

## STAKEHOLDERS IN THE FRENCH AS A SECOND LANGUAGE (FSL) COMMUNITY OF ONTARIO

The holistic view is rooted in a collaborative approach which holds a level of accountability that raises the commitment to FSL work.

STAKEHOLDERS	IDENTIFIED NEEDS	AVAILABLE RESOURCES	SUGGESTIONS FOR ACCELERATOR
<p><b>Students</b> are stakeholders in FSL education because they make up the cohort of future educators and parents, are the ones for whom the program is created, and without whom the program would not exist.</p>	<ul style="list-style-type: none"> <li>There is a lack of engagement, especially with the male students.</li> <li>There is a lack of student voice and input when it comes to what is being taught and materials.</li> <li>Students do not see the need nor the use of French outside of the classroom.</li> <li>Students need to be seen as holistic individuals and encouraged to participate and collaborate with one another and teachers as they have their own knowledge and perspectives to share.</li> <li>Students need to feel represented and included in the FSL classroom.</li> <li>Incorporate metacognition into the classroom so that students continue to be lifelong critical learners.</li> <li>ELL needs to be included in the FSL classroom.</li> <li>Universal design needs to be incorporated and implemented into lesson plans so that all student needs are met and they are able to succeed.</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.myexplore.ca/en/">https://www.myexplore.ca/en/</a></li> <li><a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li><a href="https://www.frenchstreet.ca/en/">https://www.frenchstreet.ca/en/</a></li> <li><a href="https://www.myodyssey.ca/en/">https://www.myodyssey.ca/en/</a></li> <li><a href="https://www.idello.org/en">https://www.idello.org/en</a></li> <li><a href="http://www.fslhomeworktoolbox.ca/">http://www.fslhomeworktoolbox.ca/</a></li> <li><a href="https://www.tfo.org/">https://www.tfo.org/</a></li> <li><a href="https://ici.radio-canada.ca/">https://ici.radio-canada.ca/</a></li> </ul>	<ul style="list-style-type: none"> <li>Promote the use of and engagement with French to specifically male students to keep them in the program.</li> <li>Expose students to the benefits of French in their future careers.</li> <li>Encourage students and teachers to access their interests in French, specialize in what interests them in French (history, culture, canadianess).</li> <li>Promote staff understanding of inclusion so that all students feel welcomed into the FSL programs.</li> </ul>
Parents/ Families	<ul style="list-style-type: none"> <li>There are many entry points into various FSL programs.</li> </ul>	<ul style="list-style-type: none"> <li>Many boards will have links for parents to help them</li> </ul>	<ul style="list-style-type: none"> <li>Students grow up to be parents, if they did not have positive</li> </ul>

