of access to FSL jobs in Ontario. In this project's research, new FSL teachers reported frustration with the different expectations with respect to French language proficiency in teacher education programs and those expected during hiring processes with school boards.

2. school boards, teacher federations, the Ontario College of Teachers, and the Ministry of Education collaborate to extend the Ministry's current efforts and further develop a communication strategy to highlight the employment opportunities available in Ontario for

FSL teachers. This strategy will target both the international teacher community as well as teachers who received their Canadian teacher-education from outside the province. (S-T)

Rationale: Current FSL teacher recruitment strategies concentrate on the Ontario context, with occasional recruitment outside Ontario but within Canada.

3. Faculties of Education, Ministry of Education and the Ministry of Advanced Education and Skills Development collaborate to develop a targeted recruitment strategy that maximizes enrolment of teacher candidates in the FSL qualifications streams. (L-T)

Rationale: Faculties of education report that spaces designated for teacher candidates in FSL qualification streams are repeatedly unfilled.

4. the Ontario Public School Boards' Association (OPSBA) facilitate forums with English language public school boards' Human Resources officials to share data collected in this project related to effective recruitment and hiring strategies, e.g.: use of technology to conduct portions of job interviews, use of social media, pool hiring, hiring timelines, and others. (L-T)

Rationale: Research from boards has identified specific effective strategies to meet FSL staffing requirements. Teacher surveys have identified challenges with recruitment and hiring practices. Boards will have an opportunity to consider these findings within their local context.



Retention and Professional Support Recommendations

It is recommended that:

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

Rationale: In the survey and focus groups/interviews, new FSL teachers reported the importance of language development experiences in building their French language skills. As learned through the Ministry of Education's *Renewed Math Strategy*, subsidies provide an incentive and more equitable access for all teachers to engage in professional learning opportunities.

2. key stakeholders develop a coordinated provincial strategy for professional learning that articulates a range of professional learning opportunities for FSL teachers that includes:
 - o being responsive to professional learning needs identified by FSL teachers and school boards;
 - o developing teachers' own French language proficiency;
 - o professional learning opportunities that span the first 5 years of an FSL teacher's employment in a board and provides continuity with the New Teacher Induction Program;
 - o providing funding as an incentive to participate in French language and cultural immersion experiences. (L-T)

Rationale: Project research with new FSL teachers identified potential links between job challenges experienced early in their careers and desired areas of professional learning. According to a 2009 report by the Ontario Teachers' Federation, FSL teachers are more inclined to remain in the role when appropriate professional supports are in place. The New Teacher Induction Program identifies the need to provide ongoing professional support for teachers, including FSL teachers, to achieve their full potential.

3. the Ontario Public School Boards' Association (OPSBA) facilitate forums with English language public school boards' Human Resources and Program officials to share research that identifies issues that may affect the long-term retention of teachers in FSL programs. (L-T)

Rationale: Prior research has identified specific issues that may affect the retention of teachers in FSL programs. Awareness of these issues will allow school boards to consider, where possible, how to mitigate these issues within their local context.

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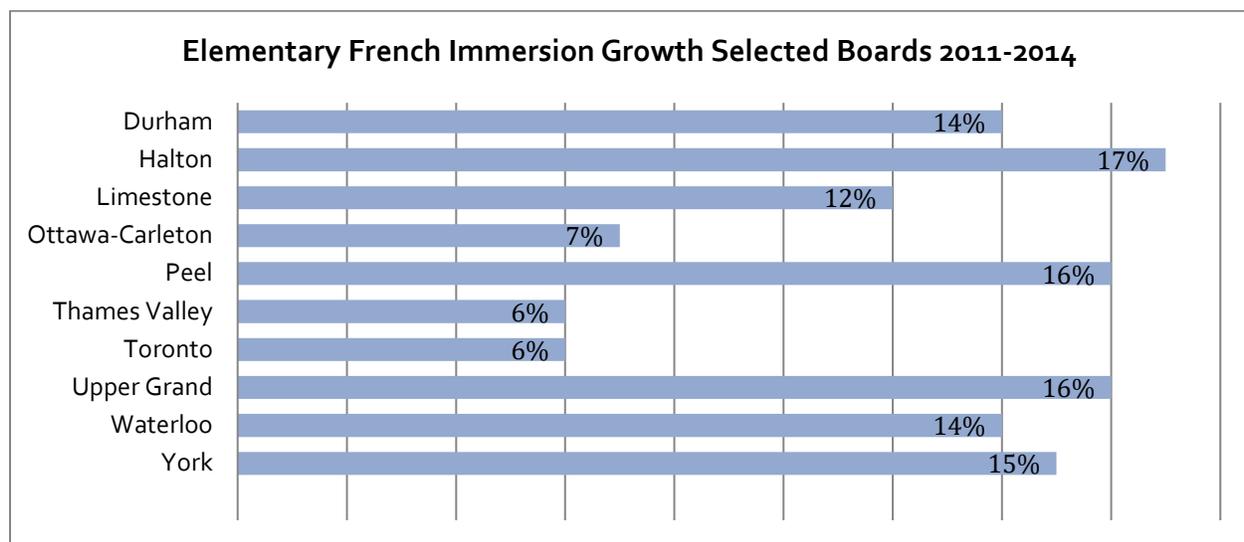
Background

Under the Education Act, French language instruction is mandatory in Ontario schools, with students obliged to study the language for a period of 6 years from grades 4 through 9. School boards have the option to offer supplementary French as a Second Language (FSL) programs, such as French Immersion, based on local demand and resources.

Since the early 2000s, public school boards across Ontario have been experiencing persistent challenges in recruiting and retaining teachers qualified to teach French second language programs in elementary and secondary schools. These challenges have been reported in the academic literature (Karsenti, Collin, Villeneuve, Doumouchel & Roy, 2008; Liu & Ramsey, 2008; Guarino, Santibanez & Daley, 2006; Veilleux & Bournot-Trites, 2005; Macfarlane & Hart, 2002), in reports by advocacy groups (Canadian Parents for French, 2016, 2012; Ontario Teachers' Federation, 2009; Ontario Public School Boards' Association, 2007), in program reviews by multiple school boards across the province (Ottawa-Carleton DSB, 2016; Peel DSB, 2012, 2018; Upper Grand DSB, 2015; Waterloo Catholic DSB, 2018; Halton DSB, 2016), and by the Ontario Ministry of Education (2008).

Figure 1 below shows recent growth patterns in enrolment in one particular FSL program, French Immersion, in a number of Ontario school boards. These boards claim that the rising demand for French Immersion programs underpins much of the increased demand for FSL teachers.

Figure 1



adapted from Ministry of Education data, 2014

More recent Ministry of Education figures for the 2015-2016 school year published by Canadian Parents for French indicated another rise in student enrolment in French Immersion in Ontario

with a total of 212,714 students in the program. The average annual growth rate of 5.7 percent has been sustained for the eleventh consecutive year.

The growing gap between the number of students enrolling in FSL programs and the availability of qualified teachers to do the job has been identified by English language public school boards across the province. This trend has garnered ongoing media attention (*Globe and Mail*, 2017, 2016, 2015; *TVO's The Agenda*, 2016). Additionally, the demand for FSL teachers has most recently been the subject of a number of public policy announcements by the Ontario provincial government (November, 2017) and Canadian federal government (February, 2018).

To this end, OPSBA submitted a successful application in March 2017 to the Ministry of Advanced Education and Skills Development (MAESD) to establish a Labour Market Partnership project.

Project Framework

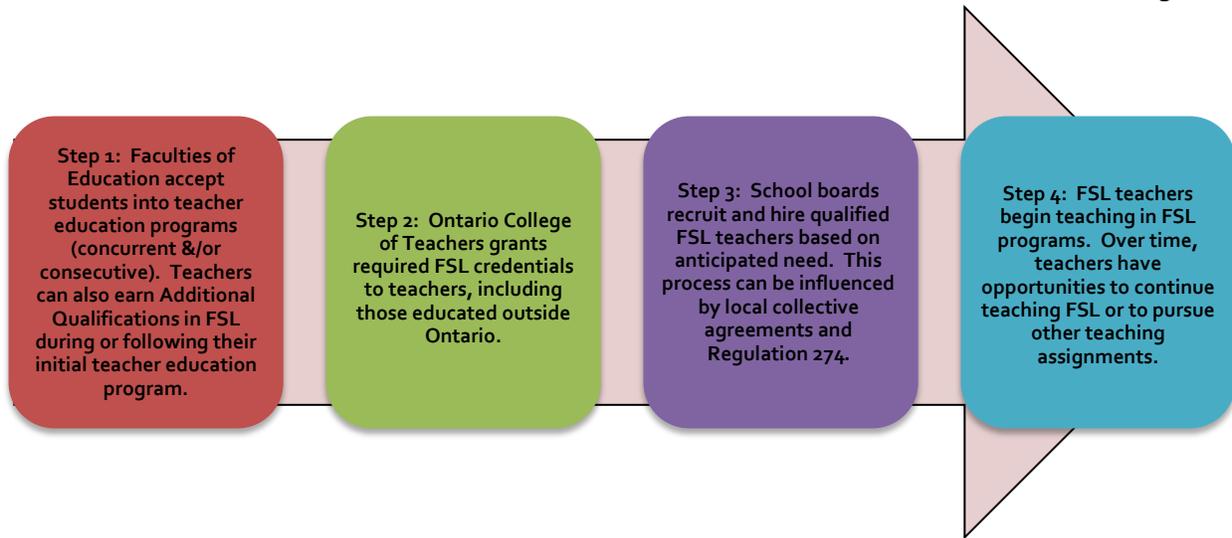
Scope

A number of factors converge to create this labour market challenge each with different implications regarding potential solutions. Analyses from various stakeholders point to key factors such as overall increases in the demand for FSL education programs, (in particular, supplementary programs such as French Immersion), reduced numbers of qualified graduates from teacher education programs, attrition within the existing FSL teacher supply, and modest success in recruiting qualified teachers outside Ontario.

The present study aimed to uncover the factors most affecting the FSL teacher supply pipeline, the policies governing FSL teacher supply, and how these factors and policies play out in the English language school boards across Ontario. *Figure 2* below illustrates the entire pathway to becoming an FSL teacher in Ontario, the decision-making that governs various steps along this pathway, and the point at which school districts begin to recruit and hire.



Figure 2



Objectives

1. to study the supply and demand issues specifically related to the recruitment, hiring and retention of FSL teachers;
2. to develop and begin to implement recommendations towards workable solutions with key stakeholder groups.

Key Milestones

Project Committee Structures

The FSL-OLMP project was structured through the work of three committees. Each committee's work reflected the guiding principles of *Program/Policy Memorandum 159, Collaborative Professionalism* to ensure that all voices were heard in order to build shared understanding, ongoing consensus and commitment to the project's objectives. Below is a description of each committee's membership and purpose.

French as a Second Language Labour Market Partnership Committee (FSL-LMPC)

Partnership members included representatives from the Elementary Teachers' Federation of Ontario (ETFO), the Ontario Secondary School Teachers' Federation (OSSTF), the Ontario English Catholic Teachers' Association (OECTA), the Ontario Teachers' Federation (OTF), the Ontario College of Teachers (OCT), the Ontario Council of Directors of Education (PCODE & ECCODE), the Ontario Association of Deans of Education (OADE), the Ontario Principals' Council (OPC), the Catholic Principals' Council of Ontario (CPCO), public and Catholic Supervisory Officers' Associations of Ontario (OPSOA & OCSOA), all publicly-funded English language public and Catholic school boards in the province through

their trustee/school board associations, (OPSBA & OCSTA), and the Ontario Ministry of Education.

The purpose of the FSL-LMPC was to identify and confirm steering committee members, review approved project plans, review research plan for input and feedback, invite partner groups to share research documented to date and to facilitate access to research participants beginning with school board HR staff, followed by new teacher hires, and additional research participants at various stages in the project. Through building consensus, the Committee's ultimate task was to develop recommendations based on the research and informed by collective expertise and experience.

French as a Second Language- Labour Market Partnership Steering Committee (FSL-LMPSC)

Membership was determined through the FSL Labour Market Partnership Committee. The members were selected collaboratively from the existing members on the FSL Labour Market Partnership Committee, which includes the Partnership Lead and the Research Team Lead as co-chairs.

The Steering Committee was designed such that it could be consulted quickly on any issues or questions related to the project in order to speed up the turn-around time for any required action. These meetings occurred as required.

Research Technical Team consisted of the project Research Lead, plus in-kind research staff from stakeholder groups including research leads from two school boards and the ETFO, an executive superintendent (research and organizational design), and an assistant professor at a Faculty of Education.

The Research Technical Team was responsible for assisting in the development of the research plan, including the design of research components of the initiative, identifying key findings and developing preliminary recommendations for consideration by the FSL-LMPC.

Meetings

Meetings of the FSL-LMP Committee were held in Toronto at the offices of the Ontario Public School Boards' Association on September 20, 2017; January 22, 2018 and March 7, 2018 and by teleconference on May 7 and 9, 2018. Most committee members attended in person, while some members joined via teleconference. Steering Committee members met via teleconference on November 6, 2017 and individually by telephone as specific expertise was required.

To facilitate communication and maintain focus, ad hoc meetings were organized between committee members, between committee members and their respective

organizations/associations, and with team leads as necessary. Meetings took place in person or via teleconferences and online forums as needed to clarify information and forge strong working relationships.

Collaborative Work Engagement

- invitation letters and follow-up phone calls sought commitment from each organization/association identified as key participants in the FSL-OLMP Project;
- each organization/association identified a representative(s) on the FSL-LMP Committee;
- individual communication with all committee representatives to share more detailed information about the Project, gather perspectives and begin the collaborative working relationship;
- arranged individual meetings with interested external organizations to share information about the Project and gather perspectives and relevant research about the labour market issue, e.g.: Canadian Parents for French (Ontario);
- each agenda was constructed in a manner that provided opportunities for building relationships using both small and large collaborative discussion groups;
- opportunities were present for any member at any time to reach out to the Project leads for any clarification and to provide additional input as required;
- technology was also used to engage committee members who were unable to attend in person and in between FSL-LMPC meetings to maintain momentum and focus.

Communication

- a communication plan to include key communication tools, deliverables and timelines was developed by the Project leads and the OPSBA Communication department;
 - a project information sheet was developed in conjunction with the FSL-LMP Committee to provide background information and consistent messaging given the significant level of interest in this labour market issue;
 - the project information sheet was posted on the OPSBA website at <http://www.opsba.org/SiteCollectionDocuments/FINAL%20FSL%20Partnership%20Information%20Sheet%20%20Nov1.pdf> and on websites of stakeholder organizations;
 - on-line forums and meeting notes facilitated the necessary ongoing communication towards the development of the final recommendations;
 - final recommendations were shared by each committee representative internally with their respective organization's/association's executive structure(s) in order to seek consensus and commitment to the recommendations, the implementation of the recommendations, and an application to MAESD for a follow-up Labour Market Partnership project;
-

- submission to MAESD of year-end report entitled, *Understanding Perspectives Regarding French as a Second Language Teacher Labour Market Issues*, followed by public release of same report;
- broader sharing of the year-end report as requested, i.e.: OPSBA Annual General Meeting Conference; EduLang Symposium, University of Ottawa; Canadian Parents for French *State of FSL Education 2018*.

Project Research

Methodology

The research plan for this project, including research instruments, was developed by the Research Lead with input from the Research Technical Team and the FSL-LMP Committee. The FSL-LMPC reviewed the research plan at its first meeting, agreeing that research for this project should focus on the under-researched areas of FSL teacher recruitment and the early years of teaching FSL.

Three data sources* were explored for use by the Labour Market Partnership Committee to help inform project recommendations:

1. a review of past studies and reports on FSL teacher recruitment, attrition, working conditions and policy implementation;
2. qualitative and quantitative employment data from Ontario school districts' Human Resources departments, the Ontario College of Teachers, and the Ministry of Education to quantify the FSL teacher shortage and to better understand related factors in different board contexts, e.g. rural, northern, urban;
3. quantitative and qualitative data from recently hired FLS teachers regarding their experiences looking for work, being hired, and transition to the role of FSL teacher.

This latter data source has been largely missing in the current body of FSL teacher research so was considered an important link in understanding the current supply-demand landscape.

*Note: A fourth data source, an online survey and focus groups exploring the recruitment and hiring experiences of FSL teacher candidates graduating in June 2018, is currently being explored. However, due to the differences in the timeline of this current Project and the recruitment and hiring cycles of most school boards, the research with new graduates is ongoing and will continue through the summer of 2018.

The research plan of the FSL-OLMP project identified two key research questions:

- i. Why do school boards find it challenging to recruit sufficient numbers of French teachers and support staff?
 - ii. What strategies can be implemented by key stakeholders to satisfy the increasing market demand?
-

Instrument Design and Analysis

A two-part survey, *French as a Second Language Teacher Hiring – HR Perspectives*, was developed to gather recruitment and hiring data from all English language public school boards in Ontario (see Appendix B). Survey items gathered quantitative information such as types of FSL programs offered, the overall number of FSL teacher positions required by boards and the number of FSL teacher applicants for the 2017-2018 academic year. Responses were tabulated based on overall numbers, averages across boards and the range of reported responses to create a picture of FSL teacher recruitment and hiring across the province. Qualitative data were also collected through open-ended questions following many survey items, as well as an open response item at the end of the survey. These comments were analysed for common themes using NVivo analysis software and compared to relationships emerging from the quantitative data.

Additionally, an online survey, *Recruiting, Developing and Retaining FSL Teachers*, was distributed through school boards' HR departments to FSL teachers newly hired to the role in the past 2 years (see Appendix C). The survey gathered both quantitative and qualitative data about the recruitment and hiring experiences of these teachers. Quantitative items included, for example, the number of interviews attended, components of the job application process, and type of FSL positions hired to in the past 2 years. Some items allowed responses to be tallied by frequency whereas other items generated weighted responses. Many survey items included open comment options. Respondents' comments were analysed for common themes and their relationship to quantitative responses.

First and second year FSL teachers were also invited to join focus groups to allow the collection of more nuanced data related to their recent recruitment and hiring experiences. Focus group responses were recorded and transcribed verbatim by the research assistant team, then analysed for common themes using NVivo software.

Research Limitations

The research conducted for the present study is limited in two ways. A few HR departments experienced technical challenges in providing accurate responses for all survey items due to changes in data management systems. In such cases, best estimates were provided. Second, the recruitment, hiring and transition to teaching experiences capture the circumstances of teachers in their first and second year only, and therefore cannot be said to represent the hiring experiences of teachers hired with more than 2 years in the role.

Key Findings - Past Studies and Reports

Concerns about the availability of teachers able and willing to teach FSL programs underscore a curious paradox: with 1 in 5 Canadians claiming French as the first language, and nearly 18% of Canadians claiming to be functionally bilingual in English and French (Statistics Canada, 2016), why is it increasingly difficult to supply schools with sufficient numbers of teachers to teach French to willing learners?

There are several factors that weigh into this paradox, such as the uneven concentration of French speakers across the country, varying provincial requirements for students to study French, demand for French-speaking individuals in many other economic sectors, and ultimately, the hard-to-predict decisions people make in choosing a career path. Similarly challenging has been the time required for education systems to respond to the increasing demand for more French programs.

Issues specific to French teacher shortages have been documented by the Ontario College of Teachers since it began publishing employment statistics in 2006 (*Transition to Teaching Report, 2006*), and earlier by FSL pedagogy researchers (Obadia, 1989). The *State of FSL Education in Canada* report published biennially by Canadian Parents for French has discussed FSL teacher shortages in each issue since 2000. Academic research has also highlighted the shortage of FSL teachers in Ontario and elsewhere as a challenge in expanding bilingualism efforts in Canada (Arnott, Hart, Lapkin, Mady, Vandergrift & Masson, 2015; Veilleux & Bournot-Trites, 2005; Karsenti, et al., 2008; Kitchenham & Chasteauneuf, 2010). In turn, research has also linked FSL teacher shortages to further challenges such as compromised language program standards (Kitchenham & Chasteauneuf, 2010); restricted access to senior level subjects taught in French in secondary schools (Makropoulos, 2010); unfavourable working conditions (Lapkin, MacFarlane & Vandergrift, 2006), professional development opportunities (Kissau, 2005), and questioned the effectiveness of FSL teacher education programs (Karsenti, et al., 2008).

Over time, much of the explored FSL research has focused on program outcomes and effective pedagogy, e.g. how well students learn French in various second language settings, with most relevant studies pointing to strong language learning and other positive scholastic outcomes, particularly in FSL programs such as French Immersion or Extended French. This research has fuelled, in part, a growing demand by parents to enrol their children in such programs (Roy & Galiev, 2011), further increasing the demand for FSL teachers as a consequence. Research has been less comprehensive in its understanding of the interplay between the necessary factors needed to provide a productive supply pipeline of FSL teachers in a growing market.

Key Findings – Present Study

Human Resources

The following section reports on findings from a two-part survey designed to capture the recruitment and hiring processes used by school boards to satisfy their respective need for FSL teachers in the past three years. The survey was distributed to all English language public school boards in Ontario. Fifty-six school boards (or 93% of eligible boards) responded to the survey – as such their responses provide a reasonably accurate picture of the FSL teacher hiring landscape across the province.

The survey was organized in an effort to quantify 3 key questions:

- How do we understand FSL teacher demand?
- How do we understand FSL teacher supply?
- What do boards do to recruit FSL teachers and how effective are their strategies?

FSL Teacher Demand

FSL programs in schools fall into two main categories: mandatory programs for students in grades 4 through 9 and discretionary programs offered by boards that must meet Ministry of Education parameters based on the amount of instruction in French, (such as French Immersion, Extended French, Intensive French), but can begin and end at any grade.

As such, the demand for FSL teachers is often a direct function of the range of FSL programs offered in a board. Similarly, the demand for FSL teachers can fluctuate with a board depending on the types of discretionary programs offered, the proportion of instruction offered in French (beyond the Ministry minimum), and the grade levels where the programs begin and end. For example, a school board offering many discretionary FSL programs where the proportion of French instruction is more than the Ministry minimum across many grade levels, will de facto, require more FSL teachers than a board with a smaller range of programs with less instruction in French.

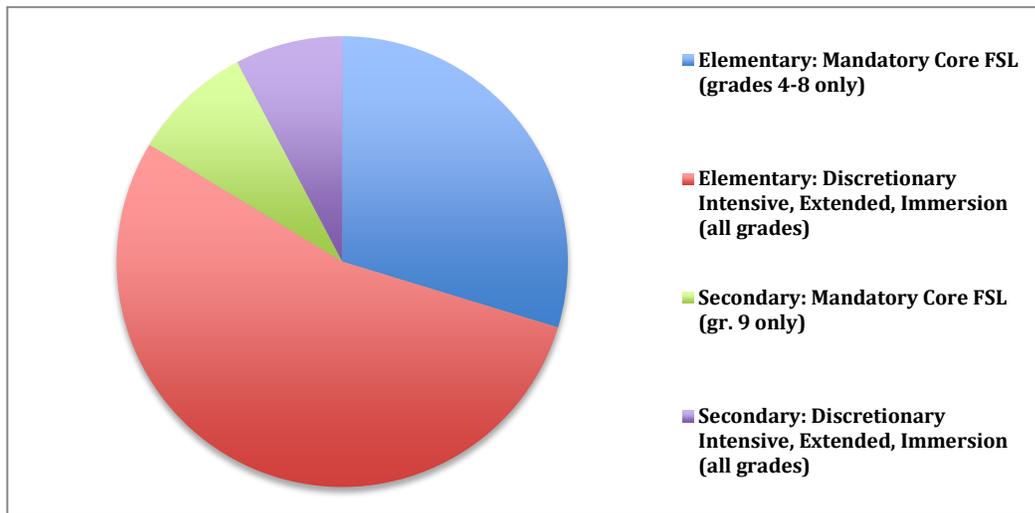
The survey revealed 3 key findings:

- about 90% of school boards in Ontario offer at least one discretionary FSL program (usually French Immersion);
 - because of the instructional time requirements for discretionary French instruction programs (e.g.: 50% of the school day for French Immersion), these programs currently require nearly twice as many FSL teachers than the mandatory French instruction programs (known as Core French);
 - most school boards currently require many more FSL teachers (approximately 5 times more) for all program types in the elementary grades than in secondary grades.
-

Figure 3 below shows the relative demand for FSL teachers in Ontario according to the range of FSL programs offered by school boards as of September 2017.