	<ul style="list-style-type: none"> <li>○ This can be confusing, especially for new Canadians and new parents.</li> <li>● Using various communication strategies at home is valued by the FSL programs to help students become more precise in their communication and metalinguistic skills.</li> <li>● Families need to show an interest in and value of language learning, helping students have access to resources even scheduling some time.</li> <li>● Parents need to be on board with what teachers are doing or have a say and speak up when something is wrong. Encouraging them to be involved with the school community. <ul style="list-style-type: none"> <li>○ Not all parents are able to take the time to be involved in their child's education as they may have to work or be unavailable.</li> </ul> </li> <li>● Every decision about a student's schooling has to be consented by the parent. <ul style="list-style-type: none"> <li>○ This can be a problem if the parent doesn't agree with IEPs and will not give their child the help they need, but this can also be beneficial as parents can try to fight for their child's success.</li> </ul> </li> <li>● An issue arises when parents are not properly informed of the FSL program options available to them. This often happens with immigrant and new Canadian parents as perhaps there is a language barrier blocking access to FSL programs and resources. As well, low income communities are not always informed of</li> </ul>	<p>with enrollment and to learn more about the different FSL programs, as well as resources to help their child.</p> <ul style="list-style-type: none"> <li>● Canadian Parents for French: <a href="https://cpf.ca/fr/">https://cpf.ca/fr/</a></li> <li>● Supporting FI and EF students in elementary: <a href="http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideFrench.pdf">http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideFrench.pdf</a></li> <li>● Supporting students with special needs in FSL <a href="https://www.hwcdsb.ca/learn/fsl/?fileID=193309">https://www.hwcdsb.ca/learn/fsl/?fileID=193309</a></li> <li>● There are some low-income tutoring services and group tutoring for less.</li> <li>● <a href="https://www.tfo.org/en/mini-tfo">https://www.tfo.org/en/mini-tfo</a></li> </ul>	<p>experiences in the FSL programs, they likely will not encourage their children to take French seriously and will not have a positive attitude towards it.</p> <ul style="list-style-type: none"> <li>● Parents need to see the importance of French so that their children will also have some of that attitude towards it.</li> <li>● Parents enrol their children into the various FSL programs, thus they need to see the importance and pertinence of it so that we have more french speaking students to hopefully become FSL teachers in the future.</li> <li>● Questions the accelerator could address: <ul style="list-style-type: none"> <li>○ How could our Accelerator serve the needs of new Canadians interested in the FSL programs offered in Ontario?</li> <li>○ How can our Accelerator address issues of accessibility well researched and documented regarding a lack of access to all of the options in the FSL programs for New Canadians?</li> </ul> </li> </ul>
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	<p>the FSL opportunities nor are they able to participate in info meetings. Often these communities find out about the programs too late or find out by chance through perhaps a random poster they see or by word of mouth.</p>		
Teachers	<ul style="list-style-type: none"> <li>● They feel unprepared/not proficient enough in their language skills.</li> <li>● There is a lack of readily available appropriate/updated resources due to a lack of funding.</li> <li>● Teachers feel a sense of isolation due to a lack of PD, support from administration, lack of collaboration with colleagues, and even a lack of designated classroom space.</li> <li>● New teachers are often given the most difficult positions or positions they are unprepared for and they are offered no mentor opportunities.</li> <li>● The application and job search process can be daunting, confusing, and complex.</li> <li>● Workload is too heavy and there is not enough time to complete it.</li> <li>● Classroom management: new teachers do not always have the necessary skills and yet are stuck with the “difficult” classes.</li> <li>● Not enough resources, low salary, “low social prestige of the profession”</li> <li>● Often new teachers are not assigned the subjects they studied and they become bored or disinterested with the job.</li> <li>● There is a lack of PD and career advancement opportunities.</li> <li>● Difficulty with the parents of students can lead to attrition.</li> </ul>	<ul style="list-style-type: none"> <li>● Different school boards may offer links to different websites and tools for teachers however they are often simply to different ministry/curriculum documents.</li> <li>● Different universities offer different resources on their websites (ex: Queen’s U and Ontario Tech) however these resources/links are often just to different curriculum documents and perhaps textbooks or websites such as EDU-GAINS (<a href="http://www.edugains.ca/website/fsl/index.html">http://www.edugains.ca/website/fsl/index.html</a>).</li> <li>● Teacher blog’s offer support, advice, and resources for other FSL teachers.</li> <li>● Transforming FSL offers links to a variety of resources in different mediums (articles, videos, etc.) addressing a variety of topics/issues in FSL (ex:</li> </ul>	<ul style="list-style-type: none"> <li>● Make these same resources available that universities and school boards do</li> <li>● Should provide a list of professional development opportunities</li> <li>● Offer AQ courses that focus on preparedness for the classroom (ex: classroom management techniques)</li> <li>● Offer suggestions for tools to improve language proficiency</li> <li>● Should provide a list of lesson plans/ideas for teachers (this could greatly help new teachers who may not have enough practise in creating lesson plans)</li> <li>● Should provide a list of community organizations that offer FSL services (ex: IDELLO, TFO, etc.)</li> <li>● Should offer a way for teachers to connect with each other (to help eliminate the feeling of isolation) → like a virtual PLC?</li> <li>● Should offer diverse and appropriate resources (ex: more resources for Core French, more diverse/inclusive resources representative of the FSL population in Ontario).</li> </ul>

	<ul style="list-style-type: none"> <li>• New teachers are given the “difficult” classes/students.</li> <li>• Often not offered or are excluded from PLC opportunities (ex: workshops, classroom collaboration) since they might be the only one in their department.</li> </ul>	<p>creating an inclusive classroom, teaching grammar through l’approche actionnelle) (<a href="https://transformingfsl.ca/en/resources/">https://transformingfsl.ca/en/resources/</a>).</p>	<ul style="list-style-type: none"> <li>• Should offer a list of applications and programs for FSL teachers to use in their classroom (Google Translate cannot be the only source) <ul style="list-style-type: none"> <li>○ There are all kinds of programs for English education (ex: math apps) but we don’t hear a lot about French resources. There should be a list of French apps/programs so that FSL teachers do not have to resort of English resources.</li> </ul> </li> <li>• Should offer resources specifically addressing the concerns of New teachers (ex: classroom management techniques)</li> <li>• Essentially a more detailed version of the Ontario New Teacher’s handbook with concrete examples, plenty of resources, and opportunities for collaboration and connection. <ul style="list-style-type: none"> <li>○ Make it a virtual handbook but not just for New teachers, experienced teachers struggle as well so we should offer resources for them as well</li> </ul> </li> <li>• Something universal across the province and perhaps even across the country?</li> </ul>
Administration	<ul style="list-style-type: none"> <li>• There are divergent perspectives between administration and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Transforming FSL offers the Action to Awareness series</li> </ul>	<ul style="list-style-type: none"> <li>• Offer professional development opportunities/courses for administration that have little to no</li> </ul>