Figure 3

Demand for Teachers by Program Type, September 2017



The following comparison using a junior grade 5 program - a grade where French is mandatory, and is also a grade where 96% of boards indicated they offered a discretionary FSL program (see Figure 4) - illustrates how the range of FSL programs and the amount of French instruction directly affect teacher demand. The ratio of 3.75 in French Immersion programs increases proportionally as French instruction is offered beyond the Ministry's minimum 50% requirement.

Figure 4

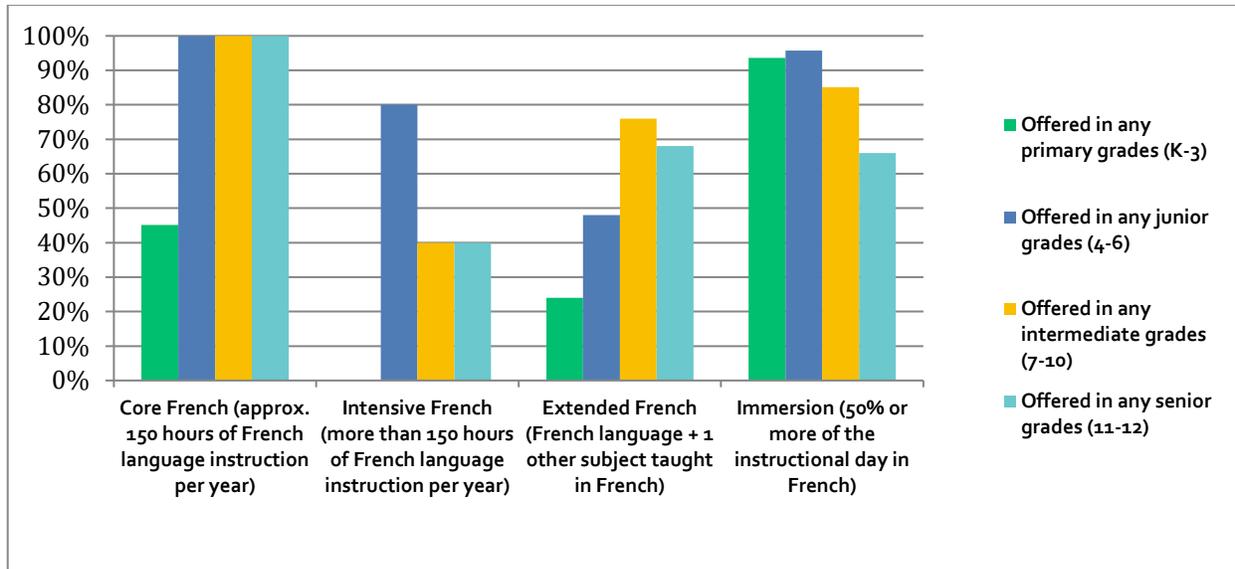
Core FSL (Mandatory)	# teachers required per 100 students	50% French Immersion (Discretionary)	# teachers required per 100 students
200 min/week = 13% of instructional time	X	750 min/week = 50% of instructional time	3.75 X

What is important to note is the current FSL teacher demand in discretionary programs relative to demand in mandatory programs is due in large part to the persistent growth of discretionary French programs in Ontario over the past 10 years. Enrolment statistics for French Immersion programs in particular have shown an annual average 5% increase, with several large suburban boards reporting increases between 10 and 15% (Canadian Parents for French, 2016). As such, the need for FSL teachers is concentrated in discretionary FSL programs offered by boards in response to public demand, programs that require considerably higher instructional time in French to meet Ministry requirements.

Figure 5 below identifies the range of discretionary FSL programs (Intensive, Extended, Immersion) and the grades offered for each program type. Many boards reported offering more 'teacher-rich' FSL programs, such as French Immersion, than programs requiring fewer FSL teachers per student.

Figure 5

Distribution of Boards' FSL Programs by Type and Grade Division



FSL Teacher Supply - Internal

The internal supply of FSL teachers includes those currently qualified to teach in FSL programs and currently employed in Ontario school boards in a variety of capacities:

- as contract teachers (full-time or part-time);
- as Long Term Occasional teachers;
- as Occasional Teachers;
- or as teachers with Temporary Letters of Approval (i.e.: without FSL qualifications) teaching in any of the above-mentioned capacities.

Figure 6 below shows the number of FSL teachers required by participating school boards to satisfy their current FSL teacher requirements as of September 2017.

Figure 6

FSL Teacher Need	Mandatory FSL programs	Discretionary FSL programs
Elementary	3560	6463
Secondary	1032	922

As per Ministry Regulation 183, teachers of any French as a Second Language program in Ontario, mandatory or discretionary, must hold minimum qualifications in FSL pedagogy in addition to their counterparts teaching English only. These qualifications can be earned in one of three ways: as part of a teacher’s basic teacher education program in some Faculties of Education according to their respective program requirements; as an Additional Qualification course in FSL granted by the Ontario College of Teachers but offered by a number of course providers in Ontario (may include Faculties of Education, teacher federations, individual school boards); and as granted by the College of Teachers following a review of a teacher’s credentials earned outside of Ontario.

Additionally, teachers may be granted a Temporary Letter of Approval from the Ministry of Education to teach a program for which they do not hold required qualifications. These Letters expire at the end of each school year, and must be re-submitted annually as required. As such, the term “FSL teacher” must be understood to mean a teacher with FSL qualifications.

Satisfying the need for qualified FSL teachers identified in *Figure 3* is a complex, dynamic process that was difficult to express numerically. Nevertheless, *Figure 7* represents the number of FSL teachers across the province in the supply pipeline in various capacities as reported by participating school boards.

Figure 7

Supply of FSL Teachers as of September, 2017	Elementary Actual (average per board)	Secondary Actual (average per board)
*Occasional Teacher roster	3226 (60)	1175 (25)
*Long Term Occasional list	899 (20)	421 (9)
*Letters of Approval	199 (4)	16 (<1)
** Teaching less than 50% of their assignment	1889 (39)	417 (9)
**Teaching no FSL in their current assignment	2185 (45)	519 (13)

*FSL teachers on Occasional Teacher rosters, or on Long Term Occasional lists, or even with Letters of Approval, are not mutually exclusive categories and allow any teachers in one group to also be in either or both of the other two groups both within a single board and across other boards. These numbers, therefore, need to be viewed with caution as they are likely to over-represent the number of teachers in any one group available to an individual school board, and therefore the capacity of these groups to supply non-contract teachers to fill French teacher vacancies in schools across the province.

**It is necessary to explain how FSL teachers come to teach French less than full-time, or not at all. As shown earlier, some FSL programs, such as mandatory Core, require fewer teachers than many discretionary programs due to the relatively smaller amount of French instructional time required by the program. Smaller schools may require only a half-time FSL teacher to accommodate their French program needs. It is commonplace for such a teacher to complete

their teaching assignment by teaching subjects other than French. It is also commonplace for FSL qualified teachers to explore other teaching assignments for which they are qualified as part of their personal career development. When asked why contract FSL teachers would be teaching French less than 50% of their assignments, surveyed HR officials reported the top 3 reasons were:

1. school factors (e.g. staffing requirements, school size, student enrolment – strong factor weighting);
2. teacher factors (e.g. assignment choice, skill and comfort level using French – strong factor weighting);
3. board factors (e.g. collective agreements, seniority, changes in FSL program design/location – moderate factor rating)

FSL Teacher Supply – External

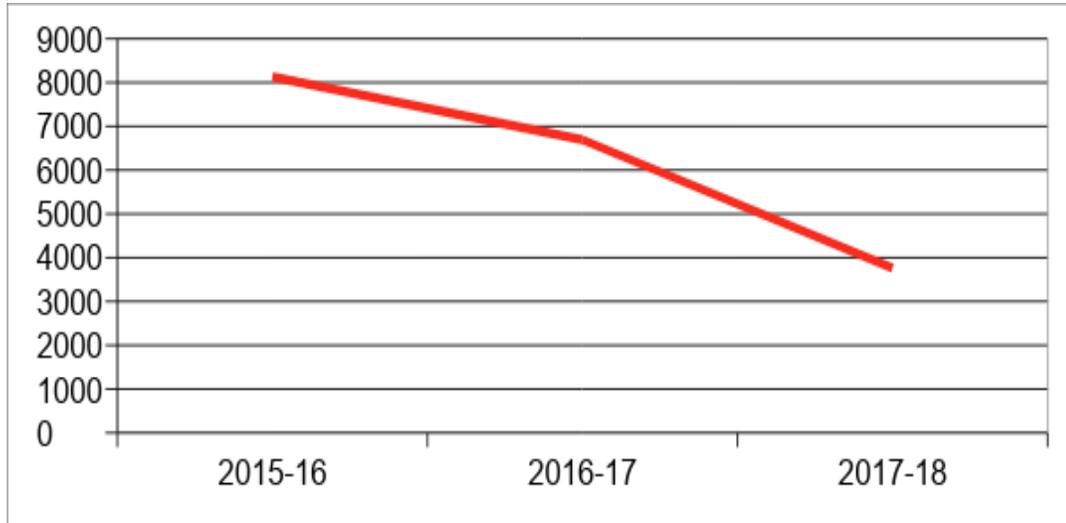
Supplying sufficient numbers of FSL teachers to school boards also involves hiring additional new teacher graduates in order to increase the existing FSL teacher complement. New FSL teachers are hired, primarily from Ontario Faculties of Education, but can also include those FSL teachers who have earned their qualifications elsewhere in Canada and internationally. As noted above, many contract FSL teachers make professional decisions that remove them from the FSL teacher supply chain that, in turn, creates a continuous need to recruit new FSL teachers. This section reports on how such FSL teachers are recruited and the results of this yearly process.



School boards reported a notable drop (54%) in the number of applications received from FSL teacher graduates in the past 3 years (see *Figure 8 below*).

Figure 8

Number of Job Applications* by FSL Teacher-Graduates



*This number accounts for multiple job applications submitted by individual teacher-graduates across multiple school boards in a given year.

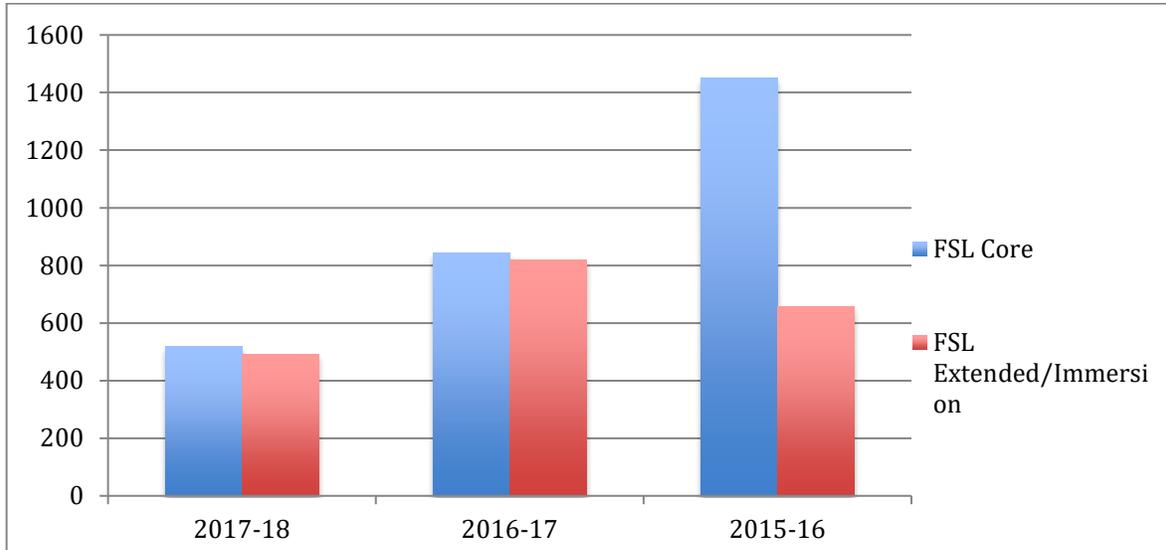
This finding corresponds to a significant overall drop in applications to Ontario Faculties of Education following the introduction of the new 4-semester, teacher education program in 2015 (OUAC Statistics, March 2015).

Given that new FSL teacher recruitment is an annual process, changes to the number of annual graduates has had an immediate impact on the number of graduates available to enter the FSL teacher pipeline. Data provided by the Ontario College of Teachers similarly shows that between 2015 and 2016, the number of teacher graduates earning FSL qualifications during their teacher education programs fell approximately 60% and the number of graduates earning FSL as an Additional Qualification post-graduation decreased by approximately 40 per cent.