	<ul style="list-style-type: none"> <li>● There is a struggle to make FSL more prominent in the curriculum and the school culture.</li> <li>● They have difficulty allocating more resources to FSL because of how the ‘system’ is set up to not favour FSL.</li> <li>● They struggle to support teachers because of: <ul style="list-style-type: none"> <li>○ Lack of time for instructional leadership.</li> <li>○ FSL-related system-level constraints (ex: funding).</li> <li>○ Poor school administrator training programs.</li> <li>○ Lack of previous FSL teaching experience.</li> <li>○ Lack of French language skills.</li> </ul> </li> <li>● There is a struggle to hire adequate numbers of proficient FSL staff.</li> </ul>	<p>(<a href="https://transformingfsl.ca/en/resources/from-awareness-to-action-resources-for-principals-and-vice-principals/">https://transformingfsl.ca/en/resources/from-awareness-to-action-resources-for-principals-and-vice-principals/</a>) &amp; the Principal’s Guide for Student Work Study Projects (<a href="https://transformingfsl.ca/en/harmonisation-principals-guide/">https://transformingfsl.ca/en/harmonisation-principals-guide/</a>) to help administration understand their role in supporting FSL</p> <ul style="list-style-type: none"> <li>● Alberta Provincial handbook for FSL administration offers an explanation of the FSL situation and the role of administration in solving these problems.</li> <li>● Ontario Principals’ Council offers a professional development module that promotes an understanding of the problems with FSL and how administration can help.</li> </ul>	<p>knowledge of FSL so that they can feel better equipped to support their staff and students.</p> <ul style="list-style-type: none"> <li>● Offer a handbook similar to that of Alberta, for Ontario administration that explains the current state of FSL in Ontario and what the role of administration is in improving this state.</li> </ul>
Community Organizations	<ul style="list-style-type: none"> <li>● There is a gap between the community and FSL education. <ul style="list-style-type: none"> <li>○ FSL learning and use of language needs to be promoted and experienced outside of the classroom.</li> </ul> </li> <li>● There are quite a few paid membership based teacher communities but they may</li> </ul>	<ul style="list-style-type: none"> <li>● ETFO: <a href="http://etfovoice.ca/node/164">http://etfovoice.ca/node/164</a></li> <li>● Alliance Francaise <a href="https://www.alliance-francaise.ca/en/exams/diplomas/delf">https://www.alliance-francaise.ca/en/exams/diplomas/delf</a></li> <li>● French Street: <a href="https://www.frenchstreet.ca/">https://www.frenchstreet.ca/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Have more funding for community organizations to be able to provide free or subsidized.</li> <li>● Bridge the gap between community and FSL educators to provide connections and resources for both students and teachers outside of the school.</li> </ul>

	<p>not be accessible to all.</p> <ul style="list-style-type: none"> <li>• There may be a monetary gap as students may not be able to access community/organizational resources or experiences if they are paid.</li> <li>• There needs to be collaboration between community and FSL staff. <ul style="list-style-type: none"> <li>○ Students need to be able to incorporate French in their life to be able to see French in their lives in the future.</li> </ul> </li> </ul>	<p><a href="#">fr/</a></p> <ul style="list-style-type: none"> <li>• Various Teacher Organizations <ul style="list-style-type: none"> <li>○ <a href="https://www.caslt.org/en/">https://www.caslt.org/en/</a></li> <li>○ <a href="https://www.acpi.ca/">https://www.acpi.ca/</a></li> <li>○ <a href="https://www.omlta.org/">https://www.omlta.org/</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Promote FSL outside the school environment to make it relevant and appealing to students and future/current teachers.</li> </ul>
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### CONCERNS COMMON BETWEEN STAKEHOLDERS

- There is a lack of input and engagement from parents and students in FSL programs.
- Teachers, Students, and Community organizations find that community resources are not being engaged with or utilized effectively to promote FSL outside of the school environment for all stakeholders.
- There are no clear language achievement goals for various grades and streams. Students end up missing certain concepts and being retaught the same things year after year. Teachers end up with classes filled with students at different levels, following their own lesson plans, not always able to address the needs of the students.
- Teachers and Administration find there is a lack of support due to a lack of proper training (ex: classroom management techniques) and a lack of appropriate resources (ex: resources don't represent the entire student population -- Core French is often underrepresented).
- Due to the fact that FSL is often regarded as less important they don't receive as much funding which teachers, administration, and families found affects the resources available to students (ex: outdated textbooks, trips/experiences that are unaffordable to many students).

### AREAS IN NEED OF IMPROVEMENT/FURTHER RESEARCH

- It is important to hear the actual opinions, voices and concerns of parents and students because they are the ones enrolling students and actually experiencing the program.
- Students need to be consulted from a young age to know what interests them and how to keep them in the program.
- How many students would continue with English classes, and how many actually continue to study English in post-secondary.
- Is this a problem solely with FSL?
- Is this problem only in public schools or do we see a similar trend in private schools?
  - If they do not have this problem, what resources/strategies do they have in place to help keep FSL thriving?
- Ideally, to be in administration you should have knowledge of the french language to avoid any confusion and the need for extra work from the french

teachers to act as translators.

- In terms of funding, it might be an idea to further investigate if the problem is a lack of funding or if it is a problem with how the money is distributed/allocated.