While the overall number of FSL jobs offered to external FSL teacher applicants has declined in the past 3 years, this should not be interpreted as a decreased demand for such teachers. As mentioned above (*Figure 5*), more than 90% of boards in Ontario offer French Immersion, and with student enrolment in French Immersion programs alone growing by as much as 15% since 2012 in several large suburban school districts (Ministry of Education, 2014), the increasing demand for Immersion teachers is exacerbated by the decreasing volume of external applicants (see *Figure 9* below).

Figure 9

Number of FSL jobs offered to external applicants by program type

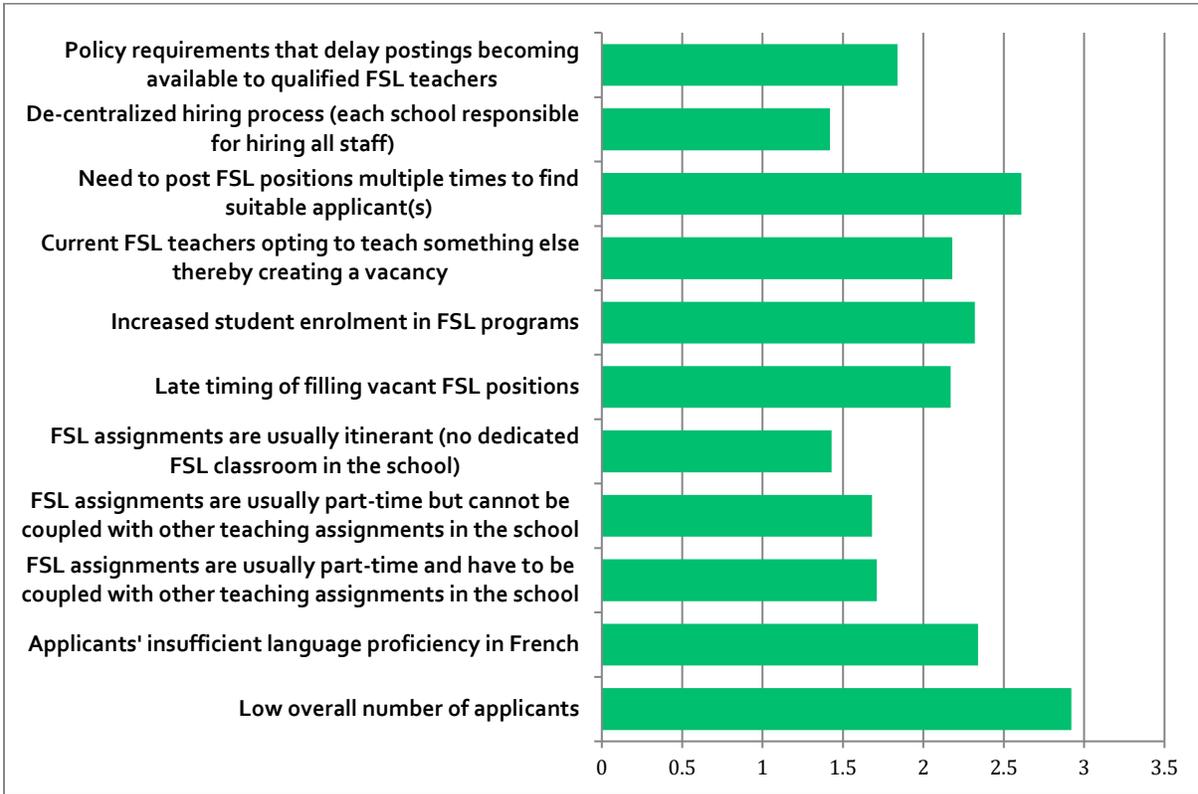


School boards were also asked to compare the FSL teacher supply-demand situation in their respective boards in recent years. Two-thirds of boards report that their efforts to satisfy their demand for FSL teachers has become more or much more of a challenge over the past 3-5 years, with no boards reporting the challenge has diminished. When asked which factors weigh most heavily on their ability to hire FSL teachers to fill vacant positions, boards identified the low number of applicants as the greatest concern (see *Figure 10* below).



Figure 10

Relative challenges in hiring FSL teachers



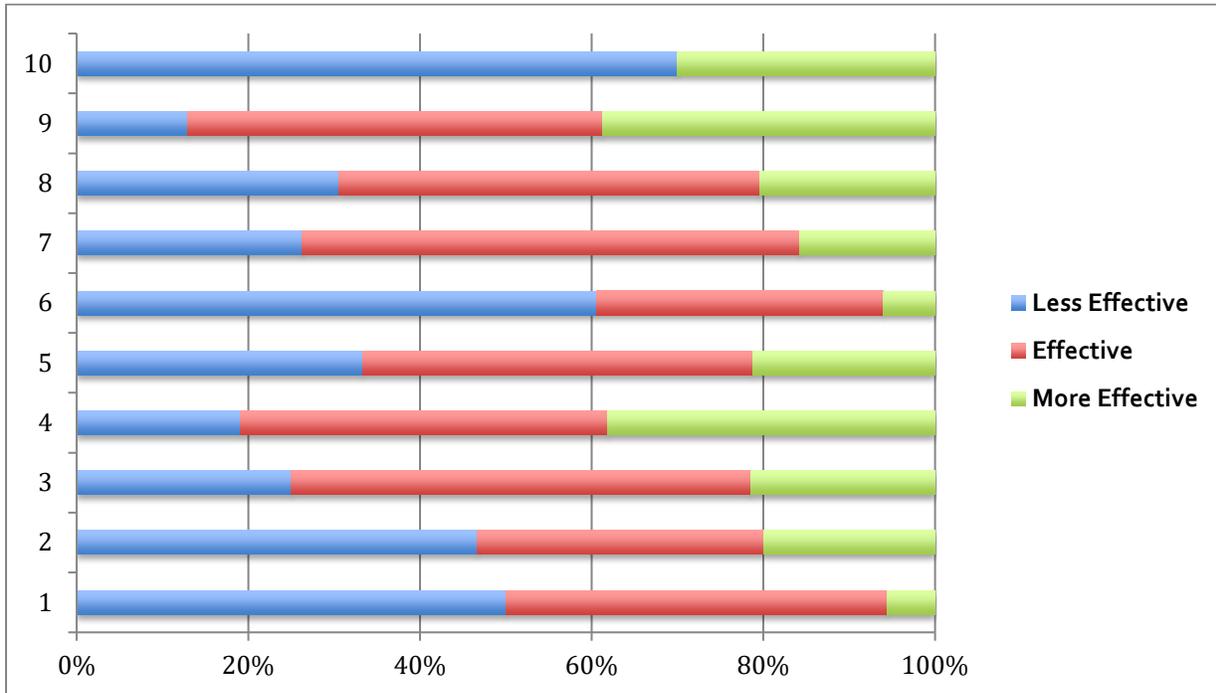
impact rated out of 4

School boards identified the low number of FSL teacher applicants as having the greatest impact on satisfying their need for FSL teachers. This finding corresponds to the lower overall numbers of teacher education applicants, FSL job applications, and FSL jobs offered. Boards commented on the related challenge of having to post the same FSL positions multiple times in order to find suitable applicants. This led one board to comment they “conduct continuous intake interviews for FSL teachers” rather than waiting for FSL job vacancies to appear.

Boards were asked to reflect on the effectiveness of their current FSL teacher recruitment strategies. *Figure 11* below outlines the relative effectiveness of these strategies showing strong effectiveness (Effective + More Effective) for strategies such as hiring FSL teachers into a pool, or conducting French language assessments during job fairs at Faculties of Education. Less effective strategies include conducting online interviews or providing financial/in-kind incentives to applicants.

Figure 11

Effectiveness of FSL Teacher Recruitment Strategies



Strategy Key:

1	Conduct online interviews
2	Conduct online French language assessments
3	Conduct interviews during job fairs at Faculties of Education
4	Conduct French language assessments during job fairs at Faculties of Education
5	Access OCT databases to identify teachers with FSL qualifications
6	Use print media to advertise for FSL teachers
7	Use social media to advertise for FSL teachers
8	Use board website to advertise for FSL teachers
9	Hire FSL teachers to a pool in anticipation of emerging job vacancies
10	Offer financial/in-kind incentives to FSL applicants

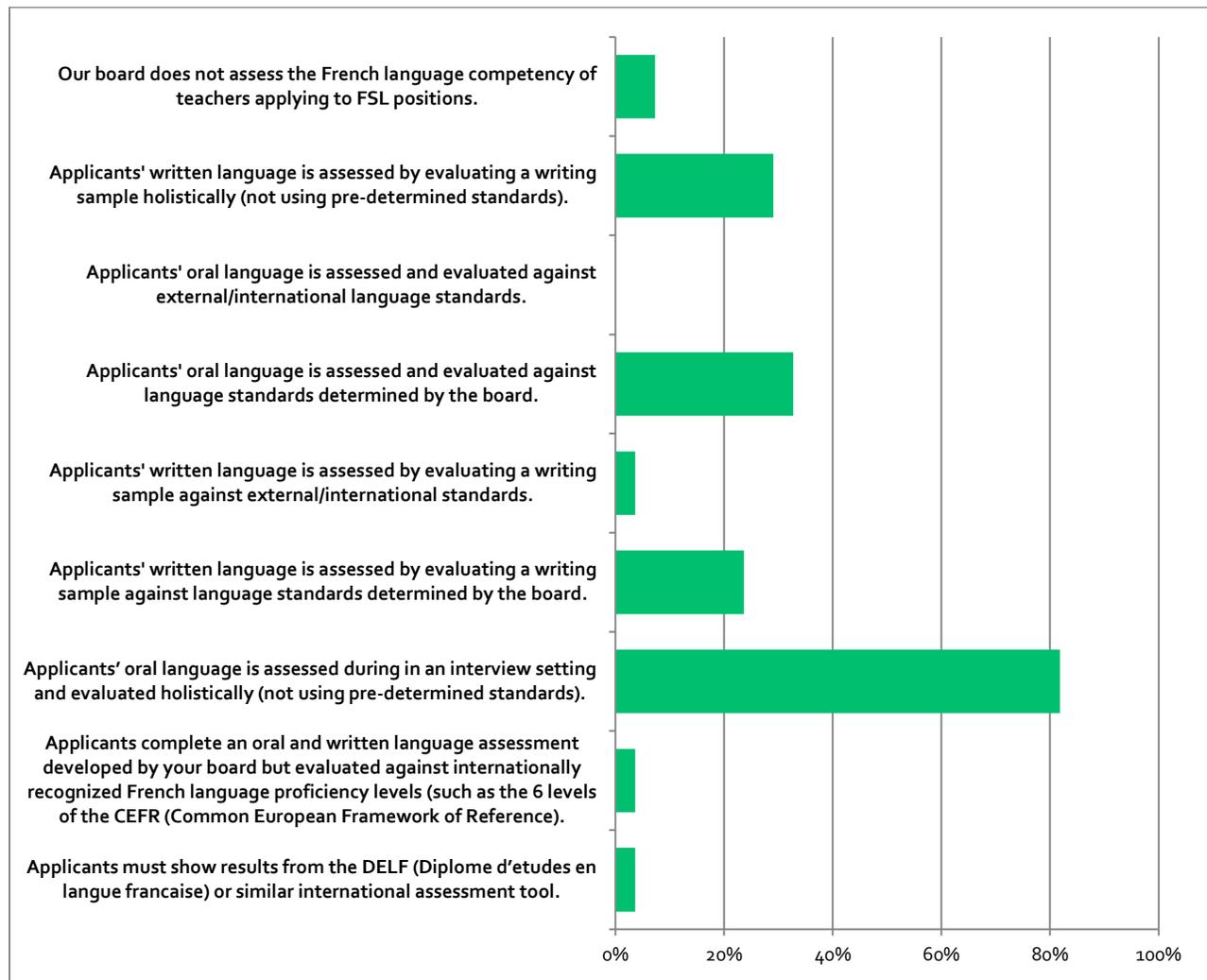
Boards commented that their use of specific recruitment strategies is affected by a number of local factors, for example, the anticipated number of FSL teachers needed or established arrangements with Faculties of Education. These local factors may, therefore, affect how individual boards evaluate the effectiveness of recruitment strategies listed here.

French Language Proficiency

Related to the supply of new FSL teacher graduates and the number of external FSL teacher applicants is the question of language proficiency in French. Language pedagogy researchers have made the case for FSL teachers to develop high levels of language competence to optimize their effectiveness teaching a second language (Bayliss & Vignola, 2007; Veilleux & Bournot-Trites, 2005). As such, school boards were asked if they include assessment of FSL teacher applicants' French language skills as part of their recruitment and hiring processes. Eighty-seven percent indicated they typically conducted an assessment of some, but seldom all, of applicants' speaking, listening, reading and writing skills in French. *Figure 12* below shows the frequency of assessment methods used by boards to assess applicants' French proficiency.

Figure 12

Methods used by boards to assess applicants' French language proficiency



There was considerable variation in the assessment practices across boards with many (80%) focusing heavily on assessing applicants' oral (listening and speaking) language skills holistically (i.e.: not measured against pre-determined standards) during a job interview setting. Approximately 30% of boards measured applicants' oral French skills against standards developed by the board itself, while many fewer boards (4%) engaged applicants in a more comprehensive assessment process rating their oral French against an international French language assessment tool such as the *Diplôme d'Études en Langue Française* (DELF). For written language skills, more boards (24%) were inclined to use board-determined standards to assess applicants, with approximately 4% using international standards to measure writing skill in French.

Nearly 10% of boards indicated they do not assess the French language skills (oral or written) of any FSL teacher applicants. Regardless of the degree or type of French language assessment used when recruiting external teacher applicants, boards who used an assessment protocol for FSL teacher applicants reported that an average of 27% of applicants did not meet their language proficiency thresholds and therefore were not considered for FSL teaching jobs.

Summary of HR Survey Findings

In summary, data reported by school boards from a human resources perspective revealed the following key findings regarding FSL teacher supply and demand:

1. The increasing demand for FSL teachers is driven by an increase in the number of FSL programs that require high levels of instructional time in French (minimally, 50% of the day). While these programs are discretionary, they have expanded significantly in the past 10 years due to parent demand.
2. Quantifying supply and demand of FSL teachers is complex, and influenced by many dynamic factors such as fluctuating demand for programs, teacher choice in teaching assignments year to year, changing graduation rates of new FSL teachers, rates of current teachers acquiring necessary FSL teaching qualifications, and questions about new teachers' French language skill readiness for the job market.

Note:

The total number of teachers in Ontario with FSL teaching qualifications cannot be viewed as the overall supply. Data from the Ontario College of Teachers indicates that close to 32,000 members hold FSL teaching qualifications, a number well beyond what school boards currently report is needed to satisfy demand. College membership includes a wide spectrum of teachers working in many other capacities (e.g. school administration, consultation, Ministry of Education, the College itself, among others) leaving them essentially unavailable to be considered part of the FSL teacher supply chain. Similarly, data from this survey indicates large numbers of FSL teachers teaching FSL half-time or not at all, largely due to teacher, school and board factors as identified above.

All factors considered, the challenge in satisfying the annual demand for FSL teachers in Ontario remains a real and growing concern for school boards.

Key Findings – Present Study Perspectives from Recently Hired FSL Teachers

Much of the research on the FSL teaching experience stems from studies of teachers with considerable experience in the field, but little research has captured the experiences of FSL teachers in their transition years to teaching. Studies in the US have reported that teacher attrition in the early years is higher than at any other point in teachers’ careers (Guarino, et. al., 2006) with numbers reaching 50% of teachers in their first 5 years leaving or considering leaving the profession (Liu & Ramsey, 2008).

In conditions of high teacher demand as in the case of FSL teachers, such teacher attrition rates would be of significant concern. As such, an online survey was developed to gather the impressions from first and second year FSL teachers of their recruitment, hiring and transition experiences into the role. Respondents were new teachers to FSL, including recent graduates, full-time or part-time, contract or occasional, and teachers new to FSL but with teaching experience in other contexts/subjects.

The online survey was distributed to all teachers in English language public school boards in Ontario working in their first or second year teaching FSL in some capacity. In total, 384 teachers responded to the survey. It was not possible to determine the total number of teachers eligible for this survey, so a reliable response rate cannot be reported as only those eligible FSL teachers currently employed would have received communication about the survey.

Figure 13 shows the approximate number of teachers earning FSL qualifications during the same timeframe as most eligible survey participants. Survey participants represent approximately 18% of the total number of teachers earning FSL qualifications during this time period.

Figure 13

FSL Qualifications Earned	2016	2015
During basic teacher education program	85	222
As Additional Qualification (FSL Part 1) post-graduation	730	1057

Data obtained from the Ontario College of Teachers

The survey was organized in three sections: becoming an FSL teacher, getting hired and the early phase of teaching. Focus groups were also organized at 7 different locations across the

province to explore in greater depth the same topics covered in the survey. While 28 new FSL teachers initially expressed interest in the focus groups, logistics and inclement weather lowered the total participation number to eight in five locations with some groups operating as interviews between the facilitator and only 1 participant. This section reports on key findings from the survey and focus groups/interviews.

Becoming an FSL Teacher

Like many professional careers, teacher education usually includes a period of post-secondary education before candidates formalize their decision to become a teacher. Other teacher education programs admit students out of secondary school (e.g. Queen’s University, York University) and provide earlier access to on-the-job experience for would-be teachers to finalize their teaching career choice. As such, new FSL teachers were asked questions about their personal motivation in pursuing FSL as a career and the factors influencing the development of their language proficiency in French. *Figure 14* shows their responses in order of frequency:

Figure 14

Top Motivators in pursuing FSL teaching	Strongest influences on developing French language proficiency
1. Healthy job market (56%)	1. Learning French in school (71%)
2. Opportunities to continue using French (47%)	2. Engaging with broader French-speaking community (45%)
3. Enjoyed learning French in school (41%)	3. Engaging with family and friends (42%)
4. Personal experience where knowing French was an advantage (37%)	

Some teachers mentioned other motivators, such as expected job satisfaction, but in numbers markedly less frequent than any in *Figure 14*. Learning French in school was a much stronger influence (94% reported it as having Some or Significant Influence) than either engaging with French speakers or family and friends (78% and 74% respectively). This ranking, however, may also reflect teachers’ lack of opportunity to engage with French speakers or family/friends in ways that could meaningfully influence their language learning.

New FSL teachers also reported that 55% of them earned FSL credentials as an Additional Qualification; 38% earning their credentials during their teacher education program with the balance of teachers awarded FSL qualifications assessed by the Ontario College of Teachers. Approximately 2% of teachers reported teaching FSL without FSL qualifications.

Getting Hired

The second part of the online survey explored the under-researched area of FSL teacher recruitment. Questions centred on how teachers come to learn about FSL job opportunities,

factors influencing where they apply/where they don't apply, how many boards they apply to, and their impressions of various elements of the job interview process.

Figure 15 summarizes key findings about new FSL teachers' hiring experiences. Related statements from focus group/interview participants are included in italics to provide context.

Figure 15

Summary of Year 1 and 2 FSL Teachers' Hiring Experiences

Note: for items expressed as ranked preferences*, key findings list the highest/lowest weighted responses only.

Recruitment/Hiring Experience	Key Findings
*Most effective ways to learn about FSL job opportunities (% respondents selecting this choice)	<ul style="list-style-type: none"> Information on board websites (54.5%) Acquaintance with current employees of a board (44.6%) Colleagues/other applicants (41.4%) Information made available through Faculty of Education (26.6%) Other (e.g. using <i>Apply to Education</i> site, word of mouth, direct recruitment by school principals) (24.4%)
*Strongest factors influencing decision to apply to specific boards (weighted score/10)	<ul style="list-style-type: none"> Proximity of board to desired place of residence (6.98) Prior knowledge of the board (5.73) Practicum experience in the board (4.50) Opportunities for professional development (4.16) Ease of the application process (3.90)
Number of boards applied to	<ul style="list-style-type: none"> 36% applied to 1 board only 60% applied to 2 – 5 boards 4% applied to more than 5 boards
<p>Comments regarding applying to selected school boards:</p> <ul style="list-style-type: none"> <i>I was only interested in working in the board close to home and that I knew.</i> <i>I live in an area where the board is viewed with high regard from teachers inside and outside the board and is known for always looking for cutting edge improvements for learning and professional development for teachers and students.</i> <i>I went to school at [school board] so I wanted to teach there. As well, that is where I wanted to live and raise a family.</i> <i>I moved here and wanted to remain local... had previously worked in another board as an FSL teacher close to my residence at the time.</i> <i>I grew up with the [school board] and I didn't want to work with any other boards. I went to grade school and high school with this board, and I spent my time volunteering after University in hopes to get hired with this board and I did. I like everything they stand for and I have had great support from fellow teachers as well.</i> <i>Earliest application due date and since it my home board I wanted to interview first here then see what happens.</i> 	
Common elements of the recruitment/application process	<ul style="list-style-type: none"> French language screening <ul style="list-style-type: none"> 56% of the time, screening was in person only; 24% a combination of online and in person; 10% online only; 10% no screening

- Submitting documentation
 - 52% of the time documentation is submitted online only; 35% of the time, documentation is submitted online and in-person
- Job interview
 - 80% of the time, interviews are in-person only
 - 15% of the time, interviews combine online and in-person components
- Post-interview communication
 - 35% of the time, communication is online only; 30% of the time, communication is online and in-person; 20% of the time, there is no post-interview communication

Number of interviews granted

- 86% of applicants were granted 1-3 interviews; 10% were granted 4-6 interviews; 2% were granted none
- 85% of teachers attend most of the interviews granted; 6% attended half of them; 7% attended only a few; 2% attended none

***Elements of job interviews rated out of 5**

Participants were asked to elaborate on low-rated items.

- Highest rated elements of the interview experience were:
 - interview venue and disposition of the interview team (4.22)
 - opportunities to ask questions (4.13)
 - French language evaluation (4.07)
- Lowest rated elements of the interview experience:
 - opportunity for feedback (3.49)
 - usefulness of feedback when given (3.61)
 - clarity of what to expect during interview (3.92)

Comments regarding interview feedback:

- *Boards encouraged me not to contact them for feedback because of volume of calls. This was discouraging.*
- *"There was no opportunity for feedback. They did not offer feedback to anyone being interviewed. We received an email if we were accepted for the next interview stage. We didn't receive anything if we were not accepted for the next stage.*
- *I received very little actual feedback. I was either told that I was successful or not. I was sometimes told what they deemed my French ability to be.*

***Challenges that dissuaded applicants from pursuing an FSL job in a particular board**

- lack of specific information about available jobs
 - e.g.: some boards hire to a pool and may not be able to provide job specifics before expecting a candidate to accept a job offer; some very large boards are unable to determine at interview time where an opening will be
- location of interviews
 - e.g.: some boards arrange interviews on their premises only. If interview locations are geographically distant, applicants may not be able to manage the travel time needed to accommodate interviews during the week.
- timing of job applications
 - e.g.: boards have different hiring timelines often governed by collective agreements. If applicants are eager to secure a job early, then they will accept offers made early in the hiring cycle, but continue searching throughout the cycle for a preferred job elsewhere.

Comments regarding dissuasive factors:

- *FSL standards were not clear. Some boards had "French pools" or hiring circuits that were not clear per the sector (Core, Extended, Immersion).*
- *One of the boards had stipulations on what jobs I could and could not apply to once hired. This caused me to not pursue this board as I think that I should have been able to apply to any positions I was qualified for.*
- *When applying to multiple boards across the province, it was not feasible for me to travel to all job interviews. Online interviews should be offered to out-of-town applicants.*
- *Time taken from initial submission of documentation until hiring and beyond took several months.*

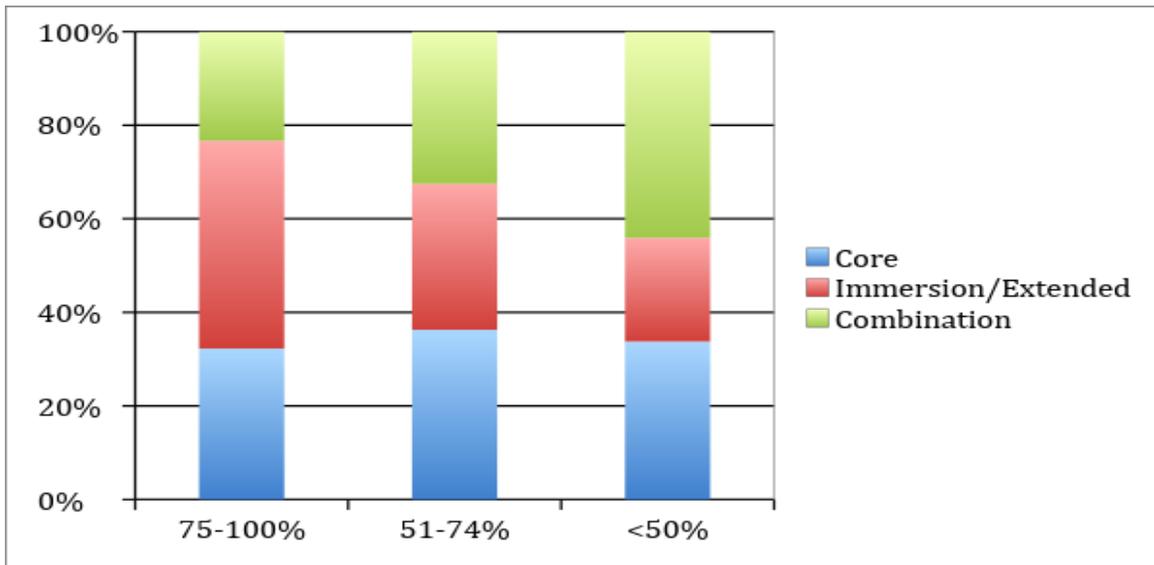
Note: for items expressed as ranked preferences*, key findings list the highest/lowest weighted responses only.

Early Phase of Teaching FSL

The final topic explored with new FSL teachers focused on their impressions of FSL teaching up to this point. Their experience ranged from being in their second year teaching full-time, to teaching only a few weeks in a long-term occasional assignment. Similarly, some new teachers were teaching only FSL during this time while others were teaching less than half their assignment in FSL. *Figure 16* shows the distribution of FSL teaching related to FSL program type (FSL Core, Immersion/Extended or a combination of any).

Figure 16

What types of FSL programs are new FSL teachers teaching?



New teachers were also asked about their confidence in teaching FSL and the rewards and challenges encountered at this early phase in teaching. Eighty percent indicated they were confident or very confident and identified the following rewarding experiences as contributing to their overall confidence:

- more than 1/2 the respondents expressed pride in seeing students' linguistic development in French;
- about 1/3 mentioned being an advocate for French language and culture;
- about 1/3 said that being able to secure a teaching position was a reward in itself.

Approximately 20% of new teachers, however, indicated a lack of confidence in their FSL teaching. Focus group/interview participants elaborated on possible reasons contributing to lower confidence: lack of mentorship, isolation, unsatisfying practicum placements, and communication skills in French. From three participants:

I became a French teacher in the elementary panel and not being familiar with the new curriculum until I walked into the job, I was severely underprepared and therefore exceptionally stressed out.

And for anyone to think that 3 PD sessions or even my AQs that I took are enough, are sufficient, for that?! [participant's rhetorical voice] It's such a complicated thing that we all know that teachers deal with extra problems of classroom management, challenging new curriculum coming in. There are so many layers of it.

Teacher's college did not prepare me as much as I would of liked, because I did Primary Junior, so there weren't really any opportunities to either practice French or build the French curriculum, because I chose PJ.

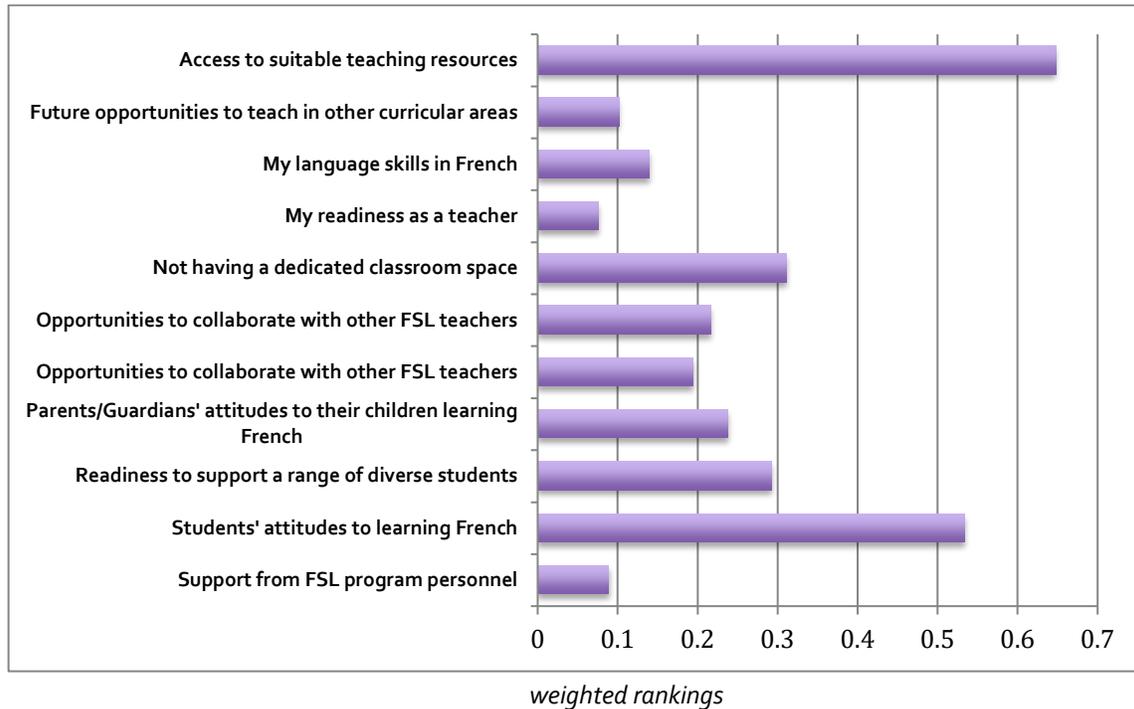
Recognizing that new teachers are likely to experience challenges transitioning into their careers, new FSL teachers were asked to identify challenges encountered at this point in their FSL teaching. The top 3 challenges listed were:

- 65% of respondents identified "access to suitable teaching resources" as their primary challenge.
- 53% of FSL teachers identified "students' attitudes to learning French" as a challenge;
- approximately 30% of teachers identified "readiness to support a range of diverse students" and "not having a dedicated classroom space" as challenges in their job. (Note: it is possible that the question of dedicated classroom spaces reflects the teaching realities of elementary Core FSL teachers more than those of French Immersion or Extended French teachers given the program distinctions).
- 22% per cent of new FSL teachers identified "opportunities to learn French outside the school day" as the next most frequent job challenge.

Figure 17 below shows how new FSL teachers have ranked job challenges at this early stage of their careers.

Figure 17

Rankings of job challenges identified by Year 1 and 2 FSL teachers



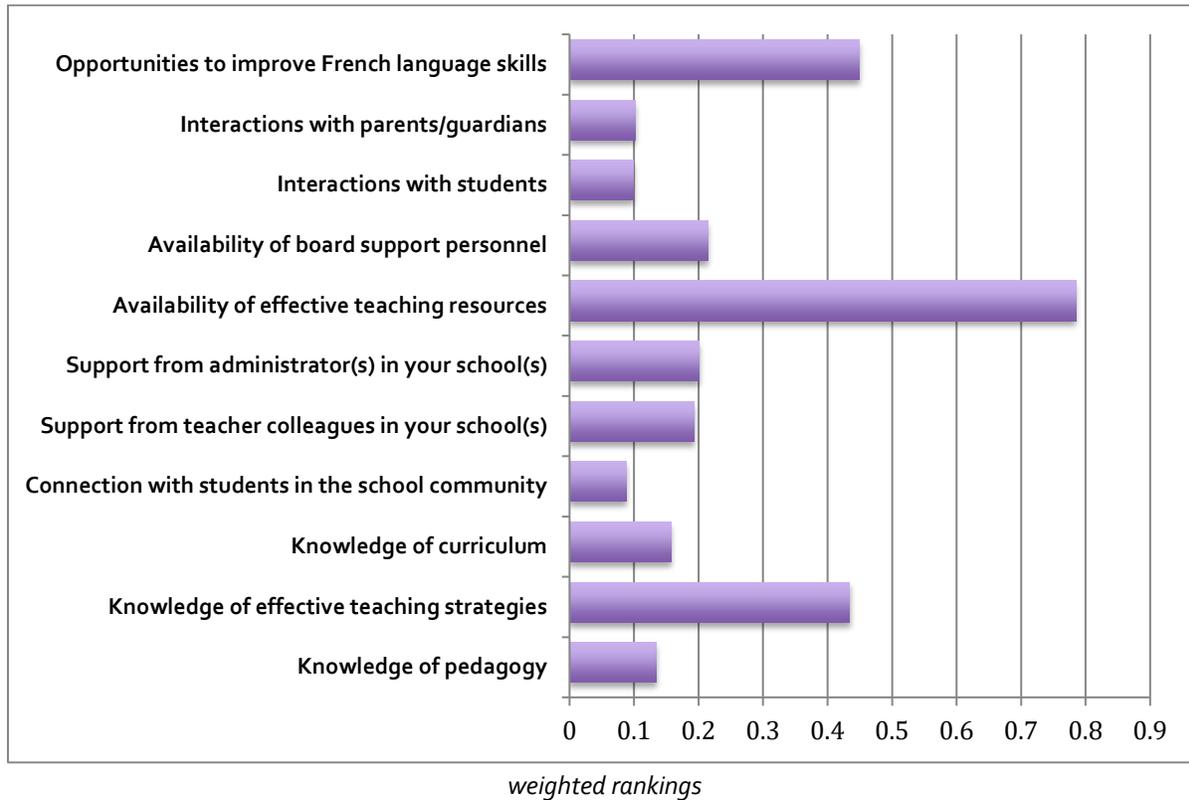
Drawing from the abundance of literature on the potential positive effects of professional learning on teacher practice (see Campbell, et al., 2016), we asked new FSL teachers what areas of professional learning they believed would be most beneficial at this point in their work. It was anticipated that a relationship might emerge between what FSL teachers identified as a professional challenge and their professional development needs. The comparison below shows some potential links between identified challenges and professional learning needs.

When asked to rank order their professional learning needs at this early stage of their careers, new FSL teachers surveyed identified the following top 3 (see Figure 18 below):

1. availability of effective teaching resources (78%);
2. opportunities to improve French language skills (45%);
3. knowledge of effective teaching strategies (43%).

Figure 18

Rankings of professional learning needs



Potential links appear as both areas of professional challenges and desired professional learning:

- “Effective teaching resources” is identified as a challenge (65%) and a strongly desired professional learning need (78%);
- “Opportunities to use/improve French skills” appears as a weaker, but noteworthy challenge (22%) and desired area of professional development (44%).

Given participants’ responses, effective teaching resources and opportunities to improve French language skills appear to be top of mind for FSL teachers in their first or second year of teaching.

French Language Proficiency

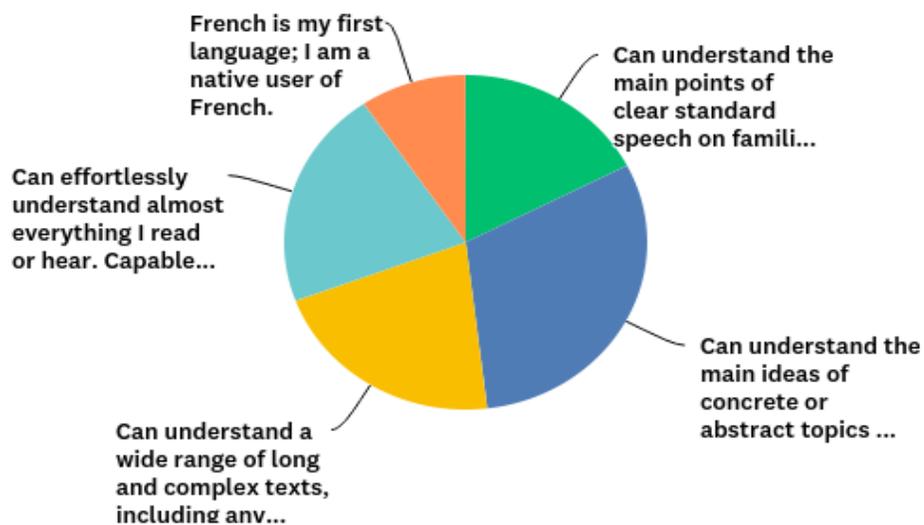
The question of French language proficiency appeared as a concern in the comments included in the Human Resources survey of this study with school boards reporting approximately 1 in 4 FSL teacher applicants falling short of their board’s French proficiency thresholds. As such,

new FSL teachers were asked to self-rate their skill as a French language user. The rating criteria were drawn verbatim from the French CEFR (Common European Framework of Reference) a tool used increasingly in Ontario schools to guide the development of students' French language skills, as a vehicle for professional learning among FSL teachers, and in a limited number of teacher education programs to support language development of FSL teacher candidates (Arnott, et al., 2017).

The CEFR provides 6 categories (A1 Beginner; A2 Elementary; B1 Intermediate; B2 Upper Intermediate; C1 Advanced; C2 Master or Proficient) of proficiency each encompassing four key areas of language development (see <http://ebcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-and-all-skills.pdf> for complete descriptions of the rating criteria). Additionally, FSL teachers could identify themselves as native speakers of French. For the purposes of this study, the basic categories A1 and A2 were not available as criteria choices. *Figure 19* shows the distribution of self-ratings by new FSL teachers using the global scale of the CEFR.

Figure 19

Distribution of self-ratings as French language users based on CEFR global scale descriptors



Because so few boards (4%) reported using international standards such as the CEFR criteria to evaluate FSL teacher applicants' French proficiency, it is not possible to correlate the self-ratings of new FSL teachers' proficiency levels with board-by-board hiring thresholds. This lack of board to board consistency (see section above on Supply – External) seems to be a source of frustration among new FSL teachers. The final survey question asked participants to share additional comments and concerns regarding their recruitment, hiring and transition to teaching experiences. Alongside concerns over teaching resources, fidelity of French language

use was the most frequently identified concern among new FSL teachers. The following comments from survey and focus group participants illustrate this point:

The language proficiency tests boards give is all over the map. In one board, they asked me 1 question in French; in another, the entire interview was in French.

During my interviews, no one asked any questions IN (participant's emphasis) French.

I was shocked at the frequency of interviews where my French language skills were not evaluated. Although OT-list interviews had pre-screening in French, only about half of LTO interviews asked a question in French. In one case, the English translation of the question was written and provided.

There are a lot of inconsistencies between interviewers, and you don't really know what you are walking into in a particular interview. And there are some that are just basically like – I know when the person walks in the door, whether they are going to pass or not. And if they are not passing, I've got to come up with a way, something to say as to why they can't pass. So... It was, yeah. Frustrating. People are asking me, and "You know what, that person passed, that person passed. I don't know how they passed it."

And so speaking with other people was basically – if they came out of the interview thinking they passed, all excited about it – usually that meant that they didn't pass, and people that came out not really sure, usually those are the ones that ended up passing . . . That's frustrating...and disconcerting, because you don't really know what you are being evaluated on.

It would be nice if there was some sort of common standard between the boards, whereas the [school] board didn't have enough French teachers to teacher Core French, where this board said they did, and that's how I got my contract here. So some consistency between the boards of what is acceptable for each level. It was kind of a low-blow but after talking to my other French teacher friend, she said she had a tutor and she did French immersion her whole career as a student and she wasn't qualified enough for them...

Research Summary

Various stakeholders have documented a shortfall in the number of FSL teachers sufficient to meet demand in Ontario and other Canadian jurisdictions for at least the past 30 years. Previous studies have pointed to the nature of the FSL teacher role to partially explain teacher attrition rates contributing to the shortage, but without comparisons to attrition rates among non-FSL teachers or due consideration of other factors affecting the FSL teacher supply pipeline. Very limited research was found that investigated the FSL teacher shortage from a labour market lens within the context of strong and long-standing job demand.

The present study explored the collective realities of 56 English language public school boards in their challenge to satisfy a persistent demand for FSL teachers in Ontario. This challenge is magnified by two related factors: the reported number of FSL teacher graduates who, while qualified, struggle to meet boards' French language proficiency thresholds, and more recently, the sharp drop in the number of FSL teachers graduating from Ontario faculties of education.

Survey and focus group findings in the present study suggest that the relationship between supply and demand of FSL teachers is a complex one with many variables impacting the number of teachers needed annually to provide sufficient numbers capable of undertaking the FSL teacher role. These variables include the dynamics of hard-to-predict teacher choice in their own teaching assignments and increasing demand for types of FSL programs that require proportionately more teachers.

Additional investigation of school boards' HR practices identified only modest satisfaction with current FSL teacher recruitment efforts. Survey analyses showed wide variability in the methods used to assess the French language proficiency of FSL teacher applicants, a problematic phenomenon also noted by new FSL teachers' reflections on their personal hiring experiences.

The study also investigated the under-researched circumstances of new FSL teachers. These teachers reported overall confidence in their ability to take on the FSL teacher role, but identified challenges with some elements of boards' recruitment and hiring processes that ultimately affected where they chose to apply and eventually work. They identified further challenges once working in the FSL teacher role that appear to match their desired areas of professional development: accessing effective teaching resources, and opportunities to develop their French language skills. New FSL teachers also identified factors that influence their decisions to apply or not apply to jobs in various school boards, and described elements of the recruitment and hiring experience that ease or frustrate their entry into the FSL teacher role.

At the time of writing the present report, FSL teacher-candidates in their graduating year are currently participating in a supplementary study of their recruitment and hiring experiences. This study is expected to conclude following the end of the 2017-2018 school year when the key hiring cycle for most Ontario school boards comes to a close. While still being completed, preliminary findings from the teacher-candidate survey have not identified any unanticipated results. Once completed, the teacher-candidate study will be duly analysed in relation to other findings from the present study and documented in any follow-up Labour Market Partnership project.

Questions for future investigation

While reflecting on the analysis of the data uncovered during the present study, the FSL-Labour Market Partnership Committee raised a number of questions that could inform future research towards addressing the supply and demand for FSL teachers in Ontario. Such future research questions include:

- How are secondary school students motivated to pursue FSL teaching as a career choice?
- What are the career choices of secondary school graduates from French Immersion/Extended French programs?
- How has the introduction of the 4-semester teacher education program affected the enrolment of particular groups of prospective teacher candidates, especially FSL teacher candidates?
- How is the FSL teacher supply and demand issue being explored in other parts of Canada?
- How are non-French speaking FSL teacher candidates supported in their French language proficiency development during their teacher education programs?

Overall Project Summary and Next Steps

The Ontario Labour Market Partnership project, *Meeting Labour Market Needs for French as a Second Language Instruction in Ontario - Understanding Perspectives Regarding French as a Second Language Teacher Labour Market Issue* is envisioned as a three-year project. This report documents the successful completion of the initial year of the project.

All member FSL-LMP organizations and associations have supported the Project recommendations, and an application to MAESD for a follow-up Labour Market Partnership project. If successful in a follow-up application, the next step is to begin to develop action plans to effectively implement the recommendations germane to the recruitment, hiring, retention and professional support of FSL teachers, and to conduct research and develop recommendations that address the recruitment, hiring, and retention of sufficient numbers of French-speaking education workers (such as Early Childhood Educators and Educational Assistants).

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Appendices

Appendix A

French as a Second Language – Labour Market Partnership Committee (FSL-LMPC)

The FSL-LMPC Steering Committee members are identified in italics.

EDUCATION PARTNER	REPRESENTATIVE	CURRENT ROLE / TITLE
Catholic Principals' Council of Ontario (CPCO)	Jennifer Yust	Elementary School Principal President Elect CPCO
Council of Directors of Education (PCODE)	<i>Lucia Reece</i>	Director of Education
	Jennifer Adams	Director of Education
Council of Directors of Education (ECCODE)	Ab Falconi * *also representative for OCSOA	Director of Education
Elementary Teachers' Federation of Ontario (ETFO)	<i>Peter Giuliani</i>	ETFO Executive Assistant, Collective Bargaining Services
Ministry of Education (EDU)	Stefanie Muhling	Education Officer/Agente d'éducation Professionalism, Teaching Policy and Standards Branch/Direction de la conduite professionnelle des politiques et des normes en matière d'enseignement Student Achievement Division/Division du rendement des élèves
	Elizabeth Hoerath	Manager / Chef FSL Policy and Implementation / Unité de la mise en œuvre des politiques FLS Field Services Branch / Direction des services régionaux
Ontario Association of Deans of Education (OADE)	Callie Mady	Associate Dean, Schulich School of Education, Nipissing University

Ontario Catholic Supervisory Officers' Association (OCSOA)	Ab Falconi* also representing ECCODE	Director of Education
Ontario Catholic School Trustee Association (OCSTA)	Dann Crandall	French as a Second Language Consultant (JK-12)
Ontario College of Teachers (OCT)	Michael Salvatori	Chief Executive Officer and Registrar
Ontario English Catholic Teachers' Association (OECTA)	<i>Susan Perry</i>	Department Head Professional Development
Ontario Principals' Council (OPC)	<i>Larry O'Malley</i>	Secondary School Principal
Ontario Public School Boards' Association (OPSBA)	<i>Judith Nyman</i> <i>David Jack</i> <i>Debra Krutila</i>	Project Lead, FSL-OLMP Director of Program Policy Research Lead, FSL-OLMP Partnership Lead, FSL – OLMP
Ontario Public Supervisory Officers' Association (OPSOA)	Dorothy Cammaert Colleen Kappel <i>Andre Labrie</i>	Superintendent of Human Resource Services/Chief Negotiator Superintendent of Education Superintendent of Human Resources
Ontario Secondary School Teachers' Federation / Fédération des enseignantes-enseignants des écoles secondaires de l'Ontario (OSSTF)	Rosemary Judd-Archer	Executive Assistant, Adjointe executive Educational Service Department, Services éducatifs
Ontario Teachers' Federation (OTF)	Lindy Amato	Director, Professional Affairs
University of Ottawa	Stephanie Arnott	Assistant Professor

Research Technical Team

Roula Anastasakos	Toronto District School Board
Dr. Stephanie Arnott	Faculty of Education, University of Ottawa
Dr. Lisa Collimore	Halton Catholic District School Board
Kimiko Inouye	Elementary Teachers' Federation of Ontario
Dr. David Jack	Research Lead, FSL-Ontario Labour Market Partnership Project
Erhan Sinay	Toronto District School Board

Research Assistants

Sawyer Hogenkamp	Ibtissem Knouzi
Ayman Massouti	Ashley Rostamian

Appendix B

French as a Second Language Teacher Hiring – HR Perspectives Part 1

French as a Second Language Teacher Hiring - HR Perspectives

FSL Program Needs

The Ministry of Advanced Education and Skill Training is funding the *French as a Second Language - Ontario Labour Market Partnership Project* led by the Ontario Public School Boards' Association. The purpose of this survey is to gather data about the recruitment and hiring of FSL teachers in Ontario boards. These data, along with other research findings, will be used by the Partnership to develop workable solutions to the challenges boards face in recruiting, hiring and retaining qualified FSL teachers in sufficient numbers to satisfy demand.

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

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

2. The need for FSL teachers in a board is influenced by the range of FSL programs it offers. Please indicate the types of discretionary FSL programs your board offers at the corresponding division levels. Mandatory FSL programs are already accounted for. Names of programs listed may vary slightly from the program names in your board. Please provide a "best fit" response.

	Offered in any primary grades (K-3)	Offered in any junior grades (4-6)	Offered in any intermediate grades (7-10)	Offered in any senior grades (11-12)
Core French (approx. 150 hours of French language instruction per year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intensive French (more than 150 hours of French language instruction per year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended French (French language + 1 other subject taught in French)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immersion (50% or more of the instructional day in French)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="text"/>			

3. If you indicated above that your board offers a discretionary Core FSL program in the primary grades, please indicate the approximate percentage of the instructional day dedicated to the program by division. If not, move to the next item.

	less than 10% (up to 30 min/day)	10-20% (up to 60 min/day)
Primary	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>	

4. If you indicated above that your board offers a discretionary Intensive FSL program, please indicate the approximate percentage of the instructional day dedicated to the program by division. If not, move to the next item.

	10-20%	20-30%	30-40%
Primary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intermediate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

5. If you indicated above that your board offers a discretionary Extended FSL program, please indicate the approximate percentage of the instructional day dedicated to the program by division. If not, move to the next item.

	20-30%	30-40%	40-50%
Primary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intermediate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

6. If you indicated above that your board offers a discretionary Immersion FSL program, please indicate the approximate percentage of the instructional day dedicated to the program by division. If not, move to the next item.

	50%	50-75%	75-100%
Primary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intermediate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

French as a Second Language Teacher Hiring - HR Perspectives

Staffing

This section will attempt to capture the numbers of FSL teachers required to satisfy your staffing needs over time.

By Letters of Approval (teaching French without FSL qualifications) during the 2016-2017 year?

Elementary

French as a Second Language Teacher Hiring - HR Perspectives

Recruiting and Hiring

The following questions attempt to compare recruiting and hiring of FSL teachers in the past 3 years (*external applicants only*). Enter "best estimates" if more accurate numbers are unavailable at this time.

ned in 2017-2018?

18. Does your board/district conduct a French language proficiency assessment as part of the recruitment/hiring process for either permanent or OT FSL positions?

Yes

No

Other (please specify)

French as a Second Language Teacher Hiring - HR Perspectives

19. In 2017-2018, approximately what percentage of external FSL teacher applicants met your board's French language screening standards and were then *considered* for FSL teaching positions. This includes those applicants who may or may not have ultimately been offered an FSL teaching position in your board.

20. How extensive has your FSL teacher recruitment strategy been in the past 3 years?

- High (includes attending job fairs at 3 or more Faculties of Education, PLUS providing some type of information session to applicants, PLUS conducting off-site active recruitment/interviewing/screening).
- Medium (includes attending job fairs at 1 or more Faculties of Education, PLUS providing some type of information session for applicants, OR conducting off-site active recruitment/interviewing/screening).
- Low (includes any 1 of: attending a job fair at a Faculty of Education; providing some type of information session for applicants; conducting off-site active recruitment/interviewing/screening).

Other (please specify)

21. There are a number of strategies used to recruit and hire FSL teachers to satisfy staffing needs. Please check below the strategies your board is using and indicate their effectiveness. List any additional strategies you use and indicate their effectiveness.

	Less effective	Effective	More effective
Conduct online interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct online French language assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct interviews during job fairs at Faculties of Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct French language assessments during job fairs at Faculties of Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access OCT databases to identify teachers with FSL qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use print media to advertise for FSL teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use social media to advertise for FSL teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use board website to advertise for FSL teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hire FSL teachers to a pool in anticipation of emerging job vacancies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer financial/in-kind incentives to FSL applicants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

22. Thank you for the time and effort required to provide this information. If you have any additional comments you would like to provide, please do so in the Comments section below. If you have any questions about the survey, please contact David Jack, Research Lead for this project, at djack@opsba.org. Thanks again for your contributions to this important work.

French as a Second Language Teacher Hiring – HR Perspectives Part 2

FSL-Ontario Labour Market Partnership Project: Supplementary HR Survey

Assessing FSL teacher applicants' French language proficiency

Many Ontario school boards indicate they engage teacher applicants in some type of French language proficiency assessment as part of the recruiting or hiring process. Please indicate below the components of the assessment that best match the process used in your board. Indicate all that apply.

assess the French language competency
of teachers applying to FSL positions.

FSL-Ontario Labour Market Partnership Project: Supplementary HR Survey

Recruiting FSL Teachers

2. Many factors contribute to successfully hiring Occasional Teachers, or Long Term Occasional teachers, or contract teachers in order to fill FSL positions. Please rate how the following factors impact this process in your board.

	little impact on satisfying the board's need for FSL teachers	modest impact on satisfying the board's need for FSL teachers	significant impact on satisfying the board's need for FSL teachers	N/A
Low overall number of applicants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applicants' insufficient language proficiency in French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FSL assignments are usually part-time and have to be coupled with other teaching assignments in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FSL assignments are usually part-time but cannot be coupled with other teaching assignments in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FSL assignments are usually itinerant (no dedicated FSL classroom in the school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Late timing of filling vacant FSL positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased student enrolment in FSL programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current FSL teachers opting to teach something else thereby creating a vacancy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Need to post FSL positions multiple times to find suitable applicant(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	little impact on satisfying the board's need for FSL teachers	modest impact on satisfying the board's need for FSL teachers	significant impact on satisfying the board's need for FSL teachers	N/A
De-centralized hiring process (each school responsible for hiring all staff)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy requirements that delay postings becoming available to qualified FSL teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FSL-Ontario Labour Market Partnership Project: Supplementary HR Survey

Hiring FSL teachers now compared to the recent past.

3. Please reflect on the current challenges facing your board in satisfying demand for FSL teachers over the past 3 - 5 years.

less of a challenge now about the same challenge more of a challenge now much more of a challenge
than 3 - 5 years ago now as 3 - 5 years ago than 3 - 5 years ago now than 3 - 5 years ago

If you indicated More or Much more of a challenge, please describe 1 solution that you think would help reduce this challenge.

Year 1 & 2 FSL Teacher Survey

Informed Consent

* 1. The French as a Second Language - Ontario Labour Market Partnership Project is gathering information about the teaching experiences of teachers currently in their 1st or 2nd year teaching French as a Second Language. The purpose of this survey is to better understand 3 stages in becoming an FSL teacher in Ontario: preparing for the role, the hiring process, and the transition-to-work period. With this information, Project partners will develop recommendations aimed at better supporting FSL teachers in their roles.

Partnership members include the Elementary Teachers' Federation of Ontario (ETFO), the Ontario Secondary School Teachers' Federation (OSSTF), the Ontario English Catholic Teachers' Association (OECTA), the Ontario Teachers' Federation (OTF), the Ontario College of Teachers (OCT), the Ontario Council of Directors of Education, the Ontario Association of Deans of Education, the Ontario Principals' Council, the Catholic Principals' Council of Ontario, all publicly-funded English language school boards in the province, and the Ontario Ministry of Education.

Your participation in this survey is completely anonymous and all responses will be kept confidential for a period of 2 years, then destroyed. Analyses of survey findings will be included in annual reports for the duration of this project led by the Ontario Public School Boards' Association. The findings, however, can never be traced back to individual participants.

Thank you for your participation in this survey. By clicking on the Start Survey button below, you are indicating that you have read and understood the Invitation Letter to FSL Teacher Participants that provided you with the link to this survey.

Start Survey

Part A - Preparing to be a French as a Second Language teacher

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French in Canada or elsewhere e it was advantageous to know

Other (please specify)

age teacher?

* 4. In your opinion, how much influence did the following circumstances have in developing your current level of French language proficiency?

	Little to no influence	Some influence	Significant influence
Learning French in school (elementary and/or secondary and/or post-secondary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging with French-speaking family/friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging with broader French-speaking community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* 5. What is the nature of your FSL credentials?

- FSL Additional Qualification on my Certificate of Qualification earned after my teacher education program.
- FSL qualifications on my Certificate of Qualification earned during my teacher education program.
- FSL qualifications awarded by the College of Teachers when my out-of-province teacher education credentials were assessed by the College.
- Other (please specify)
- I don't have FSL qualifications but am a member of the College of Teachers and have a Temporary Letter of Approval issued by the Ministry of Education.
- I'm not a member of the College of Teachers, but have a Letter of Permission to teach in Ontario issued by the Ministry of Education.

* 6. Please indicate below if a French language assessment was part of you earning your FSL credentials?

- Yes
- No
- My experience earning FSL qualifications and completing a French language assessment doesn't match the choices above. Instead, it was more like this:

* 7. Please indicate the proportion of your teaching assignment currently dedicated to FSL teaching.

	approx. 75 - 100% of your assignment	approx. 51 - 74% of your assignment	50% or less of your assignment
Teaching FSL Core (mandatory program beginning in Gr. 4 in Ontario; not considered Extended French or French Immersion)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching FSL Extended French or French Immersion (optional programs beginning at various grades, but constituting a minimum of 25% or 50% respectively of the school day instructed in French)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A combination of FSL Core and Extended French/Immersion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you indicated that your FSL assignment is 50% or less of your total assignment, please indicate what else you're teaching.

<input type="checkbox"/>	ersonnel
<input type="checkbox"/>	Opportunities to use French outside the school day
Other (please specify)	
<input type="text"/>	

Part B - Getting Hired

Other (please specify)

* 10. Please rank order the factors that most influenced your decision to apply to specific boards for a teaching position. 1 = most influential factor.

<input type="text"/>	Proximity of the board to your Faculty of Education
<input type="text"/>	Proximity of the board to desired place of residence
<input type="text"/>	Prior knowledge of the board
<input type="text"/>	Simplicity of the application process
<input type="text"/>	Contact with board personnel during recruitment process
<input type="text"/>	Opportunities for professional development
<input type="text"/>	Practicum experience in the board
<input type="text"/>	Known professional supports for FSL teachers in the board

* 11. How many boards did you apply to for an FSL teaching position (either Core , Extended or Immersion or combination)?

- only 1 board
- 2 - 5 boards
- 6 or more boards

If you applied in only 1 board, please share the main reason(s) for doing so:

* 12. Please match the elements of the recruitment/application process that best describe the experience you encountered most often when searching for an FSL teaching position?

	online only	partially online; partially in-person	in-person only	N/A
French language screening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submitting required documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post-interview communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* 13. How many boards invited you for a job interview?

- 1 - 3
- 4 - 6
- 7 or more
- none

* 14. Of the interviews granted, how many did you attend?

- Most of them
- About half of them
- Only a few of them
- None of them

* 15. Of the interviews you attended, please rate the following elements of your interview experience using the scale provided.

	Mostly positive	Somewhat positive	Not particularly positive or negative	Somewhat negative	Mostly negative	N/A
French language evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timing of the interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Venue of the interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disposition of the interviewer(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content explored during the interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity of what to expect following the interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to ask questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If your experiences were mostly negative, please elaborate here. Remember, all responses are anonymous.

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erview

Other challenges? Please elaborate.

Part C - Early Phase of Teaching FSL

Please complete this section if you are teaching FSL for any part of your current teaching assignment.

* 17. Teaching involves continuous professional learning. At this point in your FSL teaching, how would you describe your overall confidence in responding to the various demands of teaching FSL?

Very confident	Confident	Unconfident	Very unconfident
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 18. Please indicate the top 3 areas of professional learning that would help as you progress in your role as an FSL teacher.

- Knowledge of pedagogy
- Knowledge of effective teaching strategies
- Knowledge of the curriculum
- Connection with students in the school community(ies)
- Support from teacher colleagues in your school(s)
- Support from administrator(s) in your school(s)
- Availability of effective teaching resources
- Availability of board support personnel
- Interactions with students
- Interactions with parents/guardians
- Opportunities to improve French language skills

Other (please specify)

19. Knowing French. How would you best describe yourself as a French-language user?

- Can understand the main points of clear standard speech on familiar subjects in work, school, leisure activities, etc. Can manage in most situations that come up when travelling in a region where the language is spoken. Can produce a simple and cohesive text on familiar subjects or subjects of personal interest. Can narrate an event, an experience or a dream; describe a desire or goal, and outline reasons or explanations behind a project or idea.
- Can effortlessly understand almost everything I read or hear. Capable of a coherent summary of events or arguments from oral or written sources. Can express myself precisely in a spontaneous, fluent way, conveying finer shades of meaning precisely.
- French is my first language; I am a native user of French.
- Can understand the main ideas of concrete or abstract topics in a complex text, including a technical article in the user's area of expertise. Can communicate with a degree of spontaneity and fluency during a conversation with a native speaker, in a way that is comfortable for everyone. Can speak in a clear, detailed way on a number of subjects; express an opinion on current affairs, giving the advantages and disadvantages of the various options.
- Can understand a wide range of long and complex texts, including any subtextual or stylistic nuances. Can express myself freely and fluidly, without obviously fumbling for words. Can use the language effectively and fluently in a social, professional or academic context. Can speak in a clear, organised way about complex subjects, developing a well-structured argument.

Other (please specify)

20. Are there any additional comments you would like to make regarding your recruitment, hiring and early experiences teaching FSL?

21. Thank you for completing this survey. If you would like to participate in a focus group to discuss your recruitment, hiring and early employment experiences with other FSL teachers, please contact djack@opsba.org by email, or by phone at 647-982-3858. You will be able to participate virtually, or in person at convenient locations (board offices, schools) where there is significant response.